2017-2018

GRADUATE & PROFESSIONAL STUDIES

ACADEMIC CATALOG

Table of Contents

Table of Contents 1

The University 2
- Mission Statement 2
- Vision Statement 2
- Campus Address 2
- Administrative Officers 3
- Deans 3
- Graduate Studies 3
- Graduate Policies 4
- Academic Policies 5
- Graduate Grading Policy 6
- Grade Appeals 7
- Academic Misconduct 8
- Graduate Services 8
- Financial Information 10
- Legal Notices 13
- Completing The Program 14
- Graduate Programs of Study 14
- Continuing and Distance Education 15

Applied Exercise Science 16

Athletic Training 18

Business Administration 20
- The MBA Core 23
- Accounting 23
- Communications and Public Relations 23
- Finance 23
- Health Care Administration 24
- Human Resource Management 24
- Innovation and Entrepreneurship 24
- International Business 24
- Management 24
- Management Information Systems (STEM) 25
- Non-Profit Management and Leadership 25
- Public Administration 25
- Risk Assessment and Management 25
- Sports and Entertainment Business 25
- Strategic Marketing 26
- Sustainability Management and Analytics (STEM) 26
- Health Care Practitioners Program 27
- Professional MBA (pMBA) 28
- Master of Science in Organizational Leadership and Administration 29

Counseling 30
- School Counseling 30
- Professional Counseling 31

Education 34
- Alternative Education 36
- Art Education 36
- Literacy 37
- Special Education 38
- Cross Categorical Special Education 38
- Early Childhood Special Education 39
- Teaching and Learning 39
- Teacher Certification Program 40
- Counseling 43
- Superintendent License Program 48
- Educational Administration 49
- Director of Instruction 49
- Early Childhood Education 50
- Environmental Education 50
- Educational Design and Technology 51
- Family Life 52

Church Music 54

Information Technology 57

Nursing 60
- Family and Adult/Gerontology Practitioner 62
- Nurse Educator 62
- RN to BSN to MSN 63
- Doctor of Nursing Practice 64

Occupational Therapy 66

Physical Therapy 73

Physician Assistant Studies 77

Rehabilitation Science 83

Social Work 84

Student Personnel Administration 90

Pharmacy 95

Bioethics 99

Computer Science 100

Course Descriptions 102

Faculty 150

The University

Concordia University is one of ten colleges or universities in the Concordia University System, which is owned and operated by 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 Address

CONCORDIA UNIVERSITY WISCONSIN
12800 North Lake Shore Drive, Mequon, Wisconsin 53097-2402, Telephone: 262.243.5700, Fax: 262.243.4351

Administrative Officers

PRESIDENT. . . . . Patrick Ferry
EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER . . . . . Allen Prochnow
SENIOR VICE PRESIDENT OF ACADEMICS. . . . . William Cario
SENIOR VICE PRESIDENT OF ENROLLMENT SERVICES . . . . . Kenneth Gaschk
SENIOR VICE PRESIDENT OF STRATEGY AND UNIVERSITY AFFAIRS . . . . . Gretchen Jameson
VICE PRESIDENT OF ADVANCEMENT. . . . . Roy Peterson
VICE PRESIDENT OF FINANCE AND CHIEF FINANCIAL OFFICER . . . . . Joan Scholz
VICE PRESIDENT OF INFORMATION TECHNOLOGY. . . . . Thomas Phillip
VICE PRESIDENT OF MARKETING . . . . . Anita Clark
VICE PRESIDENT OF STUDENT LIFE. . . . . Steven Taylor
ASSISTANT VICE PRESIDENT OF ACADEMICS . . . . . Bernard Bull
ASSISTANT VICE PRESIDENT OF ACADEMICS . . . . . Leah Dvorak
ASSISTANT VICE PRESIDENT OF ACADEMICS . . . . . Elizabeth Polzin
ASSISTANT VICE PRESIDENT OF STRATEGIC COMMUNICATION. . . . . Lisa Liljegren
CHAIR, FACULTY SENATE. . . . . Robert Burlage

Deans

ARTS AND SCIENCES. . . . . Steven Montreal
BUSINESS ADMINISTRATION. . . . . Daniel Sem
EDUCATION. . . . . Michael Uden
HEALTH PROFESSIONS . . . . . Linda Samuel
NURSING . . . . . Sharon Chappy
PHARMACY. . . . . Dean Arneson
STUDENT LIFE . . . . . Steven Gerner

Graduate Studies

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 Senior Vice President of Academics, are responsible for the administration of the graduate programs.

ACCREDITATION

Concordia University Wisconsin is accredited by the Higher Learning Commission.

The Higher Learning Commission.
b230 South La Salle Street, Suite 7-500, Chicago, Illinois 60604-1413, (312) 263-0456
http://www.ncahigherlearningcommission.org

Concordia University Wisconsin is 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.

Graduate Policies

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 Senior Vice President of Academics.
Students interested in enrolling in Graduate and Professional Studies are encouraged to contact the Graduate Admission Office at (262) 243-4248 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.

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 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 these 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 unconditionally admitted to the program
   - The student is admitted as a conditional student, whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives

   If there are conditions to be met prior to admission, the candidate must provide documentation of having met those requirements to the Graduate Admission Counselor
   - The student is admitted as a provisional student, whose admission allows them to take prerequisite courses only. Upon completion of prerequisite courses admission status is changed to conditional or unconditional acceptance
   - 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.

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.

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.

STUDENT COURSE LOAD

A full-time semester credit load is 6 - 9 graduate credits depending on the graduate program (see your program/department handbook for specific requirements). Half-time load is three graduate credits. *Please note: There are only 2 terms (semesters) for most graduate programs. The spring semester runs from January 1-June 30; the fall se-mester runs from July 1-December 31.

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.

NON-DEGREE-SEEKING STUDENT CREDIT LOAD

Students may enroll as non-degree-seeking students and take up to nine credits over five years. In order to register for classes, the student must complete an application for non-degree-seeking status. Not all programs allow non-degree-seeking students to take courses.

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.

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.

TRANSCRIPTS
An official transcript is one bearing the seal of the University and the signature of the Registrar or his/her designee. Official transcripts are normally mailed directly to institutions or persons considering the student for admission or for employ-ment. Please contact the registrar's office at 262-243-4345 to request an official transcript or go to: https://www.cuw.edu/academics/_assets/RequestTranscript.pdf.

An unofficial transcript is one given to the student. It looks like the official tran-script but is marked "Unofficial", "Delivered to Student" or "Student Copy." Con-cordia University accepts no responsibility for the accuracy of an unofficial tran-script after it has been issued.

AUDITING A CLASS
A student may audit a course contingent upon availability of space and approval of the course instructor. Students auditing a course are expected to attend all classes but are not required to complete written course assignments and examinations. A reduced fee will be charged.

GRADUATION
Concordia University confers 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 coursework completed at Concordia, unless otherwise specified by program requirements.
2 . Earned an appropriate number of credits of academic work, meeting all program-specific residency requirements.
3 . Satisfied all 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:

1. Completed all coursework in the degree (or be in the process of taking the final class).
2. Completed the application for graduation.
3. Paid the graduation fee.

Graduate Grading Policy

Formal reports of the student's progress are posted in the Banner Self-Service section of the student services tab of my.cuw.edu at the close of each course.

The following grade point system is used to determine grade point average.

A	equals 4.00 points per credit	C	equals 2.00 points per credit
A-	equals 3.67 points per credit	C-	equals 1.67 points per credit
B+	equals 3.33 points per credit	D+	equals 1.33 points per credit
B	equals 3.00 points per credit	D	equals 1.00 points per credit
B-	equals 2.67 points per credit	D-	equals 0.67 points per credit
C+	equals 2.33 points per credit	F	equals 0.00 points per credit

W	0.0 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal after the withdrawal deadline under authorized conditions.
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).

INCOMPLETE GRADES

In the event of extenuating circumstances during a course (i.e. serious illness, hos-pitalization, etc), additional time beyond the course competition date may be ap-proved by the Program Director. Depending on the circumstances, an incomplete grade will be given with an extension of 1-6 weeks (maximum). An incomplete grade will become a failing grade if the work is not completed within the timeframe provided. All extension requests must be made in writing to the Pro-gram Director before the last day of the course. Coursework submitted after the end of a class without prior approval will not be eligible for grading.

The incomplete policy as written above does not apply to practicum/internships, thesis, or graduate capstone papers. In such cases, the incomplete will remain un-til the practicum/internships, thesis, or paper is completed or the instructor deter-mines that progress has ceased. Specific incomplete policies are incorporated in practicum/internship, thesis or graduate capstone handbooks.

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

Graduate programs/departments may establish specific grade criteria for program completion and/or licensing. In general, if a student earns a grade of C- or lower, the student will be required to retake the course at the student's expense. Students may not repeat a course more than once unless there is approval from the Program Director. 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 gradepoint average. The original grade is no longer computed in the grade-point average but does remain on the official transcript. See your program/department handbook for specific course grade criteria.

Grade Appeals

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 I: The student meets with the instructor to resolve the matter informally.

Step II: Graduate students may appeal to their Program Director. The grievance must be submitted in writing within 10 working days after meeting with the instructor. Upon receipt of the student's grievance, the afrementioned administrator will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the administrator. Within 5 working days of receiving the instructor's report, the administrator will send a written response to the student and the instructor.

Step III: If the student is still not satisfied, s/he may file a written complaint with the Dean of the School in which the course was taught within 10 working days of receiving the step II report . 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 within 10 working days of receiving the grievance.

Step IV: Finally, the student may appeal a Step III decision in writing to the Academic Grievance Committee (AGC) who will meet with the student within 10 working days of receiving the grievance and render an immediate decision. The AGC includes the CAO or designee, the registrar or designee, a faculty member in the student's program, and the student's Department Chair or Program Director if that person was not invovlved in Step II. The AGC will submit a written report of their decision to the Academic office, which will forward the report to the Dean, the Department Chair or Program Director, the instructor, the academic advisor, the student, and if applicable, to the Center Director.

ACADEMIC PROBATION AND DISMISSAL POLICY

In general a graduate/professional student, admitted without condition, who does not maintain a cumulative GPA of at least 3.00 (after taking at least 9 credits) is placed on academic probation; s/he then has 9 credits to raise her/his GPA to 3.0 or better. If a student fails to achieve this goal, the appropriate Dean (if at Mequon) or campus dean (if at Ann Arbor), in consultation with the Program Director, will review each case to determine if dismissal is appropriate. Some graduate and professional programs have established their own standards and procedures for academic probation and dismissal and for an appeal, which take precedence over the aforementioned general procedure.

Appeal Process

Graduate or professional students who have been dismissed from their program and had their appeal denied by the program may only appeal to the Academic 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 Academic 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 Misconduct

ACADEMIC INTEGRITY POLICY

Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances.

Academic dishonesty is defined as follows:

Cheating includes, but is not limited to:
a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment
b) as-sisting another student in cheating on a test or class assignment, including imper-sonation 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 the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct includes intentionally or recklessly interfering with teaching, research, and/or other academic functions.

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

1) **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.
2) **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.
3) **Third instance:** The faculty member determines the penalty, and the Academic Conduct Board (ACB) meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. On the Mequon campus the ACB consists of the CAO at Mequon, AVP of Academics for Student Success, and the Dean of the School in which the student resides. If the student is an adult learner, the appropriate Center Director joins the ACB. If the student is a graduate student, the appropriate Program Director joins the ACB. The decision of the ACB is final.

Appeal Process

Students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Academic Office within 15 working days of receiving the report. The Academic Conduct Board (or their designees in case of a "third instance" appeal) will hear the student's appeal within 10 working days of receiving the appeal and issue a written response to the student.

Graduate Services

ADVISING

At Concordia University, every graduate and professional student receives person-al consideration and attention. Upon acceptance into a graduate program, each student is assigned an academic advisor. The director of the student's program often serves as the advisor. Please contact your Program Director if you need any advising support.

CAREER SERVICES

The Department of Career Education and Services offers students assistance in:

- Part-time and full-time jobs
- Job search techniques
- Career planning
- Volunteer opportunities
- Resumé and cover letter assistance

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.

LEARNING CENTER

The Learning Resource Center (LRC) helps students on their path to academic achievement by offering a variety of free services to CUW students. The LRC is located in Luther 200. Hours of operation are Monday – Friday, 8:00a.m. – 4:30p.m. For more information, please call 262-243-2623 or send an email to swlrc@cuw.edu.

Tutoring – Tutoring is available for frequently requested traditional undergraduate courses offered at CUW. The LRC's trained tutors help students understand course objectives, review material, prepare for quizzes and tests, and identify study techniques necessary to succeed in class. To sign up for tutoring visit tutortrac.cuw.edu

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.

Writing Center – Students can bring in any paper, from any CUW course, at any stage in the writing process and receive feedback from one of the consultants in the Writing Center. Consultants will work one-on-one with students to generate topic ideas, gather evidence and support from sources, check formatting, and evaluate the paper for organization and clarity. To sign up for a writing consultation, visit tutortrac.cuw.edu.

Math Drop-In Desk - Students can drop in to the Math Desk (located inside the Learning Resource Center –LU 200) and receive a quick 30-minute math consultation. The Math Drop-In Desk is staffed by a resident math whiz and is available for all students who have general math questions or math-related coursework.

Peer Academic Coaching – Peer Academic Coaches (PACs) help students to develop executive functioning skills necessary for success in college. Peer coaches provide mentorship and model notetaking, organizational, and learning strategies for students.

Disability Support Services (DSS) – CUW offers resources, information, and assistance to students with disabilities through Disability Support Services (DSS) and the Learning Resource Center (LRC). DSS provides accommodations to students as mandated by Section 504 of the Re-habilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Amer-icans with Disabilities Act as Amended of 2010. The confidentiality of the student and the nature of his/her disability is of the utmost importance. DSS maintains all student records in accordance with the Family Educational Rights and Privacy Act (FERPA) and deeply respects the student's right to privacy. DSS works closely with students, faculty, and staff in order to ensure that qualified students with disabilities are able to fully participate in academic programs, func-tions, and the facilities at CUW. Students who seek accommodations for disabili-ties must self-identify with DSS and submit documentation from a licensed profes-sional of his/her disability/impairment. In accordance with CUW's values, DSS strives to serve others in caring, helpful, respectful, and knowledgeable ways.

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

The Falcon One Card is a student ID/access card that is used throughout the Con-cordia University system. Each graduate student is encouraged to have a Universi-ty ID. This card is used for identification purposes, library access, proof of student status for discounts, and more. Students are able to receive one ID card for free at the start of their program. In the event of a lost or stolen card, a $25 fee will be charged to the student's account in order to cover the cost of a replacement card. 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.

BOOKSTORE

Textbooks are available through the Concordia University Bookstore. In addition, the bookstore has school supplies, gift items, greeting cards and clothing items that carry the university emblem. You may purchase books and supplies by visiting the bookstore, calling 262-243-4349, or ordering from the bookstore website at www.cuw.edu/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.

CLASS CANCELLATIONS FOR WEATHER

In the event of inclement weather, students should monitor both their CUW email and the Portal for updates and cancellations. If inclement weather strikes, a deci-sion on classes will be made by 2:00pm on the day in question. Announcements for our various cohort and center locations around the state are posted as soon the information becomes available regarding cancellations. Please note, however, that cancellation of on-campus classes does not mean off-campus are cancelled as well. Vice versa, off-campus classes might be cancelled even if the university is open because the basis of most weather related cancellations will be based on the weather and conditions in the specific area. Instructors will notify students as to how to make up any class time missed.

Financial Information

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 & PAYMENT INFORMATION

The tuition fee for each graduate program is established each academic year. If using federal financial aid, tuition disbursements will be made to a student's ac-count after the start of the course. If not using federal financial aid, tuition fees are to be paid to the Business Office before the class begins. In cases dealing with em-ployer reimbursement, it is appreciated when tuition can be paid before attending class. Students need to notify the Business Office about special circumstances. After the start of a class if a bill is not paid, a student's account will go on hold which will prohibit him/her from enrolling in additional classes, seeing final grades, requesting a transcript, as well as other inconveniences. Students may check their tuition balance and confirm payments using the Portal under the "Student" link through the channel entitled "Pay My Bill Online". Students may also pay by credit card by calling the Cashier's office at 262-243-2609.

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.

REFUND POLICY

After the start of a course, no refunds may be applied to a student's account without a written request to drop a course. Students who withdraw from classes will receive a pro-rated refund of educational fees according to the following schedule:

16 WEEK COURSE	WEEK 1 80%, W	WEEK 2 75%, W	WEEK 3 60%, W	WEEK 4 40%, W	WEEK 5 20%, W	WEEKS 6-10 0%, W	WEEKS 11-16 0%, F
12 WEEK COURSE	WEEK 1 80%, W	WEEK 2 75%, W	WEEK 3 50%, W	WEEK 4 25%, W	WEEKS 5-8 0%, W	WEEKS 9-12 0%, F	
10 WEEK COURSE	WEEK 1 75%, W	WEEK 2 50%, W	WEEK 3 25%, W	WEEKS 4-7 0%, W	WEEKS 8-10 0%, F		
8 WEEK COURSE	WEEK 1 75%, W	WEEK 2 50%, W	WEEK 3 25%, W	WEEKS 4-5 0%, W	WEEKS 6-8 0%, F		
6 WEEK COURSE	WEEK 1 60%, W	WEEK 2 40%, W	WEEKS 3-4 0%, W	WEEKS 5-6 0%, F			
4 WEEK COURSE	WEEK 1 50%, W	WEEK 2 25%, W	WEEK 3 0%, W	WEEK 4 0%, F			
3 WEEK COURSE	WEEK 1 50%, W	WEEK 2 0%, W	WEEK 3 0%, F				
ONLINE SELF-PACED	1-2 Submissions 75%, W	3-4 Submissions 50%, W	5-6 Submissions 25%, W	7+ Submissions 0%, W	Up to end of 9th WEEK 0%, W	After 9th WEEK 0%, F	

Students attending summer school who drop a course are charged according to the schedules listed above.
For example, a 10-session course will be prorated according to the 10-week schedule; or a 20-session class will be prorated according to the semester refund schedule. The fees will be imposed as of the date the drop form is received from the student. Food service fees are refunded on a pro-rated basis for the entire semester.

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 may be paid by the government 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.

VETERANS EDUCATIONAL ASSISTANCE

Concordia University in Mequon is approved as an educational institution at which students may receive veteran's benefits. Prospective students who have been in the Armed Forces should check with their local V.A. office for more complete details. They must file for benefits in Milwaukee if they have made no prior claims. If a claim file has already been established, they should file with that particular V.A. office.

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.

A. 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.

B. 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.

C. 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):

Doctorate in Physical Therapy	3 years	Bachelor's Degree	
		Education	5 years
Master's Degree	3 years	All other programs	4 years
Masters in Occupational Therapy	6 years		
		Certificate Programs	
		Lay Ministry	4 years
		Medical Assistant	1 year

D. 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.

E. 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.

F. 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.

Legal Notices

THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Family Education Rights and Privacy Act of 1974 is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.
Concordia University accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to students' records nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to parents of dependent students, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.
Within the Concordia University Wisconsin community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Offices of the Registrar, Financial Aid, Admission, Academic Dean, Student Life, Business, Placement, and academic personnel within the limitations of their need to know.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Concordia University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial files, and academic, cooperative education, and placement records. Students wishing to review their education records must have written requests to the Registrar listing the item or items of interest.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the President and the Office of the Registrar.

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.

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 Wisconsin does not discriminate on the basis of handicap. (cf. Section 504 of the Rehabilitation Act of 1973).

GOOD STANDING

Students must be in good standing in order to receive a graduate degree from Concordia University Wisconsin. To be in good standing, they must have a grade point average of 3.0 or better.

APPLICATION FOR GRADUATION

The student's application for graduation must submitted online no less than 10 weeks prior to commencement. The form is located on the student service.

GRADUATION FEE

A fee is assessed for all graduates to cover graduation expenses.

COMMENCEMENT PARTICIPATION

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

1. Completed all coursework in the degree (or be in the process of taking the final class).
2. Completed the application for graduation.
3. Paid the graduation fee.

Graduate Programs Of Study

PROGRAM	Credits	ONLINE OPTION AVAILABLE
APPLIED EXERCISE SCIENCE	33	No
ATHLETIC TRAINING	36	No
BUSINESS ADMINISTRATION		
Accounting	39	Yes
Communications and Public Relations	39	Yes
Finance	39	Yes
Health Care Administration	39	Yes
Human Resource Management	39	Yes
Innovation and Entrepreneurship Concentration	39	Yes
International Business	39	Yes
Management	39	Yes
Management Information Systems (STEM program)	39	Yes
Nonprofit Management and Leadership	39	Yes
Public Administration	39	Yes
Risk Assessment and Management	39	Yes
Sport and Entertainment Business	39	Yes
Strategic Marketing	39	Yes
Sustainability Management and Analytics (STEM program)	39	Yes
CHURCH MUSIC		
Choral	36	No
Handbell	36	No
Organ	36	No

PROGRAM	Credits	ONLINE OPTION AVAILABLE
EDUCATION		
Educational Administration:		
Principal	33	Yes
Director of Instruction	36	Yes
Principal and Director of Instruction	39	Yes
Alternative Education	6	Yes
Art Education	30 - 33	No
Counseling:		
Professional Counselor	45	Yes
School Counselor	45 - 48	Yes
Teaching and Learning	33	Yes
Early Childhood	30	No
Educational Technology	33	Yes
Environmental Education	30	Yes
Family Studies	30 - 36	No
Literacy	30	Yes
Special Education	30 - 34	Yes
Teacher Certification Program - Elementary	47	No
Teacher Certification Program - Secondary	36	No
INFORMATION TECHNOLOGY	39	Yes
NURSING		
Doctor of Nursing Practice	38	Yes
Family Nurse Practitioner	41	Yes
Adult/Gerontology Primary Care Nurse Practitioner	41	Yes
Nurse Educator	39	Yes
CAGE (Certificate after Graduation Education) for NP	35	Yes
CAGE (Certificate after Graduation Education) for NE	18	Yes
OCCUPATIONAL THERAPY		
Entry Level Master of Occupational Therapy	89	No
Post-Professional Doctorate in Occupational Therapy	34	Yes
ORGANIZATIONAL LEADERSHIP AND ADMINISTRATION	32	Yes
PHYSICAL THERAPY		
Entry Level Doctor of Physical Therapy	117	No
REHABILITATION SCIENCE	33	Yes
STUDENT PERSONNEL ADMINISTRATION	34 - 40	No
PHARMACEUTICAL OR CHEMICAL PRODUCT DEVELOPMENT	48	No
PHARMACY	148	No
PHYSICIAN ASSISTANT	115	No

Continuing and Distance Education

Concordia University Wisconsin (CUW) is dedicated to providing flexible 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 support specialist 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 support specialist 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

Applied Exercise Science

MASTER OF SCIENCE IN APPLIED EXERCISE SCIENCE DEGREE

OVERVIEW

The Master of Science degree in Applied Exercise Science provides a flexible format of academic and research preparation for entry into various exercise science fields 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. Additionally, the student is allowed to take a number of electives, adding breadth to the program. Objectives of the program include:

- Acquire applied neuromuscular, cardiorespiratory and bioenergetics exercise science knowledge
- 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 (Example: Human Performance, Exercise Physiology, Kinesiology, and Movement Science)
- 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 reason for obtaining a Master of Science degree in Applied Exercise Science
- Resume of education and employment experience
- Two recommendations 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

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

CURRICULUM

Core Courses (27 credits)

MSES 540 Applied Kinesiology	3 Crs.
MSES 545 Cardiorespiratory Exercise Physiology	3 Crs.
MSES 550 Seminar in Exercise Science	3 Crs.
MSES 565 Neuromuscular Exercise Physiology	3 Crs.
MSES 569 Research Methods	3 Crs.
MSN 820 Statistics	3 Crs.
MSES 757 Bioenergetics and Weight Control	3 Crs.
MSES 600 Thesis	6 Crs.
OR	
MSES 60 Capstone Project	6 Crs.

Electives (6 credits)

Electives can be taken in most departments on the CUW campus. Electives are determined in consultation with your advisor. You may consult the course catalog to examine potential courses of interest.

Total: 33 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 versus capstone project can be obtained from the Applied Exercise Science program director.

Athletic Training

MASTER OF SCIENCE IN ATHLETIC TRAINING

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. The objective of this program is to prepare graduates to enter into variety of employment settings and to render health care to diverse individuals engaged in physical activity.

The MSAT program at CUW is designed to satisfy 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. Meeting the CAATE requirements will allow the Athletic Training Student to take the Board of Certification (BOC) Computer Based Examination, which one must pass in order to practice professionally as an athletic trainer. 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.

There are two main components to the MSAT program:
1. Classroom Education: The MSAT program consists of CUW undergraduate level core courses, athletic training undergraduate and graduate level core courses, and approved graduate level elective courses.

2. Clinical Education: 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.

CURRICULUM

Athletic Training Core Curriculum — 98 Credits

BIO 192	Human Anatomy and Physiology II	4 credits
EXPH 470	Exercise Physiology	4 credits
HHP 342	Nutrition for Wellness and Performance	3 credits
MSAT 115	Medical Terminology for the Health Professions	1 credit
MSAT 130	Advanced Weight Training	2 credits
MSAT 163	Freshman Fast Track I	1 credit (not required)
MSAT 164	Freshman Fast Track II	1 credit (not required)
MSAT 172	Athletic Training Foundations	3 credits
MSAT 205	First Aid and Emergency Procedures	3 credits
MSAT 272/273	Introduction to Athletic Training with Lab	3 credits
MSAT 289	Athletic Training Seminar	1 credit (taken 4 consecutive semesters = 4 credits total)
MSAT 291	Athletic Training Practicum I	3 credits
MSAT 292	Athletic Training Practicum II	3 credits
MSAT 301	Rehabilitation Techniques of Athletic Injuries with Lab	3 credits
MSAT 303	Therapeutic Modalities with Lab	3 credits
MSAT 312	Administration and Organization of Athletic Training	3 credits
MSAT 330	Manual Muscle Testing	2 credits
MSAT 348	Palpatory Anatomy of the Human Body	2 credits
MSAT 350	Applied Biomechanics and Arthrokinematics	3 credits
MSAT 372	Recognition and Evaluation of Athletic Injuries I with Lab	3 credits
MSAT 376	Recognition and Evaluation of Athletic Injuries II with Lab	3 credits
MSAT 380	Recognition and Evaluation of Athletic Injuries III with Lab	3 credits
MSAT 391	Athletic Training Practicum III	3 credits
MSAT 392	Athletic Training Practicum IV	3 credits
MSAT 403	Advanced Injury Management	3 credits
MSAT 491	Athletic Training Practicum V	3 credits
MSAT 492	Athletic Training Practicum VI	3 credits
MSAT 501	Manual Based Exam and Treatment	3 credits
MSAT 510	Pathophysiology, Pharmacology, and General Medicine	4 credits
MSAT 520	Basic Statistics for Athletic Trainers	3 credits
MSAT 530	Psychosocial Aspects of Athletic Training	3 credits
MSAT 540	Applied Kinesiology	3 credits
MSAT 569	Research Methods	3 credits
MSAT 600	Thesis	3 credits (taken 2 consecutive semesters = 6 credits total)

Electives (Graduate level courses) 9 credits

Select 3 courses from the Approved List of Electives (9 credits)

ADMISSION PROCESS

The Master of Science in Athletic Training (MSAT) program is a selective program that accepts up to approximately twenty students each year. The model used is an 8:1 ratio (Student : Preceptor ratio). This model promotes educational quality, 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 Athletic Training Program during the spring semester of their first year of coursework. Once admitted to the program, the students will complete the remaining four years of core curriculum and athletic training coursework.

NOTE: Following admission to the Athletic Training Program, students may be responsible for obtaining and submitting background checks, flu shots, and any other relevant requirements in order to be eligible for certain clinical education rotations in the health care setting.

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 (CGPA) of 2.75 in all course work.
2. Earn a Cumulative Grade Point Average (CGPA) of 3.00 in all major course work.
3. Complete the Athletic Training Program application by the specified date.
4. Interview with Athletic Training Program Admissions Committee.
5. Complete and pass the following courses with a grade of B (3.0) or higher::
    a. MSAT 115 (Medical Terminology): with a grade of B (3.0) or higher
    b. MSAT 130 (Advanced Weight Training): with a grade of B (3.0) or higher
    c. MSAT 172 (Athletic Training Foundations): with a grade of a B (3.0) or higher
    d. MSAT 205 (First Aid & Emergency Procedures): with a grade of a B (3.0) or higher
    e. MSAT 272/273 (Intro to Athletic Training): with a grade of a B (3.0) or higher
6. Complete and pass the following courses with a grade of C (2.0) or higher:
    a. BIO 191 & 192 (Anatomy & Physiology I & II)

RETENTION STANDARDS

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

1. Maintain a Cumulative Grade Point Average (CGPA) of 2.75 in all course work.
2. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in major course work.
3. Must pass all Practicum courses (MSAT 291, MSAT 292, MSAT 391, MSAT 392, MSAT 491, MSAT 492) with a grade of a B (3.0) or higher.
4. Must pass all required athletic training courses, in sequence, in order to progress in the Athletic Training Program. If a student does not pass a course during a particular semester, that student cannot progress in the program until the course has been re-taken and the student has passed the course. Students who do not pass an athletic training course during the first attempt may re-take that course one additional time in an effort to pass the class. Students will not be allowed to take any athletic training course more than two times.
5. Maintain required and scheduled clinical experience hours.
6. Must follow all Athletic Training Program Policies and Procedures in the Athletic Training Program Handbook.

Business Administration

Concordia University Wisconsin's Master of Business Administration (MBA) Program is designed to prepare men and women to meet the challenges of a changing administrative environment. The program is designed to provide the opportunity of a professional education for the working student. The curriculum provides the broad base of knowledge needed by middle and upper level managers, 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 HIGHLIGHTS

- 8 week courses in the classroom or online
- STEM courses and concentrations
- Can be completed in less than 2 years
- Week-long study abroad options to China and Austria
- Dual degree opportunities
- Earn credit at work through internship
- Accepts up to 6 graduate transfer credits
- Industry related exam prep and certificates
- No GMAT or GRE required
- Taught by industry experts

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. Each four-hour long course meets once a week for eight weeks and is scheduled for either a weekday evening or Saturday morning. The program consists of six continuous eight-week terms per year. If taking the standard one course per term, the total time needed to complete the program is 26 months. However, expedited program completion is possible. Students must complete all requirements for the MBA degree within five years of matriculation.

Classes are taught on the Mequon campus and at Ann Arbor MI, Appleton, Beloit, Green Bay, Kenosha, Madison, Midtown, Miller Park Way, St. Louis, Waukesha, and locations. Videoconference classes are available for some courses. In addition to the live and synchronous format highlighted above, courses are also offered online. With classes held at multiple locations and through various formats, students' professional and personal schedules can be accommodated.

Upon acceptance, 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 590/890 Strategic Management, must be taken as the final class in the program unless other arrangements are made with the Director of the MBA program.

PROGRAM PREREQUISITES

The MBA program has six prerequisite content areas. These prerequisite are not required prior to starting the program but must be completed prior to taking the corresponding MBA course. Students will be evaluate as to whether they will need to fulfill any prerequisites. Most students have these fulfilled as part of their undergraduate studies. These content areas are Accounting, Finance, Management, Marketing, Economics, and Statistics. Students may fulfill these prerequisite content areas by taking traditional or non-traditional 3 credit courses, by CLEP or DSST examination, or have them waiver based on professional experience. All prerequisite content areas can be fulfilled by taking a single course MBA 513/813 Business Foundations for Administrative Professions (3 cr).

ABSENCE POLICY

Due to the intensive nature of the Program, students are allowed only one excused absence per course, defined as a) emergency, b) personal illness, or c) 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 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.

COURSE TRANSFER POLICY

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

1. Courses transferred must be comparable in scope and subject matter to courses offered in the MBA Program.
2. Courses transferred must have been completed at the graduate level from an accredited institution.
3. Courses must have been completed with at least a 3.00 on a 4.00 scale. Transfer grades will not be used to compute CUW Program grades.

The 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.

DROP POLICY

To drop a class, a student must use the following link:

- On-campus class: www.cuw.edu/forms/mbadrop.cfm

If the student drops a full class within seven days of the course starting, the student will be charged a $50 late drop fee. If a student drops an on-campus class that is already in progress, he/she 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).

E-MAIL

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

LATE REGISTRATION

Students who attend a class without being on the class roster will be charged a $50 late registration fee. Being registered on the wait list does not mean a student is on the class roster; if a student attends a class and the late registration fee will be applied. Students are unable to register for a class once it has begun..

GRADUATION REQUIREMENTS

To be awarded the MBA degree, a student must complete all 39 credit hours with a minimum cumulative GPA of 3.00. Students may 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.

PROBATION and SPECIAL STUDENT STATUS

Students placed on probation will have three classes (nine credits) in which to raise their cumulative GPA to a 3.0 or better, and requiring at least a "B" grade in all three classes. If a student is unable to do so, he/she will be suspended from the university.

SUSPENSION

Suspended students may appeal their academic dismissal as previously outlined under "Appeals Process for Academic Dismissal." The student's appeal may or may not result in acceptance back into the MBA Program.

MBA PROGRAMS

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

Nonprofit Management and Leadership allows student to maximize their individual strengths and potentials as effective business administrators and leaders. Nonprofit management and leadership combines the strength of the MBA curriculum with the deeper study of management issues and operations unique to nonprofit organizations such as nonprofit governance and board development, fundraising strategies, volunteer recruiting, publicity and public relations, financial and legal issues, program evaluation, and fraud prevention. Professionals can achieve significant organizational impact applying critical concepts that drive effective nonprofit organizations. The program places an emphasis on social responsibility through effective leadership and relationship development within an ethical framework. This program is designed for professionals with a passion for positive, sustainable impact in their communities and the world.

Sustainability Management and Analytics Concentration is a comprehensive treatment of developing and implementing a successful program in the domain of financially successful sustainability. The reader is exposed to financially, environmentally, and socially responsible objectives that are supported by strategies and achieved by clear tactics that have

measurable outcomes. The student is introduced to methods of implementing technologies and practices and will learn how to analyze and improve the consequent financial, social and environmental performance. This concentration also reveals why we should be sustainable by giving full treatment to seemingly complex topics in science in a way that requires very little math or science background. The content also captures how sustainability can be the source of process and product innovation. International standards are also given full treatment. This MBA also specifies how to use traditional methods such as Six Sigma, lean, and operations research to improve processes, reduce resource use and waste, and make better social and environmental decisions that are based upon data from key financial, social, and environmental performance indicators. Internal and external data sourcing are given full treatment along with basic statistical data management. A recurring theme throughout the program is the integration of traditional methods of continuous improvement applied to financial, social and environmental data sources.

Innovation and Entrepreneurship Entrepreneurship is a both a pursuit and a mindset. It is characterized by innovation, creativity, risk-taking, adaptability, experimentation, learning from failure, challenging oneself, and seeing problems from multiple perspectives in an attempt to create effective solutions. Innovation encompasses two main facets: the first is corporate innovation, or finding new and emerging markets so existing organizations and businesses can be competitive and relevant. The second is a more personal or individual innovation. This prepares individuals to create and launch successful startups and to understand and appreciate the dynamics of competition values in the world of innovation and entrepreneurship.

Accounting is designed for students who intend to become Certified Public Accountants (CPA) and are seeking to fulfill the credit hour requirements necessary to sit for the national CPA exam. Thus, students pursuing this concentration should already have an undergraduate degree in accounting or be actively pursuing one through the CUW Scholars Program.

Communications and Public Relations is geared to those who speak or communicate as a major part of their profession. This is an excellent program for corporate public relations or spokespeople, those in consulting, or those responsible for public image.

Finance is the language of business. Many students who complete this program go on to take the chartered financial analysts (CFA) exam. This concentration is appropriate for those interested in middle and upper management, brokerage, insurance, and running their own business.

Health Care Administration is intended as a transition program for practitioners interested in the business side of the industry, such as nurses, therapists, etc.

Human Resource Management currently emphasizes the legal side of the profession and is intended for students seeking mid-management positions within all size organizations in human resources (formerly personnel management).

International Business is intended for students currently involved in international business or looking to ply their talents abroad. With businesses becoming more international, the skills and abilities necessary to meet this global challenge are even more important.

Management is the most general of the emphasis areas and may be tailored toward those looking to supervise, those interested in production and operations, or those involved in their own business.

Management Information Systems is intended for those who are looking to manage IT departments, not for the person looking for a technical degree in a computer science emphasis.

Strategic Marketing is intended for mid-management marketers, salespeople, or those in the advertising business.

Public Administration is a hybrid program for those in government service looking to gain a better understanding of business. Government or government related agency employees should consider this concentration, as well as police, fire, and not-for-profit community organization students.

Risk Assessment and Management prepares students in the insurance industry or other vocations by helping them make informed decisions and recommendations regarding risks faced by companies and organizations, including how to identify, analyze and manage those risks.

Sport and Entertainment Business compliments the rigorous business curriculum with a comprehensive and innovative field of study in a vastly competitive and growing global industry. The scope of the sport and entertainment business sectors intersects all aspects of business; thus this program is designed to prepare students to market, manage and lead public, private and non-profit organizations, events and branded properties, products and athletes/talent, facilities and agencies, and public relations campaigns by aligning the curriculum and instruction with industry demands.

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. The utilization of a concentration allows the student, at the same time, to develop an area of expertise.

THE MBA CORE COURSES CONSIST OF THE FOLLOWING 24 CREDITS:

MBA 500/800	Managerial Economics	3 Crs.
MBA 503/803	Ethics and Organizational Leadership	3 Crs.
MBA 510/810	Applied Statistical Methods	3 Crs.
MBA 530/830	Corporate Finance	3 Crs.
MBA 540/840	Accounting: Financial Analysis for Decision Making	3 Crs.
MBA 569/869	Management Science and Analytics	3 Crs.
MBA 610/910	Human Resources Management	3 Crs.
MBA 590/890	Strategic Management (Capstone – taken last)	3 Crs.

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 Concentration (15 credits)

In addition to eight core courses, students select a concentration area and complete five courses.
Students may pursue multiple concentration areas. Select five from a second concentration. Students may overlap two courses between concentrations. A minimum of three separate courses must be completed in concentrations where courses overlap.

Accounting

Students that hold a bachelor's degree in Accounting will have the core course MBA540 waived.

MBA 525/825 Advanced Auditing
MIB530/830 Global Production and Operations
MBA 576/876 Fraud Management
MBA 529/829 Database Management
MBA 532 832 Government and Not for Profit Accounting
MMC 540/840 Public Speaking, Professional Reports and Presentations
MBA 524/824 Systems Analysis and Design
MBA 623/923 Statutory Accounting
MBA 541/841 Mergers and Acquisitions
MBA 845 Internship in Accounting

Communications and Public Relations

MMC 506/806 Group Dynamics and Leadership
MMC 520/820 Managerial Communication
MMC 525/825 Effective Business Writing
MBA 502/802 Publicity and Public Relations
MBA 511/811 Social Marketing Strategies
MMC 540/840 Public Speaking: Professional Reports & Presentations
MMC 547/847 Advanced Interpersonal Communications and Interviewing
MMC 586 Special Topics in Communication
MBA 845 Internship in Communications and Public Relations

Finance

MBA 558/858 Real Estate Investment
MBA 570/870 Legal Aspects of Business
MBA 576/876 Fraud Management
MBA 621/921 Financial Institution Management
MBA 622/922 Risk Management and Insurance OR
MBA 627/927 Corp. Risk Management Theory and Application - ARM 54 Certificate
MBA 625/925 Securities Analysis
MBA 626/926 Portfolio Mathematics
MBA 541/841 Mergers and Acquisitions
MIB 540/840 International Finance
MBA 628/928 Corporate Risk Finance: From Concepts to Reality- -ARM 56 Certificate
MBA 845 Internship in Finance

Health Care Administration

MPA 535/835 Budgeting in Public Agencies or
MPA 568/868 Public Human Resource Administration
MBA 620/920 Economics/Public Policy of Healthcare
MBA 622/922 Risk Management and Insurance or
MBA 627/927 Corporate Risk Management Theory and Application-ARM 54 Certificate
MBA 623/923 Statutory Accounting
MBA 542/842 Six Sigma Process and Application-Certificate
MBA 624/924 Health, Life, Business Social Insurance
MBA 685/985 Special Topics: Long Term Healthcare, Ambulatory Care, Managed Care
MBA 845 Internship in Healthcare Administration

Human Resource Management

MBA 576/876 Fraud Management
MBA 600/900 Compensation and Benefits
MBA 605/905 Alternative Dispute Resolution
MBA 615/915 Labor and Employment Law
MBA 622/922 Risk Management and Insurance; or
MBA 627/927 Corporate Risk Management Theory and Application-ARM 54 Certificate
MPA 568/868 Public Human Resource Administration
MBA 624/924 Health, Life, Business and Social Insurance
MBA 845 Internship in Human Resource Management

Innovation and Entrepreneurship*

MBA 579/879 Strategic Innovation-Certificate* (required course)
MBA 686/886 Sustainability and Social Entrepreneurship
MBA 687/887 Intellectual Property and Regulatory Issues
MBA 688/888 New Venture Formation and Business Development
MBA 555/855 Small Business Administration
MBA 553/853 Sales Management and Salesmanship
MBA 511/811 Social Media Marketing Strategies
MBA 578/878 Marketing Research and Intelligence
MBA 845 Internship in Innovation and Entrepreneurship

International Business (Upper Austria dual degree opportunity)

MIB 530/830 Global Production and Operations
MBA 587 Industry Leaders Seminar Series
MIB 540/840 International Finance
MIB 545/845 International Economics
MIB 555/855 International Marketing
MIB 560/860 International Business
MIB 570/870 International Study Abroad
MBA 845 Internship in International Business

Management

MBA 527/827 Project Management
MBA 550/850 Strategic Marketing
MBA 579/879 Strategic Innovation-Certificate
MBA 554/854 Advertising Management
MBA 555/855 Small Business Management
MBA 556/856 Real Estate Management
MBA 557/857 Sustainable Business Practices
MBA 565/865 Supply Chain Management
MBA 570/870 Legal Aspects of Business
MBA 576/876 Fraud Management
MBA 577/877 Loss Prevention
MBA 543/843 Lean Systems and Analysis-Certificate
MBA 542/842 Six Sigma Process and Application-Certificate
MBA 622/922 Risk Management and Insurance OR
MBA 627/927 Corp. Risk Management Theory & Application- ARM 54 Certificate
MIB 530/830 Global Production and Operations
MIB 560/860 International Business

MBA 641/941 Global Perspectives: Sport and Entertainment Management
MBA 642/942 Contemp. Principals of Hospitality and Event Management
MBA 845 Internship in Management

Management Information Systems (STEM program)

MBA 520/820 Management Information Systems
MBA 521/821 Oracle Academy Database Design and Programming-Certificate
MBA 522/822 Data Communications and Network Security
MBA 524/824 Systems Analysis and Design
MBA 526/826 Decision Support Systems
MBA 527/827 Project Management
MBA 528/828 Oracle Business Applications-Certificate
MBA 529/829 Database Management
MBA 523/823 Oracle Java Fundamentals and Programming-Certificate
MBA 845 Internship in MIS

Nonprofit Management and Leadership

MBA 504/804 Management of Nonprofit Organizations
MBA 507/807 Financial Management of Nonprofit Organizations
MBA 516/816 Legal Issues in Nonprofit Organizations
MBA 512/812 Nonprofit Fundraising and Grant Writing
MBA 514/814 Board Development and Governance
MBA 502/802 Publicity and Public Relations
MBA 686/886 Sustainability and Social Entrepreneurship
MBA 688/888 New Venture Formation and Business Development
MMC 540/840 Public Speaking Prof. Reports and Presentations
MBA 578/878 Marketing Research and Intelligence
MBA 576/876 Fraud Management
MPA 540/840 Public Program Evaluation
MBA 845 Internship in Nonprofit Management and Leadership

Public Administration

MBA 527/827 Project Management
MLS 530/830 Administrative Law and Process
MPA 535/835 Budgeting in Public Agencies
MPA 540/840 Public Program Evaluation
MBA 502/802 Publicity and Public Relations
MPA 568/868 Public Human Resource Administration
MPA 569/869 Intergovernmental Relations
MBA 845 Internship in Public Administration

Risk Management

MBA 570/870 Legal Aspects of Business
MBA 576/876 Fraud Management
MBA6 22/922 Risk Management and Insurance; or
MBA 627/927 Corporate Risk Management Theory and Application -ARM 54 Certificate
MBA 623/923 Statutory Accounting
MBA 577/877 Loss Prevention
MBA 624/924 Health, Life, and Social Insurance
MBA 625/925 Securities Analysis
MBA 687/887 Intellectual Property & Reg. Considerations
MBA 628/928 Corporate Risk Finance: From Concepts to Reality- -ARM 56 Certificate
MBA 845 Internship in Risk Assessment and Management

Sport and Entertainment Business

MBA 641/941 Global Perspectives of Sport and Entertainment Management
MBA 642/942 Contemporary Principles of Hospitality and Event Management
MBA 643/943 Integrated Public Relations and Social Media Strategy
MBA 644/944 Integrated Marketing and Brand Activation
MBA 645/945 Sponsorship, Sales and Fundraising Strategy
MBA 646/946 Event Management and Activation
MBA 845 Internship in Sport and Entertainment Business

Strategic Marketing

MBA 511/811 Social Marketing Strategies
MBA 550/850 Strategic Marketing
MBA 552/852 Direct Marketing
MBA 502/802 Publicity and Public Relations
MBA 553/853 Sales Management
MBA 554/854 Advertising Management
MBA 578/878 Marketing Research and Intelligence
MBA 570/870 Legal Aspects of Business
MIB 555/855 International Marketing
MBA 644/944 Integrative Marketing and Brand Activation
MBA 645/945 Sponsorship, Sales and Fundraising Strategy
MBA 845 Internship in Strategic Marketing

Sustainability Management and Analytics (STEM)

MBA 547/847 Industrial Ecology
MBA 548/848 LEED Associate & Accredited Professional—(includes LEED exam preparation)
MBA 549/849 Ecological Economics
MBA 571/871 Environmental Law
MBA 557/857 Sustainable Business Practices
MBA 579/879 Strategic Innovation-Certificate
MIB 530/830 Global Production and Operations
MBA 542/842 Six Sigma Process and Application-Certificate
MBA 543/843 Lean Systems and Analysis-Certificate
MBA 546/846 Special Topics: Business & Industry
CHEM 561 Environmental Chem. & Toxicology*chem prereq
BIO 556/856 Readings in Environmental Science
MBA 686/886 Sustainability and Social Entrepreneurship
MBA 845 Internship in Sustainability

MBA Internship: All students are encouraged to experience an internship for three credits, MBA 845 Internships (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. 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.

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.

The Mini-MBA

Business Administration- Graduate Certificate
Students wishing to obtain a well-rounded foundation of MBA knowledge and practices should consider completing a graduate certificate in Business Administration. Students select five courses from the MBA core area 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.

MBA - HEALTHCARE ADMINISTRATION FOR HEALTH CARE PRACTITIONERS

The Master of Business Administration for Healthcare 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 middle and upper level managers in healthcare organizations.

Program Preparation

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 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 (Pharm. D.), Master of Science in Professional Counseling (MSEC), Master of Science in Athletic Training (MSAT), and other graduate level healthcare students or professionals.

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.

MBA513/813 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)

Required Core – Students complete six for a total of 18 credits:

MBA 569/869 Management Science and Analytics
MBA 610/910 Issues in Human Resources OR
  MPA 568/868 Public Human Resource Administration
MBA 540/840 Accounting: Financial Analysis for Decision Making OR
  MPA 535/835 Budgeting in Public Agencies OR
  MBA 623/923 Statutory Accounting
MBA 530/830 Applied Statistics
MBA 620/920 Economics and Public Policy of Healthcare
MBA 590/890 Strategic Management (capstone class taken last)

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

MMC 520/820 Managerial Communications: Practices and Principles
MBA 570/870 Legal Aspects of business
MBA 622/922 Risk Management of Insurance OR
  MBA627/927 Risk Management: Theory and Practice
MBA 624/924 Health, Life and Social Insurance
MBA 542/842 Six-sigma Process and Application (certificate)
MBA 685/985 Special Topics in Healthcare
MBA 527/827 Project Management
MBA 555/855 Small Business Administration
MBA 577/877 Loss Prevention
MBA 557/857 Sustainable Business Practices
MBA 565/865 Supply Chain Management

Students may request to transfer graduate credits into the MBA program. Please see your advisor for more details.

PROFESSIONAL MBA (PMBA): ADVANCED STANDING DEGREE

The pMBA advanced standing degree program will empower working professionals to maximize their God given potential in executive, business and other organizational leadership roles i.e. doctors, engineers, lawyers, corporate executives and officers, by recognizing their existing expertise, coupled with business administration acumen. It builds upon and leverages current professional experience and graduate training (e.g. MD, PhD).

The pMBA program seeks to prepare professional individuals in mind, body and spirit for service in the World, as part of our University's Christ-centered mission. The focus will be on Christian ethical business practices, global citizenship, collaboration, and analytics and problem solving that add business skills to students' existing professional skills. Students 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, its problems and challenges, and its opportunities. Students will get exposure to prominent business leaders and entrepreneurs in their fields, both in the Midwest and via a class trip to Silicon Valley. pMBA students will also be able to bring the Christian ethical worldview back to their companies, their places of businesses, and their communities, and demonstrate these principles in their interactions with others. The pMBA program seeks to produce strong and well educated leaders capable of significant impact, and the confidence to make real change in their organizations, communities and in the world.

**Currently the pMBA advanced standing degree is a cohort based program offered at Concordia University's Ann Arbor campus location exclusively.*

Program Structure

The pMBA is an advanced standing degree consisting of thirty-nine (39) credits. Students will enter the program with nine (9) credits of advanced standing over the traditional MBA program for recognition of prior graduate coursework and professional executive-level, or other leadership experience. Thus, students must complete thirty (30) credits of pMBA course work as follows:

- The pMBA core curriculum is comprised of twenty-four (24) credits and is designed to provide students with a broad spectrum of advanced instruction in many areas of business.
- An additional required three (3) credits of strategic innovation which allows the student to harness the power and potential of leading and solving complex business problems and creating sustainable solutions in collaborative innovative approaches.
- A three (3) credit professional seminar series will be delivered further allows the student to learn from industry leaders, develop effective connections through professional organizations and networks and hone their networking skills with like-minded professionals. This course culminates in a working trip to Silicon Valley to learn from leading tech entrepreneurs.

Prior graduate degree and professional experience will provide a foundation for which students chose to place emphasis in their studies, and also help drive the focus of student applied projects.

Applicants 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. However, prerequisites do not need to be completed prior to starting the pMBA program. Students with professional experience in these content areas may request to have the prerequisite(s) waived.

Admissions Requirement

In addition to the requirements for the traditional MBA, because this is a professional MBA, applicants must also possess a doctoral or other terminal degree in their industry/discipline/profession (e.g. MD, PhD, JD, PharmD). If applicants lack the doctoral degree, admission may be allowed if applicants have at least 10 years of qualifying executive-level experience (if no Doctorate degree) or 5 years executive level experience (if Master's degree), and with approval of the program director. Applicants must submit a written essay that describes how they will draw upon their professional experience including any prior graduate program work, to be used as part of their pMBA studies, including the capstone project and the seminar series (where prominent speakers in the applicants' discipline will be hosted). Students will be expected to apply business principles learned in the pMBA program to their current professional area.

- Completed online application
- A doctoral, masters, or other terminal degree from a regionally accredited institution, plus 5 years of executive-level experience or leadership role within an organization.
- Official transcripts from each degree-granting institution attended
- Current résumé with references
- Two letters of recommendation
- Written essay (no more than three pages) citing evidence as to how you intend to apply your professional experience towards your pMBA studies. Include reasons why you chose Concordia University Ann Arbor.
- Admissions interview

Please contact the graduate admissions office or program director for specific cohort launch information and start dates.

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 transformational 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 11 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.

OLA505 Theories, Strategy, and Visioning for Leaders
OLA509 Leading Change in Organizations
OLA515 Organizational Communication and Negotiations
OLA521 Selecting and Implementing Information Systems
OLA542 Ethical Dimensions in Leadership
OLA550 Special Topics in Leadership
OLA555 Financial Analysis and Budgeting
OLA563 Leadership in International Organizations
OLA570 Leadership Competencies Practicum
OLA584 Capstone Project Research (1 day residency/prospectus)
OLA585 Oral Defense of Capstone Project

Counseling

MASTERS OF SCIENCE IN EDUCATION - COUNSELING

Concordia offers multiple options in Counseling:

1. School Counselor (K-12) – WDPI License #54.
2. Professional Counselor – WDSPS Certificate 226-Licensed Professional Counselor in Training
   Students may also be endorsed for a Substance Abuse Counselor in Training 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 for licensed counselors, social workers and psychologists is available-
   See Graduate Certificate Programs for the Christian Counseling Certificate information.
5. A Relationship Skills Certificate for pastors, pre-seminary students and church workers is available-
   See Graduate Certificate Program for the Relationship Skills Certificate information.

The School Counselor Program is approved by the Wisconsin Department of Public Instruction. The Professional Counselor Program is approved by the State of Wisconsin, Department of Safety and Professional Services.

** Alternative Education coursework and licensing options are identified and explained within this section of the Graduate and Professional Studies Academic Catalog for 2015-16. Information on the Alternative Education Program follows the licensing requirements for school counselors.

THE OBJECTIVES OF THE COUNSELING DEGREE

- To demonstrate the knowledge, skills and disposition to be an effective school or professional counselor
- To be able to apply the knowledge and counseling skills learned in counseling theory, human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluations, professional orientation and supervised practicum coursework in service to others
- To identify additional counseling resources available to support individuals, families, schools, the church and/or community
- To be able to integrate faith with counseling skills

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 620/920-Management for Counselors.

1. Counseling Theory

- COUN 543/843 Counseling: Theories and Issues - 3 Crs. (Required)

2. Human Growth and Development

- EDG 580/880 Family Development - 3 Crs. (Elective)
- COUN 584/884 Human Development - 3 Crs. (Required)

3. Social and Cultural Foundations

- COUN 552/852 Social/Cultural Foundations in Counseling - 3 Crs. (Required)

4. Helping Relationships

- COUN 512/812 Psychopharmacology - 3 Crs. (Elective)
- COUN 564/864 Consultation Strategies - 3 Crs. (Required)
- COUN 582/882 Trauma Counseling - 3 Crs. (Required)
- COUN 593/893 Individual Counseling - 3 Crs. (Required)

5. Group Work

- COUN 594/894 Group Counseling - 3 Crs.

6. Career and Lifestyle Development
- COUN 561/861 Career Counseling Foundations - 3 Crs.

7. Appraisal
- COUN 587/887 Tests and Measurements for Counselors - 3 Crs. (Required)
- COUN 588/888 Psychopathology - 3 Crs. (Elective)

8. Research and Program Evaluation
- COUN 586/886 Design, Implementation, and Evaluation of Counseling Programs - 3 Crs.

9. Professional Orientation
- COUN 554/854 Theories of Personality - 3 Crs. (Required)
- COUN 592/892 Professional Ethics in the Helping Profession - 3 Crs. (Required)

10. Supervised Practicum and Portfolio
- COUN 598/898 Practicum for School Counselors I - 3 Crs. (Required)
- COUN 599/899 Practicum for School Counselors II - 3 Crs. (Required)
- COUN 627/927 Portfolio 1 - 0 Crs. (Required)
- COUN 628/928 Portfolio 2 - 0 Crs. (Required)
- COUN 629/929 Portfolio 3 - 0 Crs. (Required)

11. Lesson Planning/Classroom Management (Non-Teachers in School Counseling)
- COUN 620/920 Management for Counselors - 3 Crs.

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

- Practicum Requirements-The student seeking a Wisconsin Department of Public Instruction (DPI) counseling license will be required to complete a minimum of 600 hours of practicum experiences within school settings. These practicum experiences must be under the supervision of a counselor who holds certification as a school counselor through the DPI and a DPI licensed counselor from Concordia University. A practicum agreement between the student, Concordia University and the receiving school district are required for each practicum placement. The practicum affords the student the opportunity to work as a counselor in the school setting in individual counseling, group counseling, and group instruction, assessment and implementation of a school counseling program, faculty meetings, meetings with parents, and work with community organizations. Practicum hours and experiences must be obtained in elementary school, middle school and the high school settings

Applications for practicum must be made to the Director of the Counselor Education Program in advance (3 to 6 months prior is recommended) of starting a practicum and after a minimum of 30 credit hours of coursework has been completed within the graduate counseling program.

- Portfolio Requirements- The student seeking a DPI counseling license must complete a Portfolio and demonstrate an understanding and ability to apply the Pupil Service Standards within counseling practice. The Portfolio is comprised of three sections. Portfolio 1 is completed while a student is enrolled in COUN 543/843-Counseling Theories and Issues. Portfolio 2 and Portfolio 3 are completed while the student is enrolled in COUN 598/898-Practicum for School Counselors I and in COUN 599/899-Practicum in School Counselors II

Some students who live outside of Wisconsin may be required to complete 700 practicum/internship hours. Students requiring 700 hours should enroll in COUN 897-Practicum for School Counselors for 1 credit, COUN 900-Internship I for 2 credits and COUN 901-Internship II for 3 credits.

- Praxis II Exam Rquirement- Students completing the school counseling program after August 31, 2010 must take and pass the Praxis II for Professional School Counselors prior to completion of COUN 599/899-Practicum in School Counselors II

CURRICULUM FOR PROFESSIONAL COUNSELING

Students must complete courses in each of 10 counseling categories. A total of 45 credits are required for students who have met graduation requirements and have applied to the Department of Safety and Professional Services (DSPS) prior to September 1, 2018. Please note that students who completes the professional counseling program and submit their application for a licensed professional counseling training license after September 1, 2018 will be required to complete 60 credits by the DSPS in order to be eligible for a professional counselor training license.
In categories with more than one course listed, required and elective courses are identified within that category.

1. Counseling Theory
- COUN 543/843 Counseling: Theories and Issues - 3 Crs. (Required)

2. Human Growth and Development
- EDG 580/880 Family Development - 3 Crs. (Elective)
- COUN 584/884 Human Development - 3 Crs. (Required)

3. Social and Cultural Foundations
- COUN 552/852 Social/Cultural Foundations in Counseling - 3 Crs. (Required)

4. Helping Relationships
- COUN 512/812 Psychopharmacology - 3 Crs. (Elective - Required for SAC-IT endorsement)
- COUN 564/864 Consultation Strategies - 3 Crs. (Required)
- COUN 582/882 Trauma Counseling - 3 Crs. (Elective)
- COUN 593/893 Individual Counseling - 3 Crs. (Required)

5. Group Work
- COUN 594/894 Group Counseling - 3 Crs. (Required)

6. Career and Lifestyle Development
- COUN 561/861 Career Counseling Foundations - 3 Crs. (Required)

7. Appraisal
- COUN 587/887 Tests and Measurements for Counselors - 3 Crs. (Required)
- COUN 588/888 Psychopathology - 3 Crs. (Required)
- COUN 596 Advanced Theory and Skills for Professional Counselors - 3 Crs. (Required for SAC-IT endorsement)

8. Research and Program Evaluation
- COUN 586/886 Design, Implementation, and Evaluation of Counseling Programs - 3 Crs. (Required)

9. Professional Orientation
- COUN 554/854 Theories of Personality - 3 Crs. (Required)
- COUN 592/892 Professional Ethics in the Helping Profession - 3 Crs. (Required)

10. Supervised Practicum
- COUN 606/906 Practicum for Professional Counselors - 1 Crs. (Required)
- COUN 607/907 Internship I for Professional Counselors - 2 Crs. (Required)
- COUN 608/908 Internship II for Professional Counselors - 3 Crs. (Required)

GRADUATE COUNSELING COURSES 60 credit masters

*New courses

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

- COUN 543/843 Counseling: Theories and Issues – 3 crs. (Required)

At least 3 semester hours of academic credit in each of the following topic areas:

1. Human Growth and Development
- COUN 584/884 Human Development – 3 crs. (Required)

2. Social and Cultural Foundations
- COUN 552/882 Social/Cultural Foundations in Counseling – 3 crs. (Required)

3. Helping Relationships
- COUN 564/864 Consultation Strategies – 3 crs. (Required)
- COUN 593/893 Individual Counseling – 3 crs. (Required)

4. Group Dynamics Processing and Counseling
- COUN 594/894 Group Counseling – 3 crs. (Required)

5. Lifestyle and Career Development
- COUN 561/861 Career Counseling Foundations – 3 crs. (Required)

6. Appraisal
- COUN 587/887 Tests and Measurements for Counselors – 3 crs. (Required)

7. Research and Program Evaluation
- COUN 515/815 Research and Evaluation in Counseling – 3 crs. (Elective)*
- COUN 586/886 Design, Implementation and Evaluation of Counseling Programs – 3 cs. (Required)

8. Professional Orientation
- COUN 554/854 Theories of Personality – 3 crs. (Required)
- COUN 592/892 Professional Ethics in the Helping Profession – 3 crs. (Required)

The student will have at least 3 semester credit hours in a 'supervised practicum counseling experience'
- COUN 606/906 Practicum for Professional Counselors – 3 crs. (Required)

The student will have 'at least 6 semester credit hours 'in a supervised internship counseling experience'
- COUN 607/907 Internship I – 3 crs. (Required)
- COUN 608/908 Internship II – 3 crs. (Required)

There shall be at least 3 semester credit hours in one of the following:

1. Foundations of clinical mental health counseling
- COUN 589/889 Foundations of Clinical Mental Health Counseling – 3 crs. (Required)*

2. Clinical mental health counseling diagnosis and treatment planning
- COUN 596 Advanced Theory and Skills for Professional Counselors – 3 crs. (Required)

At least 3 semester credit hours in each of the following:

1. Crisis and Trauma Counseling
- COUN 582/882 Trauma Counseling – 3 crs. (Required)

2. Abnormal Behavior and Psychopathology
- COUN 588/888 Psychopathology – 3 crs. (Required)

3. Addictions Counseling
- COUN 512/812 Psychopharmacology – 3 crs. (Elective) (Required for SAC-IT endorsement)
- COUN 520/820 Addictions Counseling – 3 crs. (Required)*

4. Family, Partnership and Couples Counseling
- COUN 581/881 Models and Methods of Family Counseling – 3 crs. (Required)*

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 30 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.

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

PROGRAM	WI DPI CERTIFICATION	NOTES	DEGREE 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
Literacy Specialist	Yes	Completion of requirements will lead to a #5017reading 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 Teaching and Learning			
Traditional Program	Potentially	This concentration is designed to prepare master classroom teachers.	MS-E
Graduate Teacher Certification Program: 1. Early Childhood 2. Elementary 3. Secondary	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. 1. Completion will lead to a #1777 license. 2. Completion will lead to a #1772 license. 3. The focus should be in one of the Major content areas they are seeking licensure in, or be willing to take the prerequisite coursework to earn the major. Completion will lead to a #1773 license.	MS-E
4. ESL	Yes	4. Must hold a bachelor's degree and a WI Teaching license to earn the ESL #1395 license.	MS-E
5. Bilingual	Yes	5. 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
6. Gifted & Talented Teacher 7. Gifted & Talented Coordinator	Yes	Must hold a bachelor's degree and a WI Teaching license. 6. License #1013, Gifted and Talented Teacher. Attaches to current WI teaching license upon successful completion of all coursework. 7. Must hold the GT Teacher's license. License # 5013, Gifted and Talented Coordinator.	MS-E
Areas within Graduate Education in Counseling			
School Counselor	Yes	Must hold a bachelor's degree. Completion of requirements will lead to a #7054 license endorsement.	MS-E
Professional Counselor 1. Substance Abuse Counselor 2. 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. 1. 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. 2. Certification only for those interested in additional skills and working in a Christian mental health setting.	MS-E None
Counseling Foundations	No	Non-licensable degree.	MS-E

PROGRAM	WI DPI CERTIFICATION	NOTES	DEGREE GRANTED
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	No		MS-E
Environmental 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 EDUCATOR DISCOUNT:

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 25% of the cost of tuition. An application for the Christian Educator Discount 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.

EDG 632/932	Educating Students At Risk	3 credits (Required)
EDG 633/933	Alternative Education	3 credits (Required)
EDG 627/910	Portfolio	0 credits (Required)

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

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.

ART EDUCATION

(30-33 Credits Required)

Required Courses (12 credits)

Conceptual Base:

AEG 501	The Historical Bases of Art Education	3 credits	
AEG 531	Modern Practices in Art Education		3 credits

Contemporary Issues/Instructional Issues:

AEG 510	Developmental Issues in Art Education	3 credits
AEG 540	Curriculum Design in Art Education	3 credits

Relevant Practices (select 6-9 credits):

AEG 580	Studio Workshop in Art Education Two-Dimensional Practices; Three-Dimensional Practices; Design; Multiple Image Processes (Printmaking, Photography, etc.); Craft Processes		3 credits
AEG 533	Teaching Art with Art		3 credits
AEG 542	Methods for Teach/Learning in the Art Class.		3 credits
AEG 590	Technology in Art Education		3 credits
AEG 620	Extended Experiences in Art Education Field Applications; Directed Travel Study	3 credits	

Electives (select 6 - 9 credits)

AEG 500	Great Books in Art Education	1.5 credits
AEG 521	Seminar: Contemporary Readings in Art Education	3 credits
AEG 550	Integrative Issues in Art Education	3 credits
AEG 560	Seminar: Special Topics in Art Education 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	3 credits

Closure (3 credit Thesis or 6 credit alternative)

AEG 680	Art Education Thesis Scholarly; Applied; Studio	3 Credits

Non-Thesis Alternatives (2 semesters): 6 Credits

AEG 660/661	Curriculum Development
AEG 670/671	Mentorship/Apprenticeship
AEG 681/682	Directed Course work

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)

Required Courses

EDG 552/852	Improvement in Literacy Instruction	3 credits
EDG 509/809	Disciplinary Literacy	3 credits
EDG 556/856	Language & Literacy Development	3 credits
EDG 553/853	Literacy Assessment for Instruction	3 credits
EDG 554/854	Literacy Practicum	3 credits
EDG 576/876	K-12 Literature	3 credits
EDG 627/911	Portfolio I	0 credits
EDG 628/912	Portfolio II	0 credits

(Upon completion of the above 18 credits students are eligible for the #1316 Reading Teacher Certification)

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

Research component: Students select between the project option OR the thesis option.

Project Option:

EDG 544/844	Current Topics & Research in Literacy (Note: Prerequisite to EDG 544/844 - minimum of 18 credits)	3 credits
EDG 595	Graduate Seminar (Minimum of 27 credits and permission of instructor)	3 credits

Thesis Option:

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

READING SPECIALIST CERTIFICATION - 3 credits beyond the Master's degree
EDG 596/896 Literacy Internship 3 Credits
EDG 629/913 Portfolio III . . . . . 0 Credits

(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.

EDG 515/815	Educational Research Methods for Masters Degree	3 credits
EDG 595/895	Graduate Project Seminar OR	
EDG 590/890	Thesis Completion Seminar for Masters Degree	3 credits
EDG 735/935	Legal Issues in Special Education	3 credits
EDG 737/937	Life Span and Development of Children with Disabilities	3 credits
EDG 739/934	Reading Diagnosis and Instruction in Special Education	3 credits
EDG 741/941	Curricular Adaptations for Learners with Disabilities	3 credits
EDG 742/942	Consultation, Collaboration and Teaming	3 credits
EDG 743/943	Cross Categorical Special Ed. (CCSE) Practicum & Seminar	1 credit
EDG 627/996	Portfolio I	0 credits
EDG 628/997	Portfolio II	0 credits
EDG 629/998	Portfolio III	0 credits
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 credits.

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	Teaching Students with Significant Disabilities	3 credits
EDG 779/979	Assessment & Instruction for Children with Special Needs	3 credits
EDG 784/984	Educational/Behavior Management in Special Education	3 credits
EDG 787/987	Intervention Strategies in Special Education	3 credits

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 credits

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.

EDG 515/815	Educational Research Methods	3 credits
EDG 595/895	Graduate Project Seminar OR	
EDG 590/890	Thesis Completion Seminar for Masters Degree	3 credits
EDG 731/931	Evaluative Techniques in Early Childhood Special Education	3 credits
EDG 732/938	Curriculum & Program for Early Childhood Special Education	3 credits
EDG 733/930	Language Acquisition and Literacy in Special Education	3 credits
EDG 735/935	Legal Issues in Special Education	3 credits
EDG 742/942	Consultation, Collaboration, and Teaming	3 credits
EDG 744/944	Early Childhood Special Education (ESCE) Practicum Seminar	1 credits
EDG 627/996	Portfolio I	0 credits
EDG 628/997	Portfolio II	0 credits
EDG 629/998	Portfolio III	0 credits
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 credits.

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.

EDG 724/919	Teaching Students with Significant Disabilities	3 credits
EDG 784/984	Educational/Behavioral Management in Special Education	3 credits
EDG 787/987	Intervention Strategies in Special Education	3 credits
EDG 737/937	Life Span and Development of Children with Disabilities	3 credits

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 credits.

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

Electives in Special Education

EDG 562/862	Faith and Worship Strategies for Children with Disabilities	3 credits
EDG 768/968	Sign Language for the Special Educator	3 credits
EDG 769/969	Strategy Integration for Autism Spectrum Disorders	3 credits
EDG 637/945	Strategies for Teaching At-Risk Youth	3 credits
EDG 740/940	Assistive Technology for Individuals with Disabilities	3 credits
EDG 723/946	Collaborating with Families and Professionals in a Diverse Society	3 credits
EDG 781/936	Language Communication Disorders	3 credits

MASTER OF SCIENCE IN 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 Teacher Certification section of catalog).

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

TEACHING AND LEARNING FOR AN ELEMENTARY, MIDDLE OR HIGH SCHOOL TEACHER (TRADITIONAL PATH)

(33 Credits Required)

Required Courses

EDG 507/807	Curriculum Development and Design	3 credits
EDG 521/821	Human Learning and Motivation	3 credits
EDG 528/828	Strategies for Effective Teaching	3 credits
EDG 699/887	Assessment for Learning	3 credits
EDG 515/815	Education Research Methods	3 credits
EDG 590/890	Thesis Completion Seminar (EDG 515 is a prerequisite)	3 credits
OR EDG 595/895	Graduate Capstone Project (EDG 515 is a prerequisite)	3 credits
EDG 627/924	Portfolio I	0 credits
EDG 628/925	Portfolio II	0 credits
EDG 629/926	Portfolio III	0 credits

Electives

EDG 509/809	Disciplinary Literacy	3 credits
EDG 552/852	Improvement in Literacy Instruction	3 credits
EDG 569	Schools, Community and Faith	3 credits
EDG 526	The American Family Today	3 credits
EDG 533/833	Leadership for Change	3 credits
EDG 535/835	Legal and Ethical Issues in Education	3 credits
EDG 537/837	Supervision of Instruction	3 credits
EDG 576/876	Literature for Children	3 credits
EDG 801	Issues in American Education	3 credits
EDG 811	Servant Leadership	3 credits
EDG 632/932	Educating Students at Risk	3 credits
EDG 633/933	Alternative Education	3 credits
EDT 589/889	Applying Tech. in the Content Areas	3 credits
EDT 670/970	Integrating Tech. in the Classroom	3 credits
COUN 543/843	Counseling: Theories & Issues	3 credits

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

GRADUATE TEACHER CERTIFICATION PROGRAM – EARLY CHILDHOOD, ELEMENTARY AND SECONDARY EDUCATION

Purpose

Concordia University Wisconsin offers an accelerated, graduate Teacher Certification Program for adults who wish to be certified to teach in Grades 1-8 (Middle Childhood through Early Adolescence), Birth – Grade 3 (Early Childhood), or in Grades 6-12 (Early Adolescence-Adolescence). Individuals interested in these programs must already have a Bachelor's degree from an accredited university, and meet our program entrance requirements. Once students complete the licensing portion of the program, they take additional graduate credits to complete the master's degree in Teaching and Learning.

The Graduate Teacher Certification Program-Elementary (GTCP-E), and Graduate Teacher Certification Program- Secondary (GTCP-S) are available at our Mequon, Madison, Appleton, and Kenosha campuses. GTCP-S is also available in an E Learning option. The Graduate Teacher Certification Program-Early Childhood is available at the Kenosha, Madison and Mequon campus.

Program Highlights

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

Program Specifications

- Praxis Tests: Students must pass the Praxis I exam prior to admission and the Praxis II exam prior to student teaching
- Clinical Hours: Seventy 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 Graduate Teacher Certification Program
- A cumulative GPA of 3.0 or above in CUW certification courses is required
- The Master's Degree in Teaching and Learning is earned with 9 additional graduate credits in specified Graduate Education courses. Student's must take EDG 699/887 Assessment for Learning and then will choose 6 other credits from the list of approved courses
- Students have 5 years to complete the Master's degree following the licensure portion of the program

Curriculum:
Early Childhood (GTCP-EC) Courses – 49 Credit minimum

EDC 510	Professional Foundations I	2 credits
EDC 513	Human Learning and Development	4 credits
EDC 514	Diversity in the Classroom	4 credits
EDC 869	Technology for Educators	3 credits
EDC 611	Language Development and Early Literacy	4 credits
EDC 613	Books and Pictures	4 credits
EDC 526	Curr and Methods of Fine Arts	1 credits
EDC 518	Curr and Methods of Science	1 credits
EDC 521	Curr and Methods of PE and Health	1 credits
EDC 615	Curr and Methods in Early Childhood I	4 credits
EDC 916	Curr and Methods in Early Childhood II	2 credits (online)
EDC 525	Collaboration with Family and Community	1 credits
EDC 617	Number Sense and Mathematics in Early Childhood Education	4 credits
EDC 517	Practicum	1 credits
EDC 511	Professional Foundations II	2 credits
EDC 512	Clinicals	0 credits (Pass/Fail)
EDC 535	Elementary Student Teaching	3 credits
EDC 619	Early Childhood Student Teaching	3 credits
EDC 530	Portfolio I	0 credits (Pass/Fail)
EDC 531	Portfolio II	0 credits (Pass/Fail)
EDC 532	Portfolio III	0 credits (Pass/Fail)

Elementary (GTCP-E) Courses - 47 credit minimum

EDC 510	Professional Foundations I	2 credits
EDC 511	Professional Foundations II	2 credits
EDC 513	Human Learning and Development	4 credits
EDC 514	Diversity in the Classroom	4 credits
EDC 515	Language Arts Development & Strategies	4 credits
EDC 516	Curr & Methods of Language Arts	4 credits
EDC 517	Practicum	1 credits
EDC 518	Curr & Methods of Science	4 credits
EDC 519	Curr & Methods of Social Studies	4 credits
EDC 520	Curr & Methods of Mathematics	4 credits
EDC 869	Integrating Technology in the Classroom	3 credits (online)
EDC 526	Curr & Methods of Fine Arts	1 credits
EDC 521	Curr & Methods of Phy Ed & Health	1 credits
EDC 522	Teaching in the Primary Classroom	1 credits
EDC 523	Teaching in the Middle School	1 credits
EDC 525	Collaboration with Family & Community	1 credits
EDC 535	Student Teaching Elementary	3 credits
EDC 536	Student Teaching Middle School	3 credits

EDC 512	Clinicals	0 credits (Pass/Fail)
EDC 530	Portfolio I	0 credits (Pass/Fail)
EDC 531	Portfolio II	0 credits (Pass/Fail)
EDC 532	Portfolio III	0 credits (Pass/Fail)

Secondary (GTCP-S) Courses-36 Credit minimum (face-to-face and online)

EDC 560/860	Professional Foundations I	2 credits
EDC 561/861	Professional Foundations II	2 credits
EDC 563/863	Educational Psychology	4 credits
EDC 564/864	Diversity in the Classroom	4 credits
EDC 565/865	Teaching in the Middle School	4 credits
EDC 566/866	Analysis of Instruction	2 credits
EDC 567/867	Language and Literacy in the Content Areas	4 credits
EDC 568/868	Practicum	1 credits
EDC 869	Integrating Technology in the Classroom	3 credits (online)

Methods classes are taken according to Major/Minor:

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

Additional reqired courses for Mathematics or English/Language Arts License Candidates

EDC 812	Math in the Middle School	3 credits
EDC 832	Teaching Writing	3 credits

Business Vocational License Courses

EDG 653/953	Principles of Career & Technical Education (Business Majors only)
EDG 652/952	Organization & Administration of Cooperative Programs (Business Majors only)

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.

ESL Minor Courses:

EDG 700/900	Cross Cultural Communication for Teachers of Language Learners	3 credits
EDG 706/906	Basic English Linguistics for Teachers of Language Learners	3 credits
EDG 677/816	ELL Literacy: Reading, Writing, and Grammar Strategies	3 credits
EDG 681/817	Accommodating Differences In Literacy Learners	3 credits
EDG 682/819	Curriculum and Methods of Teaching English as a Second Language	3 credits
EDG 683/871	Observation, Analysis, and Practicum in ESL Classrooms	3 credits
EDG 695/897	Portfolio: ESL	0 credits

Bilingual Education Concentration Courses:

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

EDG 782/982	History, Politics, and Methodology of Second Language Acquisition	3 credits
EDG 783/983	Observation, Analysis and Practicum in Bilingual Classrooms	3 credits
EDG 785/985	Portfolio: Bilingual	0 credits (Pass/Fail)

Gifted and Talented Teacher License Courses:

EDC 620/EDC 820	Issues and trends in Gifted Education	3 credits
EDC 621/EDC 821	Unique needs of the Gifted Child	3 credits
EDC 622/ED 822	Instruction of Students with Gifts and Talents	3 credits
EDC 623/EDC 823	Practicum in Teaching Gifted and Talented Students	3 credits
EDC 624/EDC824	Portfolio: Gifted and Talented	0 credits (Pass/Fail)

For Gifted and Talented Coordinator License:

EDC 625/EDC 825	Coordinating gifted and talented programs	3 credits

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 130 License- See the counseling program director for specifics on SAC-IT endorsement requirements.

The Professional Counselor Program is approved by the State of Wisconsin, Department of Safety and Professional Services.

3. Counseling Foundations-Non-Licensable Degree

See counseling program director for specifics for this counseling master degree alternative.

4. 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

- To demonstrate the knowledge, skills and disposition to be an effective school or professional counselor
- To be able to apply the knowledge and counseling skills learned in counseling theory, human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluations, professional orientation and supervised practicum coursework in service to others
- To identify additional counseling resources available to support individuals, families, schools, the church and/or community
- To be able to integrate faith with counseling skills

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.
School Counseling

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 620/920-Management for Counselors.

Counseling Theory

COUN 543/843	Counseling: Theories and Issues	3 credits (Required)
COUN 581/881	Models and Methods of Family Counseling	3 credits (Required)

Human Growth and Development

COUN 580/880	Family Development	3 credits (Elective)
COUN 584/884	Human Development	3 credits (Required)

Social and Cultural Foundations

COUN 552/852	Social/Cultural Foundations in Counseling	3 credits (Required)

Helping Relationships

COUN 512/812	Psychopharmacology	3 credits (Elective)
COUN 564/864	Consultation Strategies	3 credits (Required)
COUN 582/882	Trauma Counseling	3 credits (Required)
COUN 593/893	Individual Counseling	3 credits (Required)

Group Work

COUN 594/894	Group Counseling	3 credits (Required)

Career and Lifestyle Development

COUN 561/861	Career Counseling Foundations	3 credits (Required)

Appraisal

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

Research and Program Evaluation

COUN 586/886	Design, Implementation, & Eval. of Coun. Program	3 credits (Required)

Professional Orientation

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

Supervised Practicum and Portfolio

COUN 579/879	Practicum - Elementary School	2 credits (Required)
COUN 590/890	Practicum - Middle School	2 credits (Required)
COUN 591/891	Practicum - High School	2 credits (Required)
COUN 627/927	Introduction to Portfolio I	0 credits (Required)
COUN 628/928	Pre-practicum Portfolio II	0 credits (Required)
COUN 630/930	Elementary School Portfolio III	0 credits (Required)
COUN 631/931	Middle School Portfolio	0 credits (Required)
COUN 632/932	High School Portfolio	0 credits (Required)

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

COUN 620/920	Management for Counselors	3 credits

LICENSING REQUIREMENTS FOR SCHOOL COUNSELOR (K-12) – LICENSE #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 (5) sections. The Introduction to Portfolio is completed while the student is enrolled in COUN 543/843 – Counseling: Theories and Issues. Pre-Practicum Portfolio is to be completed and submitted as a part of the application process for participation in the Practicum experiences. The last 3 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 Requirements – Students must successfully complete the Praxis II exam prior to graduation.
Professional Counselor

CURRICULUM FOR PROFESSIONAL COUNSELING

Students must complete courses in each of 10 counseling categories. A total of 60 credits are required for students seeking the Licensed Professional Counseling – In Training endorsement from Concordia.

GRADUATE COUNSELING COURSES - 60 credit masters

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

COUN 543/843	Counseling: Theories and Issues	3 credits (Required)

At least 3 semester hours of academic credit in each of the following topic areas:

Human Growth and Development

COUN 584/884	Human Development	3 credits (Required)

Social and Cultural Foundations

COUN 552/882	Social/Cultural Foundations in Counseling	3 credits (Required)

Helping Relationships

COUN 564/864	Consultation Strategies	3 credits (Required)
COUN 593/893	Individual Counseling	3 credits (Required)

Group Dynamics Processing and Counseling

COUN 594/894	Group Counseling	3 credits (Required)

Lifestyle and Career Development

COUN 561/861	Career Counseling Foundations	3 credits (Required)

Appraisal

COUN 587/887	Tests and Measurements for Counselors	3 credits (Required)

Research and Program Evaluation

COUN 515/815	Research and Evaluation in Counseling	3 credits (Elective)
COUN 586/886	Design, Implementation & Eval.of Counseling Programs	3 credits (Required)

Professional Orientation

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

The student will have at least 3 semester credit hours in a 'supervised practicum counseling experience'

COUN 606/906	Practicum for Professional Counselors	3 credits (Required)

The student will have 'at least 6 semester credit hours 'in a supervised internship counseling experience'

COUN 607/907	Internship I	3 credits (Required)
COUN 608/908	Internship II	3 credits (Required)

There shall be at least 3 semester credit hours in each of the following:

Foundations of clinical mental health counseling

COUN 589/889	Foundations of Clinical Mental Health Counseling	3 credits (Required)

Clinical mental health counseling diagnosis and treatment planning

COUN 596/896	Advanced Theory and Skills for Professional Counselors	3 credits (Required)

At least 3 semester credit hours in each of the following:

Crisis and Trauma Counseling

COUN 582/882	Trauma Counseling	3 credits (Required)

Abnormal Behavior and Psychopathology

COUN 588/888	Psychopathology	3 credits (Required)

Addictions Counseling

COUN 512/812	Psychopharmacology (Required for SAC-IT endorsement)	3 credits (Elective)
COUN 520/820	Addictions Counseling	3 credits (Required)

Family, Partnership and Couples Counseling

COUN 581/881	Models and Methods of Family Counseling	3 credits (Required)

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 (LPC-IT) license through the Wisconsin Department of Safety and Professional Services (DSPS). The student may also be eligible to apply for the Substance Abuse Counselor – In Training (SAC-IT) license through the Wisconsin Department of Safety and Professional Services. Current DSPS regulations for LPC-IT and SAC-IT require an additional 3000 hours of supervised practical experience.

SUBSTANCE ABUSE COUNSELOR

Purpose

This additional area of licensure affords the counseling student to support clients who have concerns regarding Alcohol and Other Drug Abuse. The coursework embedded in the Professional Counseling program meets the Wisconsin Department of Safety and Professional Services requirements leading to a Substance Abuse Counselor – In Training. Students pursuing this licensure must be an accepted student in the Master's program in Counseling at Concordia University.

The Objectives of the Substance Abuse Counselor Coursework:

- To equip students with skills that can be integrated into their professional practice when working with clients with AODA concerns.
- To provide students with basic knowledge about psychopharmacology and the impact of AODA issues on the client and their families.

Curriculum for the Substance Abuse Counselor – In Training:

The student completes the Professional Counseling coursework as prescribed by Concordia and the state of Wisconsin. Further, the following two courses are required in the Professional Counseling coursework:

COUN 512/812	Psychopharmacology
COUN 596/896	Advanced Theory and Skills for Professional Counselors

Internship experiences must reflect a minimum of 300 hours in specific areas related to AODA issues.

CHRISTIAN COUNSELING CERTIFICATE

Purpose

This 15 credit graduate certificate provides coursework in some essential skills of a Christian counselor. This certificate 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:

- 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.
- 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 should complete a total of 15 credits, 5 courses.

Required:

COUN 544/844	Scripture and the Christian Counselor	3 credits
COUN 545/856	Christian Care-Giving	3 credits
COUN 546/856	Christian Reconciliation	3 credits

Electives:

COUN 510/810	Christian Perspective of Psychopharmacology	3 credits
COUN 523/823	Individual Counseling from a Christian Perspective	3 credits
COUN 528/828	Christian Perspectives of Family Development	3 credits
COUN 522/822	Ethics of the Christian Counselor	3 credits
COUN 553/853	Social/Cultural Theological Foundations	3 credits
COUN 563/863	Current Support Issues for Christian Pastors and Church Workers	3 credits
COUN 565/865	Consultation Strategies within the Church	3 credits
COUN 577/877	Models and Methods for Christian Family Counseling	3 credits
COUN 578/888	Christian Trauma Counseling	3 credit

Wisconsin (DSPS) Department of Safety and Professional Services Professional Counselor and Substance Abuse Counselor Licensure

Steps to Complete:

1. Begin coursework at CUW in the Master's program.
2. After prerequisite coursework is complete, the student may apply for the 700 hours supervised practicum/internship required for the master's program.
3. For those seeking Substance Abuse certification, the practicum/internship should include a minimum of 300 supervised hours related to AODA work. A minimum 10 hours in each of the following 12 areas must have been performed and documented.

12 Content Areas for Substance Abuse Counseling

1. Screening
2. Intake
3. Orientation
4. Assessment, evaluation and intervention

5. Referral
6. Treatment planning
7. Counseling
8. Crisis Intervention
9. Patient education
10. Case management
11. Reporting and record keeping
12. Consultation with other professionals

4. The student applies for graduation at: https://www.cuw.edu/academics/graduation/students/request/graduate.cfm. This may be done when the student is in their last 3-6 credits. Upon completion of all coursework, the Program Director will perform a final audit and sign off on the student's graduation request.
5. The Master's degree will be conferred by the University.
6. The student will send to the Program Director the appropriate form from the Department of Safety and Professional Services (DSPS) for LPC-IT endorsement. Students also pursing the Substance Abuse certification need to send the form for SAC-IT endorsement. Concordia will send an email to the student's CUW email account once these forms are sent to DSPS.
7. Students pursing Substance Abuse certification need to take the State of Wisconsin ICRC exam. The passing score for the Substance Abuse Professional Statutes and Rules exam is 76%.
8. All students must take the NCE (offered through the National Board for Certified Counselors). Students must have a graduation date on their transcript to register for this exam.
9. Apply for LPC-IT through DSPS. Students may also apply for SAC-IT if all requirements have been met.
10. Complete 2000 hours approved by DSPS for SAC and 3000 hours for LPC. The 2000 hours can be embedded in the 3000 hours IF approved by DSPS.

Apply to DSPS for CSAC and LPC. These are two separate applications.

Note: The student needs to be fully aware of both CUW and DSPS requirements. CUW coursework has been approved by DSPS and needs to be taken as presented to and approved by DSPS.

MASTER OF SCIENCE IN 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.

SUPERINTENDENT LICENSE PROGRAM

The Superintendent License Certificate is a concentration of coursework and field work that upon successful completion of the program will qualify candidates to apply for a Superintendent License (Wisconsin License Code #5003). The Superintendent Licensure Program is offered in a blended delivery model. The first class will be a face to face experience, followed by on line coursework and culminating with a 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.

Required Courses (21 credits):
Fall 2017

EDG 778/978	The Superintendency	3 credits
EDG 788/988	Professional Ethics in Leadership	3 credits
EDG 794/994	Portfolio	0 credits
EDG 793/993	Advanced Internship in Superintendency I	1 credit

Spring 2018

EDG 789/989	Organizational and Policy Development	3 credits
EDG 790/990	School Improvement and Data Analysis	3 credits
EDG 791/991	Public Relations	3 credits
EDG 762/962	Advanced Internship in Superintendency II	2 credits

Summer/Fall 2018

EDG 792/992	Facility Planning	3 credits

EDUCATIONAL ADMINISTRATION (#5051 & #5010 LICENSES)

#5051 LICENSURE:

EDG 531/831	Principles of Educational Administration	3 credits
EDG 533/833	Leadership for Change	3 credits
EDG 627/921	Portfolio I	0 credits
EDG 541/841	School Business Administration	3 credits
EDG 536/836	Ed Governance & Admin (HR Emphasis)	3 credits
EDG 537/837	Supervision of Instruction	3 credits
EDG 535/835	Legal & Ethical Issues in Education	3 credits
EDG 507/807	Curriculum Leadership	3 credits
EDG 539/839	Practicum in Educational Administration	3 credits
EDG 628/922	Portfolio II	0 credits
EDG 745/845	The Principalship	3 credits
EDG 515/815	Educational Research	3 credits
EDG 595/895	Capstone	3 credits
EDG 629/923	Portfolio III	0 credits

#5010 LICENSURE:

EDG 699/887	Assessment for Learning	3 credits
EDG 552/852	Improvement in Literacy Instruction	3 credits
EDG 629/923	Portfolio III	0 credits

DIRECTOR OF INSTRUCTION

Purpose

The director of instruction concentration is designed to equip teachers for administrative responsibility and to assist present administrators in developing organizational and leadership skills in instructional leadership roles.The program is designed to help the student acquire the necessary skills in decision-making, curriculum, program evaluation, and assessment.

This administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive a Wisconsin State Administrative license as a Director of Instruction (license #5010) through the Department of Public Instruction. Applicants desiring a director of curriculum and instruction license for another state should consult with their state's licensing requirements.

DIRECTOR OF INSTRUCTION WITH A #5010 LICENSE PROJECT

Required Courses (36 Credits Required)

EDG 531/831	Principles of Educational Administration	3 credits
EDG 533/833	Leadership for Change	3 credits
EDG 627/921	Portfolio I	0 credits
EDG 541/841	School Business Administration	3 credits
EDG 536/836	Ed Governance & Admin (HR Emphasis)	3 credits
EDG 537/837	Supervision of Instruction	3 credits
EDG 535/835	Legal & Ethical Issues in Education	3 credits
EDG 507/807	Curriculum Leadership	3 credits
EDG 539/839	Practicum in Educational Administration	3 credits
EDG 628/922	Portfolio II	0 credits
EDG 515/815	Educational Research	3 credits

EDG 595/895	Capstone	3 credits
EDG 699/887	Assessment for Learning	3 credits
EDG 552/852	Improvement in Literacy Instruction	3 credits
EDG 629/923	Portfolio III	0 credits

A Professional Educator license is required by DPI to be eligible for the #5051 and/or #5010 licensure. Completion of the #5051 and #5010 license programs together will require only one Portfolio III.

Practicum hours for the #5051 and #5010 can be completed together for a total of 150 hours. Practicum hours competed for just the #5051 will need to complete 100 hours. Practicum hours completed for just the #5010 will need to compete 100 hours. Additional practicum hours will be under EDG 709. Contact Dr. Moeser for further instructions.

If the student is already employed as an administrator in a school, there are times when the practicum requirement MAY be waived by the Director of Educational Administration. A student who has served at least one full year in a principal capacity may be considered for waiving EDG 539/839. A student with less than one full year of principal experience will not be considered for waiving EDG 539/839.

MASTER OF SCIENCE IN EDUCATION (SPECIALITY AREAS – NON LICENSURE)

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. (30 credits Required)

Required Courses

EDG 702/802	Effective Relationships with Families and Communities	3 credits
EDG 515/815	Educational Research Methods	3 credits
EDG 703/803	Developmentally Appropriate Assessment Practices in Early Childhood	3 credits
EDG 560/860	Curriculum Design and Development in Early Childhood	3 credits
EDG 708/808	Developmentally Appropriate Practice in Early Childhood Education	3 credits
EDG 590/890	Thesis Completion Seminar (Plan I) (EDG 515 is a prerequisite)	3 credits
OR EDG 595/895	Graduate Seminar (Plan II) (EDG 515 is a prerequisite)	3 credits
EDG 712/812	Field Experience in Early Childhood	3 credits
EDG 718/818	Portfolio	0 credits

Electives (Select 1 track)

Accomplished Early Childhood Teacher in Literacy

EDG 567/867	Emergent Literacy	3 credits
EDG 545/846	Books and Pictures for Young Children	3 credits
EDG 556/856	Language and Literacy Development	3 credits

Specialization – Early Childhood Program Administrator

EDG 749/849	Administration and Supervision in Early Childhood	3 credits
EDG 761/861	Marketing, Operations and Financial Management in ECE	3 credits
EDG 770/870	Laws, Regulations, Licensing and Credentialing in ECE	3 credits

ENVIRONMENTAL EDUCATION (30 credits required)

1. Education Component (choose 12 credits from either general education or art education courses):

EDG 501/801	Issues in American Education	3 credits
EDG 507/807	Curriculum Development	3 credits
EDG 521/821	Human Learning and Motivation	3 credits

EDG 528/828	Strategies for Effective Teaching	3 credits
One of the following courses (EDG 563, 575, 675) may be chosen:		
EDG 563	Science for Early Childhood and Primary	3 credits
EDG 575	Science for the Grade 3-8 Teacher	3 credits
EDG 675	Science for Early Childhood & Elementary	3 credits
AEG 510	Developmental Issues in Art Education	3 credits
AEG 540	Curriculum Design in Art Education	3 credits
AEG 550	Integrative Issues in Art Education	3 credits
AEG 590	Technology in Art Education	3 credits
*EDG 627/827	Portfolio I. .	0 credits
*EDG 628/828	Portfolio II .	0 credits
*EDG 629/829	Portfolio III	0 credits

*For students pursuing DPI certification (i.e. 615 licensure)

2. Research Component (6 credits):

EDG 515	Research Methods	3 credits
EDG 595	Graduate Capstone Project	3 credits

3. Science Content Component (choose 12 credits):

BIO 510/810	Ecology3 Credits	
BIO 517	Plant Anatomy	3 credits
BIO 540/840	Advanced Botany	3 credits
BIO 544	Taxonomy of Vascular Plants	3 credits
BIO 556/856	Readings in Environmental Science	3 credits
BIO 567	Ecology of the Tropics	3 credits
BIO 570	Ornithology	3 credits
CHEM 561/861	Environmental Chemistry and Toxicology	3 credits
SCI 597	Internship/Practicum in Environmental/Outdoor Ed. I	4 credits

*Or other approved courses (e.g. Ichthyology, Entomology, Limnology, Marine Biology) which are related to standards for environmental and/or outdoor education and as approved by the director.

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:

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

EDUCATIONAL DESIGN AND TECHNOLOGY

(33 Credits Required)

Required Courses (21 credits):

EDT 670/970	Integrating Technology in the Learning Experience	3 credits
EDT 627/927	Portfolio I	0 credits
EDT 589/889	Applying Technology in Content Areas	3 credits
EDT 608/908	Critical Issues in Educational Technology	3 credits
EDT 593/893	Theories of Learning and Design	3 credits
EDT 628/928	Portfolio II	0 credits
EDT 592/892	Instructional Design	3 credits
EDT 585/885	Research in Educational Design and Technology	3 credits
EDT 629/929	Portfolio III	0 credits
EDT 590/890	Thesis Completion Seminar	3 credits
OR EDT 595/895	Capstone Project	3 credits

Electives (select 12 credits):

EDT 505/805	Online Teaching and Learning	3 credits
EDT 514/814	Educational Ministry in the Digital World	3 credits
EDT 551/851	Support and Troubleshooting for Teaching and Learning with Technology	3 credits
EDT 594/894	Digital Literacy	3 credits
EDT 607/907	Multimedia for Learning	3 credits
EDT 639/939	School Leadership in Technology	3 credits
EDT 645/945	Readings in Educational Design and Technology	3 credits
EDT 657/957	Building Online Learning Comm. (Web 2.0 / Learning 2.0)	3 credits
EDT 671/971	Grants and Funding for Educational Technology Initiatives	3 credits
EDT 515/815	Innovation in Education	3 credits
EDT 519/819	Workshop in Educational Design and Technology	3 credits
EDT 520/820	Blended Learning	3 credits

Other electives as approved by the program director.

FAMILY LIFE EDUCATION

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.

FAMILY LIFE

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

Required Courses

COUN 584/884	Human Development	3 credits
COUN 580/880	Family Development	3 credits
COUN 592/892	Professional Ethics in the Helping Profession	3 credits
EDG 526/826	The Family Today	3 credits

EDG 569/869	Contemporary Issues of Family & Parenting	3 credits
EFL 530/830	Marriage and Family Relations	3 credits
EFL 540/840	Human Sexuality	3 credits
EFL 550/850	Family Law and Public Policy	3 credits
EFL 515/815	Educational Research Methods	3 credits
EFL 560/860	Curriculum and Methods in Family Life Education	3 credits
EFL 595/895	Capstone – Family Life Practicum Completion	3 credits

Electives – 3 credits

COUN 593/893	Individual Counseling	3 credits
COUN 594/894	Group Counseling	3 credits

*Additional electives may be available.

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

Church Music

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: organ, choral, and 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:

A. Successfully pass the following:

1. Qualifying audition with performance of two contrasting works on organ or voice (not required for Handbell Emphasis students);
2. MUS 541 Graduate Theory Review course or MUS 642 Form and Analysis;
3. Written examination in General Music History.

B. 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/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 (MUS 585, 586, 546, and 686), 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

MUS 551 Advanced Choral Conducting	3 Crs.
MUS 585 Handbell Methods and Materials	3 Crs.
MUS 565 Survey of Christian Hymnody	3 Crs.
MUS 569 Issues in Church Music	3 Crs.
MUS 571 Musical Heritage of the Church	3 Crs.
MUS 541 Graduate Theory Review **OR** MUS 642 Form and Analysis	3 Crs.
MUS 545 Composing and Arranging	3 Crs.
MUS 521 Applied Organ	min. 6 Crs.
MUS 522 Organ Literature	3 Crs.
MUS 599 Recital or Service (Recital Paper)	3 Crs.
MUS 642 Form and Analysis	3 Crs.

Comprehensive Exams (Written and Oral)

CHORAL EMPHASIS

MUS 585 Handbell Methods and Materials	3 Crs.
MUS 565 The Hymn as Literature	3 Crs.
MUS 569 Issues in Church Music	3 Crs.
MUS 571 Musical Heritage of the Church	3 Crs.
MUS 541 Graduate Theory Review **OR** MUS 642 Form and Analysis	3 Crs.
MUS 545 Composing and Arranging	3 Crs.
MUS 551 Advanced Choral Conducting	6 Crs.
MUS 511 Applied Voice	3 Crs.
MUS 552 Choral Literature	3 Crs.
MUS 599 Choral Concert/Service (Recital Paper)	3 Crs.
MUS 642 Form and Analysis	3 Crs.

Comprehensive Exams (Written and Oral)

HANDBELL EMPHASIS

MUS 551 Advanced Choral Conducting	3 Crs.
MUS 565 Survey of Christian Hymnody	3 Crs.
MUS 569 Issues in Church Music	3 Crs.
MUS 571 Musical Heritage of the Church	3 Crs.
MUS 541 Graduate Theory Review **OR** MUS 642 Form and Analysis	3 Crs.
MUS 545 Composing and Arranging	3 Crs.
MUS 585 Handbell Methods and Materials	3 Crs.
MUS 586 Conducting Handbells	3 Crs.
MUS 546 Composing for Handbells	3 Crs.
MUS 586 Handbell Performance	3 Crs.
MUS 599 Recital or Service (Recital Paper)	3 Crs.
MUS 642 Form and Analysis	3 Crs.

Comprehensive Exams (Written and Oral)

Information Technology

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Technology Program with a Soul℠

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 online.

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 501/801 requirement waived. Contact the program director for more information.

Required – 21 credits (all students must complete these seven courses)

CSC 501/801 – Introduction to Informatics
CSC 505/805 – Foundations of Information Technology
CSC 510/810 – Vocation and Ethical Computing
CSC 520/820 – Human Computer Interaction
CSC 530/830 – Database and Information Management
CSC 535/835 – Systems Development: Theory and Practice
CSC 565/865 – Information Technology Integrative Capstone

Electives – minimum 18 credits (choose at least six courses after consulting with your advisor)

CSC 515/815 – Applied Artificial Intelligence
CSC 525/825 – Data Security and Information Assurance
CSC 532/832 – Database Systems II
CSC 537/837 – Programming Practice II
CSC 540/840 – Networking
CSC 545/845 – System Design and Configuration
CSC 550/850 – System Administration and Maintenance
CSC 555/855 – Project Management
CSC 560/860 – Web Systems and Technologies
CSC 570/870 – Readings in Information Technology
CSC 580/880 – Internship in Information Technology [typically 1 credit]

CSC 505/805 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 501/801 should take that class concurrently with CSC 505/805, if possible. If not, both CSC 501/801 and CSC 505/805 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 online classes follow an asynchronous model. A student may enroll in an online classes at any time. The course begins as soon as the student enrolls. Currently, online courses should be completed within 8 weeks of enrollment. International students have additional regulations regarding online courses; contact your advisor for more information.

Students may complete courses in either on-campus or online 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* credit hours of Computer Science graduate courses. The following 7 courses are required: 501/801*, 505/805, 510/810, 520/820, 530/830, 535/835, 565/865 for 21 credits.

In addition, the student selects a minimum of 18 credits from among the following electives: 515/815, 525/825, 532/832, 537/837, 540/840, 545/845, 550/850, 555/855, 560/860, 570/870, 580/880.

* Students admitted with an undergraduate degree in Computer Science or Information Technology from a regionally accredited US university may have the 501/801 (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 501/801 and 505/805 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.

Nursing

MASTER OF SCIENCE IN NURSING

Mission

The Master of Science in Nursing (MSN) Program builds on the baccalaureate nursing foundation, preparing professional nurse leaders as entry level family nurse practitioners (FNP), adult gerontology primary care nurse practitioners (AGPCNP), and nurse educators (NE). Graduate scholarly inquiry based on theory and evidence-based competencies provides the foundation for fulfillment of the professional standards and core 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 DNP and 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 sequence are designed to provide a minimum of 600 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 and obtain the vitae and letter of agreement to supervise from the preceptor. CUW faculty will review these materials and make the final decision regarding preceptor approval. Students must be prepared to take the certification exam at the end of the program.

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. Must be completed before registering for MSN 840 Evidence Based Nursing Practice

APPLICATION/ADMISSION PROCESS

Students may apply online through Concordia's direct online application at www.cuw.edu/apply.
When applying 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 Masters degree.
- Applicants who have completed graduate level classes and wish to have them evaluated, must submit these transcripts and the transfer credit request form available in the graduate admission area of the CUW website. 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 the Nurse Practitioner students.

FAMILY AND ADULT/GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER

Core Courses

MSN 830 Healthcare Policy and Issues in Advanced Nursing	3 Crs.
MSN 834 Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3 Crs.
MSN 840 Evidence Based Nursing Practice	3 Crs.
MSN 538 Advanced Health Assessment	3 Crs.
MSN 836 Advanced Pathophysiology Across the Lifespan	3 Crs.
BIO 842 Pharmacotherapeutics	3 Crs.
MSN 835 Culturally Congruent Care for Advanced Nursing	3 Crs.
OR	
MSN 892 Global Perspectives in Health Care	3 Crs.
MSN 845 Role Transitions for Advanced Practice Nursing	2 Crs.
MSN 860 Foundations of Healthcare Informatics	3 Crs.
BIO 850 Genetics, Immunology, & Microbiology for Advanced Nursing Roles	3 Crs.
Total Credits in Core	29 Crs.

Specialization Courses (FNP)

MSN 851 Advanced Primary Care Clinical I, FNP	4 Crs.
MSN 852 Advanced Primary Care Clinical II, FNP	4 Crs.
MSN 853 Advanced Primary Care Clinical III, FNP	4 Crs.
Total Credits in Specialization	12 Crs.

Specialization Courses (AGPCNP)

MSN 865 Advanced Primary Care Clinical I, AGPCNP	4 Crs.
MSN 866 Advanced Primary Care Clinical II, AGPCNP	4 Crs.
MSN 867 Advanced Primary Care Clinical III, AGPCNP	4 Crs.
Total Credits in Specialty	12 Crs.

Total Credits in FNP & AGPCNP	**41 Crs.**

NURSE EDUCATOR

Core Courses

MSN 830 Healthcare Policy and Issues in Advanced Nursing	3 Crs.
MSN 834 Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3 Crs.
MSN 840 Evidence Based Nursing Practice	3 Crs.
MSN 836 Advanced Pathophysiology Across the Lifespan	3 Crs.
BIO 842 Pharmacotherapeutics	3 Crs.
MSN 839 Advanced Physical Assessment for the Nurse Educator	2 Crs.
MSN 835 Culturally Congruent Care for Advanced Nursing	3 Crs.
OR	
MSN 892 Global Perspectives in Health Care	3 Crs.
MSN 860 Foundations of Healthcare Informatics	3 Crs.
BIO 850 Genetics, Immunology, & Microbiology for Advanced Nursing Roles	3 Crs.
Total Credits in Core	26 Crs.

Specialization Courses (NE)

MSN 871 NE I: Role Transition for the Nurse Educator	3 Crs.
MSN 872 NE II – Instructional Design in Nursing Education: Classroom Teaching	3 Crs.
MSN 874 NE III – Instructional Design in Nursing Education: Clinical Teaching	3 Crs.
MSN 875 Nurse Educator Capstone	1 Cr.
MSN 877 Evaluation and Testing in Nursing	3 Crs.
Total Credits in Specialization	13 Crs.

Total Credits in NE	**39 Crs.**

CERTIFICATE AFTER GRADUATION EDUCATION

Credit Degree Program
Students with a prior Master of Science in Nursing degree may add a new area of certification by completing a Certificate After Graduate Education (CAGE) in Nursing. Credit requirements for completion will vary based on prior academic work.

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: NE, FNP, or AGPCNP. The core liberal arts courses are taken from the following: Theology 6 credits, Humanities 6 credits, Cross Cultural 3 credits, Social Science 6 credits, Communication 3 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 up to 85 credits, with the exception of Theology, 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
- 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 85 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 Masters degree.
- Professional resume and a Certified Background Check

RN-BSN Online Cohort

NURS 301	Dimensions of Professional Nursing	3 crs.
MSN 820	Basic Statistics for the Healthcare Professional	3 crs.
NURS 336	Nursing Research for RNs	3 crs.
NURS 342	Population Health	3 crs.
NURS 442	Leadership: The Future of Nursing	3 crs.
MSN 830	Healthcare Policy and Issues in Advanced Nursing	3 crs.
BIO 850	Genetics, Immunology, & Microbiology for Advanced Nursing	3 crs.
MSN 840	Evidence Based Nursing Practice	3 crs.
MSN 834	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3 crs.

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

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

Purpose

The DNP Program prepares students at the highest level of practice to analyze current evidence and integrate systems thinking as a foundation for organizational change management and quality improvement initiatives to improve practice, education, and patient care in various settings.

PROGRAM 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. There are two campus residencies, one prior to the program start and one the day before graduation.
4. The DNP Project where students apply knowledge and skills to an integrative, transformational experience, under the guidance of a faculty chairperson and agency mentor.

ENTRANCE REQUIREMENTS

Admission to the post-master's DNP Program is competitive. We admit a cohort class of students each spring for a July 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. This documentation must be on the school/university letterhead.
8. Admission interview (may be conducted by phone).

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

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

30 Credits

Initial Cohort Meeting CUW Mequon Campus

DNP 903 Biostatistics / Epidemiology	4 Crs.
DNP 915 Evidence Based Practice	3 Crs.
DNP 940 DNP Project I	4 Crs.
DNP 921 Health Care Informatics	3 Crs.
MBA 920 Economics and Public Policy of Health Care	3 Crs.
MMC820 Managerial Communications: Practices and Principles	3 Crs.
MBA 842 Six Sigma Process & Application	3 Crs.
MBA 803 Ethics and Organizational Leadership	3 Crs.
DNP 941 DNP Project II	4 Crs.

Final Cohort Meeting / Presentation of DNP Projects

TRANSFER OF CREDIT

The Graduate Nursing Program will accept up to 6 transfer credits, of previous graduate level coursework, into the MSN or 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 MSN/DNP faculty committee).

2. Courses transferred must be comparable in scope and subject matter to courses offered in the MSN or DNP Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer of credit form 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/DNP program.

Occupational Therapy

MASTER OF OCCUPATIONAL THERAPY DEGREES

OVERVIEW

Concordia University Wisconsin offers three professional (entry-level) Master of Occupational Therapy (MOT) Programs. The programs are based on a liberal arts foundation and encompass two and one half years of professional education beyond a bachelor's degree.

MISSION STATEMENT

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

ACCREDITATION

The Master of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (301) 652-AOTA and its web address is www.acoteonline.org.

CREDENTIALING

Graduates of the program will be able to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT) located at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD. 20877-4150 (301-990-7979 www.nbcot.org).

Candidates with a passing score will receive the credentials OCCUPATIONAL THERAPIST REGISTERED OTR®. Most states require additional licensure/certification in order to practice. In Wisconsin, the graduate must then apply for initial certification with the Wisconsin Department of Safety and Professional Services.

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 Programs at Concordia lead to a Master of Occupational Therapy (MOT) degree. These full-time, professional entry-level degree programs 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. 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, of 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.
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.

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. 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 will 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. 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.

PROGRAMS

ACCELERATED MASTER OF OCCUPATIONAL THERAPY PROGRAM

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

Admissions Requirements

Students who begin their undergraduate career in Concordia's Bachelor of Science in Rehabilitation Science program may apply to the Accelerated MOT program during the fall of their sophomore year. A student accepted into the Accelerated MOT program will begin taking graduate courses toward a degree in Occupational Therapy the summer after their sophomore year.

First time freshman 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 Accelerated MOT Program after their second year at CUW as long as they maintain a 3.0 GPA and receive at least a "B" grade in the anatomy and physiology courses.

Students transferring into Concordia's BSRS program will not be guaranteed placement into the Accelerated MOT program. Transfer students must complete at least 36 BSRS credits at Concordia to be given priority in the Accelerated MOT admission process. These credits must include the following courses taken at Concordia:

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

The Accelerated MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- Grade of B or higher in BIO 191 & 192 (on first attempt)
- Grade of B or higher in BIO 301 (on first attempt; must be taken in fall semester)
- Documentation of 40 hours of OT job shadowing
- Three letters of recommendation
- Program-specific essays

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

1. The top 30 students ranked by GPA and ACT scores with a minimum GPA of 3.2 and ACT score of 21 who applied and submitted their tuition deposit prior to December 1st during their junior year in high school.
2. Other students that began at CUW in BSRS but did not get the guarantee given to the first 30, with a 3.0 cumulative GPA, B's in BIO 191, BIO 192 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 BIO 191, BIO 192 and BIO 301
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

YEAR 1
SUMMER I
BIO 550 Human Anatomy - 6 credits
OT 640 Clinical Implications - 3 credits

FALL I
BIO 585 Neuroscience - 5 credits
OT 523 Clinical Kinesiology - 3 credits
OT 546 Group Skills - 3 credits
OT 548 Clinical Practicum Group - 1 credit
OT 540 Scientific Inquiry I - 3 credits
OT 521 Foundational Concepts in OT - 3 credits

WINTERIM I
OT 564 Health & Wellness Promotion for OT - 2 credits
OT 566 Psychosocial Aspects of Wellness
Practicum - 1 credit

SPRING I
OT 530 Practice Skills - 3 credits
OT 586 Rehabilitation Science - Orthopedics - 3 credits
OT 569 Scientific Inquiry II - 3 credits
OT 561 Rehabilitation Science -
Neurorehabilitation - 3 credits
OT 529 Assessment Skills - 3 credits

YEAR 2
SUMMER II
OT 582 Scientific Inquiry III - 3 credits
OT 580 Pediatric Practice I - 4 credits
OT 573 Clinical Practicum Pediatrics - 1 credit
**Completion of the BSRS degree at the end of the summer session.

FALL II
OT 571 Work Practice I - 3 credits
OT 584 Clinical Practicum Adult - 2 credits
OT 603 Practice Management - 3 credits
OT 565 Psychosocial Practice - 3 credits
OT 596 Pediatric Practice II (elective) WITH BMOT - 3 credits
OT 630 Hand & Upper Extremity Rehabilitation (elective) WITH BMOT - 3 credits
OT 562 Rehabilitation Science - Neurorehabilitation (elective)(WITH BMOT) - 3 credits
**One elective required

SPRING II
OT 590 Rehabilitation Science Integrated - 3 credits
OT 601 Advanced Clinical Practice - 3 credits
OT 605 Community Practice - 3 credits
OT 595 OT Community Clinic - 3 credits
OT 575 Fieldwork Seminar - NC (pass/fail)
OT 645 Gerontology and AT Concepts to Promote Occupational Performance - 3 credits

YEAR 3
SUMMER III
OT 620 Level II Fieldwork I (3 months) - 6 credits

FALL III
OT 622 Level II Fieldwork II (3 months) - 6 credits

BLENDED MASTER OF OCCUPATIONAL THERAPY PROGRAM

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

Students who have completed a bachelor's degree may apply to the Blended MOT Program. This program allows a student who wishes to become an occupational therapist to complete their degree within a 2½ year period, and 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 matriculation into the MOT program. No specific major is required or preferred for entry into the program provided the prerequisite classes have been met.

The Blended MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- Grade of B or higher in 8 credits of Anatomy & Physiology
- Must be general, human study and include a lab component
- Medical terminology strongly encouraged
- If not taken prior to admission, will be required as a co-requisite during first term at CUW
- Non-college credit considered on a case by case basis
- Program-specific essays
- Three letters of recommendation
- Documentation of 40 hours of OT job shadowing

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. 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:

YEAR 1
SPRING I:
BIO 550 Human Anatomy with lab - 6 credits
OT 523 Clinical Kinesiology - 3 credits
OT 521 Foundational Concepts in OT - 3 credits
OT 546 Group Skills - 3 credits
OT 548 Clinical Practicum Group - 1 credit

SUMMER I
OT 564 Health & Wellness Promotion for OT - 2 credits
OT 566 Psychosocial Aspects of Wellness Practicum - 1 credit
OT 530 Practice Skills - 3 credits
OT 640 Clinical Implications - 3 credits

FALL I
OT 540 Scientific Inquiry I - 3 credits
BIO 585 Neuroscience - 5 credits
OT 580 Pediatric Practice I - 4 credits
OT 573 Clinical Practicum - Pediatrics - 1 credit
OT 586 Rehabilitation Science - Orthopedics - 3 credits
OT 529 Assessment Skills - 3 credits

SPRING II:
OT 571 Work Practice I - 3 credits
OT 561 Rehabilitation Science Neurorehabilitation - 3 credits
OT 584 Clinical Practicum Adult - 2 credits
OT 565 Psychosocial Practice - 3 credits
OT 569 Scientific Inquiry II - 3 credits
OT 603 Practice Management - 3 credits

SUMMER II
OT 645 Gerontology and AT Concepts to Promote Occupational Performance - 3 credits
OT 582 Scientific Inquiry III - 3 credits

FALL II
OT 575 Fieldwork Seminar - NC (pass/fail)
OT 590 Rehabilitation Science - Integrated - 3 credits
OT 601 Advanced Clinical Practice - 3 credits
OT 605 Community Practice - 3 credits
OT 595 OT Community Clinic - 3 credits
OT 596 Pediatric Practice II (elective)

WITH AMOT - 3 credits
OT 630 Hand & Upper Extremity Rehabilitation
(elective) WITH AMOT - 3 credits
OT 562 Neurorehabilitation II - 3 credits
**One required elective

YEAR 3
SPRING III: 2019
OT 620 Level II Fieldwork I (3 months) - 6 credits

SUMMER III
OT 622 Level II Fieldwork II (3 months) - 6 credits

TRANSITIONAL MASTER OF OCCUPATIONAL THERAPY PROGRAM

The Transitional MOT Program is a primarily online program designed for occupational therapy assistants with at least one year of experience.

The Transitional MOT Program is a four year program designed for practicing occupational therapy assistants who wish to further their careers through pursuit of a master's degree in occupational therapy. Students are enrolled in accelerated online classes and come to campus one weekend a month. Students who have completed an associate or bachelor's degree may apply to the Transitional MOT Program, and the 20 students accepted into the program will begin taking courses in the fall each year.

The Transitional MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- Grade of B or higher in 8 credits of Anatomy & Physiology
- Must be general, human study and include a lab component
- Medical terminology strongly encouraged
- If not taken prior to admission, will be required as a co-requisite during first term at CUW
- Non-college credit considered on a case by case basis
- Program-specific essays
- Three letters of recommendation
- Documentation of at least one year of practice as an OTA

Transitional MOT Application Process

Students interested in applying to the Transitional MOT Program should visit the Concordia University Wisconsin online application page at https://www.cuw.edu/apply/. Applicants will click on the "Undergraduate Section" to complete all necessary pre-requisite information.
The Transitional 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.

Transitional MOT Curriculum:

FALL I: 2016
OT 201 Online Learning Lab - 3 credits
RSC 310 Culture in Rehabilitation - 3 credits
RSC 304 Teaching & Learning in Rehabilitation -
3 credits
HHP 375 Biomechanics - 3 credits

SPRING I
LA 107 Liberal Arts for Health Care - 3 credits
REL 100 The Bible - 3 credits
REL 110 Christian Theology - 3 credits
SW 392 Aging in the Social Environment - 3 credits
Independent Study: OT 106 Medical Terminology -
1 credit (as needed)

SUMMER I
RSC 201 Medical Ethics - 3 credits
OT 701 Information Technology Lab - 3 credits
BIO 301 Advanced Functional Anatomy & Physiology - 4 credits
OT 564 Health & Wellness Promotion for OT - 2 credits
OT 566 Psychosocial Aspects of Wellness Practicum - 1 credit

FALL II: 2017
OT 640 Clinical Implications - 3 credits
BIO 550 Human Anatomy with lab - 6 credits
OT 521 Foundational Concepts in OT - 3 credits

SPRING II
BIO 585 Neuroscience - 5 credits
OT 523 Clinical Kinesiology - 3 credits
OT 540 Scientific Inquiry I - 3 credits

SUMMER II
OT 529 Assessment Skills - 3 credits
OT 530: Practice Skills - 3 credits

FALL III: 2018
OT 586 Rehabilitation Science Orthopedics - 3 credits
OT 569 Scientific Inquiry II - 3 credits
OT 571 Work Practice I - 3 credits
OT 561 Rehabilitation Science Neurorehabilitation - 3 credits
OT 584 Clinical Practicum Adult - 2 credits

SPRING III
OT 645 Gerontology and AT Concepts to Promote Occupational Performance - 3 credits
OT 582 Scientific Inquiry III - 3 credits
OT 580 Pediatric Practice I - 4 credits
OT 603 Practice Management - 3 credits
OT 573 Clinical Practicum Pediatrics - 1 credit

SUMMER III
OT 630 Hand & Upper Extremity Rehabilitation (elective) - 3 credits
OT 596 Pediatric Practice II (elective) - 3 credits
OT 562 Rehabilitation Science Neurorehabilitation II (elective) - 3 credits
OT 595 Community Clinic - 3 credits

FALL IV: 2019
OT 605 Community Practice - 3 credits
OT 601 Advanced Clinical Practice - 3 credits
OT 590 Rehabilitation Science Integrated - 3 credits
OT 565 Psychosocial Practice - 3 credits

SPRING IV
OT 620 Level II Fieldwork I (3 months) - 6 credits

SUMMER IV
OT 622 Level II Fieldwork II (3 months) - 6 credits

Physical Therapy

DOCTOR OF PHYSICAL THERAPY DEGREE

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 program in physical therapy is committed to developing health care professionals who have a sound foundation in movement science and are prepared for safe, autonomous, and ethical practice as physical therapists within a changing health care environment. The program seeks to foster personal growth in mind, body, and spirit for Christian service to the community.

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.captaonline.org.

GENERAL ACADEMIC INFORMATION

The Doctor of Physical Therapy (DPT) program is designed to help students become a 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
- Behavioral or Social Science - One semester in addition to the Psychology requirement above

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 and 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 3.00,
- 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.

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 not 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.

Submit official GRE scores to code 7697 for the Concordia DPT program. GRE scores for code 7697 will automatically be sent to PTCAS. Do NOT send GRE scores to the main university or Concordia's graduate admissions code.

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.

	SUMMER Credits	FALL Credits	WINTERIM Credits	SPRING Credits
YEAR 1	BIO550 Anatomy 6 DPT510 Evidence Based Practice I 2 **Total 8**	DPT550 Pathophysiology/ Pharmacology I 4 BIO585 Neuroscience 5 DPT505 Kinesiology 5 DPT500 Foundations 3 DPT560 Introduction to Professional Practice 2 **Total 19**	DPT540 Clinical Decision Making 2 **Total 2**	DPT650 Pathophysiology/ Pharmacology II 4 DPT615 Movement Science 4 DPT609 Exercise Science I 3 DPT736 Tissue Biomechanics 3 DPT565 Therapeutic Exercise 3 DPT575 Community Practice I 1 DPT555 Movement Analysis I 1 **Total 19**
YEAR 2	DPT659 Intro to Management of Musculoskeletal Disorders 2 DPT580 Management of Pediatric Disorders 4 DPT628 Clinical Problem Solving I 2 DPT665 Management of Integumentary Disorders 2 **Total 10**	DPT660 Management of Musculoskeletal Disorders I 4 DPT635 Evidence Based Practice II 3 DPT655 Movement Analysis II 3 DPT 625 Therapeutic Modalities 4 DPT622 Scientific Inquiry 1 - 2 DPT680 Community Practice II 1 **Total 17 - 18**	DPT630 Clinical Problem Solving II (pediatrics) 2 **Total 2**	DPT661 Management of Musculoskeletal Disorders II 4 DPT611 Management of Neuromuscular Disorders - Adult 4 DPT709 Exercise Science II 2 DPT622 Scientific Inquiry 1 - 2 DPT685 Community Practice III 1 DPT737 Psychosocial Dimensions of Healthcare I 1 DPT745 Health Promotion 2 **Total 14 - 15**
YEAR 3	DPT631 Clinical Problem Solving III 6 DPT738 Psychosocial Dimensions of Healthcare II 1 **Total 7**	DPT723 Cardiopulmonary Systems/Acute Care Physical Therapy 4 DPT744 PT In the Health Care System 2 DPT736 Medical Imaging 3 DPT622 Scientific Inquiry 1 - 2 DPT785 Community Practice IV 1 Elective 3 **Total 14 - 15**	DPT760 Clinical Practice I 6 DPT761 Clinical Practice II 6 DPT739 Psychosocial Dimensions of Healthcare III 1 **Total 13** **Total Credits in Program: 125**	

Effective with the class of 2017

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.

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 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.

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.

Physician Assistant Studies

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES DEGREE

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 primary care and preventive medicine as well as continual lifelong learning.

PROGRAM GOALS

The goals of this program are to:
1) educate physician assistant in primary care, preventive medicine and health literacy,
2) prepare physician assistants to work with diverse, medically underserved populations,
3) instill the importance of professionalism,
4) provide an interprofessional education in order to work effectively as a health care team member.

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 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. The clinical portion of the program is in urban, rural, and medically underserved settings throughout Wisconsin as well as out of state locations with physician, NP and PA preceptors. The didactic phase of the program consists of basic sciences, clinical and behavioral medicine. Topic areas 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 didactic phase provides the foundation for the clinical year.

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 will be located throughout Wisconsin. There are possibilities of out of state rotations. Students are responsible for their lodging, transportation, and meals. Students will have input on where they would like to be placed. The Director of Clinical Education is ultimately 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 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).

ENTRANCE REQUIREMENTS

Students may apply to the PA program before earning a Bachelor's Degree, but all prerequisite courses must be completed before the time of application. A B.S. must be completed successfully prior to matriculation (if accepted).

Candidates for admission to the Concordia University Wisconsin PA program must meet the following requirements:

- Applicants must have completed all prerequisite courses prior to the time of application
- Documentation of 500 hours of hands-on health care experience
- 24 hours of shadowing a Physician Assistant (completed by the time of application)
    - Hours worked as a scribe do not count toward shadowing hours
    - The program does not identify or suggest sites for applicants
- Three letters of reference: One must be from a PA with whom you have shadowed; one must be from an employer/ supervisor who has observed your interactions with patients during your health care experiences; one may be from an MD/ DO/NP/PA or an Academic letter of reference.

Science Prerequisites (See https://www.cuw.edu/programs/physicianassistant/entrance.html 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. * Anatomy must be with lab and done on-campus, not online
- Two semesters of Biology with lab (excluding the listed prerequisite science courses mentioned even at higher levels)
- Genetics- required with or without lab

Other prerequisites:

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

*Anatomy and Physiology must be taken within ten years of application to the program.
*Medical Terminology is recommended to be taken within five years of application to the program.

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

TECHNICAL STANDARDS FOR ADMISSION 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, and 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 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

A current, full time student from CU who obtains a B.S. from CU will be guaranteed an interview for the PA program if he/she meets the following requirements.

- Application completed and verified by the deadline.
- Cumulative GPA of 3.4 or higher.
- Prerequisite science GPA of 3.4 or higher while attending CU.

APPLICATION PROCESS

The Physician Assistant Studies Program and Concordia University 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, please visit http://portal.caspaonline.org.

Please see Admission Requirements above. In addition to fulfilling the listed requirements, applicants must submit:

- Official transcripts for ALL previous college experiences
- Documentation of service, scholarship, extra-curricular activities
- Documentation of employment experiences
- Documentation of shadowing experience with details about the experiences
- Documentation of health care experiences with details about duties
- Obtain and have letters of recommendation uploaded to the CASPA application
- One-page essay describing why you have selected the Physician Assistant profession and what personal qualities would make you a successful Physician Assistant.

GRE is not required.
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 applications are reviewed as they are received. Selected candidates are chosen to come to campus for an interview; typically, in November. Being offered an opportunity to interview does not guarantee acceptance into the program.

An on-campus interview will give the applicant an opportunity to learn more about CUW's PA program and will give the program faculty an opportunity to meet and talk with the applicant. During the interview process, the curriculum will be discussed along with additional pertinent program information. Interviews will occur with at least one faculty members, and the program director. A tour of the CUW campus will also be provided. After completion of the interview, the PA program admissions committee will review each applicant and a final decision will be made. Applicants will be notified if they have been accepted by no later than November 30.

Applicants who have been selected to enroll in the program after the interview process who still need to complete their Bachelor's degree will be conditionally accepted into the program. If the B.S. is not attained prior to the first day of class, the applicant will not be allowed to matriculate into the program.

BACKGROUND CHECKS

All applicants will be asked to disclose academic probations, misdemeanors and felony convictions. A felony conviction may affect a graduate's ability to attain state licensure and placement on clinical rotations.

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

Summer 1
PHAS 500 Human Anatomy for PAs - 6 credits
PHAS 501 PA Seminar I - 1 credit
PHAS 510 Physical Assessment - 4 credits
PHAS 515 Molecular Mechanisms for PAs - 2 credits

Fall 1
PHAS 502 PA Seminar II - 2 credits
PHAS 525 Clinical Medicine I - 6 credits
PHAS 526 Pathophysiology and Pharmacology I - 4 credits
PHAS 520 Neuroanatomy - 2 credits
PHAS 527 Medical Diagnostics I - 3 credits
PHAS 540 Public Health & Epidemiology - 2 credits

Winterim 1
PHAS 535 Evidence Based Medicine - 2 credits
PHAS 580 Introduction to Clinical Practice - 3 credits

Spring 1
PHAS 575 Obstetrics and Gynecology - 2 credits
PHAS 530 Clinical Medicine II - 6 credits
PHAS 531 Pathophysiology and Pharmacology II - 4 credits
PHAS 532 Medical Diagnostics II - 3 credits
PHAS 560 Surgical Medicine - 3 credits
PHAS 503 PA Seminar III - 2 credits

Summer 2
PHAS 545 Emergency Medicine - 4 credits
PHAS 555 Clinical Skills Laboratory - 3 credits
PHAS 570 Behavioral Medicine - 2 credits
PHAS 550 Pediatrics - 3 credits

Fall 2
Clinical Rotations I - 16 credits

Winterim 2
Clinical Rotations II - 4 credits

Spring 2
Clinical Rotations III - 16 credits

Summer 3
Clinical Rotations IV - 8 credits
PHAS 600 PA Seminar IV - 2 credits
Students will be placed on a rotation schedule for the last 11 months of their education.

Students will be placed on a rotation schedule for the last 11 months of their education.

The following rotations are required:
PHAS 610 Family Medicine Clinical Practicum I - 4 credits
PHAS 615 Family Medicine Clinical Practicum II - 4 credits
PHAS 620 Internal Medicine Clinical Practicum I - 4 credits
PHAS 625 Internal Medicine Elective Clinical Practicum II - 4 credits
PHAS 630 Women's Health Clinical Practicum - 4 credits
PHAS 635 Pediatric Clinical Practicum - 4 credits
PHAS 640 Emergency Medicine Clinical Practicum - 4 credits
PHAS 645 Surgery Clinical Practicum - 4 credits
PHAS 650 Behavioral Medicine Clinical Practicum - 4 credits
PHAS 655 Clinical Practicum Elective I - 4 credits
PHAS 660 Clinical Practicum Elective II - 4 credits

Total Credits Required: 115

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 on call. Students are not allowed to be substituted for staff at any time during their education.

COST

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website for seven semesters. Winterim sessions are included for 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 and go from campus for lectures, labs, end of rotation days, 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. 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.

Rehabilitation Science

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	Credits	Semester
Evidence-Based Practice in Rehabilitation	4	Fall
Writing in Rehabilitation Science	4	Fall
Pediatric Conditions and Practice Environments	4	Fall
Adult Neurological Conditions and Practice Environments	4	Spring
Adult Orthopedic Conditions and Practice Environments	4	Spring
Industrial Rehabilitation and Practice Environments	4	Spring
Older Adult Conditions and Practice Environments	4	Summer
Research Project and Application to International Practice	4	Summer
Total Credit Hours	**32**	

Social Work

MASTER OF SOCIAL WORK DEGREES

OVERVIEW
Concordia University Wisconsin offers a professional Master of Social Work (MSW) Program. The program encompasses two years of professional education beyond a bachelor's degree. Advanced Standing available for those with a Bachelor degree in Social Work.

MISSION STATEMENT
The mission of Concordia University Wisconsin's Master of Social Work (MSW) program is to provide a Christian environment that prepares MSW professionals for leadership in an increasingly diverse and global society. To educate advanced generalist Social Workers who are able to engage in ethical practice, inspire and support resiliency, strengthen individuals, families, and communities, and advocate for social and economic justice.

ACCREDITATION
The Master of Social Work Program is a new program working with the Council on Social Work Education (CSWE). Accreditation is retroactive to the first graduated class.

GENERAL ACADEMIC INFORMATION
The Master of Social Work Program is intended to help students prepare themselves to help individuals, families, and groups restore or enhance the capacity for social functioning. They work to create conditions that support community needs and strengthen the cultural environment. They help people overcome some of life's most difficult challenges; poverty, discrimination, abuse, addiction, physical illness, divorce, loss, unemployment, educational programs, disabilities & mental illness. They help prevent crisis and help people and communities cope with the effects of everyday life stressors. They provide direct services and work as community organizers, administrators, and political advocates.

Professional Social Workers are found in every facet of community life. They are employed by schools, hospitals, mental health clinics, drug & alcohol treatment centers, senior centers, elected officials, prisons, military, corporations, federal and state government, politicians, court systems, police departments, churches, Christian missionary organizations, Red Cross, private practice, and many others.

The CUW Social Work 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 MSW requires two field placements over a period of two years. The Social Work Department arranges for and places student in qualified field settings.

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 in the MSW department. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer of credit form must be completed and submitted to the Social Work office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by the Director of Social Work.
5. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's MSW program.

ENTRANCE REQUIREMENTS
- Bachelor's degree from an accredited college/university.
- BSW from CSWE accredited Social Work program, if applying for advanced standing.
- 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 Elizabeth Talbot with any further inquiries. 262.243.4272. Elizabeth.talbot@cuw.edu

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

MSW 600	Advanced Human Behavior in the Social Environment	3 credits
MSW 610	Generalist Practice I: Individuals & Families	3 credits
MSW 615	Advanced Practice II: Groups, Communities & Organizations	3 credits
MSW 650	Research Methodologies	3 credits
MSW 620	Social Policy & Advocacy	3 credits
MSW 670	Advanced Field Education I	3 credits
MSW 675	Advanced Field Education II	3 credits
MSW 680	Advanced Field Seminar I	3 credits
MSW 685	Advanced Field Seminar II	3 credits
Generalist Year Total Credits		**27 credits**

Specialization
Second Year Graduate Students & Advanced Standing

MSW 700	Administration, Organizations & Supervision	3 credits
MSW 710	Advanced Practice: Families	3 credits
MSW 715	Advanced Practice: Vulnerable Populations	3 credits
MSW 750	Research Project I	3 credits
MSW 752	Research Project II	3 credits
MSW 754	Research Project III	3 credits
MSW 790	Social Work Ethics & Christianity	3 credits
MSW 770	Advanced Field Education III	3 credits
MSW 775	Advanced Field Education IV	3 credits
MSW 780	Advanced Field Seminar III	3 credits
MSW 785	Advanced Field Seminar IV	3 credits
	Special Topics	3 credits
	Special Topics	3 credits
Advanced Standing/Specialization Year Total Credits		**39 credits**

Total Program Credits 66

COMPETENCIES

1. Demonstrate Ethical and Professional Behavior

Social Workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of the other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- 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 inter-professional 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.

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.
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.

Student Personnel Administration

MASTERS DEGREE IN STUDENT PERSONNEL ADMINISTRATION

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.

REQUIRED THEORY CORE COURSES

Administration Emphasis			**Athletic Emphasis**		
Course #	**Course Title**		**Course #**	**Course Title**	
SPA 501	Foundations of Student Personnel Administration	3	SPA 501	Foundations of Student Personnel Administration	3
SPA 502	Professional Writing & Research	1	SPA 502	Professional Writing & Research	1
SPA 506	Group Dynamics	3	SPA 506	Group Dynamics	3
SPA 510	Issues in American Higher Education	3	SPA 511	Current Issues in Athletic Administration	3
SPA 520	The American College Student	3	SPA 520	The American College Student	3
SPA 525	Student Programs & Assessment	3	SPA 526	The Organization & Management of Athletic Programs	3
SPA 530	Higher Education Administration	3	SPA 531	Fiscal Issues in Athletic Administration	3
SPA 535	Legal Issues in Higher Education	3	SPA 535	Legal Issues in Higher Education	3
EDG 515	Educational Research Methods	3	SPA 515	Educational Research Methods	3
May take SPA 511, 526, 531 as electives			**May take SPA 510, 525, 530 as electives**		
	Total Required Core Credits	**25**		**Total Required Core Credits**	**25**

SKILL COURSES

Skill courses are one credit each. The student is required to take 3 courses (total of 3 credits). SPA 550 is a course that will offer several current topics in student affairs. The student may take this course up to 3 times (total of 3 credits)

Course #	**Course Title**	**Credits**
SPA 561 - 569	Examples of one credit current topic courses are listed below. Specific courses will be offered during summer session and will vary from year to year. Current Topics In: Student Conduct Current Topics In: Campus Crisis Intervention Current Topics In: Service Learning & Volunteerism Current Topics In: Communication Skills for Student Affairs Practitioners Current Topics In: Enrollment Management & Retention Current Topics In: Responding to Victims of Sexual Assault Current Topics In: Political Influences on Higher Education Current Topics In: Community and Technical College Administration Current Topics In: Disability Resources and Services	All are one credit
*SPA 559	Event Management in Athletics	1
	Total Required Skill Course Credits	**3**

INTERNSHIP		
Total of 300 supervised hours in 2 distinct fields including at least one Internship. Each Internship is 150 hours.		
Course #	**Course Title**	**Credits**
SPA 596	Internship I	3
SPA 597	Internship II	3
SPA 598	Internship III	3
	Total Required Credits	**3**

ELECTIVES		
Student selects from these to complete credits required. Note: Student does not have to take electives if credits equals either Option A or B (see degree requirements below)		
EDG 533	Leadership for Change	3
COUN 543	Counseling Theories & Issues	3
COUN 560	Fundamentals of Counseling	3

CAPSTONE COURSES (3 CREDITS REQUIRED + PORTFOLIO)		
SPA 600	Thesis Completion Seminar	3
SPA 601	Capstone Project	3
SPA 602	Portfolio (grade = pass/fail)	0
	Total Credits Required	**3**

DEGREE REQUIREMENTS	
Option A	**34 Credits including SPA 600 Thesis Completion Seminar and Passing SPA 602 Portfolio**
Option B	**40 Credits Including SPA 601 Capstone Project and Passing SPA 602 Portfolio**

Examples of Possible Program Configuration

Requirement	Option A	Option B with 1 Internship	Option B with 3 Internships
Required Theory Core Courses	**25 credits**	**25 credits**	**25 credits**
Required Skill Courses	**3 credits**	**3 credits**	**3 credits**
Internship	**3 credits**	**3 credits**	**9 credits**
Electives	**None**	**6 credits**	**None**
Capstone	**3 credits (Thesis)**	**3 credits (Project)**	**3 credits (Project)**

COURSE SEQUENCE

Note: The course sequence may be changed at any time at the discretion of the program Director.

"X" indicates the session/semester the course is offered.

Courses		Fall Semester		Spring Semester		Summer
Course #	**Course Title**	**Session 1**	**Session 2**	**Session 1**	**Session 2**	
SPA 501	Foundations of Student Personnel Administration	X				
SPA 502	Professional Writing & Research	X		X		
SPA 506	Group Dynamics			X		
SPA 510	Issues in American Higher Education	X				
SPA 511	Current Issues in Athletic Administration	X				
SPA 515	Educational Research Methods				X	
SPA 520	The American College Student			X		
SPA 525	Student Programs & Assessment		X			
SPA 526	The Organization & Mgm. of Athletic Programs		X			
SPA 530	Higher Education Administration		X			
SPA 531	Fiscal Issues in Athletic Administration			X		
SPA 535	Legal Issues in Higher Education				X	
SPA 561 – 569	Current Topics In (as scheduled)					X
SPA 559	Event Management in Athletics	X		X		
SPA 596	Internship I	X		X		
SPA 597	Internship II	X		X		
SPA 598	Internship III	X		X		
SPA 600	Thesis Completion Seminar	X		X		
SPA 601	Capstone Project	X		X		
SPA 602	Portfolio	X		X		

The following is the course sequence that students should follow.

If you begin the Program in the FALL TERM			
Year	**Term**	**First 9 Weeks**	**Second 9 Weeks**
First Year	**Fall**	SPA 501 Foundations of SPA and SPA 502 Prof. Writing and Research	SPA 530 Higher Education Administration
	Spring	SPA 520 The American College Student	SPA 535 Legal Issues in Higher Education
	Summer	Take electives and/or skill courses	
Second Year	**Fall**	SPA 510 Issues in American Higher Education or SPA 511 Current Issues in Athletic Administration	SPA 525 Student Programs and Assessment or SPA 526 Organization & Management of Athletic Programs
	Spring	SPA 530 Higher Education Administration or SPA 531 Fiscal Issues in Athletic Administration	Take an elective or Internship
	Summer	Take electives and/or skill courses	
Note	SPA 515: If the student is doing a Thesis, the student should take this course the term before beginning the Thesis or concurrently while beginning the Thesis. If the student is not doing a Thesis, the student may take this course at any time following SPA 510.		

If you begin the Program in the SPRING TERM			
Year	**Term**	**First 9 Weeks**	**Second 9 Weeks**
First Year	**Fall**		
	Spring	SPA 520 The American College Student and SPA 502 Prof. Writing and Research	SPA 535 Legal Issues in Higher Education
	Summer	Take electives and/or skill courses	
Second Year	**Fall**	SPA 501 Foundations of SPA	SPA 506 Group Dynamics
	Spring	SPA 530 Higher Education Administration or SPA 531 Fiscal Issues in Athletic Administration	EDG 515 Educational Research Methods or take an elective or Internship
	Summer	Take electives and/or skill courses	
Third Year	**Fall**	SPA 510 Issues in American Higher Education or SPA 511 Current Issues in Athletic Administration	SPA 525 Student Programs and Assessment or SPA 526 Organization & Management of Athletic Programs
Note	SPA 515: If the student is doing a Thesis, the student should take this course the term before beginning the Thesis or concurrently while beginning the Thesis. If the student is not doing a Thesis, the student may take this course at any time following SPA 510.		

SPECIFIC PROGRAM REQUIREMENTS

• SPA 502 Professional Writing and Research must be taken during the initial semester the student enters the program (excluding summer terms).

• Students may enroll for SPA 596-598 Internship I, II or III only after the student has completed all the required courses except for SPA 515 Research Methods. The student may petition the Program Director in writing for an exception.

• Internships may span more than one semester. However, a student may not begin an internship until all the requirements for developing an internship have been completed and the Coordinator for SPA Internships has given approval to begin.

• Students may transfer in up to 6 credits from an accredited college or university graduate program. These transfer credits must be approved by the Program Director in advance of taking the course(s) and must directly apply to the SPA Program requirements. The final decision for applying transfer credits to Program requirements rests with the Program Director.

• **Department Coursework Policy:** Extensions on course assignments and tests may (not must) be given at the discretion of the instructor. However, all coursework must be completed by the end of the session. Coursework not completed by the end of the course will receive a failing grade as determined by the instructor's grading scale. Course incomplete grades ("I") cannot be given by the instructor without the approval of the Program Director. The instructor must submit, in writing, a request to give a student an incomplete grade to the Program Director before session grades are due. The instructor must list the student's documented reason(s) for the awarding of the incomplete grade. The Program Director will determine if the reason(s) warrant the grade of "I". If a grade of "I" is approved the student has 6 weeks to complete the missing coursework. Students failing to complete the missing coursework will receive a grade of "F" for the course.

• Students must complete all paperwork and approval requirements before beginning any Capstone course (SPA 600 and 601).

• Registering for SPA 602 Portfolio: rules regarding when you can register for SPA 602.

• In order to register for SPA 602 Portfolio, you must have made a decision if you are going to do a Thesis or Capstone course.

• Rules for students doing SPA 600 Thesis (34 credits):

- You must have completed all your core courses (25 credits)

- You must have completed or be registered for SPA 596 Internship - during the semester you present the portfolio

- You must have completed or be registered for SPA 600 Thesis -during the semester you present the portfolio

- Rules for students doing SPA 601 Capstone (40 credits):

- You must have completed all your core courses (25 credits)

- You must have completed or be registered for SPA 596 Internship - during the semester you present the portfolio

- You must have completed or be registered for SPA 600 Thesis -during the semester you present the portfolio)

- Have no electives remaining in the semester following your ?

Pharmacy

OVERVIEW

The Concordia University Wisconsin School of 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

Semester	Course	
P1 Fall	PHAR 310 Pharmacy Biochemistry	4
	PHAR 312 Pharmacy Anatomy and Physiology	5
	PHAR 320 Pharmaceutics I	2
	PHAR 340 Pharmacy and the Healthcare System	3
	PHAR 370 Applied Patient Care I	2
	PHAR 380 Introductory Pharmacy Practice Experience (IPPE) 1	3
	Sem Total	19
P1 Spr	PHAR 314 Pharmacy Immunology, Molecular Biology, & Microbiology	4
	PHAR 322 Pharmaceutics II	4
	PHAR 330 Pharmacology and Medicinal Chemistry I	3
	PHAR 350 Pharmacotherapy I: Self-care	2
	PHAR 352 Pharmacy Calculations	1
	PHAR 372 Applied Patient Care II	2
	PHAR 382 IPPE-2	3
	Sem Total	19
P2 Fall	PHAR 424 Applied Pharmacokinetics and Therapeutic Drug Monitoring	3
	PHAR 426 Advanced Pharmaceutical Preparations	2
	PHAR 432 Pharmacology and Medicinal Chemistry II	4
	PHAR 450 Pharmacotherapy II	3
	PHAR 460 Medical Literature Evaluation I	2
	PHAR 470 Applied Patient Care III	2
	PHAR 480 IPPE-3	2
	Sem Total	18

Semester	Course	
P2 Spr	PHAR 434 Pharmacology and Medicinal Chemistry III	4
	PHAR 442 Social & Behavioral Pharmacy	2
	PHAR 452 Pharmacotherapy III	4
	PHAR 462 Medical Literature Evaluation II	2
	PHAR 472 Applied Patient Care IV	2
	PHAR 474 Servant Leadership	2
	PHAR 482 IPPE-4	2
	Sem Total	18
P3 Fall	Electives	4
	PHAR 544 Patient Care Ethics	3
	PHAR 546 Pharmacy Management and Leadership	3
	PHAR 550 Pharmacotherapy IV	4
	PHAR 570 Applied Patient Care V	2
	Sem Total	16
P3 Spr	Electives	6
	PHAR 540 Pharmacoeconomics and Epidemiology	2
	PHAR 548 Pharmacy Law	2
	PHAR 552 Pharmacotherapy IV	4
	PHAR 572 Applied Patient Care VI	2
	Sem Total	16
P4 Year	PHAR 680 APPE Community Pharmacy	6
	PHAR 682 APPE Inpt Acute Care - General Medicine	6
	PHAR 684 APPE Hospital/Health System	6
	PHAR 686 APPE Ambulatory Care	6
	PHAR 688 APPE Electives (3 rotations required to graduate)	18
	Sem Total	42
	Curriculum Total	**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 www.cuw.edu/programs/pharmacy/studentaffairs.html or alternatively at 262-243-2755.

MASTER OF PHARMACEUTICAL OR CHEMICAL PRODUCT DEVELOPMENT

The Master of Pharmaceutical or Chemical Product Development (MPD) program will provide the additional education and hands-on training that science majors need to secure jobs in the pharmaceutical or chemical product development industries; accordingly, classes are taught in an applied manner, each with a lab component. The two year program admits students with any science degree, but requires them to have taken at least two semesters of organic chemistry, one of analytical chemistry and one of instrumental analysis. Students typically take 24 credits per year (12 per semester), for a total of 48 credits to graduate. Students would also write, present and defend a Product Development Project based on work done over the two year period, on a chemical or pharmaceutical product development problem, and how the triple bottom line (maximize profit and social impact; minimize negative environmental impact) is satisfied in the development process. This project is co-mentored by one CUW faculty member and an industry mentor who is actively involved in chemical or pharmaceutical product development. Typically our students will also have internships or jobs in the pharmaceutical or chemical industries.

PROGRAM HIGHLIGHTS:

• Unique program blends the science, business and legal/regulatory aspects of pharmaceutical manufacturing and chemical product design
• Prepares students for entry-level positions in pharmaceutical and chemical industries, via classes designed and taught with industrial partners
• Students pursue industry-partnered projects in new GMP, analytical and formulation labs, in pharmaceutical manufacturing and process chemistry

TYPICAL CLASS SCHEDULE OVER THE TWO-YEAR PROGRAM:

(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)

FALL, YEAR 1

MPD 595: Pharmaceutical Manufacturing and Process Chemistry, 3 credits
MBA 686/886: Sustainability & Social Entrepreneurship, 3 credits
MPD/PHAR 533: New Venture Formation and Business Development, 3 credits
MPD/PHAR 543: Industry Leader Seminar Series, 1 credit
MIB 530/830: Global Production Operations, 3 credits

SPRING, YEAR 1

MPD 597: Product Development Project, 2 credits
MPD/PHAR 543: Industry Leader Seminar Series, 1 credit
MPD 534: Drug and Consumer Product Design, 3 credits
MPD 596: Advance Pharmaceutical Manufacturing and Process Chemistry, 3 credits
MBA 569/869: Management Science and Analytics, 3 credits

Track-specific courses
Chemical track: MPD 593 Analytical Charactization of Drugs and Other Chemicals, 3 credits
Pharmaceutical track: Pharmacology, 3 credits

FALL, YEAR 2

MPD 597: Product Development Project, 2 credits
MPD/PHAR 543: Industry Leader Seminar Series, 1 credit
MPD 560: Intellectual Property and Regulatory Considerations in Product Development, 3 credits

Track-specific courses
Chemical track: CHEM 435 Advanced Organic Chemistry, 3 credits
Advanced Chemistry elective, 3 credits
Pharmaceutical track: PHAR 424 Pharmacokinetics, 3 credits

SPRING, YEAR 2

PHAR 597: Product Development Project, 2 credits
MPD/PHAR 543: Industry Leader Seminar Series, 1 credit

Track-specific courses
PHAR 599 Industrial Pharmacy Formulation and Dosage Forms, 3 credits

Electives, 6 credits
Electives can be in business, chemistry, and environmental health areas, or from the alternative track. Recommended classes will be provided (e.g. Project Management; Supply Chain; Six Sigma)

ADMISSIONS AND APPLICATION INFORMATION

Individuals interested in the MPD program should contact the Assistant Program Director, Scott G. Van Ornum, Ph.D., at Scott.VanOrnum@cuw.edu; 262-243-4488. Applicants 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). Additional program information can be found at: cuw.edu/mpd.

Important Dates:

• August 1st – Application window opens for the following Fall
• October through April – Interviews scheduled with selected candidates
• May 1st – Application deadline
• November through June – Acceptance offers extended on a rolling basis
• Late August – Classes begin

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.

Bioethics

INTRODUCTION

The bioethics certificate program, developed by the Concordia Center for Bioethics under the auspices of the Department of Theology and Philosophy, offers a course of study designed for persons involved in rehabilitative sciences, nursing, health care practice, research, administration, 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, decision-making procedures in ethics, 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, 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: 15

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

CCB 500 / 800 Moral Reasoning and Bioethics – 3 credits
CCB 520 / 820 Clinical Issues in Bioethics – 3 credits
CCB 540 / 840 Bioethics and Biotechnology – 3 credits
CCB 560 / 860 Bioethics and the Law – 3 credits
CCB 580 / 880 Policy Issues in Bioethics – 3 credits

Computer Science

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 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 (39 credits for those admitted conditionally).

CSC 502 – Essentials of Computer Science – 3 credits
CSC 508 – Theoretical Foundations of Computer Science – 6 credits
CSC 518 – Software Design and Development – 6 credits
CSC 528 – Human Aspects of Computing Systems – 6 credits
CSC 538 – Data Management and Security – 6 credits
CSC 548 – Computing Infrastructure – 6 credits
CSC 568 – Research in Computer Science – 6 credits
Courses, other than CSC 502, 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:

CSC 508, CSC 518, CSC 528, CSC 538, CSC 548, and CSC 568

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 are 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 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.

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

Course Descriptions

APPLIED EXERCISE SCIENCE

MSES 545 CARDIORESPIRATORY EXERCISE PHYSIOLOGY 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. 3 credits.

MSES 565 NEUROMUSCULAR EXERCISE PHYSIOLOGY this course provides an examination of acute and chronic responses of the nervous and musculoskeletal systems to physical activity. The anatomy and physiology of the nervous and musculoskeletal systems will be covered. Methods of enhancing the function of the neuromuscular system in healthy and special populations will be explored. 3 credits.

MSES 540 APPLIED KINESIOLOGY 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.

MSES 757 BIOENERGETICS AND WEIGHT CONTROL 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.

MSES 550 SEMINAR IN EXERCISE SCIENCE 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.

MSES 569 RESEARCH METHODS 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.

MSES 600 THESIS 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. Prerequisite: MSES 569 Research Methods. 1 to 6 variable credits.

MSES 601 CAPSTONE PROJECT 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. Prerequisite: MSES 569 Research Methods. 1 to 6 variable credits.

ATHLETIC TRAINING

EXPH 470 EXERCISE PHYSIOLOGY Fall semester course of the EXPH 470/471 sequence. Involves the application of beginning and more advanced anatomical and physiological processes to human movement, physical performance and rehabilitation. Prerequisites: BIO 181/182. 4 credits.

HHP 342 NUTRITION FOR WELLNESS AND PERFORMANCE introduces the student to the principles of nutrition for wellness. It emphasizes the importance of good nutrition to promote a healthy lifestyle, enhanced performance, prevent injury and foster wellness throughout life. Real world application is emphasized. Environmental concerns, hunger, and consumerism are also discussed. 3 credits.

MSAT 115 MEDICAL TERMINOLOGY FOR THE HEALTH PROFESSIONS is designed for students interested in Athletic Training. Thiscourse will focus on medical terms, definitions, and abbreviations commonly associated with anatomy and the Health Professions. Basic medical terminology, health and disease, and diagnostic procedures will be covered. In addition, the following human body systems will be introduced: skeletal, muscular, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, nervous, special senses, integumentary, endocrine, and reproductive. 1 credit.

MSAT 130 ADVANCED WEIGHT TRAINING analyzes the techniques and skills of weight training to achieve individual goals. The course will go over various core lifts, Olympic lifts, and repetition strength testing. Prerequisite: HHP 120 or HHP 105 or consent of instructor. 2 credits.

MSAT 163 FRESHMAN FAST-TRACK I will allow each student the opportunity to practice athletic training and basic psychomotor skills (hands-on). 1 credit.

MSAT 164 FRESHMAN FAST-TRACK II will allow each student the opportunity to practice athletic training and basic psychomotor skills(hands-on). 1 credit.

MSAT 172 ATHLETIC TRAINING FOUNDATIONS is designed to introduce the student to the field of athletic training, the basic elements of athletic training patient care, and the Athletic Training Program at Concordia University Wisconsin. This will be accomplished by exposing the student to the foundational behaviors of professional practice, clinical examination and diagnosis skills, cultural competence, communication skills, healthcare administration, policies and procedures, and clinical placement expectations. 3 credits.

MSAT 205 FIRST AID AND EMERGENCY PROCEDURES will prepare students to make appropriate decisions regarding first aid care and to act skillfully on those decisions. Students will be given the opportunity to take the American Red Cross Certification Examinations for both Community CPR and Standard First Aid. Students will also address special concerns in the athletic population such as equipment removal, stabilization, and airway management. First Aid and Emergency Procedures Lab will allow students the opportunity to practice first aid and CPR skills in a controlled environment and to make life-saving decisions on practice mannequins. Students will also perform carries and transportation techniques on suspected spine-injured victims. 3 credits.

MSAT 272/273 INTRODUCTION TO ATHLETIC TRAINING is designed to give the student an understanding of the field of athletic training and to develop knowledge, skills, and values of the various components related to the athletic training profession. 3 credits.

MSAT 289 ATHLETIC TRAINING SEMINAR is designed to have Athletic Training Students from years three and four meet to study specific athletic training competencies. Opportunities will also be provided for outside speakers in the medical field to present on various topics specific to athletic training competencies. This course is taken consecutively for four semesters, beginning with the third semester in the Athletic Training Program. 1 credit.

MSAT 291 ATHLETIC TRAINING PRACTICUM I is designed to formally structure clinical experience specific to the third semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies with real life athletic and injury situations. Prerequisites: MSAT 272/273. 3 credits.

MSAT 292 ATHLETIC TRAINING PRACTICUM II is designed to formally structure clinical experience specific to the fourth semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies with real life athletic and injury situations. Prerequisites: MSAT 291. 3 credits.

MSAT 301 REHABILITATION TECHNIQUES OF ATHLETIC INJURIES involves the study, methods, and application of rehabilitation techniques as they relate to athletic injuries. Prerequisites: MSAT 272/273. 3 credits.

MSAT 303 THERAPEUTIC MODALITIES introduces the student to the physiological principles and applications of cryotherapy, thermotherapy, electrostimulation, massage, intermittent compression, traction, and hydrotherapy. This course will explore the various applications of modalities as they relate to orthopedic athletic injuries. Prerequisites: BIO 181/282, MSAT 272/273. 3 credits.

MSAT 312 ADMINISTRATION AND ORGANIZATION OF ATHLETIC TRAINING exposes the student to management theory, budget preparation, care and purchase of equipment/modalities, legal considerations, athletic training facility design and management, and public relations. It also addresses the administration and organization of athletic training rooms in non-traditional settings.Prerequisites: MSAT 272/273. 3 credits.

MSAT 330 MANUAL MUSCLE TESTING introduces the various positions and techniques of manual muscle testing. Prerequisites: BIO 181/282, MSAT 272/273. 2 credits.

MSAT 348 PALPATORY ANATOMY OF THE HUMAN BODY is an investigation of the various musculoskeletal structures of the human body. Students will learn and apply palpatory techniques in identifying musculoskeletal structures. Prerequisites: BIO 181/182, MSAT 272/273. 2 credits.

MSAT 350 APPLIED BIOMECHANICS AND ARTHROKINEMATICS is designed to teach and clinically apply mechanical principles that relate to the structure and function of living organisms. Application of human movement as it relates to kinematics, kinetics, functional assessment, motion analysis, structural biomechanics, and properties of human tissues will be examined. Prerequisites: BIO 181/182, MSAT 272/273. 3 credits.

MSAT 372 RECOGNITION AND EVALUATION OF ATHLETIC INJURIES I involves the study of the assessment and management of athletic injuries of the lower extremity. Prerequisites: BIO 181/182, MSAT 272/273. 3 credits.

MSAT 376 RECOGNITION AND EVALUATION OF ATHLETIC INJURIES II involves the study of the assessment and management of athletic injuries of the upper extremity. Prerequisites: BIO 181/182, MSAT 272/273, MSAT 372/374. 3 credits.

MSAT 380 RECOGNITION AND EVALUATION OF ATHLETIC INJURIES III involves the study of the assessment and management of athletic injuries of the head, neck, and core. Prerequisites: BIO 181/182, MSAT 272/273, MSAT 376/378. 3 credits.

MSAT 391 ATHLETIC TRAINING PRACTICUM III is designed to formally structure clinical experience specific to the fifth semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies with real life athletic and injury situations. Prerequisite: MSAT 292. 3 credits.

MSAT 392 ATHLETIC TRAINING PRACTICUM IV is designed to formally structure clinical experience specific to the sixth semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies with real life athletic and injury situations. Prerequisite: MSAT 391. 3 credits.

MSAT 403 ADVANCED INJURY MANAGEMENT Advanced injury management expounds on the student's knowledge of therapeutic modalities and rehabilitation principles by allowing the student to synthesize previously taught treatment options with newly introduced advanced therapeutic modalities and manual therapy techniques. Prerequisites: MSAT 301/302, MSAT 303/304. 3 credits.

MSAT 491 ATHLETIC TRAINING PRACTICUM V is designed to formally structure clinical experience specific to the seventh semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies with real life athletic and injury situations. Prerequisite: MSAT 392. 3 credits.

MSAT 492 ATHLETIC TRAINING PRACTICUM VI is designed to formally structure clinical experience specific to the eighth semester of enrollment in the Athletic Training Program. It includes observation and hands-on experience at Concordia University affiliated sites. The purpose of this course is to incorporate specific clinical proficiencies with real life athletic and injury situations. Prerequisites: MSAT 491. 3 credits.

MSAT 501 MANUAL BASED EXAM AND TREATMENT 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. Prerequisites: fourth year Athletic Training Student with previous background in clinical patient care or consent of instructor. 3 credits.

MSAT 510 PATHOPHYSIOLOGY, PHARMACOLOGY, AND GENERAL MEDICINE 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. Prerequisites: fifth year Athletic Training Student. 4 credits.

MSAT 520 BASIC STATISTICS FOR ATHLETIC TRAINERS 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.

MSAT 530 PSYCHOSOCIAL ASPECTS OF ATHLETIC TRAINING is designed to analyze and critically assess the psychological and sociological phenomena associated with participation in sport and athletic injury. Discussion on the impact of the athlete's psyche as it relates to injury, rehabilitation and return to play will be addressed with a focus on educating the athlete and athletic training professional through this process. Prerequisites: third year Athletic Training Student. 3 credits.

MSAT 540 APPLIED KINESIOLOGY 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.

MSAT 569 RESEARCH METHODS 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 either a thesis or graduate capstone project. 3 credits.

MSAT 600 THESIS this course is designed to help students hone their research skills through the implementation of a research proposal under the advisement of a faculty member. Students will propose a research project, obtain IRB approval, perform data collection, and analyze their data. Additionally, students will create a complete thesis document. Students are expected to work semi-independently with their thesis adviser and must produce scholarly work. Students must also orally defend the thesis in a public forum. Prerequisite: MSAT 569 Research Methods. 3 credits.

BIOETHICS

CCB 500/800 MORAL REASONING AND BIOETHICS will explore the theological, philosophical, and secular foundations that inform moral reasoning in bioethics. Emphasis will be placed on in-depth reading and discussion of primary theological texts, particularly those that underscore the biblical concept of the inherent value of each human being. Readings and reasoned arguments from ancient, medieval, and contemporary philosophers will provide an understanding of the many presuppositions in the field of bioethics. In addition, the study of the groundbreaking work, The Principles of Biomedical Ethics by Tom Beauchamp and James Childress, will give students the necessary background to be conversant among their peers in ethics committees, governmental agencies, and the academy. This course will serve as a foundation for the rest of the certificate courses to follow. 3 credits.

CCB 520/820 CLINICAL ISSUES IN BIOETHICS studies ethical issues that arise during the daily interaction of health care professionals with people seeking their care. Biblical principles, ethical theory, and non-religious concerns will frame the discussion. Topics include: theology and medicine, the social practice of health care, the physician-patient relationship, personhood, vulnerable persons, reproductive issues, abortion, genetics, end-of-life dilemmas, and medical research ethics. This course is suitable for health care professionals, clergy, deaconesses, attorneys, and anyone interested in the clinical practice of medicine. 3 credits.

CCB 540/840 BIOETHICS AND BIOTECHNOLOGY approaches bioethics and biotechnology from a distinctively Christian/Lutheran perspective. We will look at the moral status of human life in the embryonic stage; stem cell research; human cloning; chimeras and xenotransplantation; eugenics; human genetic modification; biotechnology and the future of health care; deciphering the line between curing and enhancing through performance-enhancing drugs and physical alterations; and the ecological impact of present and future biotechnology efforts. 3 credits.

CCB 560/860 BIOETHICS AND THE LAW will teach the foundations of bioethics law, sources of law, and basic legal research skills. Legal grounding for the principle of autonomy will be studied as it applies to informed consent and end-of-life situations. Other legal issues to be addressed include decisions made for others, physician-assisted suicide and euthanasia, the body as commodity, reproduction and birth, allocation of medical resources, whistleblower and Good Samaritan cases, and medical malpractice. This course will be taught by an attorney knowledgeable about health care law. 3 credits.

CCB 580/880 POLICY ISSUES IN BIOETHICS will study and critique the state and national government's role in developing and implementing health care policies, such as surrogacy, transplantation, problems of financing health care, the allocation of health care resources, and health care reform. Students will also examine policy formation at the organizational level. A practicum will give students the opportunity to experience activities by a hospital ethics committee, an Institutional Review Board, and Institutional Animal Care and Use Committee, or another similar ethics committee. As a capstone project, students will practice writing new policies that fill a need or offer updated policies that make improvements to those already existing. 3 credits.

BIOLOGY

BIO 510/810 ECOLOGY studies the interactions between organisms and their environment. Ecology surveys biotic and abiotic factors in the environment, ecosystems types, population ecology, community structure, aquatic ecology, and succession. 3 credits.

BIO 517 PLANT ANATOMY concentrates on the internal structure of extant seed plants with an emphasis on angiosperms, although some features of the vegetative parts of gymnosperms are also reviewed. 3 credits.

BIO 540/840 ADVANCED BOTANY 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.

BIO 544 TAXONOMY OF VASCULAR PLANTS/SYSTEMATICS studies the principles of identifying, naming, and classifying field specimens. Biochemical and molecular methods used to identify organisms will also be discussed. 3 credits.

BIO 550 HUMAN ANATOMY is an integrated approach to the gross anatomy of the human body, with particular emphasis on the musculoskeletal and nervous systems. Consideration will also be given to the study of cells, tissues, and organ systems. The laboratory portion of the course consists of supervised dissection of human cadavers, and includes the study of living subject anatomy. Human anatomy is part of the professional curriculum in Physical Therapy and in Occupational 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.

BIO 555 HUMAN HISTOLOGY focuses on the human body at the cell and tissue levels. This course will address the four tissue types (epithelium, muscle, nerve and connective tissue). Students will identify cells and tissues of the major organs of the body and discuss the relationship between normal structure and function. This course prepares students for pathophysiology (DPT 550 & DPT 650) and is taught concurrently with human anatomy (BIO 550). 1 credit.

BIO 556/856 READINGS IN ENVIRONMENTAL SCIENCE covers a wide range of issues and problems such as air and water pollution, energy resources, possible climate change, acid rain, the greenhouse effect, wastes, and land/resource management. 3 credits.

BIO 560 NEUROSCIENCE covers basic principles of human nervous system structure and function. The cellular anatomy and physiology of neurons and synapses will be described. The course will cover somatosensory, motor, limbic, cognitive and special sensory systems. The laboratory focuses on examination of the human brain and small group analysis of patient case studies. This course will include a collaborative problem-based learning case. 3 credits.

BIO 567 ECOLOGY OF THE TROPICS 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.

BIO 570 ORNITHOLOGY 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.

BIO 842 PHARMACOTHERAPEUTICS 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. Prerequisites: BIO 536/836 or MSN 836. 3 credits.

BIO 850 GENETICS, IMMUNOLOGY, & MICROBIOLOGY FOR ADVANCED NURSING 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.

BUSINESS ADMINISTRATION

BIO 556/856 READINGS IN ENVIRONMENTAL SCIENCE 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.

CHEM 561 ENVIRONMENTAL CHEMISTRY & TOXICOLOGY*1 cr. chem prereq, or permission from the instructor
A study of how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants—natural as well as artificial. Specific areas of concentration include the atmosphere and global warming, hydrosphere, energy, toxicology, and disposal of dangerous wastes. Prerequisites: one year of chemistry and one year of biology. 3 credit hours.

MBA 500/800 MANAGERIAL ECONOMICS provides a clear and balanced presentation of relevant economic theories and instruments. The focus of this course will be on the application of these relevant theories and the tools of analysis of decision-making science to examine how a firm makes optimal managerial decisions in the face of the constraints it faces. It will teach students how to deal with the nature of the firm, and how and why it is organized the way it is, in order to make students better, more efficient and more highly rewarded executives. The course should be thought of as applied economics, emphasizing those topics of the greatest interest and importance to managers. These topics include demand, production, cost, pricing, market structure and government regulations. A strong grasp of the principles that govern economic behavior is an important managerial asset. Students will learn how to apply these principles in appropriate situations. Undergraduate economics prerequisite required. 3 credits.

MBA 502/802 PUBLICITY AND PUBLIC RELATIONS 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

MBA 503/803 ETHICS AND ORGANIZATIONAL LEADERSHIP 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

MBA 504/804 MANAGEMENT OF NONPROFIT ORGANIZATIONS 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

MBA 505/805 GRADUATE ORIENTATION SEMINAR 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.

MBA 507/807 FINANCIAL MANAGEMENT OF NONPROFIT ORGANIZATIONS 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.

MBA 510/810 APPLIED STATISTICAL METHODS studies statistical methods used in business decision-making, including the use of both descriptive and inferential techniques, probability, regression, and research study designs. Application and integration of statistical methods in business-

related fields is emphasized along with the use of computer analysis. Undergraduate statistics prerequisite required. 3 credits.

MBA 511 SOCIAL MARKETING STRATEGIES 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.

MBA 512/812 NONPROFIT FUNDRAISING AND GRANT WRITING 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.

MBA 513/813 BUSINESS FOUNDATIONS FOR ADMINISTRATIVE PROFESSIONS 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.

MBA 514/814 BOARD DEVELOPMENT AND GOVERNANCE 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.

MBA 516/816 LEGAL ISSUES IN NONPROFIT ORGANIZATIONS 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.

MBA 520/820 MANAGEMENT INFORMATION SYSTEMS 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.

MBA 521/821 ORACLE ACADEMY DATABASE DESIGN AND PROGRAMMING 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.

MBA 522/822 DATA COMMUNICATIONS AND NETWORK SECURITY 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.

MBA 523/823 ORACLE JAVA FUNDAMENTALS AND PROGRAMING This course lays the foundation for business students who have little to no programming experience to learn fundamental Java programming concepts and terminology. It is divided into two major modules. In the first module, Java Fundamentals, students learn the Alice, Greenfoot, and Eclipse Java development environments. The second module, Java Programming, is designed to build upon the knowledge gained from the Fundamentals module and further develop Java programming knowledge using the Java SE7 programming language. 3 credits

MBA 524/824 SYSTEMS ANALYSIS AND DESIGN 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.

MBA 525/825 ADVANCED AUDITING builds on the audit theory, concepts and techniques that was 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 of this course is the application of Ethical Decision-Making Frameworks.
Not available to students who have completed ACCT 425. 3 credits.

MBA 526/826 DECISION SUPPORT SYSTEMS covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems. 3 credits.

MBA 527/827 PROJECT MANAGEMENT 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.

MBA 528/828 ORACLE BUSINESS APPLICATIONS deals with the management of information technology (IT) as it is being practiced in organizations today. Topics covered include leadership issues as they apply to information systems (IS) management, the managing of the technologies currently in use, and managing systems development and implementation. The important topic of management of the systems that support people in performing information-handling activities to ascertain goals, pursue objectives, and solve problems is also covered. Extensive use is made of specific review questions. 3 credits.

MBA 529/829 DATABASE MANAGEMENT provides the basis for a practical approach to database creation and administration. The course presents the various steps required to created data models (relational, network, hierarchical). This course focuses on various competencies within the MBA program: programming, manipulating data, communication, and management of technology.
Prerequisite: a basic knowledge of Microsoft Access. 3 credits.

MBA 530/830 GLOBAL PRODUCTION AND OPERATIONS 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.
Prerequisite: undergraduate finance or equivalent. Undergraduate finance prerequisite required. 3 credits.

MBA 532/832 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting & financial reporting in the not-for-profit sector. Not available to students who have completed ACCT 432. 3 credits.

MBA 540/840 ACCOUNTING: FINANCIAL ANALYSIS FOR DECISION MAKING is the study of the interpretation and use of Accounting reports in decision making. Topics covered include financial statements, forecasting of financial performance/budgeting, cost-profit relationships, break-even analysis, and management planning and control. Undergraduate accounting prerequisite required.

MBA 541/841 MERGERS & ACQUISITION ACCOUNTING 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

MBA 542/842 SIX SIGMA PROCESS 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.

MBA 543/843 LEAN SYSTEMS AND ANALYSIS 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.

MIB 545/845 INTERNATIONAL ECONOMICS presents a study of the theories of international trade, international monetary economics, the impact of government policies and multilateral treaties and trade agreements. 3 credits.

MBA 546/846 SPECIAL TOPICS: BUSINESS & INDUSTRY 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

MBA 547/847 INDUSTRIAL ECOLOGY Industrial ecology 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.

MBA 548/848 LEED & ASSOCIATE & ACCREDITED PROFESSIONAL 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.

MBA 549/849 ECOLOGICAL ECONOMICS 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.

MBA 550/850 STRATEGIC MARKETING studies the planning, implementation and control of the marketing function. Topics covered include: market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation. 3 credits.

MBA 552/852 DIRECT MARKETING introduces the concepts, strategies, and applications involved in direct marketing, including direct mail, lead generation, circulation, relationship-loyalty programs, store-traffic building, fund raising, pre-selling, and research. Topics include launching direct marketing programs, planning and market segmentation, promotion, media selection, list management, creative process, production, pricing, customer service, and response/performance measurement. The course includes examination of all major direct marketing media: direct mail, broadcast (including the Internet and other technologies), print advertising, catalogs, telemarketing, inserts and videos. The measurability and accountability of direct marketing and the relationship to the total marketing mix are stressed. The fundamentals of the new direct marketing methods involving the Internet are also explored and put into practice in this course. 3 credits.

MBA 553/853 SALES MANAGEMENT AND SALESMANSHIP 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.

MBA 554/854 ADVERTISING MANAGEMENT is the study of advertising in a context of marketing communication and integrated marketing. It covers all forms of promotion which exist to inform and persuade the diverse and fragmented audiences that seek goods, services and ideas. The course places the advertising function within a marketing framework while recognizing that advertising is both an art and a science. 3 credits.

MBA 555/855 SMALL BUSINESS MANAGEMENT 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 culmination of the course.
3 credits.

MBA 556/856 REAL ESTATE MANAGEMENT is a survey course which outlines the different professional paths available in setting and obtaining investment objectives. This survey includes an overview of available investment instruments (capital, debt, securitization and government subsidized) and investor strategies for constant fluid markets. 3 credits.

MBA 557/857 SUSTAINABLE BUSINESS PRACTICES 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.

MBA 558/858 REAL ESTATE INVESTMENT is a survey course which outlines the different professional paths available in setting and obtaining investment objectives. This includes an overview of investment instruments, forms of ownerships, financing instruments (capital, debt, securitization and government subsidized) and investor strategies for constant fluid markets. 3 credits.

MBA 565/865 SUPPLY CHAIN MANAGEMENT is the study of the integration of organizational strategies, policies, and programs across organizations) both the parent organization, supplier organizations, and sub-supplier organizations. This course examines supply chain management in both a domestic and global environment. 3 credits.

MBA 569/869 MANAGEMENT SCIENCE AND ANALYTICS 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.

MBA 570/870 LEGAL ASPECTS OF BUSINESS ADMINISTRATION 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.

MBA 571/871 ENVIRONMENTAL LAW 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.

MBA 575/875 BUSINESS ETHICS studies contemporary business issues facing managers. Emphasis will be on developing theoretical skills for analyzing ethical issues and competing claims, and formulating sound well-grounded policies. Also covered will be development of an understanding of how society develops and changes ethical norms. 3 credits.

MBA 576/876 FRAUD MANAGEMENT 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.

MBA 577/877 LOSS PREVENTION 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.

MBA 578/878 MARKETING RESEARCH AND INTELLIGENCE 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.

MBA 579/879 STRATEGIC INNOVATION 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.

MBA 580/880 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR is designed to increase one's effectiveness and skill in analyzing and understanding organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group, and structural behavior and concepts are presented. A special emphasis on leadership is provided. Undergraduate management prerequisite required. 3 credits.

MBA 587/887 INDUSTRY LEADERS SEMINAR SERIES 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.

MBA 590/890 STRATEGIC MANAGEMENT incorporates utilization of a textbook, Capstone Foundation simulation, and other resources such as Internet and workplace materials. Undergraduate marketing prerequisite required. 3 credits.

MBA 600/900 COMPENSATION AND BENEFITS 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.

MBA 605/905 ALTERNATIVE DISPUTE RESOLUTION 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.

MBA 610/910 ISSUES IN HUMAN RESOURCE MANAGEMENT is a study of the management and administrative 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.

MBA 615/915 LABOR AND EMPLOYMENT LAW studies the management and administration issues related to group and individual performances and their effective contribution to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized. 3 credits.

MBA 620 ECONOMICS AND PUBLIC POLICY OF HEALTH CARE 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.

MBA 621/921 FINANCIAL INSTITUTION MANAGEMENT provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept. 3 credits.

MBA 622/922 RISK MANAGEMENT AND INSURANCE is an introduction to the tools of insurance and risk management. Property, life, health, and liability insurance will be discussed. Students desiring a more in-depth evaluation of the subject should also consider MBA 624/924- Health, Life and Social Insurance. 3 credits.

MBA 623/923 STATUTORY ACCOUNTING deals with the unique accounting system for insurance, pension, and institutional decisions. 3 credits.

MBA 624/924 HEALTH, LIFE AND SOCIAL INSURANCE investigates annuities, types of health and life coverages, employee benefits, and unemployment, disability, and old-age insurance. 3 credits.

MBA 625/925 SECURITIES ANALYSIS is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate 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.

MBA 626/926 PORTFOLIO MATHEMATICS emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance. Prerequisite: MBA 625/925. 3 credits.

MBA 627/927 CORPORATE RISK MANAGEMENT: THEORY AND APPLICATION 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. ARM 54 Certification 3 credit hours.

MBA 628/928 CORPORATE RISK FINANCE: FROM CONCEPTS TO REALITY 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. ARM 56 Certification. 3 credit hours.

MBA 630 ETHICS AND LEADERSHIP IN HEALTH CARE provides an introductory insight into medical ethics. It allows the student to explore different beliefs and theories that are necessary to make informed decisions. 3 credits.

MBA 641 GLOBAL PERSPECTIVES OF SPORT & ENTERTAINMENT MANAGEMENT the purpose of this course is to create an awareness and understanding of the issues prevalent in the sport/entertainment business industry today while providing various perspectives and developing possible solutions. Sport/entertainment contemporary business issues will be studied and are intended to evoke critical discussions relative to the nuances of this vastly growing global industry. Specific functions of management such as decision making, conflict resolution, and compliance within the realm of the sport/entertainment industry will be discussed and debated. The course will emphasize the impact of international marketing and branding, societal implications, import/export strategies, considerations of host city bid process, and the globalization of sport/entertainment properties.

MBA 642 – CONTEMPORARY PRINCIPLES OF HOSPITALITY AND EVENT MANAGEMENT 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.

MBA 643 – INTEGRATED PUBLIC RELATIONS AND SOCIAL MEDIA STRATEGIES 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.

MBA 644 – INTEGRATED MARKETING AND BRAND ACTIVATION 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.

MBA 645/945 - SPONSORSHIP, SALES AND FUNDRAISING STRATEGIES 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.

MBA 646/946 - EVENT MANAGEMENT AND ACTIVATION 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.

MBA 685/985 SPECIAL TOPICS IN HEALTH CARE 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.

MBA 686/886 SUSTAINABILITY AND SOCIAL ENTREPRENEURSHIP Sustainability and social entrepreneurship 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.

MBA 687/887 INTELLECTUAL PROPERTY AND REGULATORY ISSUES 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.

MBA 688/888 NEW VENTURE FORMATION AND BUSINESS DEVELOPMENT 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.

MBA 845 INTERNSHIP provides the student with a practical application experience that cannot be duplicated in the classroom. Students must work in an approved business site for a minimum of 120 hours to practice skills discusses in other MBA classes. All sites are to be approved by the MBA program director. International students cannot substitute this class for a class given in a regular term. International students must have their I-20s signed by the school's designated school official before they begin this experience. 3 credits.

MBA 845 MBA INTERNSHIP is an optional course to be approved by the Director. Highly suggested for international students and students new to the business discipline. 3 credits.

MBA 920 ECONOMICS AND PUBLIC POLICY OF HEALTH CARE is a study of the demand for health care compared to the supply of providers of health care services. Consideration is given to an economic analysis of health care policies with emphasis on the ethical implications of policy decisions. Prerequisite recommended: MBA 500/800. 3 credits.

MBA 930 ETHICS AND LEADERSHIP IN HEALTH CARE will examine and evaluate leadership theories and develop leadership skills and abilities as they relate to the field of health care. Emphasis will be placed on motivation and leadership concepts in various organizational situations. Prerequisite recommended: MBA 580/880. 3 credits.

MIB 530/830 GLOBAL PRODUCTION studies the structure and functioning of production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: plant location and operation, inventory control, transportation, technology acquisition (CAD/CAM), work flow planning, JIT concepts and statistical quality control. Also covered is how each of the above topics generally relates to the global service environment. 3 credits.

MIB 540/840 INTERNATIONAL FINANCE presents the study of financial management in the global market-place. Topics will include foreign exchange, decisions relating to capital budgeting in relation to the flow of funds and the investment alternatives for management and investors. The operation of international financing markets will be presented. 3 credits.

MIB 555/855 INTERNATIONAL MARKETING involves the study and application of key marketing concepts to the international situations. Topics covered include: standardization vs. segmentation, marketing problem design and administration, and special problems. 3 credits.

MIB 560/860 INTERNATIONAL BUSINESS studies business with an international context, with special attention paid to the problems peculiar to international business, as well as current trends, such as drive toward European unity, GATT, NAFTA, and Pacific Rim developments. 3 credits.

MIB 570/870 INTERNATIONAL STUDY ABROAD allows students to travel abroad to experience business and cultures other than that available in the United States. Students will be immersed in an environment that will allow improved cultural awareness, communication skills and tactile learning. Special International Student Information: This class is available only to students for opportunities outside the home country of the international student. 3 credits.

MLS 530/830 ADMINISTRATIVE LAW AND PROCESS 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.

MMC 520/820 MANAGERIAL COMMUNICATION: PRACTICES AND PRINCIPLES 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.

MMC 525/825 EFFECTIVE BUSINESS WRITING AND THE MARKETPLACE 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.

MMC 540/840 PUBLIC SPEAKING: PROFESSIONAL REPORTS AND PRESENTATIONS 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.

MMC 547/847 ADVANCED INTERPERSONAL COMMUNICATIONS AND INTERVIEWING reviews theories and research findings about how relations develop or deteriorate in the work environment. Topics include listening, nonverbal communication, trust, empathy, self-disclosure, climate, and interpersonal conflict. 3 credits.

MPA 535/835 BUDGETING IN PUBLIC AGENCIES addresses one of the most important and demanding aspects of government-the annual budget. A variety of different aspects of public budgeting are examined in an effort to introduce future public administrators to one of the largest challenges they will face. The development of the budget is affected by a number of factors, each of which must be identified and dealt with in order to prepare a comprehensive and effective budget. The political aspect of budget decisions and the ramifications of those decisions are extremely important as well. This course is designed to provide students in public administration with an introduction to budgeting in public agencies. 3 credits.

MPA 540/840 PUBLIC PROGRAM EVALUATION 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.

MPA 568/868 PUBLIC PERSONNEL ADMINISTRATION examines the issues surrounding the employment and the managing of human resources in the public sector. 3 credits.

MPA 569/869 INTERGOVERNMENTAL RELATIONS 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.

BUSINESS - ORGANIZATION LEADERSHIP AND ADMINISTRATION

OLA505/805 – THEORIES, STRATEGY AND VISIONING FOR LEADERS 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.

OLA570/870 – LEADERSHIP COMPETENCIES PRACTICUM 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.

OLA509/809 – LEADING CHANGE IN ORGANIZATIONS 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.

OLA515/815 – ORGANIZATIONAL COMMUNICATION/NEGOTIATION This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations. 3 credits

OLA521/821 – SELECTING & IMPLEMENT INFORMATION SYSTEMS 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.

OLA542/842 – ETHICAL DIMENSIONS OF LEADERSHIP Prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures. 3 credits.

OLA550/850 SPECIAL TOPICS IN LEADERSHIP This course is 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 credits.

OLA555/855 – FINANCIAL ANALYSIS AND BUDGETING This course introduces information and tools essential to understanding corporate financial management. 3 credits.

OLA563/863 – LEADERSHIP IN INTERNATIONAL ORGANIZATIONS Examines the cross-cultural complexities, challenges, and opportunities of leadership at the national and international levels. 3 credits.

OLA584/884 – RESEARCH PRACTICUM 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.

OLA585/885 – RESEARCH CAPSTONE Students refine and finalize their research thesis or applied project and present (defend) it to the class. Possible areas include administration, communication, and leadership. Prerequisite: OLA584/884 – Research Practicum (3 credits) 1 credit.

CHEMISTRY

CHEM 561/861 ENVIRONMENTAL CHEMISTRY AND TOXICOLOGY 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 anthropogenic. Specific areas of concentration include the atmosphere, hydrosphere, energy, toxicology, and disposal of dangerous wastes. Prerequisite: 1 year of chemistry or permission of the instructor. 3 credits.

CHURCH MUSIC

MUS 511 APPLIED VOICE is private instruction in voice, including sacred repertoire for service and concert and vocal techniques. Repeatable. Prerequisites: Consent of the Graduate Music Faculty. 1 - 2 credits.

MUS 521 APPLIED ORGAN is private instruction in organ either one private half hour or hour a week or one hour every two weeks. Advanced repertoire for service and concert, registration, performance practices, and performance readiness. Repeatable.
Prerequisites: Consent of the music faculty based on audition. 1 - 2 credits.

MUS 522 ORGAN LITERATURE surveys the vast and varied gamut of organ literature, especially music appropriate for worship, including discussion of registration and performance practice. 3 credits.

MUS 541 GRADUATE THEORY REVIEW 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. Prerequisite: Successful undergraduate completion of music theory and harmony courses as well as the demonstration of these skills in a proficiency examination. 3 credits.

MUS 545 COMPOSING AND ARRANGING explores the role of the church musician as composer and arranger. Assignments related to the specific needs of the parish: orchestration, hymn reharmonizations, arranging hymnody and the composition of original material. 3 credits.

MUS 546 COMPOSING FOR HANDBELLS 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.
Prerequisite: Music 242 or consent of the instructor. 3 credits.

MUS 551 CHORAL CONDUCTING 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.

MUS 552 CHORAL LITERATURE 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.

MUS 565 SURVEY OF CHRISTIAN HYMNODY explores the development of hymnody from Bible times to the present and helps develop knowledge of the large scope of hymnic literature and its ever-changing usage in worship. 3 credits.

MUS 569 ISSUES IN CHURCH MUSIC identifies current significant worship issues facing church musicians, provides opportunities for comparing and contrasting approaches to dealing with these issues, and acquaints the student with important resources for making effective decisions in the current American worship milieu. 3 credits.

MUS 571 MUSICAL HERITAGE OF THE CHURCH studies the music of the church from early times through the 19th century. Analytical listening; singing and playing of church music. 3 credits.

MUS 585 HANDBELLS AND MATERIALS provides basic techniques of handbell ringing; experience in performing handbell music, and planning and organizing a handbell choir. 3 credits.

MUS 586 CONDUCTING HANDBELLS 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. Prerequisite: one undergraduate conducting course or consent of instructor. 3 credits.

MUS 599 RECITAL, SERVICE, OR CONCERT 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. Prerequisite: Departmental approval. 3 credits.

MUS 642 FORM AND ANALYSIS 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.

MUS 686 HANDBELL PERFORMANCE 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.

COMPUTER SCIENCE

CSC 502 ESSENTIALS OF COMPUTER SCIENCE 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.

CSC 508 THEORETICAL FOUNDATIONS OF COMPUTER SCIENCE 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. Prerequisite: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

CSC 518 SOFTWARE DESIGN AND DEVELOPMENT 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. Prerequisite: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

CSC 528 HUMAN ASPECTS OF COMPUTING SYSTEMS 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. Prerequisite: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

CSC 538 DATA MANAGEMENT AND SECURITY 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. Prerequisite: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

CSC 548 COMPUTING INFRASTRUCTURE 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. Prerequisite: unconditional admission to the MS CS program, or completion of CSC 502 with a grade of B or better.

CSC 568 RESEARCH IN COMPUTER SCIENCE 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 credit hours. Prerequisite: completion of at least three of the six-credit-hour modules required for the MS CS.

COUNSELING

COUN 510/810 CHRISTIAN PERSPECTIVE OF PSYCHOPHARMACOLOGY provides an overview of Alcohol and Other Drugs, as well as rationale for their use. Emphasis is on how the Christian church worker may minister to the individual and their family. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 512/812 PSYCHOPHARMACOLOGY 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. 3 credits.

COUN 515/815 RESEARCH AND EVALUATION IN COUNSELING 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.

COUN 520/820 ADDICTIONS COUNSELING provides 'an overview of addiction, the process of addiction, treatment and recovery approaches, relapse prevention, developmental issues related to addiction; treatment and prevention planning in regard to addiction. MPSW 14.01 (g)3'. In addition to Alcohol and Drug concerns, this course will also address behavioral addictions such as: gambling, shopping, gaming, sex and hoarding. 3 credits.

COUN 522/822 ETHICS OF THE CHRISTIAN COUNSELOR adheres to the American Associations of Christian Counselors code of ethics. The church worker student learns the limits of their role and expertise, as well as when to seek additional help. Issues such as liability, conflicts of interests and confidentiality are discussed. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 528/828 CHRISTIAN PERSPECTIVES OF FAMILY DEVELOPMENT explores issues in family development and family dynamics. The goal is to help the church worker support the traditional and nontraditional family during the various stages of development, keeping in mind the social, emotional, physical and spiritual aspects of development. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 543/843 COUNSELING: THEORIES AND ISSUES provides both the historical and current perspectives of various theories of counseling, as well as introducing the student to the profession of counseling. The graduate counseling program requirements are introduced including portfolio requirements for school counseling candidates, APA writing style, and legal and ethical guidelines for counseling. 3 credits.

COUN 544/844 SCRIPTURE AND THE CHRISTIAN COUNSELOR 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 commissioned minister of religion who is a licensed mental health practitioner. 3 credits.

COUN 545/845 CHRISTIAN CARE-GIVING will incorporate lay ministry principles that will support the development of Christian counseling skills. This class will be taught by an ordained pastor or commissioned minister of religion who is a licensed mental health practitioner. 3 credits.

COUN 546/846 CHRISTIAN RECONCILIATION 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. This course will be taught by an ordained pastor or commissioned minister of religion who is a licensed mental health practitioner. 3 credits.

COUN 550/850 SOCIAL PSYCHOLOGY is the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by other people. Interactions of an individual with one or more other individuals in social settings are analyzed. Social Psychology introduces basic concepts of small group behavior, communication, and development of attitudes. 3 credits.

COUN 552/852 SOCIAL/CULTURAL FOUNDATIONS IN COUNSELING 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. 3 credits.

COUN 553/853 SOCIAL/CULTURAL THEOLOGICAL FOUNDATIONS is an exploration of diversity issues impact the church and the world beyond. How the Christian church-worker supports those of different backgrounds and ministers to those individuals while increasing their own understanding of various cultures and beliefs. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 554/854 THEORIES OF PERSONALITY focuses on the basis 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 a helping professional to best serve their clients. 3 credits.

COUN 561/861 CAREER COUNSELING FOUNDATIONS 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. 3 credits.

COUN 563/863 CURRENT SUPPORT ISSUES FOR CHRISTIAN PASTORS AND CHURCH WORKERS will look at a range of topics such as physical and sexual abuse, pornography, various addictions, Christian reconciliation and other topics that churches and Christian agencies experience in their service to members and non-members. This class will be taught by an ordained pastor or commissioned minister of religion who is a licensed mental health practitioners. 3 credits.

COUN 564/864 CONSULTATION STRATEGIES 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 dicussed as well as counselors as consultants within the organization and within the community. 3 credits.

COUN 565/865 CONSULTATION STRATEGIES WITHIN THE CHURCH is designed to give the church worker skills and insight into the various roles a consultant may play, as well as how to improve consultation within the community and organization. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 577/877 MODELS AND METHODS OF CHRISTIAN FAMILY COUNSELING will offer the student opportunities to explore various aspects of family development and family dynamics. The role of the church worker with traditional and nontraditional families will be discussed, as well as current research in the church regarding the dynamics of a family. This calss will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 578/878 CHRISTIAN TRAUMA COUNSELING affords the student the opportunity to explore how the church worker can best minister to those who have survived a traumatic experience. Topics include self-care for the church worker, post-traumatic stress disorder, trauma in children and families, and the power of foregiveness. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor. 3 credits.

COUN 579/879 PRACTICUM – ELEMENTARY SCHOOL is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, ie., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Public Instruction. In addition, the student should register for and begin work in COUN 630/930 Portfolio – Elementary School while enrolled in this course. 2 credits.

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. 3 credits.

COUN 581/881 MODELS & METHODS OF FAMILY COUNSELING will offer the student opportunities to explore various schools of thought and treatment techniques related to the practice of family counseling. The role of the professional in diverse settings and with traditional and nontraditional families will be discussed. Research on the effectiveness of working with families as well as the assessment of family dynamics will be explored. 3 credits.

COUN 582/882 TRAUMA COUNSELING 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. Topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families and trauma in children. 3 credits.

COUN 584/884 HUMAN DEVELOPMENT 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.

COUN 586/886 DESIGN, IMPLEMENTATION, AND EVALUATION OF COUNSELING PROGRAMS explores the planning, establishing, administering, and evaluating of counseling / consultation programs. The student will engage in his/her own design, implementation and evaluation of a program within her/her own special area of interest. 3 credits.

COUN 587/887 TESTS AND MEASUREMENT FOR COUNSELORS 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.

COUN 588/888 PSYCHOPATHOLOGY views how human and scientific aspects of normal / abnormal psychology in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment. 3 credits.

COUN 589/889 FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING review 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.

COUN 590/890 PRACTICUM – MIDDLE SCHOOL is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, ie., social/emotional, academic and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Public Instruction. In addition, the student should register for and begin work in COUN 631/931 Portfolio – Middle School while enrolled in this course. 2 credits.

COUN 591/891 PRACTICUM – HIGH SCHOOL is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, ie., social/emotional, academic and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Public Instruction. In addition, the student should register for and begin work in COUN 632/932 Portfolio – High School while enrolled in this course. 2 credits.

COUN 592/892 PROFESSIONAL ETHICS IN THE HELPING PROFESSIONS deals with philosophical issues affecting practice with special attention to ethics and the nature of human kind. Legal issues such as confidentiality, malpractice, school law and the counselor as witness will be discussed. 3 credits.

COUN 593/893 INDIVIDUAL COUNSELING 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 activites, audio or video-taped counseling sessions designed to promote self-awareness, skill development and development of intentional competencies. 3 credits.

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 process and relationships. Group counseling techniques, group development and group stages are addressed. Prerequisites: COUN 593/893. 3 credits.

COUN 595/895 READINGS & RESEARCH IN COUNSELING provides an opportunity for the student to pursue an area of particular interest as an independent study under the supervision of a University instructor. 1-3 credits.

COUN 596/896 ADVANCED THEORY AND SKILLS IN PROFESSIONAL COUNSELING 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 credits.

COUN 600/900- INTERNSHIP I FOR SCHOOL COUNSELORS 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 the 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.

COUN 601/901 INTERNSHIP II FOR SCHOOL COUNSELORS 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.

COUN 606/906 PRACTICUM FOR PROFESSIONAL COUNSELING 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.

COUN 607/907 INTERNSHIP I is a 300 hour field-based internship experience 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, 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 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. 3 credits.

COUN 608/908 INTERNSHIP II 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. 3 credits.

COUN 620/920 CLASSROOM MANAGEMENT FOR COUNSELORS 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.

COUN 627/927 PORTFOLIO – INTRODUCTION is the first step in the required assessment process for School Counselors. Students complete the initial setup of their portfolio, as well as initial submissions into the portfolio. 0 credits.

COUN 628/928-PORTFOLIO – PRE-PRACTICUM is the second step in the required assessment process for School Counselors. Students submit their understanding of the School Counselor standards into their portfolio. 0 credits.

COUN 630/930 PORTFOLIO – ELEMENTARY SCHOOL is a step in the required assessment process in which the student submits artifacts from their elementary school practicum experience demonstrating their knowledge and application of the DPI standards. 0 credits.

COUN 631/931 PORTFOLIO – MIDDLE SCHOOL is a step in the required assessment process in which the student submits artifacts from their middle school practicum experience demonstrating their knowledge and application of the DPI standards. 0 credits.

COUN 632/932 PORTFOLIO – HIGH SCHOOL is a step in the required assessment process in which the student submits artifacts from their high school practicum experience demonstrating their knowledge and application of the DPI standards. 0 credits.

EDUCATION - ART

AEG 501 THE HISTORICAL BASIS OF ART EDUCATION 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.

AEG 510 DEVELOPMENTAL ISSUES IN ART EDUCATION 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.

AEG 521 CONTEMPORARY READINGS IN ART EDUCATION 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.

AEG 531 MODERN PRACTICES IN ART EDUCATION 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.

AEG 533 TEACHING ART WITH ART 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.

AEG 540 CURRICULUM DESIGN IN ART EDUCATION 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.

AEG 550 INTEGRATIVE ISSUES IN ART EDUCATION 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.

AEG 560 SEMINAR- SPECIAL TOPICS IN ART EDUCATION 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.

AEG 580 STUDIO WORKSHOP IN ART EDUCATION 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.

AEG 590 TECHNOLOGY IN ART EDUCATION 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.

AEG 620 EXTENDED EXPERIENCES IN ART EDUCATION 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.

AEG 660/661 CURRICULUM DEVELOPMENT 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.

AEG 670/671 MENTORSHIP/APPRENTICESHIP 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.

AEG 680 ART EDUCATION THESIS 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.

AEG 681/682 DIRECTED COURSE WORK 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.

EDUCATION

EDG 501/801 ISSUES IN AMERICAN EDUCATION studies the role of the schools in American society, looks at the historical context of educational development, surveys the theories of important educators, and considers current educational issues. 3 credits.

EDG 507/807 CURRICULUM LEADERSHIP considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Reading programs and has no prerequisites. 3 credits.

EDG 509/809 DISCIPLINARY LITERACY focuses on the transfer of beginning reading skills to content areas and on higher level comprehension and study skills. 3 credits.

EDG 515/815 RESEARCH METHODS examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits.

EDG 521/821 HUMAN LEARNING AND MOTIVATION 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.

EDG 526/826 THE FAMILY TODAY presents both an historical and current view of the family. The course explores both internal and external issues facing the family as well as a global view of families. 3 credits.

EDG 528/828 INSTRUCTIONAL STRATEGIES FOR EFFECTIVE TEACHING 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.

EDG 531/831 PRINCIPLES OF EDUCATIONAL ADMINISTRATION 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.

EDG 533/833 LEADERSHIP FOR CHANGE IN EDUCATION 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.

EDG 535/835 LEGAL AND ETHICAL ISSUES IN EDUCATIONAL ADMINISTRATION addresses the authority and liability of school personnel operating in both private and public educational institutions. Court decisions affecting curriculum, instruction, administration, and student and teacher rights are emphasized. The law as it relates to education is presented within the context of the Christian moral and ethical behavior of students, teachers, and administrators. Prerequisite: EDG 531/831 - 3 credits.

EDG 536/836 EDUCATIONAL GOVERNANCE AND ADMINISTRATION 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.

EDG 537/837 SUPERVISION OF INSTRUCTION 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.

EDG 539/839 PRACTICUM IN EDUCATIONAL ADMINISTRATION 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.

EDG 541/841 BUSINESS ADMINISTRATION OF SCHOOLS 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.

EDG 544/844 CURRENT TOPICS AND RESEARCH IN LITERACY 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. Prerequisites: Six credits of reading and permission of instructor. 3 credits.

EDG 545/846 BOOKS AND PICTUES This course examines ways to use picture books with children to develop verbal fluency, visual literacy and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested and illustration styles are studied.

EDG 552/852 IMPROVEMENT IN LITERACY INSTRUCTION concentrates on the methodologies in reading instruction and the role of the reading teacher in education. 3 credits.

EDG 553 LITERACY ASSESSMENT FOR INSTRUCTION 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. Prerequisites: EDG *552*; EDG *556*; one other reading course; permission of instructor. 3 credits.

EDG 554 LITERACY PRACTICUM 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. Prerequisites: EDG *552*; EDG *553*; one other reading course; permission of instructor. 3 credits.

EDG 556/856 LANGUAGE AND LITERACY DEVELOPMENT 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.

EDG 560/860 CURRICULUM DESIGN AND DEVELOPMENT Throughout this course, students will design, implement and evaluate curriculum. Current research in curriculum as well as pedagogy will also be examined..

EDG 562/862 FAITH AND WORSHIP STRATEGIES FOR CHILDREN WITH EXCEPTIONAL NEEDS requires the development of lessons and inclusive worship strategies that will help children with special needs gain a better understanding of God's love. This course is also designed to assist special educators in the practices of making adaptations in religious materials and curriculum to meet the needs of all children. The course provides students with knowledge regarding the use of sensory materials and resources, hands on experiences, varying activities, special aids and equipment for adapting tasks or environments to support children as they experience and express their faith.
3 credits.

EDG 567/867 EMERGENT LITERACY This course is a study of early language and literacy development and the application of developmental principals to the earliest stages of reading, writing, listening, and speaking in children ages 0 – 8. Includes analysis of literacy development and literacy routines: shared book experiences, authentic literature experiences, observations skills, organizing the literacy environment, stages of writing, and journal writing. The course will examine current research and curriculum practices. 3 credits.

EDG 569/869 CONTEMPORARY ISSUES OF FAMILY & PARENTING 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. 3 credits.

EDG 576/876 K-12 LITERATURE 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.

EDG 590/890 THESIS COMPLETION SEMINAR 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.

EDG 595/895 GRADUATE SEMINAR 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.

EDG 596 LITERACY INTERNSHIP 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.

EDG 627/927/996 PORTFOLIO I 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.

EDG 628/928/997 PORTFOLIO II 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.

EDG 629/929/998 PORTFOLIO III 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.

EDG 632/932 EDUCATING STUDENTS AT RISK 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) and Positive Behavior Intervention System (PBIS) are discussed. The course looks at social, personal, cultural and community dynamics in relation to the education of students who are at risk. 3 credit hours.

EDG 633/933 ALTERNATIVE EDUCATION studies the nature of the alternative education K-12 program in the public schools and the impact on the community. Various delivery systems and the role of the teacher in each system are addressed. Alternative education, as a part of a community process, is discussed. Discussion will range from early intervention to "last chance" programs. Prerequisite: EDG 632/932. These two courses are designed to be taken in the same semester. 3 credit hours.

EDG 637/945 STRATEGIES FOR TEACHING AT-RISK YOUTH 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.

EDG 649 PROFESSIONAL LEARNING COMMUNITIES 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.

EDG 699/887 ASSESSMENT FOR LEARNING 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.

EDG 702/802 EFFECTIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITIES This course examines the essential nature of relationships and the factors that impact their success. Family dynamics, diversity and professionalism are explored through the lens of relationships. Students will also engage in reflective practice and critique research related to families and community relationships. 3 credits.

EDG 703/803 DEVELOPMENTALLY APPROPRIATE ASSESSMENT PRACTICES IN EARLY CHILDHOOD This course examines goals, benefits and uses of assessments including the use of data for planning and instruction.

EDG 708/808 DEVELOPMENTALLY APPROPRIATE PRACTICE IN EARLY CHILDHOOD EDUCATION This course examines child development, curriculum, planning, inquiry planning and the role of play in early childhood classrooms. Dispositions, cultural competence and positive relationships will also be explored. Additionally current research addressing developmentally appropriate practices will be shared, discussed and critiqued. 3 credits.

EDG 709 PRACTICUM for students returning for 5010 licensure. 1 credit.

EDG 712/812 FIELD EXPERIENCE IN EARLY CHILDHOOD This course is designed to provide students with experience in a variety of settings and age groups. A focus on the selected area of specialization, professionalism, lifelong learning and collaboration will be examined. Extensive reflective practice will occur throughout the course.

EDG 718/818 PORTFOLIO The portfolio is the required assessment. This is a representation of the graduate student including professional credentials, educational background, philosophy, resume and artifacts which evidence competence in each of the standards identified in NAEYC Standards for Advanced Early Childhood Professional Preparation Programs. 0 credits.

EDG 723/EDG 946 COLLABORATING WITH FAMILIES AND PROFESSIONALS IN A DIVERSE SOCIETY 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.

EDG 724/EDG 919 TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES 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.

EDG 731/931 EVALUATIVE TECHNIQUES IN EARLY CHILDHOOD SPECIAL EDUCATION 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.

EDG 732/938 CURRICULUM AND PROGRAM FOR EARLY CHILDHOOD SPECIAL EDUCATION 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.

EDG 733/930 LANGUAGE ACQUISITION AND EARLY LITERACY 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.

EDG 735/935 LEGAL ISSUES IN SPECIAL EDUCATION This course presents students with an overview of the legal requirements of providing an education for children and youth with disabilities. Students will examine the Individuals with Disabilities Education Art (IDEA) and how it ensures students with disabilities recieve appropriate educational and related services, including parental rights and responsibilities. Other laws affecting the education and treatment of students with disabilities will also be examined. 3 credits.

EDG 737/937 LIFE SPAN AND DEVELOPMENT OF CHILDREN WITH EXCEPTIONAL NEEDS is designed to assist students in the awareness of human growth/development and exceptionalities. Human growth and development includes physical development, cognitive development, social/emotional and moral development. Within each of those areas, students will become aware of how exceptionalities influence development and how process and procedure influence educators' responsibilities regarding exceptional children. As students explore the areas of human growth/development and exceptionalities, they will also be made aware of the necessity to adapt to the changes brought to the classroom via diversity. Students will become aware of how race and ethnicity, language differences and gender/gender bias affect the teaching/learning process. 3 credits.

EDG 739/934 READING DIAGNOSIS AND INSTRUCTION IN SPECIAL EDUCATION 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 intellectual disabilities, emotional/behavioral disabilities and learning disabilities. 3 credits.

EDG 740/940 ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH SPECIAL NEEDS This course includes assistive technology evaluation, the selection and application process for individuals with disabilities in school, as well as application of 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 explore adaptive equipment and/or assistive devices that can be used to ensure student participation. 3 credits.

EDG 741/941 CURRICULAR ADAPTATIONS FOR LEARNERS WITH DISABILITIES covers historical prospective, philosophies, current issues and practices, and curriculum models in the education of students with disabilities. Developing and adapting curriculum materials for learners with a variety of disabilities including learning disabilities, developmental disabilities, emotional/behavioral disabilities, physical/health disabilities, traumatic brain injury, and cultural barriers are emphasized. The course also includes identification of characteristics and educational programs, service models, trends, research, theories and practice for SLD, ID, EBD, and Gifted students. 3 credits.

EDG 742/942 CONSULTATION, COLLABORATION, AND TEAMING 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.

EDG 743/943 PRACTICUM AND SEMINAR IN CCSE 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.

EDG 744/944 PRACTICUM AND SEMINAR IN ECSE 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.

EDG 749/849 ADMINISTRATION AND SUPERVISION IN EARLY CHILDHOOD This course examines the role of the administrator/director/coordinator within early childhood programs. Staff development as well as supervision and supporting staff will also be explored.

EDG 761/861 MARKETING, OPERATIONS, AND FINANCIAL MANAGEMENT IN ECE This course explores basic marketing principles, fiscal responsibility and budget development in the context of an early childhood program.

EDG 762/962 ADVANCED INTERNSHIP IN SUPERINTENDENCY II 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.

EDG 763/963 FOUNDATIONS OF ADULT AND COMMUNITY EDUCATION 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.

EDG 764/964 THE ADULT LEARNER emphasizes adult developmental and the social context of learning within formal, non-formal and informal settings. 3 credits.

EDG 765/965 PROGRAM PLANNING FOR ADULT AND COMMUNITY EDUCATION 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.

EDG 766/966 STRATEGIES FOR TEACHING AND LEARNING WITH ADULT LEARNERS 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.

EDG 767/967 LEADERSHIP AND ADMINISTRATION OF ADULT AND COMMUNITY EDUCATION 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.

EDG 768/968 SIGN LANGUAGE FOR THE SPECIAL EDUCATOR 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.

EDG 769/969 STRATEGY INTEGRATION FOR AUTISM SPECTRUM DISORDERS 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.

EDG 770/870 LAWS, REGULATIONS, LICENSING AND CREDENTIALING IN ECE This course examines the laws and regulations governing the various early childhood programs in addition to policy development and implementation. Public policies, advocacy, and implications will also be studied.

EDG 778/978 THE SUPERINTENDENCY 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.

EDG 779/979 ASSESSMENT AND INSTRUCTION FOR CHILDREN WITH SPECIAL NEEDS This course provides a foundation in effective and effcient assessment and instructional practices, as well as, the legal and ethical issues regarding the assessment of students with exceptional needs. This will expose students to a variety of assessment methods and the administration of assessment tools appropriate for individuals with various exceptionalities. This course will also explore a range of assessment techniques, based on an ecological model of assessment which recognizes the impact of the assessment context on student performance. Emphasis is placed on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: norm-referneced assessment, curriculum-based assessment, observation, criterion-referenced assessment, authentic assessment, and other alternative assessment techniques. From assessment results students will learn to write a comprehensive special education report used by the IEP team for disability identification and special education eligibility, and writing of an IEP. 3 credits.

EDG 781/936 LANGUAGE/COMMUNICATION DISORDERS 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.

EDG 784/984 EDUCATIONAL/BEHAVIORAL MANAGEMENT IN SPECIAL EDUCATION 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.

EDG 787/987 INTERVENTION STRATEGIES IN SPECIAL EDUCATION provides an overview of strategies used from early childhood education programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues, as well as linking assessment to service delivery are also considered. Interventions considered include those for: cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; eligibility; IFSP/IEP development; intervention planning and implementation in various service delivery settings; family participation; and progress monitoring. 3 credits.

EDG 788/988 PROFESSIONAL ETHICS IN LEADERSHIP 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.

EDG 789/989 ORGANIZATIONAL AND POLICY DEVELOPMENT 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.

EDG 790/990 SCHOOL IMPROVEMENT AND DATA ANALYSIS Data Literacy 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.

EDG 791/991 PUBLIC RELATIONS 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.

EDG 792/992 FACILITY PLANNING 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.

EDG 793/993 ADVANCED INTERNSHIP IN SUPERINTENDENCY I The Advanced Internship in the Superintendency 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. Specific emphasis will be placed on dispositions and applications to EDG 778/978 and EDG 788/988. 1 credit.

EDG 794/994 PORTFOLIO 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.

EFL 515/815 EDUCATIONAL RESEARCH METHODS examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits.

EFL 530/830 MARRIAGE AND FAMILY RELATIONS considers the major issues impacting relationship issues pertaining to marriages and family life. Emphasis will be placed on roles, status, communication and conflict. 3 credits.

EFL 540/840 HUMAN SEXUALITY 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. 3 credits.

EFL 550/850 FAMILY LAW AND PUBLIC POLICY 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. 3 credits.

EFL 560/860 CURRICULUM AND METHODS IN FAMILY LIFE EDUCATION provides the student with the basic curricular framework for the development of parent, family and societal programming. 3 credits.

EFL 595/895 CAPSTONE – FAMILY LIFE PRACTICUM COMPLETION 3 credits.

EDUCATION - EDUCATIONAL DESIGN AND TECHNOLOGY

EDT 505/805 ONLINE TEACHING AND LEARNING 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.

EDT 514/814 EDUCATIONAL MINISTRY IN THE DIGITAL WORLD participants will walk the digital streets of contemporary society, considering the nature of life in the digital world, spirituality in the digital age, as well as opportunities for educational, parish, and para-church ministry in the digital world. 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.

EDT 515/815 INNOVATION IN EDUCATION 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.

EDT 519/819 WORKSHOP IN EDUCATIONAL DESIGN AND TECHNOLOGY 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.

EDT 520/820 BLENDED LEARNING this learning community is devoted to understanding the practice, design, history, affordances and limitations of blended learning environments. This includes a focus upon blending face-to-face and digital learning experiences in order to improve student learning, provide new opportunities for customization and differentiation, and to capitalize upon the strengths of both face-to-face and online learning environments. Students will learn about a variety of models for blending learning, including the rotation model (lab-rotation, flipped classroom, individual rotation), the flex model, the self-blended learning, and the enriched-virtual model. 3 credits.

EDT 551/851 SUPPORT AND TROUBLESHOOTING FOR TEACHING AND LEARNING WITH TECHNOLOGY 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.

EDT 589/889 APPLYING TECHNOLOGY IN THE CONTENT AREAS 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.

EDT 589/892 INSTRUCTIONAL DESIGN 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.

EDT 583/893 THEORIES OF LEARNING AND DESIGN 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.

EDT 594/894 DIGITAL LITERACY 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.

EDT 595/895 CAPSTONE PROJECT 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.

EDT 607/907 MULTIMEDIA FOR THE CLASSROOM 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.

EDT 608/908 CRITICAL ISSUES IN EDUCATIONAL TECHNOLOGY 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.

EDT 627/927 PORTFOLIO 1 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.

EDT 624/928 PORTFOLIO 2 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.

EDT 629/929 PORTFOLIO 3 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.

EDT 639/939 SCHOOL LEADERSHIP IN TECHNOLOGY 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.

EDT 645/945 READINGS IN EDUCATIONAL TECHNOLOGY 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.

EDT 657/957 BUILDING ONLINE LEARNING COMMUNITIES (WEB 2.0/LEARNING 2.0) 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.

EDT 670/970 INTEGRATING TECHNOLOGY IN THE CLASSROOM 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.

EDT 671/971 GRANTS AND FUNDING FOR EDUCATIONAL TECHNOLOGY INITIATIVES 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.

EDUCATION – TEACHER CERTIFICATION PROGRAM – ELEMENTARY

(for the Middle Childhood-Early Adolescent license)

To be eligible for these courses, you must be formally accepted into the Teacher Certification Program.

EDC 510 PROFESSIONAL FOUNDATIONS I is the initial course of the program and examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. 2 credits, 4 weeks.

EDC 513 HUMAN LEARNING AND DEVELOPMENT explores theories of human development, learning, and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored. 4 credits, 8 weeks.

EDC 514 DIVERSITY IN THE CLASSROOM is designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom. An emphasis in this course is on understanding how student learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Students will explore their personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. Culture, language and social class will be studied as students confront group stereotypes and link theory to classroom practice. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c). This course also introduces the education student to a study of the major characteristics of all disabilities as defined by state and federal law in order to recognize their existence in children 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, 8 weeks.

EDC 515 LANGUAGE ARTS DEVELOPMENT AND STRATEGIES 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, 8 weeks.

EDC 516 CURRICULUM AND METHODS OF LANGUAGE ARTS 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, 8 weeks.

EDC 517/568/868 PRACTICUM provides the education student with a supervised pre-student teaching experience at the elementary, middle, or high school level. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit, based on Wisconsin Model Academic Standards and the specific classroom's curriculum.

EDC 518 CURRICULUM AND METHODS OF SCIENCE will provide an inquiry-based approach to teaching the disciplines of science and the environment. Topics of discussion will include the scientific method, laboratory protocol, science in everyday life and ways to integrate topics of science and the environment across the curriculum. 4 credits, 8 weeks.

EDC 519 CURRICULUM AND METHODS OF SOCIAL STUDIES 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, 8 weeks.

EDC 520 CURRICULUM AND METHODS OF MATHEMATICS 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, 8 weeks.

EDC 869 TECHNOLOGY FOR EDUCATORS 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 course is focused on 21st century learning and web 2.0 technologies as they apply to the field of education. 3 credits, online.

EDC 521 CURRICULUM AND METHODS IN PHYSICAL EDUCATION AND HEALTH 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.

EDC 522 TEACHING IN THE PRIMARY CLASSROOM 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.

EDC 523 TEACHING IN THE MIDDLE SCHOOL 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.

EDC 525 COLLABORATION WITH THE FAMILY AND COMMUNITY 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.

EDC 526 CURRICULUM AND METHODS IN THE FINE ARTS 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.

EDC 511 PROFESSIONAL FOUNDATIONS II 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, 4 weeks.

EDC 512 CLINICALS 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.

EDC 530 PORTFOLIO I 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.

EDC 531 PORTFOLIO II 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.

EDC 532 PORTFOLIO III 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.

EDC 535 STUDENT TEACHING ELEMENTARY is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

EDC 536 STUDENT TEACHING MIDDLE SCHOOL is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

EDUCATION – TEACHER CERTIFICATION PROGRAM – EARLY CHILDHOOD

(for the Early Childhood license)

EDC 610 HUMAN LEARNING AND DEVELOPMENT Human learning and development explores theories of human development, learning, and motivation in young children. The practical applications of these theories in child development, educational psychology and early childhood classroom management are explored. 4 credits

EDC 611 LANGUAGE DEVELOPMENT AND EARLY LITERACY Language Development and Early Literacy 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

EDC 612 DEVELOPMENTAL READING Developmental Reading 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.

EDC 613 BOOKS AND PICTURES Books and Pictures for Young Children (Preschool-Primary) 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.

EDC 614 CURRICULUM AND METHODS OF SCIENCE Science for Early Childhood and Primary, 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

EDC 615 CURRICULUM AND METHODS IN EARLY CHILDHOOD I 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

EDC 916 CURRICULUM AND METHODS IN ECE II 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

EDC 617 NUMBER SENSE AND MATHEMATICS IN ECE Number sense and math in early childhood, presents an integrated approach to mathematics content and methods appropriate for early childhood pre-service and in-service teachers. Emphasis is on constructing knowledge through problem-solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Students will develop their conceptual understanding of "number," and will examine the requisite math topics and skills of the early childhood classroom. Emphasis will be given to teaching methods which are developmentally appropriate for young children. Strategies to facilitate learning in this course will include, but are not limited to, lectures, assigned readings, virtual classroom observations, class discussions, planning and assessment opportunities, research and application experiences, as well as personal philosophy development.
4 credits

EDC 618 PRE-K STUDENT TEACHING Pre-K student teaching provides one of three culminating clinical experiences for students who will receive a teaching license for early childhood. 2 credits.

EDC 619 KINDERGARTEN STUDENT TEACHING Kindergarten Student Teaching 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.

EDC 560/860 PROFESSIONAL FOUNDATIONS I is the initial course of the program and examines prominent forces that have shaped formal and informal education in the Western experience. This course explores the historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From that foundation, students will be encouraged to explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession. 2 credits, 4 weeks.

EDC 563/863 EDUCATIONAL PSYCHOLOGY explores theories of human development, learning and motivation. The practical applications of these theories in child development, educational psychology and classroom management are explored. 4 credits, 8 weeks.

EDC 564/864 DIVERSITY IN THE CLASSROOM is designed to give the learner the knowledge, tools and dispositions to effectively facilitate a diverse classroom. An emphasis in this course is on understanding how student learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family and community values. Students will explore their personal attitudes and values as they consider the possibilities and challenges of teaching diverse student populations with varied historical, social, political and cultural backgrounds. Culture, language and social class will be studied as students confront group stereotypes and link theory to classroom practice. A specific focus will be the Native American tribes of Wisconsin, satisfying PI 34.15(4c). This course also introduces the education student to a study of the major characteristics of all disabilities as defined by state and federal law in order to recognize their existence in children 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, 8 weeks.

EDC 566/866 ANALYSIS OF INSTRUCTION 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, 4 weeks.

EDC 567/867 LANGUAGE AND LITERACY 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.

EDC 620/820 ISSUES AND TRENDS IN GIFTED EDUCATION 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.

EDC 621/821 UNIQUE NEEDS OF THE GIFTED CHILD This course further examines models and theorists in gifted education focusing on the psychology of gifted children. This course also addresses 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 in addition to social and emotional programs for families and children. 3 credits.

EDC 622/822 INSTRUCTION OF STUDENTS WITH GIFTS AND TALENTS 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 acceleration practices will be explored. Development of adapted and differentiated curricular materials will occur throughout the course. 3 credits.

EDC 623/823 PRACTICUM IN TEACHING GIFTED AND TALENTED STUDENTS 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.

EDC 624/824 PORTFOLIO: GIFTED AND TALENTED 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.

EDC 625/825 COORDINATING GIFTED AND TALENTED PROGRAMS This course focuses on identification of Gifted and Talented 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 will be examined Internship hours are required. 3 credits.

EDC 812 MATH IN THE MIDDLE SCHOOL Investigates methods and content appropriate for teaching mathematics to middle school students. National trends and current philosophy of teaching mathematics at this level is discussed. 3 credits.

EDC 832 TEACHING WRITING provides an introduction and immerses students in writing, offering opportunities to explore what being a writer and teaching writing looks like, feels like, and sounds like in the 21st century, and at the K-12 level. This course will examine both the theory and practice of the composing process and the teaching of writing in schools. 3 credits.

EDC 869 TECHNOLOGY FOR EDUCATORS 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 course is focused on 21st century learning and web 2.0 technologies as they apply to the field of education. 3 credits, online.

EDC 565/865 TEACHING IN THE MIDDLE SCHOOL 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, 8 weeks.

EDC 517/568/868 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.

EDC 57_/87_ CURRICULUM & METHODS IN THE MAJOR/MINOR provides the opportunity for students to explore their specific content area in depth as it relates to effective teaching, assessment strategies, classroom management and meeting the needs of diverse learners for the secondary level. Topics which will be emphasized include curriculum planning, effective instruction methodologies and assessment strategies. Students will be grouped for this class according to their individual license areas. 4 credits, 8 weeks.

EDC 561/861 PROFESSIONAL FOUNDATIONS II 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, 4 weeks.

EDC 562/862 CLINICALS 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.

EDC 580/880 PORTFOLIO I 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.

EDC 581/881 PORTFOLIO II 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.

EDC 582/882 PORTFOLIO III 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.

EDC 586/886 STUDENT TEACHING-MIDDLE SCHOOL is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

EDC 587/887 STUDENT TEACHING-HIGH SCHOOL is the final phase of the experiential component to the Graduate Teacher Certification Program. Prerequisite: Approval of Director and all coursework and clinical work completed satisfactorily. 3 credits, 10 weeks.

EDUCATION – TEACHER CERTIFICATION PROGRAM – ESL MINOR

EDG 700/900 CROSS CULTURAL COMMUNICATION FOR TEACHERS OF LANGUAGE LEARNERS Students will examine the cultural diversity that exists locally, nationally and globally in order to develop a positive appreciation for the contributions of other cultures, and use in classroom instruction. Students will gain skills for working with students from diverse language backgrounds and learn how to foster relationships with parents and the community. 3 credits.

EDG 706/906 BASIC ENGLISH LINGUISTICS FOR TEACHERS OF LANGUAGE LEARNERS This course introduces students to the phenomenon of language and aspects of English linguistics, including phonetics, phonology, morphology, syntax, semantics, dialects, and social contexts. It provides students the opportunity to explore the sounds of English by using the International Phonetic Alphabet, introduces theories of language acquisition. 3 credits.

EDG 677/816 ELL LITERACY: READING, WRITING, AND GRAMMAR STRATEGIES 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 to different kinds of ESL learners. 3 credits.

EDG 681/817 ACCOMODATING DIFFERENCES IN LITERACY LEARNERS 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.

EDG 682/819 CURRICULUM AND METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE this course introduces the student to the methods, curriculum, and current practices in the teaching of English as a second language. 3 credits.

EDG 683/871 OBSERVATION, ANALYSIS, AND PRACTICUM IN ESL CLASSROOMS 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.

EDG 695/897 PORTFOLIO: ESL (0 credits, Pass/Fail) Capstone assessment for the ESL Minor that highlights a student's understanding of the WI teacher standards and ESL knowledge. 0 credits.

EDUCATION – TEACHER CERTIFICATION PROGRAM – BILINGUAL EDUCATION CONCENTRATION

EDG 782/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

EDG 783/EDG 983 OBSERVATION, ANALYSIS AND PRACTICUM IN BILINGUAL CLASSROOMS 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

EDG 785/EDG 985 PORTFOLIO: BILINGUAL (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

INFORMATION TECHNOLOGY

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. Prerequisite: CSC 505/805 - 3 credits.

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.

CSC 520/820 HUMAN COMPUTER INTERACTION information Technology practitioners do not create and manage systems for their own personal interest; instead, they create and manage systems as effective problem-solving tools for others. This course deals with the fundamental IT issue of effective and usable human computer interaction. In addition to technical issues, people and process must be understood to create effective and usable tools. IT practitioners must develop a user-centered perspective within the organizational context. To that end this course will study related issues including cognitive principles, human-centered design, ergonomics, accessibility, emerging technologies and usable environments. Prerequisite: CSC 505/805 - 3 credits.

CSC 525/825 DATA SECURITY AND INFORMATION ASSURANCE this course is a survey and overview of methods to safeguard the information technology used in the enterprise today. IT systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important to the IT practitioner. The IT practitioner must comprehend and manage assurance and security measures within the enterprise. Topics include: operational issues, policies and procedures, attacks and related defense measures, risk analysis, backup and recovery, and the security of information. Prerequisite: CSC 505/805 - 3 credits.

CSC 530/830 DATABASE AND INFORMATION MANAGEMENT this course provides students with the background to plan, design, implement, maintain, and use database management systems. It addresses the database structures, requirements, functions and evaluation of database management systems. The course focuses on the relational database model, standard SQL language, database structure normalization, conceptual data modeling, and the entity-relationship data model. Concepts of data integrity, security, privacy, and concurrence control are included. Prerequisite: CSC 505/805 - 3 credits.

CSC 532/832 ADVANCED DATABASE TOPICS this course explores advanced topics in database and information management systems. It is designed to delve deeper into subjects presented in CSC 530 Database and Information Management. In addition, it will examine new topics that were not covered in the introductory course. The course will provide a combination of practical applications and theoretical information. Major topics include: distributed databases, object-oriented databases, security, advanced SQL, performance tuning, and database integration with the internet. Throughout the course, we will incorporate the requirement for ethical use of information. Prerequisite: CSC 530/830 - 3 credits.

CSC 535/835 SYSTEMS DEVELOPMENT: THEORY AND PRACTICE this course is a survey and overview of creating software solutions using professional programming practice. Programming is a foundational skill for all computing disciplines. This knowledge area develops skills and concepts that are essential to good programming practice and problem solving. It covers fundamental programming concepts, event-driven programming, object-oriented programming, basic data structures, and algorithmic processes. The use of current development environments and languages will be emphasized. Prerequisite: CSC 510/810 - 3 credit hours.

CSC 537/837 PROGRAMMING PRACTICE II advanced computer programming concepts are explored within the genre of iPhone/iPad programming. An industry standard tool is used which allows students to create visually stunning iPhone/iPad applications while learning advanced programming techniques, and beginning data structures. Topics covered include: object oriented design, linked lists, stacks, queues, and recursion. These topics are covered within the context of good problem solving technique, algorithm design, and the iPhone OS software development kit (SDK). Prerequisite: CSC 535/835 - 3 credits.

CSC 540/840 NETWORKING this course is an in-depth view of data communication and networking ranging from the primitive historical approaches to the ever changing modern state of the field. It includes principles of network design, using a top-down approach and focusing on technologies used in the Internet. It will help students learn to design network-aware applications using sockets, threading, and concurrency. It will help students understand how the Internet works, from the transport layer down to the physical layer. It will help students prepare for future positions in research and development by introducing them to the latest research in Internet technologies. It will help students become better writers by emphasizing written work where possible. It will also help students apply networking technology in ways that can enrich their lives and assist in spreading the Gospel. Prerequisite: CSC 505/805 - 3 credits.

CSC 545/845 SYSTEM DESIGN AND CONFIGURATION 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. Prerequisites: CSC 510/810 and CSC 530/830 - 3 credit hours

CSC 550/850 SYSTEM ADMINISTRATION AND MAINTENANCE this course presents concepts and skills the professional system administrator must understand to effectively maintain enterprise information technology. Topics include: operating systems, application packages, administrative activities, administrative domains. Prerequisite: CSC 545/845 - 3 credits.

CSC 555/855 PROJECT MANAGEMENT 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:CSC510/810 and CSC 530/830 - 3 credit hours.

CSC 560/860 WEB SYSTEMS AND TECHNOLOGIES from eCommerce to data mining, web systems are the primary information repository of 21st century information technology. This course focuses on: web technologies, information architecture, digital media, web design and development, vulnerabilities and social software. Prerequisite: CSC 520/820 - 3 credit hours.

CSC 565/865 IT INTEGRATIVE CAPSTONE 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 and CSC 510/810, CSC 520/820, CSC 530/830, CSC 535/835.

CSC 570/870 READINGS IN IT 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 - 3 credits.

CSC 580/880 - INTERNSHIP IN IT 1 credit hour.

NURSING

DNP 903 EPIDEMIOLOGY AND BIOSTATISTICS 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.

DNP 915 EVIDENCE BASED PRACTICE 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.

DNP 921 HEALTH CARE INFORMATICS examines the student's abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. The student is exposed to informatics concepts, design, selection, and use of information systems/technology to evaluate programs of care, outcomes of care, and care systems. Information systems/technology provides a mechanism to apply budget and productivity tools, practice information systems and decision supports, and web-based learning or intervention tools to support and improve patient care. 3 credits.

DNP 940 DNP PROJECT I In this course, students build upon prior coursework to develop the foundation for the translational evidence based project (TEP). 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 TEP activities for the planned change. 4 credits.

DNP 941 DNP PROJECT II In this course, students synthesize prior Doctor of Nursing Practice (DNP) coursework and residency experiences while completing the translational evidence based project (TEP) and disseminating its results. Students demonstrate achievement of the DNP Essentials through tangible and deliverable academic products. 4 credits.

MSN 830 HEALTH CARE POLICY AND ISSUES IN ADVANCED NURSING 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.

MSN 834 THEORETICAL FOUNDATIONS FOR ADVANCED NURSING ROLES AND INTERPROFESSIONAL COLLABORATION 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.

MSN 836 ADVANCED PATHOPHYSIOLOGY ACROSS THE LIFESPAN 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.

MSN 538 ADVANCED HEALTH ASSESSMENT provides in-depth study of and experience in advanced health assessment. It utilizes a systematic approach that integrates aspects of past nursing courses and learning experiences into the implementation of critical thinking. Bloom's Taxonomy of Learning guides this process from factual information, analysis, judgments/decisions to implementation (synthesis) and subsequent evaluation. Prerequisites: MSN 830, MSN834, MSN 836, MSN 840, BIO 842, BIO 850. 3 credits. (On campus attendance is mandatory).

MSN 840 EVIDENCE BASED NURSING PRACTICE 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.

MSN 860 FUNDAMENTALS OF HEALTH CARE INFORMATICS This course provides an overview of health informatics with emphasis on the factors that helped create and sustain this new field, the key players involved, and the impact health information technology is having on the delivery of care in a rapidly changing healthcare marketplace. A range of critical health care informatics topics will be explored, including: electronic health records, health information exchange, the impact of health information technology on quality of care and patient safety, big data and predictive analytics, clinical decision support and knowledge management, regulatory issues, consumerism and technology, systems integration, and virtual health. 3 credits

MSN 851/865 ADVANCED PRIMARY CARE CLINICAL I, FAMILY NURSE PRACTITIONER/ADULT GERONTOLOGY This didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the life span . The course emphasizes evidence-based practice, health promotion and disease prevention as well as illness. Prerequisites: MSN 538 - 4 credits.

MSN 839 ADVANCED PHYSICAL ASSESSMENT FOR THE NURSE EDUCATOR This course is designed to develop advanced health history and physical assessment skills for nurse educators. The intent is to review the comprehensive exam from the generalist perspective in order to prepare the educator to then facilitate the learning of their students in all educational settings. The course is designed utilizing three foundations for learning: online didactic/theory based information, the Shadow Health Digital Clinical Experience (DCE) through the examination of digital standardized patients, and hands-on physical assessment assignments. 2 credits.

MSN 845 ROLE TRANSITION FOR APN 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.

MSN 852/866 ADVANCED PRIMARY CARE CLINICAL II, FAMILY NURSE PRACTITIONER/ADULT GERONTOLOGY
The focus is to assess individuals presenting with health challenges. Integration of pathophysiology, advanced health assessment and pharmacotherapeutics with prevention as nursing intervention and medical supervision will be undertaken. Upon completion of this course, students will demonstrate advanced knowledge of common types of needs/problems presented by clients in primary health care settings and will utilize this knowledge to develop clinical intervention strategies for planning patient care. Prerequisites: MSN 851/865. 4 credits.

MSN 853 ADVANCED PRIMARY CARE CLINICAL III, FAMILY NURSE PRACTITIONER 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. Prerequisite: MSN 852. 4 credits.

MSN 867 ADVANCED PRIMARY CLINICAL III, ADULT/GERONTOLOGY 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.

MSN 871 NE I: ROLE TRANSITION FOR THE NURSE EDUCATOR 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.

MSN 872 NE II - INSTRUCTIONAL DESIGN IN NURSING EDUCATION: CLASSROOM TEACHING 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.

MSN 874 NE III - INSTRUCTIONAL DESIGN IN NURSING EDUCATION: CLINICAL TEACHING 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.

MSN 877 EVALUATION AND TESTING IN NURSING EDUCATION 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.

MSN 892 GLOBAL PERSPECTIVES IN HEALTH CARE 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.

MSN 835 CULTURALLY CONGRUENT CARE FOR ADVANCED NURSING This course is designed to prepare advanced nurses in educational and practice roles to provide culturally congruent nursing care which influences health outcomes for individual, populations, and systems. MSN 835 meets the global perspective degree requirements and can be taken in place of MSN 892. 3 credits.

MSN 820 STATISTICS FOR THE HEALTH CARE PROFESSIONAL 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.

OCCUPATIONAL THERAPY

BIO 550 HUMAN ANATOMY WITH LAB 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 consists of supervised dissection of human cadavers, and includes the study of living subject anatomy. Human anatomy is part of the professional curriculum in Occupational Therapy and Physical Therapy. As such, this course will include collaborative small group analysis of patient case studies to help students develop their knowledge and understanding of the structure and function of the human body and the impact of injury or illness, thus preparing them for service as health care professionals. Pre-requisites: admission into the MOT or entry-level DPT Program. 6 credits.
BIO 585 NEUROSCIENCE 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.

OT 521 FOUNDATIONAL CONCEPTS IN OT 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.

OT 523 CLINICAL KINESIOLOGY 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.

OT 525 THERAPEUTIC SKILLS 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. 2 credits.

OT 529 ASSESSMENT SKILLS this course covers the beginning skill set of client-centered evaluation and use of the OT Process. Students will learn the basic process of performing evaluations, following a standardized format, and documenting results. 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 manual muscle test, range of motion, and pinch/grip 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.

OT 530 PRACTICE SKILLS in this course students will be involved with several active learning opportunities that will prepare them to gain current OT skills. The students will learn about the Occupational Practice Framework (OT Process, Occupational Profile, and Analysis) and how it applies to OT practice. The students will understand how to modify activities through the use of activity analysis and will be exposed to the different skills needed for a current OT. The skills focused on in this course include: ADLS, client-centered, therapeutic use of self, basic transfer and patient handling skills, as well as exposer to a myriad of assistive devices. The course will challenge the student through written and lab activities. 3 credits.

OT 540 SCIENTIFIC INQUIRY I this course is designed to help occupational therapy students acquire beginning level skills related to consuming and producing research. Fundamental scientific inquiry skills related to reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. This course provides the student with critical reading and appraisal skills that will be used in clinical courses and fieldwork assignments. Students are also exposed to basic concepts of research methodology and a review of conceptually-based statistics that further enhances skills with consuming the scientific literature. The process of producing research is discussed, including topics of grant funding and research ethics, however, actual work on a research project is reserved for subsequent coursework in Scientific Inquiry II (OT 569) and Scientific Inquiry III (OT 582). Students will practice reading and critiquing professional literature in the evidence-based practice project portion of the course. Students will also have the opportunity to research the scientific literature to appraise the evidence for a specific area of clinical practice related to occupational therapy. Students will receive feedback on their ability to write in a scholarly manner. 3 credits.

OT 546/548 GROUP SKILLS & CLINICAL PRACTICUM-GROUP 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 group ethics and documentation. Students will have the opportunity to lead groups, comprised of diverse age groups and diagnoses, within the community. 4 credits.

OT 559 WELLNESS/PREVENTION PROGRAMS this course will focus on the application of occupational therapy theory and practice within a well population to prevent disability and enhance quality of life. Normal aging and the Well Elderly Study will be a focus of the course content, but also to include prevention in other contexts, such as prevention of injuries in the industrial environment, backpacks for kids, alcohol awareness for college age, or other issues of particular interest to the student. Unique contexts for occupational therapy will be explored such as providing OT in jails or prisons or in homeless shelters. 3 credits.

OT 561 REHABILITATION SCIENCE – NEUROREHABILITATION I 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.

OT 562 REHABILITATION SCIENCE – NEUROREHABILITATION II this is a professional skills course focusing on occupational therapy treatment of people with neurological conditions. Rehabilitation of the upper extremity, regaining function, further exploration of upper extremity mobilizations, and management including edema control will be addressed. Continuation of exploring vision, perception, and cognition as it relates to the neurologic client is examined in detail. Specifically, we will explore attention, orientation, memory, executive functions, visual processing skills, apraxia, body scheme disorders, visual discrimination skills, and agnosia. Experiences on human volunteers are incorporated 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. 3 credits.

OT 563 PEDIATRIC PRACTICE I this course will lay the foundation for the study of Pediatric Occupational Therapy through exposure to a variety of major pediatric theories, disabilities and assessments. The developmental cycle from conception to adolescence will be reviewed, along with works of major pediatric theorists. 3 credits.

OT 564 HEALTH & WELLNESS PROMOTION FOR OT 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 students 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 a rehabilitation provider. Environments for health promotion will be explored that include traditional and health care environments, nontraditional environments such as school systems, and social systems in the community. 2 credits.

OT 565 PSYCHOSOCIAL PRACTICE 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. Occupational therapy intervention will be explored using various occupational therapy theories/models and assessments. Documentation of occupational therapy intervention will also be included. Students will also learn the role of occupational therapy and the different contexts where individuals with a mental illness receive treatment. Other providers of psychiatric intervention and team members will be reviewed. 3 credits.

OT 566 PSYCHOSOCIAL ASPECTS OF WELLNESS PRACTICUM this fieldwork portion of OT 566 will focus on the OT skills needed to effectively address psychosocial barriers to health and wellness in a community setting. Assignments for the students in this fieldwork will be in conjunction with lessons and objectives of the OT 564 Health & Wellness Promotion for OT course. 1 credit.

OT 569 SCIENTIFIC INQUIRY II this 3 credit 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 cover advanced research design and methods for both quantitative and qualitative projects. Students will practice statistical analyses using computer-based statistical packages. Whereas Scientific Inquiry I focuses on becoming a critical consumer of the scientific literature in rehabilitation, Scientific Inquiry II helps students develop beginning level skills as a producer of research in occupational therapy. Students will choose a project related to ongoing research of the professor and prepare a proposal for the Concordia University Institutional Review Board (IRB). Students will pilot test their methods and materials during this semester and begin construction of scientific poster for presentation of findings in Scientific Inquiry III next semester. 3 credits.

OT 571 WORK PRACTICE I 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.

OT 573 CLINICAL PRACTICUM - PEDIATRICS this practicum experience occurs simultaneous to the students' first Pediatric Practice course and is designed to provide the student opportunity to directly apply information learned in the Peds course. Students will be matched with a community fieldwork site where they will be able to initially observe, but by the end of the semester, apply observation and evaluation skills, treatment techniques and to practice documentation of interactions with the children. Students will be able to dialogue with their pediatrics professor regarding interactions with the children during the Pediatric Practice class. 1 credit.

OT 575 FIELDWORK SEMINAR 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.

OT 580 PEDIATRIC PRACTICE I this course will lay the foundations for the study of pediatric practice through exposure to a variety of major pediatric theories, disabilities, and assessments. The developmental cycle from conception to adolescence will be reviewed, along with the work of major pediatric theorists. 4 credits.

OT 582 SCIENTIFIC INQUIRY III 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.

OT 584 CLINICAL PRACTICUM - ADULT this practicum experience occurs simultaneous to the students' Rehabilitation Science II (orthopedic) course and subsequent to the 3rd semester Rehabilitation Science I (neurological theory and practice) course. This practicum course is designed to provide the student opportunity to directly apply information learned in the two Rehab Science courses focusing on adult populations. Students will be matched with a community fieldwork site where they will be able to initially observe, but by the end of the semester, apply observation and evaluation skills, treatment techniques and to practice documentation of interactions. Students will be able to share and dialogue with the Rehab Science professors regarding interactions with the patients/clients they see in the clinic during Practicum experiences. 2 credits.

OT 586 REHABILITATION SCIENCE - ORTHOPEDICS 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.

OT 588 ASSISTIVE TECHNOLOGY OPTIONS this course examines the methods of integrating computers and related technologies, including the Internet and communication technology, into Occupational Therapy treatment. Class members will work hands on with a variety of equipment and software media to develop strategies for their use to enhance the treatment process. The course will explore an overview of assistive technology topics, basic computer system functions and problem solving techniques, software evaluation, and typical technology solutions for a variety of clinical diagnoses. Prerequisites: OT 104 (or equivalent). 3 credits.

OT 590 REHABILITATION SCIENCE - INTEGRATED 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.

OT 595 OT COMMUNITY CLINIC this elective course will provide the student with an opportunity for hands-on guided experience with evaluation, treatment planning and OT intervention with clients from the community. A variety of diagnostic groups will be offered. The learner will draw from previous coursework to integrate skills required to become a client centered, occupation and evidence based OT. This course will support CUW's mission of community service and will present a setting for the student to engage in a valuable exchange of learning and giving of themselves for the benefit of others. 3 credits.

OT 596 PEDIATRIC PRACTICE II this course builds on the foundational knowledge of Pediatric Practice I, providing a strong emphasis on treatment techniques and advanced pediatric theory and practice. Lab sections provide "hands-on" opportunities for students to observe, interact, and assess children. 3 credits.

OT 601 ADVANCED CLINICAL PRACTICE the purpose of this course is to help students refine their working knowledge of occupational therapy theory. Students will explore various issues of importance to contemporary clinical practice. Students will apply concepts of theories, learned in prior coursework, along with current research results in a problem-based learning (PBL) case study format. 3 credits.

OT 603 PRACTICE MANAGEMENT this is a basic skills course focusing on skills all OT practitioners need to administratively function in typical health care environments. In addition, business development and management areas of study will be incorporated to prepare students to assume more traditional management roles in a variety of models of service delivery. Students will be prepared to collaborate with other health professionals on the treatment team, to supervise OTA and support personnel, and to understand and realize the need for smooth organizational functioning to effectively conduct business as an OT. 3 credits.

OT 605 COMMUNITY PRACTICE this course will provide students with opportunities to investigate and experience current issues related to the practice of occupational therapy in community settings. The theoretical basis for community practice, performance of a needs assessment, literature review and justification, grant writing, legal liability, budgeting, and program planning for occupational therapy in a specific community setting or with a specific community topic will be explored. 3 credits.

OT 610 PEDIATRIC COMMUNITY CLINIC this course will provide the student with hands on experience with evaluation and treatment of pediatric clients in an on campus clinical setting. It will also allow CUW students the opportunity to participate in writing Individualized Family Service Plans or Individualized Education Plans. Educationally based and client/family centered plans will be established by learners. Collaboration with other health professionals, educational personnel and physicians will be encouraged to support the rehabilitation/educational process. Learners will challenge their clinical/educational decision making skills through research of evidence based practice techniques. This course is required for the MOT degree, taken in the 3rd semester of the OT program. Prerequisites include: BIO 550, BIO 560, OT 525, OT 529, OT 563 and successful completion of OT 548 and OT 573 (clinical practicums). 1 credit.

OT 613 WORK PRACTICE II this course will provide students with opportunities to investigate and experience current issues related to the context of work, within the field of occupational safety and health, while focusing on an interdisciplinary, systems approach. Topics covered will include: the role of OT as private practice industrial consultant, advanced methods for evaluating manual work (i.e., energy expenditure, biomechanical lifting analysis, etc) worker selection and training according to the ADA, OSHA mandates in industry, environmental analysis of the work-site, psycho-social issues and other topics pertinent to current practice. 3 credits.

OT 615 EARLY INTERVENTION/SCHOOL BASED PEDIATRICS this course will highlight aspects of working within early childhood and school based practice areas. The unique characteristics of an educational model (versus a medical model) will be explored. 3 credits.

OT 620/622 LEVEL II FIELDWORK - I & II students will complete two 3-month Level II fieldwork placements that will culminate the Masters of Occupational Therapy program of education. The Fieldwork Educator and the Academic Fieldwork Coordinator (AFWC) will monitor placements. Day-to-day clinical supervision will be the responsibility of the Fieldwork Educator, but the AFWC will monitor that the fieldwork placement fits into the "big picture" of the students overall educational plan, and will monitor the placements that are "in process" by visiting the site during the midterm point of the 12-week placement when at all possible. The clinical setting may provide the student with a set of objectives that have been approved of by CUW, or the facility may choose to utilize the fieldwork objectives as outlined in the fieldwork syllabus. 12 credits.

OT 630 HAND AND UPPER EXTREMITY REHABILITATION this course involves synthesizing previously learned scientific knowledge and applying the concepts to specific hand and upper extremity conditions. The focus will be on evaluation and treatment of typical upper extremity conditions that may be encountered by occupational therapists in a variety of practice settings. This course will also prepare the student for an adult outpatient fieldwork placement. Students will fabricate splints for a variety of upper extremity conditions. Pre-requisites: OT 586 Rehabilitation Science – Orthopedics or instructor approval. 3 credits.

OT 640 CLINICAL IMPLICATIONS 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.

OT 645 GERONTOLOGY AND AT CONCEPTS TO PROMOTE OCCUPATIONAL PERFORMANCE 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.

Additional Fieldwork Elective

OT 624 LEVEL II FIELDWORK - III 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

OT 535 CURACAO – GLOBAL ED 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.

OT 536 NEPAL – GLOBAL ED 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.

OCCUPATIONAL THERAPY - POST PROFESSIONAL DOCTORATE

Core courses:

OT 901 PROFESSIONAL WRITING FOR OCCUPATIONAL THERAPISTS 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.

OT 911 ADVANCED EVIDENCED-BASED PRACTICE 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.

OT 910 OCCUPATIONAL THERAPY THEORY AND CONCEPTS IN THE CURRENT HEALTHCARE ENVIRONMENT 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.

OT 915 OCCUPATIONAL SCIENCE 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, occupation-based clinical practices. Occupational science will also be studied as a theoretical, foundational construct influencing the profession of occupational therapy. 3 credits.

OT 916 MENTORING AND CLINICAL EDUCATION 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:

OT 920 ADVANCED ANATOMY AND KINESIOLOGY OF THE UPPER EXTREMITY 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.

OT 921 CONDITIONS AND EVALUATION OF THE UPPER EXTREMITY 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.

OT 922 SURGICAL PROCEDURES INFORMING CLINICAL DECISION-MAKING 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.

OT 923 EVIDENCE-BASED UPPER EXTREMITY REHABILITATION 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.

Education Track Courses:

OT 930 EDUCATING THE ADULT LEARNER 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.

OT 931 CLINICAL PRACTICE TO HIGHER EDUCATION 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.

OT 932 ASSESSMENT IN HIGHER EDUCATION ALLIED HEALTH PROFESSIONS 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.

OT 933 INSTRUCTIONAL DESIGN FOR HIGHER EDUCATION ALLIED HEALTH PROFESSIONS 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.

Pediatrics Track Courses:

OT 940 THEORY AND EVIDENCE IN PEDIATRIC OCCUPATIONAL THERAPY 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.

OT 941 IMPLEMENTING EVIDENCE-BASED TREATMENT IN PEDIATRIC OCCUPATIONAL THERAPY 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.

OT 942 THE IMPACT OF GOVERNMENTAL POLICY ON PEDIATRIC PRACTICE 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.

OT 943 MOTOR CONTROL AND MOTOR LEARNING IN PEDIATRICS 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.

PHARMACY

PHAR 310 PHARMACY BIOCHEMISTRY 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.

PHAR 312 PHARMACY ANATOMY AND PHYSIOLOGY
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.

PHAR 320 PHARMACEUTICS I 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.

PHAR 340 PHARMACY AND THE HEALTHCARE SYSTEM 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.

PHAR 370 APPLIED PATIENT CARE I 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.)

PHAR 380 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE-1 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.)

PHAR 314 PHARMACY MICROBIOLOGY, IMMUNOLOGY, MOLECULAR BIOLOGY 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.

PHAR 322 PHARMACEUTICS II 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.)

PHAR 330 PHARMACOLOGY & MEDICINAL CHEMISTRY I 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.

PHAR 350 PHARMACOTHERAPY I: SELF-CARE 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.

PHAR 352 PHARMACY CALCULATIONS 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.

PHAR 372 APPLIED PATIENT CARE II 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.)

PHAR 382 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE-2 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.)

PHAR 424 APPLIED PHARMACOKINETICS 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.

PHAR 426 ADVANCED PHARMACEUTICAL PREPARATIONS 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.)

PHAR 432 PHARMACOLOGY & MEDICINAL CHEMISTRY II 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.

PHAR 450 PHARMACOTHERAPY II 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.

PHAR 460 MEDICAL LITERATURE EVALUATION I Medical Literature Evaluation I is the first in a 2-course series focusing on the use of medical literature for patient care. This course will focus on the critical evaluation of primary literature, including principles of biomedical statistics, research design, literature evaluation, and application to patient care.

PHAR 470 APPLIED PATIENT CARE III 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.)

PHAR 480 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE-3 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.)

PHAR 434 PHARMACOLOGY & MEDICINAL CHEMISTRY III 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.

PHAR 442 SOCIAL & BEHAVIORAL PHARMACY 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.

PHAR 452 PHARMACOTHERAPY III 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.

PHAR 462 MEDICAL LITERATURE EVALUATION II Medical Literature Evaluation II is the second in a 2-course series focusing on the use of medical literature for patient care. This course will build upon primary literature evaluation skills gained in Medication Literature Evaluation I and 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.

PHAR 472 APPLIED PATIENT CARE IV 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.)

PHAR 474 SERVANT LEADERSHIP 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.)

PHAR 482 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE-4 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.)

PHAR 513 ADVANCED COMPOUNDING PRACTICE 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.

PHAR 523 PHARMACEUTICAL BIOTECHNOLOGY 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.

PHAR 525 FAITH AND HEALTH PROFESSIONS 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.

PHAR 531 CLINICAL TOXICOLOGY 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.

PHAR 533 NEW BUSINESS VENTURE FORMATION Students interested in forming a business related to pharmaceuticals (esp. pharmacy; but also biotech or any new technology/innovation) will be mentored in writing a business plan, to compete in the Marquette and then State business plan competitions; lectures and 1-on-1 mentoring. (Pharmacy BPs will be entered also in the APHA competition)

PHAR 537 MEDICINAL NATURAL PRODUCTS 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.

PHAR 544 PATIENT CARE ETHICS 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.

PHAR 546 PHARMACY MANAGEMENT AND LEADERSHIP 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.

PHAR 549 BIG PHARMA-SALES, MARKETING, AND CULTURAL IMPACT The multi-national pharmaceutical industry grew exponentially in the 1990s, producing blockbuster drugs, new (global) markets, and some would argue, new "disorders". This course will explore the roots and tactics of this growth and trace pharmaceutical sales and marketing practices into the current era. Students will gain a deep understanding of how the industry markets products to prescribers, pharmacists, and medical consumers, from the activities of drug reps to direct to consumer advertising. A persistent theme of the course will be the cultural impact of modern pharmaceuticals on society
and personhood.

PHAR 550 PHARMACOTHERAPY IV 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.

PHAR 551 CRITICAL CARE PHARMACY PRACTICE (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.)

PHAR 553 INFECTIOUS DISEASES PHARMACOTHERAPY SEMINAR 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.

PHAR 559 AMBULATORY CARE PHARMACY 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.

PHAR 570 APPLIED PATIENT CARE V 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.)

PHAR 575 MEDICAL SPANISH FOR PHARMACISTS 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.

PHAR 581 IPPE-5 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.

PHAR 597 CRITICAL CARE PHARMACY PRACTICE (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.)

PHAR 602 SPECIAL TOPICS - PROJECT Also often referred to as independent study, a student and faculty pair submit a learning plan for self-directed, small group learning throughout the semester. Typical load is 45 hours of effort per credit. Requires consent instructor and Associate Dean for Academic Affairs. For more information, contact Dr. Mike Brown at michael.brown@cuw.edu

PHAR 511 PUBLIC HEALTH MICROBIOLOGY 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.

PHAR 539 PHARMACOGENOMICS 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.

PHAR 540 PHARMACOECONOMICS AND EPIDEMIOLOGY 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.

PHAR 541 MEDICATION SAFETY FOR HEALTH SYSTEMS This course provides an introduction to concepts and topics related to medication safety with a health system focus. Students are introduced to medication safety terminology and the culture of safety, error reporting systems and disclosure, principles of human error and human factors engineering, and the ability to apply quality improvement initiatives within a health system. Students will apply the didactic knowledge learned in the course through interdisciplinary team activities that include: medication use evaluations, root cause analysis, failure mode effect analysis, simulation labs, and high risk medication educations.

PHAR 547 PHARMACY AND THE UNDERSERVED 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.

PHAR 548 PHARMACY LAW This course covers federal and state statues, rules, and regulations that affect pharmacy practice and selected aspects of general law. Interpretation of those laws affecting the practice of community and institutional pharmacy is emphasized.

PHAR 552 PHARMACOTHERAPY V 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.

PHAR 557 DIABETES EXPERIENCE 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.

PHAR 563 JOURNAL CLUB Medical literature evaluation in clinical settings and practitioner-driven journal clubs will be part of many APPE rotations and practice expectations as a pharmacist. Phar 563 Medical Literature Journal Club is an elective course designed to give students the opportunity to develop their medical literature evaluation skills in a journal club setting. Advanced beyond evaluation of literature in Medical Literature Evaluation I and II, Medical Literature Journal Club puts students in an independent role of lead presenter of journal club articles with their peer P3 students. Also beyond Medical Literature I and II, students serve a role as journal club facilitator for P2 students as part of the P2 students□ introductory journal club experiences in Medical Literature Evaluation II. The course will also develop students' skills identifying which articles are most germane to their upcoming practice and warrant evaluation, realizing that the volume of literature in practice exceeds that which can be read and necessitates prioritization. Finally, the course introduces students to grand rounds and other in-service presentations and gives them the chance to retrieve, analyze, and apply the literature during the development and delivery of a grand rounds presentation.

PHAR 565 ONCOLOGY PRACTICE SEMINAR 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.

PHAR 571 GERIATRIC PHARMACY This course builds on concepts and topics from required coursework related to the care of the elderly patient. Expert guest lecturers, a broad variety of topics, and active learning techniques such as small group discussion, case evaluations, and simulation will be utilized to enhance the learning experience. The course will address general principles of aging and geriatric assessment skills, pharmacotherapy of selected disease states and syndromes common in the senior population, as well as other pertinent issues related to geriatric care. Additionally, students will complete a project in which course content and skills will be applied to patients in the community.

PHAR 572 APPLIED PATIENT CARE VI 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 follow-up, 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.)

PHAR 573 ADVANCED MENTAL HEALTH PHARMACOTHERAPY 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.

PHAR 577 WOMENS HEALTH ISSUES IN PHARMACY PRACTICE 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.

PHAR 579 ADVANCED CARDIOLOGY 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.

PHAR 583 IPPE-6 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.

PHAR 591 PEDIATRIC PHARMACOLOGY AND THERAPEUTICS 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.

PHAR 593 ANALYTICAL CHARACTERIZATION OF DRUGS AND OTHER CHEMICALS 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.

PHAR 602 SPECIAL TOPICS - PROJECT Also often referred to as independent study, a student and faculty pair submit a learning plan for self-directed, small group learning throughout the semester. Typical load is 45 hours of effort per credit. Requires consent instructor and Associate Dean for Academic Affairs. For more information, contact Dr. Mike Brown at michael.brown@cuw.edu

PHAR 680 ADVANCED PHARMACY PRACTICE EXPERIENCE - COMMUNITY PHARMACY During the required Community Pharmacy APPE, pharmacy students under the supervision of a Clinical Instructor will gain experience in community pharmacy practice including, but not limited to, dispensing procedures, pharmacy law, practice management, and OTC pharmacotherapy assessment. The student will perform medication list retrieval, patient education, clinical documentation, and other patient care skills as appropriate for their rotation site. The student will develop a philosophy of community pharmacy practice regarding the role of the pharmacist as a member of the health care team. (Full-time practice site-based learning.)

PHAR 682 ADVANCED PHARMACY PRACTICE EXPERIENCE - INPT ACUTE CARE - GENERAL MEDICINE The acute care medicine APPE rotation is a 6 week experiential rotation where the students learning will focus on applying didactic coursework and patient care skills to the care of acutely ill, hospitalized patients. Students will actively participate in the delivery of patient care by assuming their role in an interdisciplinary healthcare team. (Full-time practice site-based learning.)

PHAR 684 ADVANCED PHARMACY PRACTICE EXPERIENCE - HOSPITAL/HEALTH SYSTEM During the required Hospital/Health System Pharmacy APPE, pharmacy students under the supervision of a Clinical Instructor will gain experience in a hospital's central pharmacy and distributive processes. Students will gain skill and experience in hospital pharmacy practice including, but not limited to, the medication use process, automation/ computerization, sterile and nonsterile product preparation, quality assurance and medication safety, practice management, and interdisciplinary communication. The student will prepare and process medication orders, identify and resolve drug therapy problems, provide patient care, and participate in hospital pharmacy operations as appropriate for their rotation site. The student will develop a philosophy of hospital/health system pharmacy practice regarding the role of the pharmacist as a member of the health care team. (Full-time practice site-based learning.)

PHAR 686 ADVANCED PHARMACY PRACTICE EXPERIENCE - AMBULATORY CARE The ambulatory care APPE rotation occurs in a variety of practice settings, including, but not limited to, community retail pharmacies, hospital outpatient pharmacies, clinics and physician offices. During this experience, students learning will focus on applying didactic coursework and patient care skills to the care of ambulatory patients. Students will be active participants on the interdisciplinary team and engage in activities involving the delivery of quality, comprehensive pharmaceutical care, including clinical care conferences, patient education and interviewing, drug therapy monitoring, physical assessments, and drug information questions. The student will actively participate in the health care decision-making process, especially as it pertains to drug therapy. (Full-time practice site-based learning.)

PHAR 688 ADVANCED PHARMACY PRACTICE EXPERIENCE ELECTIVES 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.)

PHILOSOPHY

PHIL 500 MORAL DEVELOPMENT AND BIOETHICS 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.

PHYSICAL THERAPY

Admission into any DPT course requires admission into the DPT program and successful completion of the previous semester's course work.

BIO 550 HUMAN ANATOMY is an integrated approach to the gross anatomy of the human body, with particular emphasis on the musculoskeletal and peripheral nervous systems. Consideration will also be given to the study of cells, tissues, and organ systems. The laboratory portion of the course consists of supervised dissection of human cadavers, and includes the study of living subject anatomy. Human anatomy is part of the professional curriculum in Occupational Therapy and Physical Therapy. As such, this course will include collaborative small group analysis of patient case studies to help students develop their knowledge and understanding of the structure and function of the human body and the impact of injury or illness, thus preparing them for service as health care professionals. Pre-requisites: admission into the MOT or entry-level DPT Program. 6 credits.

BIO 560 NEURO SCIENCE 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. Neuroscience is part of the professional curriculum in Occupational Therapy and Physical Therapy. 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 or entry-level DPT Program and successful completion of BIO550. 3 credits.

DPT 500 FOUNDATIONS OF PHYSICAL THERAPY 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.

DPT 505 KINESIOLOGY 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. Pre-requisites: admission into the entry-level DPT Program. 5 credits.

DPT 510 EVIDENCE BASED PRACTICE I 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.

DPT 550 PATHOPHYSIOLOGY/PHARMACOLOGY I 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 hematologc, 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. Pre-requisites: admission into the entry-level DPT Program 3 credits.

DPT 555 MOVEMENT ANALYSIS I: MOVEMENT ANALYSIS I provides students with fundamental knowledge and skill required to understand and perform functional, biomechanical, and observational analysis of normal human locomotion. Prerequisites: Good standing in CUW DPT program or consent of instructor. 1 credit.

DPT 560 INTRODUCTION TO PROFESSIONAL PRACTICE 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 credit hours.

DPT 565 THERAPEUTIC EXERCISE 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.

DPT 575 COMMUNITY PRACTICE: 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.

DPT 580 MANAGEMENT OF PEDIATRIC DISORDERS 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. 3 credtis.

DPT 609 EXERCISE SCIENCE 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.

DPT 610 MANAGEMENT OF NEUROMUSCULAR DISORDERS - PEDIATRIC is the first course in a two-semester sequence addressing the evaluation and treatment of client with primary neurological diagnoses. Application of principles of motor behavior (i.e. motor development, motor control and motor learning) to treatment of neurological dysfunction will be addressed, including congenital and acquired impairments through adolescence. The psychosocial aspects of disability will be addressed as they relate to the management of client support systems, environmental modification, and community integration/reintegration. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 4 credits.

DPT 611 MANAGEMENT OF NEUROMUSCULAR DISORDERS - ADULT continues from DPT 610 to present the 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 (Movement Science) and DPT 610 (Management of Neuromuscular Disorders - Pediatric). Students are provided with opportunities to expand clinical decision-making skills in the physical therapy management of adults with acquired central nervous system dysfunction Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 4 credits.

DPT 615 MOVEMENT SCIENCE 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.

DPT 621 TOOLS FOR EVIDENCE-BASED PRACTICE presents students with research strategies, research tools, critical reading skills, and basic research design and methods in the context of assisting the practitioner with making best-practice decisions. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.

DPT 622 SCIENTIFIC INQUIRY: SCIENTIFIC INQUIRY 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.

DPT 625 THERAPEUTIC MODALITIES 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.

DPT 628 CLINICAL PROBLEM SOLVING I 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.

DPT 629 CLINICAL DECISION MAKING this course provides an opportunity for students to begin to develop the critical thinking process used by physical therapists during patient care. The course provides students with a framework to begin their clinical decision making process including screening for medical referral and determining the appropriateness of continuing with a physical therapy examination. This initial framework for clinical decision making and patient examination will be built upon at increasing higher hierarchical levels as students' progress through the curriculum. By the conclusion of the course, students will be better able to demonstrate the ability to perform an effective subjective examination and identify patients that are appropriate either for continuing the physical therapy examination or referral to appropriate health care providers. The concepts covered in this course will be reinforced in each succeeding clinical science course in the curriculum. 2 credits.

DPT 630 CLINICAL PROBLEM SOLVING II 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.

DPT 631 CLINICAL PROBLEM SOLVING III 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.

DPT 635 EVIDENCE BASED PRACTICE II 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.

DPT 640 MOVEMENT ANALYSIS provides students with the fundamentals concerning the functional, biomechanical, and observational analysis of normal human locomotion and other human movement tasks. Changes in gait across the lifespan are also addressed. This knowledge of normal then serves as a foundation for learning to analyze pathological movement. The course focuses on: 1) developing student skill in observational and functional analysis of normal and pathological movement; 2) integrating analysis data into the physical therapy evaluation; and 3) providing an understanding of the principles and prescription of foot and lower extremity orthotics and lower extremity prosthetics. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.

DPT 642 THERAPEUTIC EXERCISE provides students with the basic concepts and principles that guide the development of appropriate therapeutic exercise interventions of patients/clients across the lifespan. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.

DPT 643 APPLIED THERAPEUTIC EXERCISE builds upon the basic concepts and principles guiding the development of therapeutic exercise interventions that were introduced in DPT 642. The course provides students with the principles for the management of specific tissue and post surgical conditions, additional methods/modes of therapeutic exercise and opportunities for hands-on experience of movement/exercise principles. Students will learn to design more comprehensive therapeutic exercise interventions including appropriate
dosage for a variety of patient populations across the lifespan. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.

DPT 645 THERAPEUTIC MODALITIES I provides the student with knowledge and hands-on skill in the safe and appropriate use of physical modalities used in physical therapy practice. The use of modalities will be taught from an evidence-based and physiological perspective, specifically addressing pain and inflammation and repair. The selection and use of modalities, including indication and
contra-indications, will be learned in the full context of patient management model of examination, evaluation, PT diagnosis, and therapeutic intervention. The issues of safety and calibration, utilization, and incorporation of modalities into a treatment plan will also be addressed. The therapeutic modalities covered include superficial thermal agents, hydrotherapy, ultrasound, light therapy, laser, mechanical traction, chemical agents and compression. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits.

DPT 646 THERAPEUTIC MODALITIES II provides the student with knowledge and hands-on skill in the safe and appropriate use of electrophysiologic modalities used in physical therapist practice. The use of modalities will be taught from an evidence-based and physiological perspective. The selection and use of modalities, including indications and contra-indications, will be learned in the full context of the patient management model of examination, evaluation, PT diagnosis, and therapeutic intervention. The issues of safety and calibration, utilization, and incorporation of modalities into a treatment plan will also be addressed. Students will also discuss applicable ethical and legal issues regarding the utilization of electrotherapeutic agents in physical therapy care. The therapeutic modalities covered include electrical stimulation, electrodiagnostic testing and electrophysiologic evaluation within the physical therapy setting. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits.

DPT 650 PATHOPHYSIOLOGY/PHARMACOLOGY II 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. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.

DPT 655 MOVEMENT ANALYSIS II: MOVEMENT ANALYSIS II 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. Prerequisites: Good standing in CUW DPT program or consent of instructor. 3 credits.

DPT 659 INTRODUCTION TO MANAGEMENT OF MUSCULOSKELETAL DISORDERS develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan. The first semester of the sequence emphasizes examination/evaluation principles, systems review (medical screening), and the theories and techniques of mobilization. These principles will be incorporated into examination and intervention of the various joint complexes in the next two musculoskeletal courses. 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.

DPT 660 MANAGEMENT OF MUSCULOSKELETAL DISORDERS I 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.

DPT 661 MANAGEMENT OF MUSCULOSKELETAL DISORDER S II 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.

DPT 665 MANAGEMENT OF INTEGUMENTARY DISORDERS 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.

DPT 675 SELECTED TOPICS IN MANUAL ORTHOPEDIC PHYSICAL THERAPY 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.

DPT 676 SELECTIVE TOPICS IN SPORTS MEDICINE PHYSICAL THERAPY 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.

DPT 680 COMMUNITY PRACTICE 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.

DPT 685 COMMUNITY PRACTICE 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.

DPT 705 MEDICAL IMAGING 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. Prerequisites: Completion of four semesters of course work and clinical experiences is required for Entry-Level DPT students. Acceptance into the Transitional DPT program is the only pre-requisite for Transitional DPT students. 3 credits.

DPT 709 EXERCISE SCIENCE II 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.

DPT 723 CARDIO PULMONARY SYSTEMS/ACUTE CARE 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.

DPT 736 TISSUE BIOMECHANICS 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. Pre-requisites: Admission into the entry-level DPT Program. 3 credits.

DPT 737 PSYCHOSOCIAL DIMENSIONS OF HEALTHCARE I 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. Pre-requisites:: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum; concurrently enrolled in DPT 629. 1 credit.

DPT 738 PSYCHOSOCIAL DIMENSIONS OF HEALTHCARE II 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.

DPT 739 PSYCHOSOCIAL DIMENSIONS OF HEALTHCARE III 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. Pre-requisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum concurrently enrolled in DPT 760 & 761. 1 credit.

DPT 744 PHYSICAL THERAPY IN THE HEALTH CARE SYSTEM 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.

DPT 745 HEALTH PROMOTION 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.

DPT 750 SELECTED TOPICS IN PEDIATRIC PHYSICAL THERAPY is an elective course appropriate for those students interested in working with the pediatric as well as the neurological client. The course is designed to improve the students ability to perform clinical and standardized evaluations; interpret and organize the data based on the ICF model; 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, analysis and handling skills developed in previous courses. This will be accomplished through a variety of strategies including group discussion and problem solving, video analysis, task and movement analysis labs, and client practicum. 3 credits.

DPT 760 CLINICAL PRACTICE I 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. . Pre-requisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 6 credits.

DPT 761 CLINICAL PRACTICE II 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.

DPT 765 INTERNSHIP is a clinical course that follows DPT 761- Clinical Practice II, and is designed for those students completing a year-long paid internship. During this phase of the internship, the student completes the process to become licensed as a physical therapist
and assumes full professional responsibilities under the continued mentorship of facility personnel and the university. Pre-requisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 6 credits.

DPT 785 COMMUNITY PRACTICE: 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.

PHYSICIAN ASSISTANT STUDIES

YEAR I, SUMMER I (13 CREDITS)

PHAS 500 HUMAN ANATOMY FOR PAS 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. Prerequisites: enrollment in the pa program. 6 Credits

PHAS 501 PA SEMINAR I 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. Prerequisites: Enrollment in the PA program. 1 credit

PHAS 510 PHYSICAL ASSESSMENT this course is 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. Students will be learning to present the information in oral and written formats. This is a mixed lecture/laboratory course. Prerequisites: Enrollment in the PA program. 4 credits

PHAS 515 MOLECULAR MECHANISMS FOR PAS 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. Prerequisites: Enrollment in the PA program. 2 credits.

YEAR I, FALL I (20 CREDITS)

PHAS 502 PA SEMINAR II this course expands upon the knowledge and skills from PA Seminar I related to the role of the physician assistant in working through ethical issues, navigating the health care system, billing, coding, reimbursement, quality improvement and risk management. Prerequisites: Successful completion of all courses in Summer I. 2 credits.

PHAS 525 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. Prerequisites: successful completion of all courses in Summer I. 6 credits.

PHAS 526 PATHOPHYSIOLOGY AND PHARMACOLOGY I 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. Prerequisites: Successful completion of all courses in Summer I. 5 credits

PHAS 527 MEDICAL DIAGNOSTICS I 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. Prerequisites: Successful completion of all courses in Summer I. 3 credits.

PHAS 520 NEUROANATOMY 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. Prerequisites: Successful completion of all courses in Summer I. 2 credits.

PHAS 540 PUBLIC HEALTH & EPIDEMIOLOGY this course addresses relevant aspects of public health and epidemiology including both individual and population-based preventive medicine, health promotion, and community-based practice. Prerequisites: Successful completion of all courses in Summer I. 2 credits.

YEAR I, WINTERIM I (5 CREDITS)

PHAS 535 EVIDENCE BASED MEDICINE 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. Prerequisites: Successful completion of all courses in Fall I. 2 credits.

PHAS 580 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. Prerequisites: Successful completion of all courses in Fall I. 3 credits

YEAR I, SPRING I (20 CREDITS)

PHAS 503 PA SEMINAR III this course expands upon content from PA Seminar II related to the knowledge of the physician assistant particularly in ethical issues, nutrition, the geriatric population, advanced directives, professionalism, and working with medical interpreters. Successful completion of all courses in Winterim I. 2 credits

PHAS 530 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. Prerequisites: Successful completion of all courses in Winterim I. 6 credits.

PHAS 531 PATHOPHYSIOLOGY AND PHARMACOLOGY II 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. Prerequisites: Successful completion of all courses in Winterim I. 4 credits.

PHAS 532 MEDICAL DIAGNOSTICS II 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. Prerequisites: Successful completion of all courses in Winterim I. 3 credits.

PHAS 560 SURGICAL MEDICINE addresses the role of the physician assistant in surgery, commonly performed surgical procedures/skills and the evaluation and management of the surgical patient. Topics covered include principles of pre-operative, peri-operative, and post-operative care, sterile technique, and common surgical complications. This is a mixed lecture/laboratory course. Prerequisites: Successful completion of all courses in Winterim I. 3 credits.

PHAS 575 OBSTETRICS AND GYNECOLOGY 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. Prerequisites: Successful completion of all courses in Winterim I. 2 credits

YEAR II, SUMMER II (12 CREDITS)

PHAS 550 PEDIATRICS 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. Prerequisites: successful completion of all courses in Spring I. 3 credits

PHAS 555 CLINICAL SKILLS LABORATORY this course is a laboratory course that focuses on development of the skills relevant for primary care practice. The course will further contribute to the development of clinical reasoning related to case scenarios. This is a mixed lecture/laboratory course. Prerequisites: Successful completion of all courses in Spring I. 3 credits

PHAS 545 EMERGENCY MEDICINE 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. Prerequisites: Successful completion of all courses in Spring I. 4 credits

PHAS 570 BEHAVIORAL MEDICINE this course provides an introduction to the pathophysiology, evaluation, diagnosis and treatment of psychiatric disorders. It prepares students for clinical rotations in behavioral medicine. Prerequisites: Successful completion of all courses in Spring 1. 2 credits

YEAR II, FALL II (16 CREDITS); YEAR II, WINTERIM II (4 CREDITS); YEAR II, SPRING II (16 CREDITS); YEAR III, SUMMER III (10 CREDITS)

Courses in year II are clinical rotations (clinical practica): 11 are required including two electives. Rotations are required in family medicine (2), internal medicine (2), women's health, pediatrics, emergency medicine, surgery, and behavioral medicine. Rotations are 4 weeks in duration, and may be taken in any order except that Family Medicine I must precede Family Medicine II, and Internal Medicine I must precede Internal Medicine II. In addition, a 2-credit course (PA Seminar IV) is required in the final summer of the program.

PHAS 610 FAMILY MEDICINE CLINICAL PRACTICUM I 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). Prerequisites: Successful completion of the PA Program didactic year. 4 credits.

PHAS 615 FAMILY MEDICINE CLINICAL PRACTICUM II 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). Prerequisites: Successful completion of Family Medicine Clinical Practicum I and the PA Program didactic year. 4 credits.

PHAS 620 INTERNAL MEDICINE CLINICAL PRACTICUM I 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). Prerequisites: Successful completion of the PA Program didactic year. 4 credits.

PHAS 625 INTERNAL MEDICINE ELECTIVE CLINICAL PRACTICUM II 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). Prerequisites: Successful completion of Internal Medicine Clinical Practicum I and the PA Program didactic year. 4 credits

PHAS 630 WOMEN'S HEALTH CLINICAL PRACTICUM 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). Prerequisites: Successful completion of the PA program didactic year. 4 credits.

PHAS 635 PEDIATRIC CLINICAL PRACTICUM 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). Prerequisites: Successful completion of the PA Program didactic year. 4 credits

PHAS 640 EMERGENCY MEDICINE CLINICAL PRACTICUM 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). Prerequisites: Successful completion of the PA Program didactic year. 4 credits.

PHAS 645 SURGERY CLINICAL PRACTICUM 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). Prerequisites: Successful completion of the PA Program didactic year. 4 credits

PHAS 650 BEHAVIORAL MEDICINE CLINICAL PRACTICUM 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). Prerequisites: Successful completion of the PA Program didactic year. 4 credits

PHAS 655 CLINICAL PRACTICUM ELECTIVE I 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). Prerequisites: Successful completion of the PA Program didactic year. 4 credits

PHAS 660 CLINICAL PRACTICUM ELECTIVE II 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). Prerequisites: Successful completion of the PA Program didactic year. 4 credits

PHAS 600 PA SEMINAR IV PA SEMINAR IV is a culmination of the summative examinations (both written and practical) as well as the capstone project. Prerequisites: Successful completion of the PA Program didactic year. 2 credits.

REHABILITATION SCIENCE

MSRS 505 SCIENTIFIC WRITING IN REHABILITATION is intended to provide students with clear expectations about, and practice in, acceptable writing in English 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. 4 credits.

MSRS 515 EVIDENCE-BASED PRACTICE IN REHABILITATION is designed to help practicing international occupational and physical 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. 4 credits.

MSRS ADULT NEUROLOGICAL CONDITIONS AND PRACTICE ENVIRONMENTS 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.

MSRS 560 PEDIATRIC CONDITIONS AND PRACTICE ENVIRONMENTS is designed to provide an introduction to internationally trained therapists to the practice of pediatric physical and occupational therapy in the United States. 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.

MSRS 610 INDUSTRIAL REHABILITATION AND PRACTICE ENVIRONMENTS is designed to help practicing international occupational and physical therapists acquire knowledge related to the practice of industrial rehabilitation. This course is designed to introduce students to work-related musculoskeletal injuries, basic ergonomic and prevention principles, job analysis, functional evaluation, work conditioning, work hardening, and worker's compensation insurance within both industrial and office environments. 4 credits.

MSRS 620 GERONTOLOGICAL CONDITIONS AND PRACTICE ENVIRONMENTS is designed to include both traditional didactic learning-teaching 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. Students will be able to see a variety of clinical environments and patient conditions as well as observe assessment and treatment; students will not participate in performing assessments or treatments. 4 credits.

MSRS 630 ADULT ORTHOPEDIC CONDITIONS AND PRACTICE ENVIRONMENTS 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 in 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.

MSRS 650 RESEARCH DEVELOPMENT 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 to practice as they return to their home country. 4 credits.

SOCIAL WORK

MSW 600 ADVANCED HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT 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.

MSW 610 GENERALIST PRACTICE I: INDIVIDUALS & FAMILIES teaches students 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.

MSW 615 GENERALIST PRACTICE II: GROUPS, COMMUNITIES, AND ORGANIZATIONS uses the generalist practice model to examine groups and group processes. Students will learn the skills and techniques of group practice, the process of planning, engagement, and assessment of group members. They will examine how groups are manifest in communities, and how to create and promote community change. Theoretical frameworks utilized include Systems Theory and the Strengths Perspective.

MSW 650 RESEARCH METHODOLOGIES introduces students to the important role that research holds in social work practice. This course provides basic knowledge on the differences between qualitative and quantitative research designs and when mixed methods designs are utilized. The course

examines the process of proposal development, the selection of a research question/hypothesis and a design appropriate for exploration and response to the question/hypothesis. Design methods include exploratory research, explanatory research, descriptive designs, evaluative designs, and single-subject designs. The course also examines survey research and instrument development. Students learn to read research articles and identify various components of the article that represent the design.

MSW 620 SOCIAL POLICY & ADVOCACY provides a framework for macro practice, analyzing social policy, developing and implementing policy, evaluating the effectiveness of policy, and advocating for change. The theoretical base for this class is the Strengths Perspective. Used in policy practice, the Strengths Perspective is grounded in social work values of self-determination, social justice, and respect for diversity. The text focuses on the strengths and resources of people, their environments rather than pathologies. The text focuses on developing critical thinking, applying knowledge to practice, and analyzing the potential impact of policies.

MSW 680 ADVANCED FIELD SEMINAR I is taken concurrently with MSW670 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.

MSW 685 ADVANCED FIELD SEMINAR II is taken concurrently with MSW675 Advanced Field Education II. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

MSW 670 ADVANCED FIELD EDUCATION I engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours.

MSW 675 ADVANCED FIELD EDUCATION II engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 225 hours.

MSW 700 ADMINISTRATION, ORGANIZATIONS, & SUPERVISION provides students with the skills and knowledge that will assist them in the ability to work in administrative social work positions. Students learn about the 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 and risk management, understanding and managing the decision-making processes, and actions needed to improve client experiences. They will learn about the everyday politics of organizational life, the importance of respectful conduct between colleagues, and the management of a continuously changing environment.

MSW 710 ADVANCED PRACTICE: FAMILIES addresses the challenges that face contemporary families in society and presents the importance of encouraging and seeking areas of resilience when working with families. Among issues addressed are key family processes that help to sustain couples, dual-earners, divorced, single-parent, remarried, adoptive and kinship care families, and gay and lesbian families. Among the family issues discussed, students will examine cultural diversity, adversity, trauma, poverty, and chronic illness, spirituality, and immigration. Students will learn about families in a changing world. They will learn how to conduct a family assessment and the importance of spirituality and spiritual assessments and the utilization of theories for intervention and understanding.

MSW 715 ADVANCED PRACTICE: VULNERABLE POPULATIONS 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 rerfugees, Returning servicewomen and veterans, survivors and victims of terrorism, homelessness, 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.

MSW 750 RESEARCH PROJECT I 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.

MSW 752 RESEARCH PROJECT II 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.

MSW 754 RESEARCH PROJECT III is the third Research Project course in a series of three courses. Students will collect data for their study. They will analyze the data and write the research report to be disseminated to the agency. They will develop a poster to be presented at the CUW student research poster presentation event.

MSW 790 SOCIAL WORK ETHICS & CHRISTIANITY 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.

MSW 780 ADVANCED FIELD SEMINAR III is taken concurrently with MSW770 Advanced Field Education III. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

MSW 785 ADVANCED FIELD SEMINAR IV is taken concurrently with MSW775 Advanced Field Education III. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

MSW 770 ADVANCED FIELD EDUCATION III engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (15 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 250 hours.

MSW 775 ADVANCED FIELD EDUCATION IV 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.

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.

SCIENCE

SCI 597 INTERNSHIP/PRACTICUM IN ENVIRONMENTAL/OUTDOOR EDUCATION offers students the opportunity to acquire hands-on experience in an environmental or outdoor education setting. 1 - 4 credits.

STUDENT PERSONNEL ADMINISTRATION

SPA 501 FOUNDATIONS OF STUDENT PERSONNEL ADMINISTRATION 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.

SPA 502 PROFESSIONAL WRITING AND RESEARCH this course reviews writing research papers at the graduate level in APA format. 1 credit.

SPA 506 GROUP DYNAMICS AND LEADERSHIP GROUP DYNAMICS AND LEADERSHIP applies concepts of small task-oriented group communication to the life and vocation experiences of participants, emphasizing servant-leadership skills. 3 credits.

SPA 510 ISSUES IN AMERICAN HIGHER EDUCATION 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.

SPA 511 CURRENT ISSUES IN ATHLETIC ADMINISTRATION 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.

SPA 520 THE AMERICAN COLLEGE STUDENT 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.

SPA 525 PROGRAM PLANNING AND ASSESSMENT 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.

SPA 526 THE ORGANIZATION & MANAGEMENT OF ATHLETIC PROGRAMS 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.

SPA 530 HIGHER EDUCATION ADMINISTRATION 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.

SPA 531 FISCAL ISSUES IN ATHLETIC ADMINISTRATION 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.

SPA 535 LEGAL ISSUES IN HIGHER EDUCATION ADMINISTRATION 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.

SPA 559 EVENT MANAGEMENT IN ATHLETICS 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.

SPA 596-598 INTERNSHIP I, II, III 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.

SPA 600 THESIS COMPLETION SEMINAR 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.

SPA 601 CAPSTONE SEMINAR 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.

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