



Graduate & Professional Studies Catalog



CONCORDIA
UNIVERSITY
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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

The faculty, leadership, staff, students, and alumni carry out Concordia's mission each and every day as we pursue a vibrant path to the future.

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 | Randall Ferguson |
| ASSISTANT VICE PRESIDENT OF STRATEGIC COMMUNICATION | Lisa Liljegren |
| CHAIR, FACULTY SENATE | Brad Condie |

Deans

| | |
|----------------------------------|---------------|
| ARTS AND SCIENCES, INTERIM | Don Korte |
| 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 of the North Central Association of Schools and Colleges:

North Central Association of Schools and Colleges
 230 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 550 (213 if taken by computer) on the Test of English as a Foreign Language (TOEFL) for graduate studies or successful completion of English as a Second Language (ESL) class and recommendation of ESL Director. The required 550 TOEFL score (213 computerized score) will be waived if the enrolling student has graduated from an English-speaking college or university.

Certified English translation of college or university transcripts originally prepared in any other language. The credential evaluation needs to show that the applicant has a degree equivalent to a baccalaureate degree in the United States.

Adequate medical insurance is required.

A certified document guaranteeing adequate financial support for one year of study must be submitted. All fees of the University and any other financial obligations to the University must be paid in U.S. dollars at the time of the announced financial registration. Immigration regulations prohibit employment outside 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 nine graduate credits. Half-time load is three semester credits. When exceptional situations prevail, the student may request permission to enroll for additional credits; permission must be given by the advisor and the Director of the program.

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

CONDITIONAL STUDENT CREDIT LOAD

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

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.

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.

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 below). | | |

INCOMPLETE GRADES

An incomplete grade given in any term (Fall, Spring or Summer session) becomes a failing grade if the work is not completed within six weeks after the end of the course. Requests for extension of time to resolve an Incomplete (I) grade will be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this six-week policy. In unusual circumstances beyond the control of the student and with the approval of the instructor, incomplete grades can be held for one semester. These requests must be made in writing before the last day of the course.

The incomplete policy as written above does not apply to Thesis or Graduate Seminar papers. In such cases the incomplete will remain until the thesis or paper is completed or the instructor determines that progress has ceased.

EXPIRATION OF COURSES

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

REPETITION OF COURSES

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

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: Traditional undergraduate students submit a written grievance to the Department Chair of the program in which the course was taught within 10 working days after meeting with the instructor. Upon receipt of the student's grievance, the Department Chair will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the Department Chair. Within 5 working days of receiving the instructor's report, the Department Chair will send a written response to the student and the instructor. Adult learners follow this step with their Center Director. Graduate students follow this step with their Program Director.

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.

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

PLAGIARISM

Plagiarism is any misrepresentation in the use of another's work, especially as that misrepresentation gives the impression that the student is presenting his or her own work. Plagiarism is the use of exact words, phrases, or sentences of another person's work without quotation marks and proper documentation. Plagiarism is also paraphrasing in which a student makes a composite of borrowed phrases, ideas, or sentences without proper documentation. Confirmed plagiarism may result in class failure and dismissal from the graduate program.

CHEATING

Cheating is a form of stealing that is considered academic misconduct. Confirmed cheating may result in class failure and dismissal from the graduate program. Some examples of cheating are:

- Turning in someone else's work as your own (with or without his or her knowledge). Turning in a completely duplicated assignment is a flagrant offense, but even copying only a portion of the assignment and turning it in as your own is considered cheating
- Allowing someone else to turn in your work as his or her own
- Several people writing one paper, or other work, and turning in multiple copies, all represented (implicitly or explicitly) as individual work
- Using any part of someone else's work without proper acknowledgement
- Submitting falsified application information or someone else's application as your own
- Stealing an examination or a solution from the instructor. This is an extremely flagrant offense

ACADEMIC DISHONESTY POLICY

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

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

Graduate Services

ADVISING

At Concordia University every graduate and professional student receives personal consideration and attention, including the benefit of personal academic counseling from an assigned faculty member.

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 Wisconsin (CUW) 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 CUW 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) provides a variety of free services that aim to increase students' academic success. The LRC houses tutoring, the Supplemental Instruction Program, the Writing Center, and Disability Support Services.

Tutoring – One-to-one tutoring is available for most courses. Tutors are typically upperclassmen who have demonstrated mastery of the course subject matter.

Supplemental Instruction (SI) – SI is an internationally renowned program that facilitates peer-led, structured group study sessions. SI is associated with traditionally difficult courses, and is available to students of all ability levels.

Writing Center – Writing Center consultants work with students at any stage of the writing process. For example, consultants will work one-on-one with students to generate topic ideas, gather support for the thesis, check documentation formatting, and evaluate the paper for organization and clarity.

Disability Support Services (DSS) – DSS coordinates accommodations for students with disabilities in accordance with the university's compliance responsibilities under the law. Accommodation determinations for all students with documented disabilities will be made on a case-by-case basis.

COUNSELING SERVICES

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

COMPUTER ACCESS

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

FALCON-ONE CARD

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

BOOKSTORE

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

HEALTH SERVICES

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

PARKING

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

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

The tuition fee for each graduate and professional program is established each academic year. Fees are to be paid online at my.cuw.edu or to the Business Office before the class begins.

PAYMENT INFORMATION

The University requires full payment of each semester's charges before or at the beginning of the semester's classes. Notification from the Financial Aid Office of grants, scholarships, or a Guaranteed Student Loan will be accepted in lieu of payment by cash. Only one half of such aid will be credited to the student's account for each semester. Failing to observe this schedule or to make other satisfactory arrangements with the Business Office will result in the student's forfeiting the right to begin or continue work at Concordia.

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

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

STUDY ABROAD GRANT

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

GRADUATE ASSISTANTS/GRADUATE STUDENT EMPLOYEES

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

REFUND POLICY

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

Semester-long classes

| | |
|--|------|
| Before the first class session | 100% |
| Between the first and second class session | 80% |
| Between the second and third class session | 60% |
| Between the third and fourth class session | 30% |
| Between the fourth and fifth class session | 10% |
| After the fifth class session | None |

10-week and 8-week classes

| | |
|---|------|
| Prior to the first class session | 100% |
| Between the first and second class sessions | 67% |
| Between the second and third class sessions | 33% |
| After the third class period | 0% |

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. Though Concordia believes that the principal responsibility for educational costs rests with the student, the University offers a variety of programs which may be used as resources for the payment of educational expenses.

The primary sources of assistance available at Concordia University are educational loans, graduate assistantships, and other limited campus employment.

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.

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).

Completing The Program

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 be 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 | | |
| Corporate Communication | 39 | Yes |
| Finance | 39 | Yes |
| Health Care Administration | 39 | Yes |
| Human Resource Management | 39 | Yes |
| International Business | 39 | Yes |
| Information Technology | 39 | Yes |
| Management | 39 | Yes |
| Management Information Systems | 39 | Yes |
| Marketing | 39 | Yes |
| Public Administration | 39 | Yes |
| Risk Management | 39 | Yes |

| PROGRAM | CREDITS | ONLINE OPTION AVAILABLE |
|---|---------|-------------------------|
| CHURCH MUSIC | | |
| Choral | 36 | No |
| Handbell | 36 | No |
| Organ | 36 | No |
| 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 - 37 | Yes |
| Teacher Certification Program - Elementary | 47 | No |
| Teacher Certification Program - Secondary | 36 | No |
| INFORMATION TECHNOLOGY | 39 | Yes |
| NURSING | | |
| Doctor of Nursing Practice | 36 - 38 | Yes |
| Family Nurse Practitioner | 44 | Yes |
| Adult/Gerontology Primary Care Nurse Practitioner | 44 | Yes |
| Nurse Educator | 47 | Yes |
| CAGE (Certificate after Graduation Education) for NP | 30 | Yes |
| CAGE (Certificate after Graduation Education) for NE | 29 | Yes |
| OCCUPATIONAL THERAPY | | |
| Entry Level Master of Occupational Therapy | 89 | No |
| Post-Professional Doctorate in Occupational Therapy | 34 | 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>

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.

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

100 Credits

| | |
|---|---|
| BIO 182: | Anatomy and Physiology II (4 credits) |
| EXPH 470: | Exercise Physiology (4 credits) |
| HHP 130: | Advanced Weight Training (2 credits) |
| HHP 171: | Introduction to Exercise Science (1 credit) |
| HHP 342: | Nutrition for Wellness and Performance (3 credits) |
| MSAT 115: | Medical Terminology for the Health Professions (1 credit) |
| MSAT 163: | Freshman Fast Track I (1 credit) (not required) |
| MSAT 164: | Freshman Fast Track II (1 credit) (not required) |
| MSAT 205: | First Aid and Emergency Procedures (3 credits) |
| MSAT 210: | Health Care Delivery (2 credits) |
| MSAT 272/273: | Introduction to Athletic Training with Lab (3 credits) |
| MSAT 289: | Athletic Training Seminar (1 credit) (taken 4 consecutive semesters) |
| MSAT 291: | Athletic Training Practicum I (3 credits) |
| MSAT 292: | Athletic Training Practicum II (3 credits) |
| MSAT 301/302: | Rehabilitation Techniques of Athletic Injuries with Lab (3 credits) |
| MSAT 303/304: | 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 372/374: | Recognition and Evaluation of Athletic Injuries I with Lab (3 credits) |
| MSAT 376/378: | Recognition and Evaluation of Athletic Injuries II 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 408: | Pharmacology and Ergogenic Aids (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 and General Medicine (3 credits) |
| MSAT 530: | Psychosocial Aspects of Athletic Training (3 credits) |
| MSES 540: | Applied Kinesiology (3 credits) |
| MSES 569: | Research Methods (3 credits) |
| MSES 820: | Statistics (3 credits) |
| Capstone/Thesis/Internship (3 credits, taken for 2 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 3.00 in all major course work.
2. Earn a Cumulative Grade Point Average (CGPA) of 2.75 in all 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. HHP 130 (Advanced Weight Training): with a grade of B (3.0) or higher
 - b. HHP 171 (Intro to Exercise Science): with a grade of a B (3.0) or higher
 - c. MSAT 115 (Medical Terminology): with a grade of B (3.0) or higher
 - d. MSAT 205 (First Aid & Emergency Procedures): with a grade of a B (3.0) or higher
 - e. MSAT 210 (Health Care Delivery): with a grade of B (3.0) or higher
 - f. 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 181 & 182 (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 3.00 in major course work.
2. Maintain a Cumulative Grade Point Average (CGPA) of 2.75 in all 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 offers broad-based knowledge needed by middle and upper level managers. While the MBA is designed for those in business professions, it is readily adapted to meet the needs of students from engineering, health, non-profit, religious and other backgrounds.

PROGRAM STRUCTURE

The Master of Business Administration (MBA) degree requires 39 semester hours of credit comprising of 13 courses. A thesis is not required for this degree. 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, Dearborn MI, Frankenmuth, MI, 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 prerequisite courses are undergraduate courses necessary to adequately prepare a student for the MBA. It is expected that students will have acquired the basic knowledge of these courses prior to beginning the program. Concordia University provides these courses in the adult education program, online, or at a regional college or university. Students who have completed any of these courses more than five years ago may wish to refresh their knowledge by repeating or auditing the class. One or more of these courses may be waived for students with business/professional experience. Please consult with the MBA Program Director for information about waivers.

THE PREREQUISITE COURSES CONSIST OF:

Undergraduate Course (General Titles):

| | |
|----------------------------|--|
| Introduction to Statistics | Business Finance |
| Principles of Management | Economics (Macro or Micro) |
| Principles of Accounting | Application knowledge of Microsoft Office is recommended |
| Principles of Marketing | |

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.

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.

Corporate Communications 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.

Environmental Sustainability targets students interested in developing and maintaining a green environment in their office complex or for those students that wish to be better stewards of God's resources.

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.

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 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 Management 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 510/815 | Applied Statistical Methods | 3 Crs. |
| MBA 530/830 | Corporate Finance | 3 Crs. |
| MBA 540/840 | Accounting: Financial Analysis for Decision Making | 3 Crs. |
| MBA 575/875 | Business Ethics | 3 Crs. |
| MBA 580/880 | Leadership and Organizational Behavior | 3 Crs. |
| MBA 610/910 | Human Resources Management | 3 Crs. |
| MBA 590/890 | Strategic Management (Capstone – taken last) | 3 Crs. |

The student will select a concentration and take 15 credit hours of courses prescribed within the concentration. Students may choose to earn a degree with two or more concentrations and are encouraged to do so. Students will select five (5) courses from an additional concentration. If adding concentrations where courses overlap, students will be required to complete a minimum of three (3) different courses in those subsequent concentrations.

MBA CONCENTRATION COURSES

Choose Five Courses In One Area Concentration (15 credits)

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

Accounting

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

| | | |
|-------------|---|--------|
| MBA 525/825 | Advanced Auditing | 3 Crs. |
| MIB 530/830 | Global Production & Operations | 3 Crs. |
| MBA 576/876 | Fraud Management | 3 Crs. |
| MBA 529/829 | Database Management | 3 Crs. |
| MBA 532/832 | Government/Not for Profit Accounting | 3 Crs. |
| MBA 524/824 | Systems Analysis and Design | 3 Crs. |
| MBA 623/923 | Statutory Accounting | 3 Crs. |
| MMC 540/840 | Public Speaking: Professional Reports and Presentations | 3 Crs. |

Corporate Communication

| | | |
|-------------|---|--------|
| MMC 520/820 | Managerial Communication: Practices and Principles | 3 Crs. |
| MMC 525/825 | Effective Business Writing in the Marketplace | 3 Crs. |
| MMC 540/840 | Public Speaking: Professional Reports and Presentations | 3 Crs. |
| MMC 547/847 | Adv. Interpersonal Communications & Interviewing | 3 Crs. |
| MMC 506/806 | Group Dynamics and Leadership | 3 Crs. |
| MMC 586 | Special Topics in Communications | 3 Crs. |

Environmental Sustainability

| | | |
|--------------|--|--------|
| BIO 510/810 | Ecology | 3 Crs. |
| BIO 556/856 | Readings in Environmental Science | 3 Crs. |
| BIO 567/867 | Ecology of the Tropics | 3 Crs. |
| CHEM 561/861 | Environmental Chemistry and Toxicology | 3 Crs. |
| MBA 557/857 | Sustainable Business Practices | 3 Crs. |
| MBA 571/871 | Environmental Law | 3 Crs. |
| SCI 597 | Internship in Environmental Education | 3 Crs. |

Finance

| | | |
|-------------|--|--------|
| MBA 576/876 | Fraud Management | 3 Crs. |
| MBA 558/858 | Real Estate Investment | 3 Crs. |
| MBA 570/870 | Legal Aspects of Business | 3 Crs. |
| MBA 621/921 | Financial Institution Management | 3 Crs. |
| MBA 622/922 | Risk Management and Insurance | 3 Crs. |
| MBA 625/925 | Securities Analysis | 3 Crs. |
| MBA 626/926 | Portfolio Mathematics | 3 Crs. |
| MBA 628/928 | Corporate Risk Finance: From Concepts to Reality | 3 Crs. |
| MIB 540/840 | International Finance | 3 Crs. |

Health Care Administration

| | | |
|-------------|--|--------|
| MPA 535/835 | Budgeting in Public Agencies, or | |
| MPA 568/868 | Public Human Resource Administration | 3 Crs. |
| MBA 620/920 | Economics/Public Policy of Health Care OR | |
| MBA 622/922 | Risk Management and Insurance OR | |
| MBA 627/927 | Corporate Risk Management: Theory and Application | 3 Crs. |
| MBA 623/923 | Statutory Accounting | 3 Crs. |
| MBA 845 | Internship in Health Care Administration | 3 Crs. |
| MBA 624/924 | Health, Life, and Social Insurance | 3 Crs. |
| MBA 685/985 | Special Topics: Long Term Health Care, Ambulatory Care and Managed Care | 3 Crs. |

Human Resource Management

| | | |
|-------------|--------------------------------------|--------|
| MBA 576/876 | Fraud Management | 3 Crs. |
| MBA 600/900 | Compensation and Benefits | 3 Crs. |
| MBA 605/905 | Alternative Dispute Resolution | 3 Crs. |
| MBA 615/915 | Labor and Employment Law | 3 Crs. |
| MBA 622/922 | Risk Management and Insurance | 3 Crs. |
| MBA 624/924 | Health Life and Social Insurance | 3 Crs. |
| MPA 568/868 | Public Human Resource Administration | 3 Crs. |

International Business

| | | |
|-------------|-------------------------------|--------|
| MIB 530/830 | Global Productions-Operations | 3 Crs. |
| MIB 540/840 | International Finance | 3 Crs. |
| MIB 545/845 | International Economics | 3 Crs. |
| MIB 555/855 | International Marketing | 3 Crs. |
| MIB 560/860 | International Business | 3 Crs. |
| MIB 570/870 | International Study Abroad | 3 Crs. |

Management

| | | |
|-------------|----------------------------------|--------|
| MBA 527/827 | Project Management | 3 Crs. |
| MIB 530/830 | Global Production and Management | 3 Crs. |
| MBA 550/850 | Strategic Marketing | 3 Crs. |
| MBA 554/854 | Advertising Management | 3 Crs. |
| MBA 555/855 | Small Business Management | 3 Crs. |
| MBA 556/856 | Real Estate Management | 3 Crs. |
| MBA 557/857 | Sustainable Business Practices | 3 Crs. |
| MBA 577/877 | Loss Prevention | 3 Crs. |
| MIB 560/860 | International Business | 3 Crs. |
| MBA 565/865 | Supply Chain Management | 3 Crs. |
| MBA 570/870 | Legal Aspects of Business | 3 Crs. |
| MBA 576/876 | Fraud Management | 3 Crs. |
| MBA 622/922 | Risk Management and Insurance | 3 Crs. |

Management Information Systems

| | | |
|-------------|--|--------|
| MBA 520/820 | Management Information Systems | 3 Crs. |
| MBA 521/821 | Oracle Academy Database Design and Programming | 3 Crs. |
| MBA 522/822 | Business Data Communications | 3 Crs. |
| MBA 523/823 | Oracle Java Fundamentals and Programming | 3 Crs. |
| MBA 524/824 | Systems Analysis and Design | 3 Crs. |
| MBA 526/826 | Decision Support Systems | 3 Crs. |
| MBA 527/827 | Project Management | 3 Crs. |
| MBA 528/828 | Oracle Business Applications | 3 Crs. |
| MBA 529/829 | Database Management | 3 Crs. |

Marketing

| | | |
|-------------|-----------------------------|--------|
| MBA 511/811 | Social Marketing Strategies | 3 Crs. |
| MBA 550/850 | Strategic Marketing | 3 Crs. |
| MBA 552/852 | Direct Marketing | 3 Crs. |
| MBA 553/853 | Sales Management | 3 Crs. |
| MBA 554/854 | Advertising Management | 3 Crs. |
| MBA 570/870 | Legal Aspects of Business | 3 Crs. |
| MIB 555/855 | International Marketing | 3 Crs. |

Public Administration

| | | |
|-------------|--------------------------------------|--------|
| MBA 527/827 | Project Management | 3 Crs. |
| MLS 530/830 | Administrative Law/Process | 3 Crs. |
| MPA 535/835 | Budgeting in Public Agencies | 3 Crs. |
| MPA 540/840 | Public Program Evaluation, or | |
| MBA 845 | Internship | 3 Crs. |
| MPA 568/868 | Public Human Resource Administration | 3 Crs. |
| MPA 569/869 | Intergovernmental Relations | 3 Crs. |

Risk Management

| | | |
|-------------|---|--------|
| MBA 570/870 | Legal Aspects of Business | 3 Crs. |
| MBA 576/876 | Fraud Management | 3 Crs. |
| MBA 622/922 | Risk Management and Insurance | 3 Crs. |
| MBA 577/877 | Loss Prevention | 3 Crs. |
| MBA 623/923 | Statutory Accounting | 3 Crs. |
| MBA 624/924 | Health, Life, Business Social Insurance | 3 Crs. |
| MBA 625/925 | Securities Analysis | 3 Crs. |
| MBA 627/927 | Corporate Risk Management: Theory and Application | 3 Crs. |
| MBA 628/928 | Corporate Risk Finance: From Concepts to Reality | 3 Crs. |

Sport and Entertainment Management

| | | |
|---------|--|--------|
| MBA 641 | Global Perspectives of Sport and Entertainment Management | 3 Crs. |
| MBA 642 | Contemporary Principals of Hospitality and Event Management | 3 Crs. |
| MBA 643 | Integrated Public Relations and Social Media Strategies | 3 Crs. |
| MBA 645 | Sponsorship, Sales and Fundraising Strategies | 3 Crs. |
| MBA 644 | Integrative Marketing & Brand Activation | 3 Crs. |

Note: Not all concentrations are offered in an on-campus format and may need to be completed through e-learning format.

Graduate Certificate

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

MASTERS OF SCIENCE IN EDUCATION - COUNSELING

GRADUATE 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
- **Praxis II Exam Requirement-** 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 complete 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)

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.

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 DEPARTMENT OF PUBLIC INSTRUCTION CERTIFICATION | NOTES | DEGREE GRANTED |
|--------------------------------|---|---|----------------|
| Alternative Education | Yes | Completion of requirements will lead to a #1952 license endorsement. Must be a licensed teacher to be eligible | None |
| Art Education | Yes | May result in certification with special conditions | MS-E |
| Director of Instruction | Yes | Completion of requirements will lead to a #5010 license endorsement | MS-E |
| Educational Administration | Yes | Completion of requirements will lead to a #5051 license endorsement | MS-E |
| Early Childhood Education | Yes | Certification requires special coursework | MS-E |
| Environmental Education | No | May lead to #1615 license | MS-E |
| Educational Technology | No | | MS-E |
| Family Studies | No | | MS-E |
| Graduate Teacher Certification | Yes | After earning a certification, students must take 9 additional credits for masters in Teaching & Learning | 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 #5017 reading administration license. Professional teaching license required | MS-E |
| School Counseling | Yes | Completion of requirements will lead to a #7054 school counseling license endorsement | 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 |
| Teaching & Learning | No | Option: Alternative Education License #1952 | MS-E |

PRACTICUMS

Practicums or internships conducted outside the immediate Mequon area are subject to an additional student fee.

PORTFOLIO

A portfolio is required for the Art Education, Teaching and Learning, Early Childhood, Educational Administration, Environmental Education (for students pursuing DPI certification), Graduate Teacher Certification, Literacy, and Special Education programs. The portfolio is based on the national or state standards for the program. Each student must attend a Portfolio Seminar class prior to completing their first course. This seminar will prepare the student for the successful preparation of a portfolio. The graduate faculty, as the final step for approval to complete the program, will review the portfolio.

MASTER OF SCIENCE IN EDUCATION PROGRAMS - ART EDUCATION

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

MASTER OF SCIENCE IN ART EDUCATION

(30-33 Credits Required)

Required Courses (12 credits)

Conceptual Base:

| | |
|---|--------|
| AEG 501 The Historical Bases of Art Education | 3 Crs. |
| AEG 531 Modern Practices in Art Education | 3 Crs. |

Contemporary Issues/Instructional Issues:

| | |
|---|--------|
| AEG 510 Developmental Issues in Art Education | 3 Crs. |
| AEG 540 Curriculum Design in Art Education | 3 Crs. |

Relevant Practices (select 6-9 credits):

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

Electives (select 6 - 9 credits)

| | |
|--|----------|
| AEG 500 Great Books in Art Education | 1.5 Crs. |
| AEG 521 Seminar: Contemporary Readings in Art Education | 3 Crs. |
| AEG 550 Integrative Issues in Art Education | 3 Crs. |
| AEG 560 Seminar: Special Topics in Art Education | 3 Crs. |
| May include: Museum Education, Art and Language, Research Methods for Art Education; The Philosophic Bases of Art Education; Art, Family, and Community; Art and the Spiritual | |

Closure (3 credit Thesis or 6 credit alternative)

| | |
|------------------------------|--------|
| AEG 680 Art Education Thesis | 3 Crs. |
| Scholarly; Applied; Studio | |

Non-Thesis Alternatives (2 semesters):

| | |
|---------------------------------------|--------|
| AEG 660/661 Curriculum Development | 6 Crs. |
| AEG 670/671 Mentorship/Apprenticeship | |
| AEG 681/682 Directed Course work | |

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 Crs. (Required)

EDG 633/933 Alternative Education 3 Crs. (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.

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.

MASTER OF SCIENCE IN EDUCATION - EARLY CHILDHOOD EDUCATION (30 Credits Required)

Required Courses

| | |
|--|--------|
| EDG 501/801 Issues in American Education | 3 Crs. |
| EDG 515 Educational Research Methods | 3 Crs. |
| EDG 521/821 Human Learning and Motivation | 3 Crs. |
| EDG 545 Books and Pictures for Young Children | 3 Crs. |
| EDG 560 Curriculum Design and Development in Early Childhood | 3 Crs. |
| EDG 567 Language Development and Early Literacy | 3 Crs. |
| EDG 568 Play: Theory and Practice | 3 Crs. |
| EDG 590/890 Thesis Completion Seminar (Plan I) (EDG 515 is a prerequisite) | 3 Crs. |
| OR EDG 595 Graduate Seminar (Plan II) (EDG 515 is a prerequisite) | 3 Crs. |
| EDG 627/827 Portfolio I | 0 Crs. |
| EDG 628/828 Portfolio II | 0 Crs. |
| EDG 629/829 Portfolio III | 0 Crs. |

Electives

| | |
|--|--------|
| EDG 502 Directing Early Childhood Programs | 3 Crs. |
| EDG 529 Strategies of Integration for Autism Spectrum Disorders | 3 Crs. |
| EDG 532 Current Topics: Research in Early Childhood Education | 3 Crs. |
| EDG 546 Story Telling and Creative Drama | 3 Crs. |
| EDG 562 Faith Development of the Young Child | 3 Crs. |
| EDG 563 Science for Early Childhood and Primary | 3 Crs. |
| EDG 566 Music and Creative Dance for Early Childhood and Primary | 3 Crs. |
| EDG 569 Families and Schools Together | 3 Crs. |
| EDG 574 Art in Elementary and Early Childhood Education | 3 Crs. |
| EDG 586 Assistance Programs in Family Service | 3 Crs. |
| EDG 667 Number Sense and Math in Early Childhood Education | 3 Crs. |
| EDG 731 Evaluative Techniques in Early Childhood Special Education | 3 Crs. |
| EDG 784 Educational and Behavioral Management in Special Education | 3 Crs. |

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

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 are encouraged to check with the Wisconsin Department of Public Instruction (DPI) for further details about additional requirements to be eligible for the principal's license in Wisconsin. Applicants desiring a principal's license for another state should consult with their state's licensing requirements.

MASTER OF SCIENCE IN EDUCATION EDUCATIONAL ADMINISTRATION WITH #5051 & #5010 LICENSES

#5051 LICENSURE:

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

#5010 LICENSURE:

| | |
|--|--------|
| EDG 699/887 Assessment for Learning | 3 Crs. |
| EDG 552/852 Improvements in the Teaching of Literacy | 3 Crs. |
| EDG 629/923 Portfolio III | 0 Crs. |

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 are encouraged to check with the Wisconsin Department of Public Instruction (DPI) for further details about additional requirements to be eligible for the #5010 license in Wisconsin. Applicants desiring a director of curriculum and instruction license for another state should consult with their state's licensing requirements.

MASTER OF SCIENCE IN EDUCATION DIRECTOR OF INSTRUCTION WITH A #5010 LICENSE PROJECT

(36 Credits Required)

Required Courses:

| | |
|--|--------|
| EDG 531/831 Principles of Educational Administration | 3 Crs. |
| EDG 533/833 Leadership for Change | 3 Crs. |
| EDG 627/921 Portfolio I | 0 Crs. |
| EDG 541/841 School Business Administration | 3 Crs. |
| EDG 536/836 Ed Governance & Admin (Human Resources Emphasis) | 3 Crs. |
| EDG 537/837 Supervision of Instruction | 3 Crs. |
| EDG 535/835 Legal & Ethical Issues in Education | 3 Crs. |
| EDG 507/807 Curriculum Leadership | 3 Crs. |
| EDG 539/839 Practicum in Educational Administration | 3 Crs. |
| EDG 628/922 Portfolio II | 0 Crs. |
| EDG 515/815 Educational Research | 3 Crs. |
| EDG 595/895 Capstone | 3 Crs. |
| EDG 699/887 Assessment for Learning | 3 Crs. |
| EDG 552/852 Improvements in the Teaching of Literacy | 3 Crs. |
| EDG 629/923 Portfolio III | 0 Crs. |

A Professional Educator license is required by DPI to be eligible for the #5051 and/or #5010 licensure.

Completion of the #5051 and #5010 licence 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.

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.

EDUCATIONAL DESIGN AND TECHNOLOGY

Purpose

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

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

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

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

MASTER OF SCIENCE IN EDUCATION - EDUCATIONAL DESIGN AND TECHNOLOGY

(33 Credits Required)

Required Courses (21 credits):

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

Electives (select 12 credits):

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

Other electives as approved by the program director.

MASTER OF SCIENCE IN EDUCATION - 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 Crs. |
| EDG 507/807 Curriculum Development | 3 Crs. |
| EDG 521/821 Human Learning and Motivation | 3 Crs. |
| EDG 528/828 Strategies for Effective Teaching | 3 Crs. |
| One of the following courses (EDG 563, 575, 675) may be chosen: | |
| EDG 563 Science for Early Childhood and Primary | 3 Crs. |
| EDG 575 Science for the Grade 3-8 Teacher | 3 Crs. |
| EDG 675 Science for Early Childhood & Elementary | 3 Crs. |
| AEG 510 Developmental Issues in Art Education | 3 Crs. |
| AEG 540 Curriculum Design in Art Education | 3 Crs. |
| AEG 550 Integrative Issues in Art Education | 3 Crs. |
| AEG 590 Technology in Art Education | 3 Crs. |
| *EDG 627/827 Portfolio I | 0 Crs. |
| *EDG 628/828 Portfolio II | 0 Crs. |
| *EDG 629/829 Portfolio III | 0 Crs. |
| *For students pursuing DPI certification (i.e. 615 licensure) | |

2. Research Component (6 credits):

| | |
|-----------------------------------|--------|
| EDG 515 Research Methods | 3 Crs. |
| EDG 595 Graduate Capstone Project | 3 Crs. |

3. Science Content Component (choose 12 credits):

| | |
|---|------------|
| BIO 510/810 Ecology | 3 Crs. |
| BIO 517 Plant Anatomy | 3 Crs. |
| BIO 540/840 Advanced Botany | 3 Crs. |
| BIO 544 Taxonomy of Vascular Plants | 3 Crs. |
| BIO 556/856 Readings in Environmental Science | 3 Crs. |
| BIO 567 Ecology of the Tropics | 3 Crs. |
| BIO 570 Ornithology | 3 Crs. |
| CHEM 561/861 Environmental Chemistry and Toxicology | 3 Crs. |
| SCI 597 Internship/Practicum in Environmental/Outdoor Education | 1 - 4 Crs. |

*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.

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.

MASTER OF SCIENCE IN EDUCATION – FAMILY LIFE

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

Required Courses

| | |
|---|--------|
| COUN 584/884 Human Development | 3 Crs. |
| COUN 580/880 Family Development | 3 Crs. |
| COUN 592/892 Professional Ethics in the Helping Profession | 3 Crs. |
| EDG 526/826 The American Family Today | 3 Crs. |
| EFL 520/820 Parenting | 3 Crs. |
| EFL 530/830 Marriage and Family Relations | 3 Crs. |
| EFL 540/840 Human Sexuality | 3 Crs. |
| EDG 515/815 Educational Research Methods | 3 Crs. |
| EFL 550/850 Family Law and Public Policy | 3 Crs. |
| EFL 560/860 Curriculum and Methods in Family Life Education | 3 Crs. |
| EDG 590 or 595 Thesis or Graduate Seminar Project | 3 Crs. |

Electives

| | |
|--|--------|
| COUN 593 Individual Counseling | 3 Crs. |
| COUN 594 Group Counseling | 3 Crs. |
| EDG 569 Schools, Community, and Family | 3 Crs. |

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

LITERACY**Purpose**

This concentration is designed to prepare specialists in reading. The program will enable the student to qualify for a Wisconsin licensure as a Reading Teacher (Wisconsin Department of Public Instruction Certification #1316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #5017). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 18 credits.

There are two options available in this concentration:

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

MASTER OF SCIENCE IN EDUCATION (30 credits)

- (#1316 Certification after 18 credits)
- **READING SPECIALIST CERTIFICATION (#5017 CERTIFICATION Master's + 3 credits)**
- #1316 license after 18 credits portfolio 1 & 2 and passing score on DPI Reading Foundations Test
- EDG 596/896 Internship & portfolio 3

Required Courses

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

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

| | |
|--|--------|
| EDG 507/807 Curriculum Leadership | 3 Crs. |
| EDG 537/837 Supervision of Instruction | 3 Crs. |

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

Project Option:

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

Thesis Option:

| | |
|---|--------|
| EDG 544/844 Current Topics & Research in Literacy (minimum of 18 credits) | 3 Crs. |
| EDG 590/890 Thesis Completion Seminar (minimum of 27 credits) | 3 Crs. |

READING SPECIALIST CERTIFICATION - 3 credits beyond the Master's degree

| | |
|---------------------------------|--------|
| EDG 596/896 Literacy Internship | 3 Crs. |
| EDG 629/913 Portfolio III | 0 Crs. |

Electives in Reading

(Other courses may be taken with the permission of the Director of Graduate Literacy Reading)

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 CEC (Council of Exceptional Children) 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 where they teach. The student may opt to earn licensure only, or may earn the Masters in Special Education by also completing the research component or earn only the Masters in Special Education. The Graduate Special Education Programs are fully online. The 800/900 level course are online course.

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 Crs. |
| EDG 595/895 Graduate Seminar Project OR | |
| EDG 590/890 Thesis Completion Seminar for Masters Degree | 3 Crs. |
| EDG 735/935 Characteristics and Procedural Safeguards in Special Education | 3 Crs. |
| EDG 737/937 Life Span and Development of Children with Disabilities | 3 Crs. |
| EDG 739/934 Reading Assessment/Diagnosis | 3 Crs. |
| EDG 741/941 Curricular Adaptations for Learners with Disabilities | 3 Crs. |
| EDG 742/942 Consultation, Collaboration and Teaming | 3 Crs. |
| EDG 595/895 Cross Categorical (CCSE) Practicum Seminar | 3 Crs. |
| EDG 627/996 Portfolio I | 0 Crs. |
| EDG 628/997 Portfolio II | 0 Crs. |
| EDG 629/998 Portfolio III | 0 Crs. |

Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering with an Adaptive Education Minor: Minimum of 30 Crs. Additional credits may be selected from electives.

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 Environmental and Personal Strategies for Self Management of the Exceptional Child | 3 Crs. |
| EDG 779/979 Assessment and Instruction for Children with Special Needs | 3 Crs. |
| EDG 781/936 Language/Communication Disorders | 3 Crs. |
| EDG 784/984 Educational/Behavior Management in Special Education | 3 Crs. |
| EDG 787/987 Intervention Strategies in Special Education | 3 Crs. |

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 for a Master's degree and license in Special Education: Minimum of 30 Crs.

EARLY CHILDHOOD SPECIAL EDUCATION (License #1809)

These are the courses required for the student entering the program with an Adaptive Education Minor.

| | |
|--|-----------|
| EDG 515/815 Educational Research Methods | 3 Crs. |
| EDG 595/895 Graduate Seminar Capstone Project for Masters Degree OR EDGP 590/890 Thesis Completion Seminar for Masters Degree | 3 Crs. |
| EDG 731/931 Evaluative Techniques in Early Childhood Special Education | 3 Crs. |
| EDG 732/938 Curriculum & Program for Early Childhood Special Education: 0 - 8 (Early Intervention Practicum; Preschool/Primary Practicum) | 3 Crs. |
| EDG 733/930 Language Acquisition & Literacy 0-3; Preschool/Primary | 3 Crs. |
| EDG 735/935 Characteristics and Procedural Safeguards in Special Education | 3 Crs. |
| EDG 742/942 Consultation, Collaboration, and Teaming | 3 Crs. |
| EDG 744/944 Early Childhood Special Education (ESCE) Practicum Seminar | 1 Crs. |
| EDG 627/996 Portfolio 1 | 0 credits |
| EDG 628/997 Portfolio 2 | 0 credits |
| EDG 629/998 Portfolio 3 | 0 credits |

Total credits for students entering with an Adaptive Education Minor and/or a current special education license: 30 Crs.

In addition to the courses above, these courses are required for the student entering program without a minor in Adaptive Education Minor and/or a current special education license.

| | |
|---|--------|
| EDG 724/919 Environmental and Personal Strategies for Self Management of the Exceptional Child | 3 Crs. |
| EDG 781/936 Language Communication Disorders | 3 Crs. |
| EDG 784 Educational/Behavioral Management in Special Education | 3 Crs. |
| EDG 787/987 Intervention Strategies in Special Education | 3 Crs. |
| EDG 737/937 Life Span and Development of Children with Disabilities - | 3 Crs. |

Total credits for a Master's degree and Early Childhood Special Education licensure (#1809) for students entering with a Adaptive Education Minor and/or a current special education license license in Special Education: Minimum of 30 Crs. Additional credits may be selected from electives.

NOTE: Cross Categorical and Early Childhood Special Education licensure coursework is available.

Electives in Special Education

| | |
|---|--------|
| EDG 562/862 Faith and Worship Strategies for Children with Disabilities | 3 Crs. |
| EDG 768/968 Sign Language for the Special Educator | 3 Crs. |
| EDG 769/969 Strategy Integration for Autism Spectrum Disorders | 3 Crs. |
| EDG 637/945-Strategies for Teaching At-Risk Youth | 3 Crs. |
| EDG 740/940-Assistive Technology for Individuals with Disabilities | 3 Crs. |
| EDG 739/934-Reading Diagnosis and Instruction in Special Education | 3 Crs. |
| EDG 723/946-Working with Children with Disabilities and Their Families | 3 Crs. |

TEACHER CERTIFICATION PROGRAM - ELEMENTARY AND SECONDARY

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 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 (TCP, ACE, OR GTCP 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 587 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:

Elementary (GTCP-E) Courses - 47 credit minimum

| | | | |
|---------|--|---------|--|
| EDC 510 | Professional Foundations I (2 credits) | EDC 869 | Integrating Technology in the Classroom (3 credits; on-line) |
| EDC 511 | Professional Foundations II (2 credits) | EDC 526 | Curr & Methods of Fine Arts (1 credit) |
| EDC 513 | Human Learning and Development (4 credits) | EDC 521 | Curr & Methods of Phy Ed & Health (1 credit) |
| EDC 514 | Diversity in the Classroom (4 credits) | EDC 522 | Teaching in the Primary Classroom (1 credit) |
| EDC 515 | Language Arts Development & Strategies (4 credits) | EDC 523 | Teaching in the Middle School (1 credit) |
| EDC 516 | Curr & Methods of Language Arts (4 credits) | EDC 525 | Collaboration with Family & Community (1 credit) |
| EDC 517 | Practicum (1 credit) | EDC 535 | Student Teaching Elementary (3 credits) |
| EDC 518 | Curr & Methods of Science (4 credits) | EDC 536 | Student Teaching Middle School (3 credits) |
| EDC 519 | Curr & Methods of Social Studies (4 credits) | EDC 512 | Clinicals |
| EDC 520 | Curr & Methods of Mathematics (4 credits) | EDC 530 | Portfolio I |
| | | EDC 531 | Portfolio II |
| | | EDC 532 | Portfolio III |

Early Childhood (GTCP-EC) Courses – 51 Credit minimum

| | | | |
|---------|--|---------|---|
| EDC 510 | Professional Foundations I | EDC 617 | Number Sense and Mathematics in Early Childhood Education |
| EDC 610 | Human Learning and Development | EDC 517 | Practicum |
| EDC 514 | Diversity in the Classroom | EDC 511 | Professional Foundations II |
| EDC 869 | Technology for Educators | EDC 512 | Clinicals |
| EDC 611 | Language Development and Early Literacy | EDC 618 | Pre K Student Teaching |
| EDC 613 | Books and Pictures | EDC 535 | Elementary Student Teaching |
| EDC 526 | Curriculum and Methods of Fine Arts | EDC 619 | Kindergarten Student Teaching |
| EDC 614 | Curriculum and Methods of Science | EDC 530 | Portfolio I |
| EDC 521 | Curriculum and Methods of PE and Health | EDC 531 | Portfolio II |
| EDC 615 | Curriculum and Methods in Early Childhood I | EDC 532 | Portfolio III |
| EDC 916 | Curriculum and Methods in Early Childhood II | | |
| EDC 525 | Collaboration with Family and Community | | |

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

| | | | |
|-------------|---|-------------|--|
| EDC 560/860 | Professional Foundations I (2 credits) | EDC 567/867 | Language and Literacy in the Content Areas (4 credits) |
| EDC 561/861 | Professional Foundations II (2 credits) | EDC 568/868 | Practicum (1 credit) |
| EDC 563/863 | Educational Psychology (4 credits) | EDC 869 | Integrating Technology in the Classroom (3 credits; on-line) |
| 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) | | |

Methods classes are taken according to Major/Minor

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

ESL Minor Courses:

| | |
|-----------------|---|
| EDG 700/EDG 900 | Cross Cultural Communication for Teachers of Language Learners (3 credits) |
| EDG 706/EDG 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 Minor Courses:

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

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

Curriculum & Instruction Course Selection

| | | | |
|-------------|--|--------------|--|
| EDG 587/887 | Assessment for Learning | EDG 552/852 | Improvement in the Teaching of Reading |
| EDG 632/932 | Educating Students at Risk | EDG 531/831 | Principles of Education Administration |
| EDG 633/933 | Alternative Education | EDG 649 | Professional Learning Communities |
| EDG 515/815 | Education Research | COUN 569/869 | Schools, Families, & Communities |
| EDG 595/895 | Graduate Capstone Project | EDG 521/821 | Human Learning & Motivation |
| EDG 528/828 | Strategies for Effective Learning | COUN 543/843 | Counseling Theories & Issues |
| EDG 552/852 | Improvement in the Teaching of Reading | EDC 812 | Math in the Middle School (Math Majors) |
| EDG 576/876 | K-12 Children's Literature | EDC 832 | Teaching Writing (English Majors) |
| EDG 531/831 | Principles of Education Administration | EDG 653/953 | Principles of Career & Technical Education (Business Majors only) |
| EDG 533/833 | Leadership for Change | EDG 652/952 | Organization & Administration of Cooperative Programs (Business Majors only) |
| EDG 507/807 | Curriculum Development | | |

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 two tracks available in this concentration:

- Masters Degree for Elementary, Middle or High School Teacher
- Masters Degree with Teacher Certification (please see Teacher Certification section of catalog).

MASTER OF SCIENCE IN EDUCATION – TEACHING AND LEARNING FOR AN ELEMENTARY, MIDDLE OR HIGH SCHOOL TEACHER

(33 Credits Required)

Required Courses

| | | | |
|--|--------|--|--------|
| EDG 507/807 Curriculum Development and Design | 3 Crs. | EDT 514/814 Educational Ministry in the Digital World | 3 Crs. |
| EDG 521/821 Human Learning and Motivation | 3 Crs. | EDT 589/889 Applying Technology in the Content Areas | 3 Crs. |
| EDG 528/828 Strategies for Effective Teaching | 3 Crs. | EDT 607/907 Multimedia for the Classroom | 3 Crs. |
| EDG 699/887 Assessment for Learning | 3 Crs. | EDT 608/908 Critical Issues in Educational Technology | 3 Crs. |
| EDG 515/815: Education Research Methods | 3 Crs. | EDT 639/939 School Leadership in Technology | 3 Crs. |
| EDG 590/890: Thesis Completion Seminar (EDG 515 is a prerequisite) | 3 Crs. | EDT 657/957 Building Online Learning Communities | 3 Crs. |
| OR EDG 595/895: Graduate Capstone Project (EDG 515 is a prerequisite) | 3 Crs. | EDT 670/970 Integrating Technology in the Classroom | 3 Crs. |
| EDG 627/924 Portfolio I | 0 Crs. | COUN 543/843 Counseling: Theories & Issues | 3 Crs. |
| EDG 628/925 Portfolio II | 0 Crs. | COUN 569/869 Families and Schools Together | 3 Crs. |
| EDG 629/926 Portfolio III | 0 Crs. | COUN 584/884 Human Development | 3 Crs. |
| Electives | | Other courses may be taken as part of your program with the advisor/director's approval. | |
| EDG 509/809 Disciplinary Literacy | 3 Crs. | | |
| EDG 526 The American Family Today | 3 Crs. | | |
| EDG 533/833 Leadership for Change | 3 Crs. | | |
| EDG 535/835 Legal and Ethical Issues in Education | 3 Crs. | | |
| EDG 537/837 Supervision of Instruction | 3 Crs. | | |
| EDG 556/856 Language & Literacy Development | 3 Crs. | | |
| EDG 562 Faith Development of Young Children | 3 Crs. | | |
| EDG 570 Cooperative Learning in the Classroom | 3 Crs. | | |
| EDG 574 Art in Elementary and Early Childhood Education | 3 Crs. | | |
| EDG 576/876 Literature for Children K-12 | 3 Crs. | | |
| EDG 649/949 Professional Learning Communities | 3 Crs. | | |

EDUCATION-CERTIFICATE PROGRAMS

The certificate programs were developed by the graduate faculty, approved by the graduate council and School of Education council, the CUW faculty and the Board of Regents of Concordia University. The directors of the graduate certificates, under the direction of the Senior Vice-President of Academics, are responsible for the administration of the certificates.

| Program | WI Department of Public Instruction Certification | Number of Required Credits for Certificate | Certificate Award |
|---------------------------------|---|--|-------------------------------------|
| Adult and Community Education | No | 15 | Upon completion of required courses |
| Christian Education | No | 15 | Upon completion of required courses |
| Christian Counseling | No | 15 | Upon completion of required courses |
| Digital Age Teaching & Learning | No | 15 | Upon completion of required courses |
| Relationship Skills | No | 15 | Upon completion of required courses |

ADULT AND COMMUNITY EDUCATION GRADUATE CERTIFICATE

PURPOSE

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

THE OBJECTIVES OF THE ADULT AND COMMUNITY EDUCATION CERTIFICATE

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

CURRICULUM FOR THE ADULT AND COMMUNITY EDUCATION CERTIFICATE

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

EDG 763/963 - Foundations of Adult and Community Education - 3 Crs. (Required)

EDG 764/964 - The Adult Learner - 3 Crs. (Required)

EDG 765/965 - Program Planning for Adult and Community Education - 3 Crs. (Required)

EDG 766/966 - Strategies for Teaching and Learning with Adult Learners - 3 Crs. (Required)

EDG 767/967 - Leadership and Administration of Adult and Community Education - 3 Crs. (Required)

CERTIFICATE INFORMATION

Courses can be taken in any order. Upon completion of the graduate certificate, all credits are transferable to the full M.S. in Education program as electives. Students interested in Adult and Community Education could take all fifteen credits as their electives in the M.S. in Education with a concentration in Teaching and Learning.

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

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

CHRISTIAN COUNSELING CERTIFICATE

PURPOSE

This fifteen credit graduate certificate provides coursework in some of the essential skills of a Christian counselor. This certificate program will equip master level school counselors, professional counselors or social workers with skills in Christian reconciliation, Christian care-giving, Christian consultation and collaboration, family development and the use of Scripture in their work within a variety of Christian settings such as schools, churches and agencies. This certificate program is specifically designed for individuals who currently hold a Master's degree in school counseling, professional counseling, and social work or in the process of completing a Master level program in one of these areas.

THE OBJECTIVES OF THE CHRISTIAN COUNSELING CERTIFICATE

- To equip mental health professionals with Christian counseling skills that can be integrated into their professional practice.
- To assist mental health professionals in developing a scriptural foundation as they integrate Christian faith-based principles in their professional practicum.
- To support mental health professionals in integrating Christian faith-based, scriptural principles in a holistic delivery approach of mental health services.

CURRICULUM FOR THE CHRISTIAN COUNSELING CERTIFICATE

Students must complete all of the five required courses in order to be eligible for the Christian Counseling Certificate.

COUN 544/844-REL - Scripture and the Christian Counselor - 3 Crs. (Required)

COUN 545/845-REL - Christian Care-Giving - 3 Crs. (Required)

COUN 580/880-REL - Family Development - 3 Crs. (Required)

COUN 546/846-REL - Christian Reconciliation Training - 3 Crs. (Required)

COUN 547/847-REL - Christian Counseling Consultation and Collaboration - 3 Crs. (Required)

CERTIFICATE INFORMATION

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

CHRISTIAN EDUCATION CERTIFICATE

PURPOSE

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

THE OBJECTIVES OF THE CHRISTIAN EDUCATION CERTIFICATE

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

CURRICULUM FOR THE CHRISTIAN EDUCATION CERTIFICATE**15 Credits**

| | |
|---|--------|
| EDG 901 History and Philosophy of Christian Education | 3 Crs. |
| EDG 902 Leadership and Innovation in Christian Education | 3 Crs. |
| EDG 903 Contemporary Issues in Christian Education | 3 Crs. |
| EDG 904 Methods, Models, and Metaphors in Christian Education | 3 Crs. |
| EDG 905 Faith and Learning in Christian Education | 3 Crs. |

DIGITAL AGE TEACHING & LEARNING CERTIFICATE**PURPOSE**

The Digital Age Teaching & Learning certificate provides individuals with the opportunity to develop confidence and competence in leveraging technology for teaching and learning. This certificate can be earned in conjunction with a full Master of Science in Education at Concordia University Wisconsin or as a standalone graduate certificate. While not going into as much depth as the full M.S. in Education – Educational Design and Technology, this certificate is built upon the same goals as the full degree.

THE OBJECTIVES OF THE DIGITAL AGE TEACHING & LEARNING CERTIFICATE

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

CURRICULUM FOR THE DIGITAL AGE TEACHING & LEARNING CERTIFICATE**Required - 9 Credits**

| | |
|--|--------|
| EDT 970 Integrating Technology in the Classroom | 3 Crs. |
| EDT 889 Applying Technology in Content Areas | 3 Crs. |
| EDT 957 Building Online Learning Communities (Web 2.0/ Learning 2.0) | 3 Crs. |

Electives - Select 6 Credits

| | |
|---|--------|
| EDT 908 Critical Issues in Educational Technology | 3 Crs. |
| EDT 892 Instructional Design | 3 Crs. |
| EDT 893 Theories of Learning and Design | 3 Crs. |
| EDT 885 Research in Educational Technology | 3 Crs. |
| EDT 927 Portfolio I | 0 Crs. |
| EDT 928 Portfolio II | 0 Crs. |
| EDT 929 Portfolio III | 0 Crs. |
| EDT 804 Strategies for Teaching and Learning with Interactive Whiteboards | 1 Crs. |
| EDT 805 Online Teaching and Learning | 3 Crs. |
| EDT 814 Educational Ministry in the Digital World | 3 Crs. |
| EDT 815 Innovation in Education | 3 Crs. |
| EDT 820 Blended Learning | 3 Crs. |
| EDT 851 Support and Troubleshooting for Teaching and Learning with Technology | 3 Crs. |
| EDT 894 Digital Literacy | 3 Crs. |
| EDT 907 Multimedia for the Classroom | 3 Crs. |
| EDT 939 School Leadership in Technology | 3 Crs. |
| EDT 945 Readings in Educational Design and Technology | 3 Crs. |
| EDT 971 Grants and Funding for Educational Technology Initiatives | 3 Crs. |

RELATIONSHIP SKILLS CERTIFICATE

PURPOSE

This fifteen credit graduate certificate will equip Christian pastors and church workers with the basic skills that licensed counselors use in establishing and maintaining positive working relationships within the helping profession. With a distinctly Christian perspective added into this coursework, participants will develop skills in understanding and working with families, diverse backgrounds, ethical issues, building helping relationships and addressing special helping relationship topics within Christian setting. This certificate is 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 RELATIONSHIP SKILLS CERTIFICATE

Demonstrate an understanding and knowledge of the basic skill used by members of the helping professions.
 Demonstrate knowledge of when counseling services are needed in a school or community setting.
 Demonstrate knowledge of resources available to the church and community.
 Demonstrate an understanding of how to integrate faith within their work or life setting.

CURRICULUM FOR THE RELATIONSHIP SKILLS CERTIFICATE

Students must complete four required courses and one elective course in order to be eligible for the Relationship Skills Certificate.

COUN 582/852-REL - Social/Cultural Foundations In Counseling - 3 Crs. (Required)
 COUN 580/880-REL - Family Development - 3 Crs. (Required)
 COUN 592/892-REL - Professional Ethics In The Helping Professions - 3 Crs. (Required)
 COUN 593/893-REL - Individual Counseling - 3 Crs. (Required)
 COUN 563/863-REL - Current Support Issues for Christian Pastors and Church Workers - 3 Crs.
 (Required)- Classes that may be used as electives in place of COUN 563/863 in the Pastoral/Church Worker Basic

Helping Relationship Skills Certificate include the following:

COUN 547/847-REL - Consultation Strategies 3 Crs. (Elective)
 COUN 512/812-REL - Psychopharmacology 3 Crs. (Elective)
 COUN 582/882-REL - Trauma Counseling 3 Crs. (Elective)

CERTIFICATE INFORMATION

This certificate does not correspond to any teaching endorsement or licenses offered by the Wisconsin Department of Public Instruction, Wisconsin Department of Safety or Professional Services or any other state. Upon completion of the graduate certificate, all applicable credits are transferable to the full M.S. in Education-School Counseling or M.S. in Professional Counseling programs. Please see the Counseling section of 2014-15 Graduate & Professional Studies Catalog for specific requirements for a Master's degree in School or Professional Counseling.

Upon completion of these five courses, participants can complete a request to graduate form and receive a graduate certificate in recognition of the work completed.

Pursuit of this graduate certificate requires a bachelor's degree from an accredited University with a GPA of 3.0 or above or approval of the CUW or CUAA theology department advisor for pre-seminary students.

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 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 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)

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Technology Program with a SoulSM

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

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

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

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

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

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

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

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

PROGRAM PREPARATION

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

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

OR

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

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

CURRICULUM

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

Students with an undergraduate degree in Computer Science or Information Technology from a regionally accredited US university may have the CSC 501/801 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 eLearning classes follow an asynchronous model. A student may enroll in an eLearning classes at any time. The course begins as soon as the student enrolls. Currently, eLearning courses should be completed within 8 weeks of enrollment. International students have additional regulations regarding eLearning courses; contact your advisor for more information.

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

GRADUATION REQUIREMENTS

The MS IT degree program requires the successful completion of at least 39* 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 or 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.

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), primary care nurse adult-gerontology 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. Apply liberal education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Translate scholarship into practice.
4. Utilize informatics and health care technologies to improve patient care.
5. Demonstrate knowledge of health care policy and advocate for quality health care for all citizens.
6. Communicate and collaborate in an inter-professional health care environment to improve patient and population health outcomes.
7. Utilize knowledge of clinical prevention and population health at the individual and group/aggregate/population level.
8. Advance professionalism and professional values.
9. Perform at the highest level nursing practice reflective of the educational preparation.

GENERAL INFORMATION:

1. The DNP and MSN Programs and Certificate After Graduate Education (CAGE) are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC. 20036, 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 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 is 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 must register for their first class within one year. Students can only defer admission for one year, or will have to reapply to the program.
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 Nursing Research
 - BSN Health Assessment course – Must have been taken within five years of admission to the MSN program. The Health Assessment course requirement may be waived if applicant is currently practicing health assessment in their employment.

APPLICATION/ADMISSION PROCESS

CUW offers two ways to apply:

1. Students can apply using the Nursing Centralized Application Service (Nursing CAS), which provides a convenient way to apply to multiple programs. Students can access Nursing CAS at: portal.nursingcas.org (follow the directions at this site).
2. Alternatively, students may apply online through Concordia's direct online application at www.cuw.edu/apply. When applying directly, students will submit:
 - Application form available at www.cuw.edu/apply
 - Non-refundable \$50 application fee
 - All official college transcripts leading to the bachelor's degree
 - An essay that addresses the following topics:
 - Rationale for choosing a career as a primary care Nurse Practitioner or as a Nurse Educator
 - Career goals as a primary care Nurse Practitioner or Nurse Educator
 - Personal compatibility with the CUW mission
 - Plans for academic success, including time management, stress management, and professional communication
 - Any previous academic issues
 - Professional resume and a Certified Background Check
 - Three letters of reference: two must be professional and/or academic and one must be from an NP, CNS, NE, MD, DO, or PA who has worked with the applicant in a health care setting while interacting with patients
 - 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 interview. The interview may be completed over the telephone, if this arrangement is mutually preferred. The interview provides the student with an opportunity to raise questions and concerns, as well as to present their qualifications and professional goals. Once the student application is complete, it will be forwarded to the Graduate Nursing Program for review.

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 44 credit Nurse Practitioner option will prepare primary care FNPs or AGPCNPs. The 43 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 802 Bioethics for the Health Care Professional | 3 Crs. |
| MSN 830 Health Care Systems in Context | 2 Crs. |
| MSN 834 Nursing Theory | 2 Crs. |
| MSN 840 Nursing Research | 3 Crs. |
| MSN 538 Advanced Health Assessment | 3 Crs. |
| BIO 836 Pathophysiology | 3 Crs. |
| BIO 842 Pharmacotherapeutics | 4 Crs. |
| MSN 891 Scholarly Project | 3 Crs. |
| MSN 835 Culturally Congruent Care for Advanced Nursing | 3 Crs. |
| OR | |
| MSN 892 Global Perspectives | 3 Crs. |
| <i>Total Credits in Core</i> | 26 Crs. |

Specialization Courses (FNP)

| | |
|--|---------|
| MSN 851 FNP I - Advanced Clinical Nursing Practicum | 4 Crs. |
| MSN 852 FNP II - Advanced Clinical Nursing Practicum | 4 Crs. |
| MSN 853 FNP III - Advanced Clinical Nursing Practicum | 4 Crs. |
| COUN 843 Counseling Theories & Issues | 3 Crs. |
| COUN 580/880 Family Development | 3 Crs. |
| <i>Total Credits in Specialization</i> | 18 Crs. |

Specialization Courses (AGPCNP)

| | |
|---|---------|
| MSN 865 AGPCNP I - Advanced Clinical Nursing Practicum | 4 Crs. |
| MSN 866 AGPCNP II - Advanced Clinical Nursing Practicum | 4 Crs. |
| MSN 867 AGPCNP III - Advanced Clinical Nursing Practicum | 4 Crs. |
| COUN 843 Counseling Theories & Issues | 3 Crs. |
| COUN 580/880 Family Development | 3 Cr |
| <i>Total Credits in Specialty</i> | 18 Crs. |

Total Credits in FNP & AGPCNP 44 Crs.

NURSE EDUCATOR

Core Courses

| | |
|--|---------|
| MSN 802 Bioethics for the Health Care Professionals | 3 Crs. |
| MSN 830 Health Care in Context | 2 Crs. |
| MSN 834 Nursing Theory | 2 Crs. |
| MSN 840 Nursing Research | 3 Crs. |
| BIO 836 Pathophysiology | 3 Crs. |
| MSN 842 Pharmacology: Concepts for Integration into Nursing Education | 2 Crs. |
| MSN 538 Advanced Health Assessment | 3 Crs. |
| MSN 835 Culturally Congruent Care for Advanced Nursing | 3 Crs. |
| OR | |
| MSN 892 Global Perspectives | 3 Crs. |
| MSN 891 Scholarly Project | 3 Crs. |
| <i>Total Credits in Core</i> | 24 Crs. |

Specialization Courses (NE)

| | |
|--|---------|
| EDG 807 Curriculum Development | 3 Crs. |
| EDG 821 Human Learning & Motivation | 3 Crs. |
| MSN 871 NE Practicum I - Advanced Specialty Nursing Practice for Nurse Educators | 3 Crs. |
| MSN 872 NE Practicum II - Instructional Design in Nursing Education: Classroom Teaching | 3 Crs. |
| MSN 874 NE Practicum III - Instructional Design in Nursing Education: Clinical Teaching | 4 Crs. |
| MSN 877 Evaluation and Testing in Nursing | 3 Crs. |
| <i>Total Credits in Specialization</i> | 19 Crs. |

Total Credits in NE 43 Crs.

CERTIFICATE AFTER GRADUATION EDUCATION

29 – 30 Credit Degree Program

Consider building onto the Master of Science in Nursing degree by earning a Certificate After Graduate Education (CAGE) in Nursing. In the CAGE program, students can add a new area of certification to their current MSN degree. For more information on the CAGE Program contact an Online Learning admissions specialist.

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. Students can enter the MSN nursing cohort after completing all liberal arts course requirements: 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 collateral 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 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 90 credits from previous coursework will be accepted toward this degree (including Anatomy and Physiology 8 credits, Microbiology 4 credits, Chemistry 3 credits, and Human Development 3 credits)
- 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 professional and/or academic and one must be from an NP, CNS, NE, MD, DO, or PA who has worked with the applicant in a health care setting while interacting with patients
- Professional resume and a Certified Background Check

RN-BSN Online Cohort

| | | |
|----------|--|--------|
| MSN 830 | Health Care in Context | 2 Crs. |
| MSN 834 | Nursing Theory | 2 Crs. |
| MSN 342 | Community Wellness | 6 Crs. |
| MSN 802 | Bioethics for the Health Care Professionals | 3 Crs. |
| MSN 840 | Nursing Research | 3 Crs. |
| NURS 442 | Complex Nursing Systems | 6 Crs. |
| MSN 820 | Basic Statistics for the Healthcare Professional | 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 Doctor of Nursing Practice (DNP) Program builds on the MSN Program's mission of preparing professional nurse leaders to competently function in an advanced practice nursing role or in an executive leadership position, guided by Christian principles.

The DNP - Direct Care Provider track prepares advanced practice nurses at the highest professional level of independent nursing practice and will advance the application of nursing knowledge for the purpose of improving health care for diverse populations.

The DNP - Executive Leadership track 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. Apply liberal education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Translate scholarship into practice.
4. Utilize informatics and health care technologies to improve patient care.
5. Demonstrate knowledge of health care policy and advocate for quality health care for all citizens.
6. Communicate and collaborate in an inter-professional health care environment to improve patient and population health outcomes.
7. Utilize knowledge of clinical prevention and population health at the individual and group/aggregate/population level.
8. Advance professionalism and professional values.
9. Perform at the highest level nursing practice reflective of the educational preparation.

The post master's DNP curriculum builds on master's level courses in theoretical foundations, research methods, advanced pathophysiology, advanced health assessment, pharmacology, and a clinical area of concentration; with the integration of the advancement of the Gospel of Jesus Christ throughout all course offerings.

THE PROGRAM HAS THREE COMPONENTS:

1. Course work to provide a broad understanding of the knowledge and skills needed for the role of the DNP.
2. An intensive clinical residency experience in which students work "hands on" with a preceptor in the student's area of evidenced-based practice area of interest.
3. The capstone Translational Evidence Based Project in which students will apply their coursework, knowledge, skills, and past experience to an in-depth and integrative practice experience with results in an oral presentation and a written scholarly paper.

DELIVERY OPTIONS:

Post-master's DNP program is delivered online to a cohort of students. There are two mandatory cohort meetings on-campus; one at the beginning and one at the end of the program. Most courses are designed in eight-week formats with courses taken consecutively.

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, educational, scholarship, and service experiences.
4. Admission essay explaining reasons for enrolling in the DNP program at Concordia. Address future professional goals, including plans for scholarship to meet the Translational Evidenced-base Project.
5. Two letters of recommendation from professional colleagues, mentors, or supervisors familiar with the applicant's advanced practice or leadership competence. References should address the applicant's academic abilities including oral and written communication.
6. All official transcripts that led to undergraduate and graduate degrees.
7. Documentation of number of supervised practicum hours completed in MSN program. This documentation must be on the school/university letterhead.
8. Copy of masters's thesis, scholarly project, or professional publication.
9. Admission interview (may be conducted by phone).

The priority deadline is February 1st for the cohort beginning the following fall.

DEGREE REQUIREMENTS

The 36 - 38 hour curriculum is delivered online with the exception of two mandatory cohort meetings at the CUW Campus in Mequon, Wisconsin.

DIRECT CARE TRACK

36 - 37 Credits

Initial Cohort Meeting CUW Mequon Campus

| | |
|---|--------|
| DNP 903 Biostatistics / Epidemiology | 4 Crs. |
| DNP 915 Evidence Based Practice | 3 Crs. |
| DNP 940 Translational Evidence Based Project I | 4 Crs. |
| DNP 921 Health Care Informatics | 3 Crs. |
| MBA 920 Economics and Public Policy of Health Care | 3 Crs. |
| MBA 930 Ethics and Leadership in Health Care | 3 Crs. |
| DNP 925 Medical Genetics | 4 Crs. |
| OR | |
| MMC 820 Managerial Communications: Principles and Practices | 3 Crs. |
| DNP 930 Complex Case Studies | 8 Crs. |
| DNP 941 Translational Evidence Based Project II | 4 Crs. |

Final Cohort Meeting / Presentation of Translational Evidence Based Projects

DNP - LEADERSHIP TRACK

38 Credits

Initial Cohort Meeting CUW Mequon Campus

| | |
|---|--------|
| DNP 903 Biostatistics / Epidemiology | 4 Crs. |
| DNP 915 Evidence Based Practice | 3 Crs. |
| DNP 940 Translational Evidence Based Project I | 4 Crs. |
| DNP 921 Health Care Informatics | 3 Crs. |
| MBA 920 Economics and Public Policy of Health Care | 3 Crs. |
| MBA 930 Ethics and Leadership in Health Care | 3 Crs. |
| MBA 880 Leadership and Organizational Behavior | 3 Crs. |
| DNP 930 Complex Case Studies | 8 Crs. |
| MMC 820 Managerial Communications: Practices and Principles | 3 Crs. |
| DNP 941 Translational Evidence Based Project II | 4 Crs. |

Final Cohort Meeting / Presentation of Translational Evidence Based 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 a course syllabus when requested. 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 the Director 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.

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 Masters of Occupational Therapy Program is to prepare outstanding entry-level occupational therapy professionals to practice competently and with integrity, while highly valuing service to their clients, church and professionals in the global community.

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 spring of their sophomore year. The combined BSRS/MOT program allows a student who wishes to become an occupational therapist to complete both degrees within a 4½ year period, and the 24 students accepted into the program will begin taking graduate courses during the summer after their sophomore year.

The Accelerated MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- Grade of B or higher in BIO 181 & 182 (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
- Resume

The first thirty BSRS students with a high school GPA of 3.0 or above to pay freshman tuition deposits, are **GUARANTEED** a spot in the MOT program if they achieve the minimum requirements for admission. Students transferring into Concordia's BSRS program with an undergraduate degree will not be guaranteed placement into the MOT program. Non-guaranteed students will be considered for admission on a space-available basis according to the minimum criteria. These students must complete at least 36 BSRS credits at Concordia to be given priority in the Accelerated MOT admission process. All students will work with their undergraduate academic advisor to complete the internal application for the Accelerated MOT Program.

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

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

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

Accelerated MOT Curriculum

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 571 Work Practice I - 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 561 Rehabilitation Science Neurorehabilitation - 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) - 3 credits
OT 630 Hand & Upper Extremity Rehabilitation (elective) - 3 credits
**One elective required; two may be taken with approval from advisor

WINTERIM II

OT 645 Gerontology and AT Concepts to Promote Occupational Performance - 3 credits

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 562 Rehabilitation Science Neurorehabilitation II - 3 credits

YEAR 3

SUMMER III

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

FALL SEMESTER 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

YEAR 2

WINTER/II

OT 603 Practice Management - 3 credits

SPRING II

OT 571 Work Practice I - 3 credits
 OT 561 Rehabilitation Science Neurorehabilitation - 3 credits

OT 584 Clinical Practicum Adult - 3 credits
 OT 565 Psychosocial Practice - 3 credits
 OT 569 Scientific Inquiry II - 3 credits
 OT 596 Pediatric Practice II (elective) - 3 credits
 OT 630 Hand & Upper Extremity Rehabilitation (elective) - 3 credits
 **One required elective

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 562 Rehabilitation Science - Neurorehabilitation II - 3 credits

YEAR 3

SPRING III

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 24 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**

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
 OT 106 Medical Terminology - 1 credit
 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

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 586 Rehabilitation Science Orthopedics - 3 credits
 OT 529 Assessment Skills - 3 credits

FALL III

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 573 Clinical Practicum Pediatrics - 1 credit
 OT 562 Rehabilitation Science Neurorehabilitation II - 3 credits

SUMMER III

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

FALL IV

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 603 Practice Management - 3 credits
 OT 620 Level II Fieldwork I (3 months) - 6 credits

SUMMER IV

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

POST-PROFESSIONAL DOCTORATE IN OCCUPATIONAL THERAPY DEGREES

OVERVIEW

Concordia University Wisconsin offers a post-professional Doctorate in Occupational Therapy (OTD) program. The post-professional OTD Program is a primarily online program designed for practicing occupational therapists who are interested in pursuing continued, specialty education in upper extremity rehabilitation, pediatrics, or education.

MISSION STATEMENT

The mission of Concordia University Wisconsin's post-professional Doctorate in Occupational Therapy is to develop practicing occupational therapist's clinical expertise through evidence-based practice. Through advanced study, our students will be prepared to serve their clients and contribute to their profession with excellence and integrity.

GENERAL ACADEMIC INFORMATION

The online post-professional Doctorate in Occupational Therapy program at Concordia University Wisconsin provides individuals the opportunity to earn their OTD in as little as two years. All courses will be taught in an online format. Two visits to campus are required: a 2-day orientation prior to the start of the program and a 3-day visit while enrolled in the specialty track courses during the second year.

The program provides three specialty tracks to help students reach their professional goals: education, upper extremity rehabilitation, and pediatrics. Students in the upper extremity rehabilitation or pediatrics tracks are challenged to explore current practice techniques and the efficacy of treatment methods currently used in clinical work environments. Individuals in the education track not only gain the ability to effectively teach students occupational therapy practices but also the evidence to support their treatments.

ADMISSIONS REQUIREMENTS

The post-professional Doctorate in Occupational Therapy admissions requirements are as follows:

- 3 years of experience as an occupational therapist
- Current license to practice as an occupational therapist
- Essay
- Resume
- Official college transcripts
- Minimum 3.0 GPA in occupational therapy degree
- Three letters of recommendation

APPLICATION PROCESS

Students interested in applying to the post-professional Doctorate in Occupational Therapy Program should visit the Concordia University Wisconsin online application page at www.cuw.edu/apply/. Applicants will click on the "Graduate Section" to complete all necessary pre-requisite information.

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

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

COST

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website. Tuition will not increase during the program as long as a student successfully completes all courses according to the scheduled curriculum.

Additional expenses not included in the tuition are books, lab supplies, professional attire, name tags, and photocopy expenses for reports, articles, presentation, etc. Students are also responsible for all costs related to the on-campus visits.

FINANCIAL AID

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at www.fafsa.gov. 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.

CURRICULUM

Upper Extremity Rehabilitation Track

Semester #1: Fall - 8 credit hours

- OT 901 Professional Writing for Occupational Therapists - 3 credits
- OT 911 Advanced Evidence-Based Practice - 4 credits
- OT 925 Upper Extremity Capstone I - 1 credit

Semester #2: Spring - 10 credit hours

- OT 910 OT Theory and Concepts in the Current Healthcare Environment - 3 credits
- OT 915 Occupational Science - 3 credits
- OT 916 Mentoring and Clinical Education - 3 credits
- OT 926 Upper Extremity Capstone II - 1 credit

Semester #3: Fall - 8 credits

- OT 920 Advanced Anatomy and Kinesiology of the Upper Extremity - 3 credits
- OT 921 Conditions and Evaluation of the Upper Extremity - 3 credits
- OT 927 Upper Extremity Capstone III - 2 credits

Semester #4: Spring - 8 credits

- OT 922 Surgical Procedures informing Clinical Decision-Making - 3 credits
- OT 923 Evidence-based Upper Extremity Rehabilitation - 3 credits
- OT 928 Upper Extremity Capstone IV - 2 credits

Education Track

Semester #1: Fall (8 credit hours)

- OT 901 Professional Writing for Occupational Therapists - 3 credits
- OT 911 Advanced Evidence-Based Practice - 4 credits
- OT 935 Teaching Capstone I - 1 credit

Semester #2: Spring - 10 credit hours

- OT 910 OT Theory and Concepts in the Current Healthcare Environment - 3 credits
- OT 915 Occupational Science - 3 credits
- OT 916 Mentoring and Clinical Education - 3 credits
- OT 936 Teaching Capstone II - 1 credit

Semester #3: Fall - 8 credit hours

- OT 930 Educating the Adult Learner - 3 credits
- OT 931 Clinical Practice to Higher Education - 3 credits
- OT 937 Teaching Capstone III - 2 credits

Semester #4: Spring - 8 credit hours

- OT 932 Assessment in Higher Education Allied Health Professions - 3 credits
- OT 933 Instructional Design for Higher Education Allied Health Professions - 3 credits
- OT 938 Teaching Capstone IV - 2 credits

Pediatric Track

Semester #1: Fall - 8 credit hours

- OT 901 Professional Writing for Occupational Therapists - 3 credits
- OT 911 Advanced Evidence-Based Practice - 4 credits
- OT 945 Pediatric Capstone I - 1 credit

Semester #2: Spring - 10 credit hours

- OT 910 OT Theory and Concepts in the Current Healthcare Environment - 3 credits
- OT 915 Occupational Science - 3 credits
- OT 916 Mentoring and Clinical Education - 3 credits
- OT 946 Pediatric Capstone II - 1 credit

Semester #3: Fall - 8 credit hours

- OT 940 Theory and Evidence of Pediatric Treatment - 3 credits
- OT 941 Implementing Evidence-Based Treatment in Pediatric Occupational Therapy - 3 credits
- OT 947 Pediatric Capstone III - 2 credits

Semester #4: Spring - 8 credit hours

- OT 942 The Impact of Governmental Policy on Pediatric Practice - 3 credits
- OT 943 Motor Control and Motor Learning in Pediatrics - 3 credits
- OT 948 Pediatric Capstone IV - 2 credits

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 Fall. The program is full-time and encompasses six semesters, three winterims, and two summer sessions. The curriculum combines classroom, laboratory, and supervised clinic-based instruction. An optional internship with continues after graduation may be available. 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 26 full-time students in the fall 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

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
- Physiology- One semester in addition to the A&P requirement above

Other prerequisites:

- Statistics - One semester
- Psychology - One semester
- Behavioral or Social Science - One semester in addition to the Psychology requirement above

Successful completion of an advanced placement examination will satisfy program prerequisites if the College Level Examination Program (CLEP) score is 4 or 5 in the subject area.

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 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 or through AP exam, and cannot have been previously completed at another institution. If a CUW 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 students who meet these requirements are not required to take the GRE.

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.

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.

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

Effective with the class of 2017

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.

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 and preventive medicine,
- 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 ARC-PA has granted Accreditation-Provisional status to the Concordia University Physician Assistant Program. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. 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 Physician Assistant Studies (MPAS) from Concordia University Wisconsin. The graduate is then eligible to sit for the Physician Assistant National Certifying Examination (PANCE). This examination is administered through the National Commission on Certification of Physician Assistants (NCCPA). The program has received Accreditation Provisional (See accreditation statement) which allows for the graduates of this program to sit for the Physician Assistant National Certifying Examination (PANCE).

ENTRANCE REQUIREMENTS

Admission to the Physician Assistant program is competitive. Concordia University Wisconsin will admit one class of 30 full-time students in May of each academic year. Students may apply for the PA program before earning a Bachelor's degree, but the degree and all prerequisite courses must be completed before matriculation into the PA program if accepted.

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

- Baccalaureate degree earned prior to matriculation from a regionally accredited university or college
- Minimum 3.0 cumulative GPA
- Minimum 3.0 cumulative prerequisite science GPA
- All prerequisite courses must be successfully completed with a grade of "C" or higher from a regionally accredited college or university
- Labs must be taken on campus and not online
- If the transcripts are not in English, transcripts will need to be evaluated through the required service designated by CASPA. Applicants cannot have more than two science courses and one non-science prerequisite course for the spring term prior to entering the program if accepted
- Documentation of 100 hours of health care experience plus 24 hours of shadowing a Physician Assistant (must be completed and documented to the program either via email if the CASPA application has been submitted or on the CASPA application by September 1, 2015.) Hours working as a scribe do not count for PA shadowing. The program does not find or suggest sites for applicants to complete the shadowing requirement
- Ability to perform Technical Standards for Physician Assistants
- Reference letters: (two must be professional and/or academic and one must be from a MD, DO, PA, or NP who has worked with the applicant in a health care setting while interacting with patients)

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

- General Chemistry- Two semesters of sequenced courses with labs
- 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 five years of applying to the program.

*Medical Terminology is recommended within five years of applying to the program.

A felony conviction may affect a graduate's ability to attain state licensure.

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 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 will graduate with a bachelor's degree from CU will be guaranteed an interview for the PA program if he or she meets certain requirements. Guaranteed interviews will be extended to students who have completed their PA application by the deadline, have a cumulative grade point average of at least 3.40, and a grade point average of at least 3.40 in prerequisite science courses.

CU alumni will be guaranteed an interview if they achieved a cumulative grade point average of at least 3.40, and a cumulative prerequisite science grade point average of at least 3.40 while attending CU.

APPLICATION PROCESS

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

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

In addition to the online application, please submit:

- One page essay describing why you have selected the Physician Assistant profession and what personal qualities you have that would make you a successful Physician Assistant
- Resume of your education and employment experience
- Three recommendations that are academic or professional in nature that address your potential for success in the PA program. (two must be professional and/or academic and one must be from a MD, DO, PA, or NP)
- Official transcripts for ALL previous college experiences
- Documentation of at least 100 hours of patient care experience plus 24 hours shadowing a Physician Assistant
- Graduate entrance exams such as the GRE are not required
- The TOEFL iBT® exam will be required unless the applicant is a graduate of a United States college or university. The minimum required score for the TOEFL iBT® is 100

All parts of the completed application are given equal consideration. The admissions committee looks at cumulative and prerequisite science grade point averages, reference letters (two must be professional and/or academic and one must be from a MD, DO, PA, or NP who has worked with the applicant in a health care setting while interacting with patients), a personal statement, and the interview evaluation report. The Admissions Committee also evaluates the applicant's desire to become a physician assistant, evidence of academic potential, motivation, personal maturity, self-assurance, and good interpersonal skills.

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. Interview days will be held in November. Applicants will be notified as soon as possible regarding interview selection.

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

Applicants will be notified if they have been accepted by no later than November 30, 2015.

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

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

BACKGROUND CHECKS

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

CURRICULUM

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 - 5 credits
 PHAS 520 Neuroanatomy - 2 credits
 PHAS 527 Medical Diagnostics I - 2 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
 PHAS 565 Medical Ethics - 2 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 - 2 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 - 2 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.
 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 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 an intensive didactic and clinical educational program that involves an average of at least 40 to 50 hours per week, in addition to study, laboratory, and other activities. Most students find they cannot be academically successful in the program if they attempt to work. During the clinical year, students are not allowed to work due to the number of hours required in the clinical setting which includes 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 to and leave campus for lectures, labs, and clinical experiences.

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

FINANCIAL AID

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

MASTER OF SCIENCE IN REHABILITATION SCIENCE

PURPOSE

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

MISSION STATEMENT

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

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 | |

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 | Credits | Course # | Course Title | Credits |
| 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 |
| COUN 561 | Career Counseling | 3 |
| Total Credits Required | | 0 - 6 |

| 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) |
| Total Credits | 34 credits | 40 credits | 40 credits |

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 ?

OVERVIEW

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

MISSION STATEMENT

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

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

VALUES

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

DOCTOR OF PHARMACY CURRICULUM

| Semester | Course | Credits |
|-----------|---|---------|
| P1 Fall | PHAR 310 Pharmacy Biochemistry | 4 |
| | PHAR 312 Pharmacy Anatomy and Physiology | 5 |
| | PHAR 320 Pharmaceutics I | 2 |
| | PHAR 40 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 | Credits |
|----------|--|------------|
| 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 |
| | Cusrriculum 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 |
| MPD/PHAR 545: | Sustainability & Social Entrepreneurship, 2 credits |
| MPD/PHAR 533: | New Venture Formation and Business Development, 3 credits |
| MPD/PHAR 545: | Industry Leader Seminar Series, 1 credit |
| MIB 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 Drug and Consumer Product Design, 3 credits Advanced Chemical Manufacturing and Process Chemistry, 3 credits |

Track-specific courses

Chemical track: Analytical Characterization of Chemical Products and CMC, 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 Patent, Regulatory and other Legal Considerations in Chemical Product Development, 3 credits |

Track-specific courses

Chemical track: Advanced Organic Chemistry, 3 credits

Advanced Chemistry elective, 3 credits

Pharmaceutical track: Pharmacokinetics, 3 credits

Drug Formulation, Dosage Forms and

Tablet Manufacturing, 3 credits

SPRING, YEAR 2

| | |
|---------------|---|
| PHAR 597: | Product Development Project, 2 credits |
| MPD/PHAR 543: | Industry Leader Seminar Series, 1 credit Management Science and Analytics, 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 Program Director, Daniel Sem, Ph.D., MBA, at daniel.sem@cuw.edu; 262-243-2778. 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

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

ART EDUCATION

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.

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 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 consent of instructor. 2 credits.

HHP 171 INTRODUCTION TO EXERCISE SCIENCE introduces students to the field of exercise science and the Department of Health & Human Performance at Concordia University Wisconsin. The fields of athletic training, exercise physiology, health education and physical education are covered as students receive an overview of each field for the first seven weeks. The second seven weeks are used to give students the opportunity to investigate through clinical experiences the nature and scope of their particular field of interest. 1 credit.

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. This course 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 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 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 210 HEALTH CARE DELIVERY is designed to introduce the student to the basic elements of athletic training patient care. This will be accomplished by exposing the student to the foundational behaviors of professional practice, clinical examination and diagnosis skills, cultural competence, communication skills, and healthcare administration. 2 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 301/302 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 303/304 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 372/374 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 376/378 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 380/382 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 408 PHARMACOLOGY AND ERGOGENIC AIDS is designed to examine pharmaceutical drug applications, interactions and their value to the injury-healing process and athletic performance. Ergogenic aids will be reviewed in the context of their physiological application, moral and ethical values, and athletic performance. Prerequisites: BIO 181/282, EXPH 470, HHP 342. 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 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. Prerequisites: fifth year Athletic Training Student. 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.

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 536/836 PATHOPHYSIOLOGY is a body systems approach to the study of the etiology, pathogenesis and clinical manifestations of common disease processes throughout the life of men and women. The local and systemic cellular and tissue response to injury is emphasized as a mechanistic approach to understanding disease in all of the different organ systems. A thorough knowledge of anatomy and physiology is essential to the study of pathophysiology. 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 is a body systems approach to the study of the etiology, pathogenesis and clinical manifestations of common disease processes throughout the life span. Prerequisites: BIOL 536/ 836. 4 credits.

BUSINESS

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 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.

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 510 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 815 STATISTICAL RESEARCH is designed to prepare graduate students to write scholarly research papers in their field of study. The four-unit course is designed for students who have limited or no background in research principles, statistics, and research methodology. The final project in the course is a 10-to-12-page research paper written by the student on a topic approved by the student's graduate department. 3 credits.

MBA 520/820 INFORMATION SYSTEMS AND TECHNOLOGY concerns managing the use of technology, emphasizing computer systems, in providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook reading along with projects that allow students to extend their learning and apply it to practical applications. 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 BUSINESS DATA COMMUNICATIONS 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 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 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 INFORMATION SYSTEMS MANAGEMENT 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 CORPORATE FINANCE 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 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 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 discussed 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 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 studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. Prerequisite: MBA 550 Marketing Management. 3 credits.

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 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 558 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 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 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 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 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, variable, 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, mediation 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 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 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 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 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.

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 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.

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 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.

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 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.

SEM 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.

SEM 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.

SEM 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.

SEM 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.

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.

COUNSELING

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. This class will be offered periodically as COUN 512/812-REL and will be taught by an ordained pastor or commissioned minister of religion of religion who are licensed counselors. When 512/812-REL is delivered in this format, the focus will include Biblical passages that address issues related to substance use and abuse. 3 credits.

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-REL 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 a commissioned teacher of religion who is a licensed counselor. 3 credits.

COUN 545/845-REL 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 a commissioned teacher of religion who is a licensed counselor. 3 credits.

COUN 546/846-REL 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. 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. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. This class will be offered periodically as COUN 552/852-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 552/852-REL is delivered in this format, the focus will be to integrate Biblical passages that specifically address social/cultural concepts within the course. 3 graduate credits.

COUN 554/854 THEORIES OF PERSONALITY focuses on the basic theoretical underpinnings of personality development: psychoanalytic, behavioral, cognitive, humanistic, social learning, biological and trait. Emphasis will be placed on ways in which a counselor incorporates these theories with their personal beliefs as helping professional to best serve their clients. Prerequisite: COUN 543/843 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. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 587/887. 3 credits.

COUN 563/863-REL 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 a commissioned teacher of religion who is a licensed counselor. 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 discussed as well as counselors as consultants within the organization and within the community. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892; COUN 552/882 or COUN 550/880; COUN 554/884; COUN 593/893; COUN 594/894. 3 credits. This class will be offered periodically as COUN 564/864-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 564/864-REL is delivered in this format, the focus will be to develop and use a variety of consulting and collaborative Christian resources.

COUN 580/880 FAMILY DEVELOPMENT explores issues in family systems and the cycle of family life. Topics focus on issues relating to family systems and stages of family development. The course is designed to generate an understanding of the family system in biological, psychological, and spiritual development. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 580/880-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 580/880-REL is delivered in this format, applicable Biblical passages will be integrated into the course content and discussions.

COUN 582/882 TRAUMA COUNSELING affords the student the opportunity to learn how to work with victims and survivors of trauma. The student will discuss skills for dealing with trauma survivors and families, and trauma victims. Topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families and trauma in children. Prerequisites: COUN 593/893 and COUN 594/894. 3 credits. This class will be offered periodically as COUN 582/882-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 582/882-REL is delivered in this format, the focus will be to integrate applicable Biblical passages into the course content and discussions.

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. Prerequisite: COUN 543/843. 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 his/her own special area of interest. Prerequisites: 30 credit hours completed within the counseling program. 3 credits.

COUN 587/887 TESTS AND MEASUREMENT 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. Prerequisites: COUN 543/843; COUN 584/884 or EDG 580/880; COUN 592/892. 3 credits.

COUN 588/888 PSYCHOPATHOLOGY views how human and scientific aspects of normal/abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment. Prerequisite: COUN 543/843; COUN 554/854; COUN 584/884; COUN 592/892. 3 credits.

COUN 592/892 PROFESSIONAL ETHICS IN THE HELPING PROFESSION deals with philosophical issues affecting practice with special attention to professional ethics, Christian bioethics and the nature of human kind. Legal issues such as confidentiality and malpractice will be explored. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 592/892-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. A focal point in this class will be to use Biblical passages to inform ethical and professional decision-making.

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 activities, audio or video-taped counseling sessions designed to promote self-awareness, skill development and development of intentional competencies. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits. This class will be offered periodically as COUN 593/893-REL and will be taught by an ordained pastor or commissioned minister of religion who are licensed counselors. When COUN 593/893-REL is delivered in this format, Biblical passages and connections to these passages will be integrated into the course.

COUN 594/894 GROUP COUNSELING discusses the purpose, types, functions and principles of group counseling. Students develop an understanding of how to engage in and evaluate small group processes and relationships. Group counseling techniques, group development, and group stages are addressed. E-learning students must take this class in a face-to-face format. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 584/884 or EDG 550/880; COUN 592/892 - 3 credits.

COUN 596 ADVANCED THEORY AND SKILLS IN PROFESSIONAL COUNSELING addresses specific issues related to working with clients, including those who may have substance abuse concerns, specific assessment, treatment goals, and various needs within the treatment process. The student will engage in the administration of intake interviews and other assessment tools and will interpret assessment/intake information; work with a diagnosis; and write treatment plans and notes. Case management, collaboration/consultation with other professionals and the role of education (communicable diseases, prevention, etc.) are also addressed. 3 credits.

COUN 598/898 PRACTICUM I (SCHOOL COUNSELING) provides 300 hours of field experiences designed to acclimate and prepare the student to assume responsibilities of a school counselor. The students will complete a practicum experience within an approved school setting under the supervision of an on-site counselor and Concordia University counselor/supervisor. In addition students should enroll in and complete COUN 628/928-Portfolio 2 while enrolled in this course. Prerequisites: Completion of 30 credits within the graduate counseling program including: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 564/864; COUN 584/884 or EDG 550/880; COUN 592/892; COUN 593/893; COUN 594/894 - 3 credits.

COUN 599/899 PRACTICUM II (SCHOOL COUNSELING) is a continuation of Practicum I. The student completes an additional 300 hours of field experience under supervision of both an on-site counselor and a supervisor/counselor from Concordia University. In addition, students should enroll in and complete COUN 628/928-Portfolio 3 while enrolled in this course. Prerequisite: COUN 598 - 3 credits.

COUN 606/906 PRACTICUM (PROFESSIONAL COUNSELING) is an introduction to the field experiences for students in the area of professional counseling. An orientation to the profession takes place during a 100 hour supervised field experience. The professional counselor will complete the practicum experience in an approved professional setting under the supervision of a licensed professional counselor and Concordia University counselor/supervisor. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 564/864; COUN 584/884 or EDG 550/880; COUN 588/888; COUN 592/892; COUN 593/893; COUN 594/894 - 1 credit.

COUN 607/907 INTERNSHIP I FOR PROFESSIONAL COUNSELORS is a 300 hour field-based internship/practicum designed to introduce student practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staffing sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop and demonstrate professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. Prerequisite: COUN 606/906 - 2 credits.

COUN 608/908 INTERNSHIP II FOR PROFESSIONAL COUNSELORS is a 300 hour field-based internship/practicum experience designed to further develop the skills of the student practitioner. Continuation of the work started in COUN 603/903 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 is the desired outcome Prerequisite: COUN 606/906 - 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.

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 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 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 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 569 FAMILIES AND SCHOOLS TOGETHER studies the family as it relates to contemporary legal and social issues facing our schools. The roles confronting parents, teachers, and students in a variety of school settings will be discussed and examined. Historical, theoretical, and philosophical frameworks of parent involvement in education will be studied in order to allow educators to consider ways of improving and building home/school partnerships to better meet the educational needs of all children. 3 credits.

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 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 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 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 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 723/946 WORKING WITH CHILDREN WITH DISABILITIES AND THEIR FAMILIES examines the relationships between families of children with special 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 724/919 ENVIRONMENTAL AND PERSONAL STRATEGIES FOR SELF-MANAGEMENT OF THE EXCEPTIONAL CHILD 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 733/933 LANGUAGE ACQUISITION & LITERACY IN SPECIAL EDUCATION - 0-3, PK, PRIMARY 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 735/930 CHARACTERISTICS AND PROCEDURAL SAFEGUARDS IN SPECIAL EDUCATION is designed to provide students with an overview of children and youth with disabilities and the legal requirements of providing an education for those students. Students will examine the components of IDEA (Individuals with Disabilities Education Act) and how they ensure students with disabilities appropriate educational and related services. Other case studies and laws regarding the education and treatment of students with disabilities will also be examined. 3 credits.

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 cognitive 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 microcomputers and related technology to persons with learning, behavior, sensory, motor and communication disorders. The course emphasizes the evaluation of abilities in relation to environmental demands and curricular adaptations. Students utilize adaptive equipment and/or assistive devices that can be used to ensure student participation. 3 credits.

EDG 741/941 CURRICULAR ADAPTATIONS FOR LEARNERS WITH DISABILITIES covers historical prospective, philosophies, current issues and practices, and curriculum models. Developing and adapting curriculum materials for learners with a variety of disabilities including learning disabilities, developmental disabilities, emotional/behavioral disorders, physical /health associated with impairments, traumatic brain injury, and cultural barriers is emphasized. The course also includes identification of characteristics and educational programs, service models, trends, research, theories and practice for SLD, LD, CD, 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 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 the special organizations, associations and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Issues of communication, planning, role clarity, initiative, reporting, responsibility and administrative support are considered and analyzed in case studies and during team activities. 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 instructions 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 SD, 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 instructions 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. Differences occur in age level placements for Early Childhood. 1 credit.

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 779/979 ASSESSMENT AND INSTRUCTION FOR CHILDREN WITH SPECIAL NEEDS places emphasis on assessing and promoting the attainment of cognitive, language, social, self-help, and motor skills. Students will learn to observe children and to conduct developmental evaluations and assessment. From results of the evaluations, students will learn to develop, implement, and monitor Individual Education Plans (IEP) and Individualized Family Service Plans (IFSP). Students will also be introduced to the concepts of home-based and center-based assessment and instruction. Issues surrounding the administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders and learning disabilities are also examined. 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 and Early Intervention programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues are also considered. The main focus of this course is to assist student in linking assessment to service delivery. More specific interventions are covered in the following areas: cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; personal competence; and program evaluation. This course will also provide a thorough study of the philosophical and practical base of effective assessment and intervention for young children with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention planning and implementation in various service delivery settings, family participation, and progress monitoring. 3 credits.

EFL 520/820 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.

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.

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.

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.

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.

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 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.

INFORMATION TECHNOLOGY

CSC 501/801 INTRODUCTION TO INFORMATICS this course allows students to explore and understand the unique aspects of graduate studies in computer science and information technology at CUW. This course is especially helpful for students who have been away from higher education for some time or for international students. Practical issues related to graduate student success are investigated. The history and mission of CUW as a Lutheran higher education institution are examined. 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. Although CSC 501/801 does not satisfy degree requirements in CS or IT graduate programs, many students will greatly benefit from the foundation for success built in this course. 3 credits.

CSC 505/805 FOUNDATIONS OF INFORMATION TECHNOLOGY this course is a survey and overview of information technology used in the enterprise today. It includes such information technology fundamentals as: grand ideas of information technology; technology organizational issues; history of information technology; informing and allied disciplines; application domains; mathematical and statistical foundations; and ethical, moral and vocational issues in information technology. This course is the required first course in the Masters of Science in Information Technology curriculum. In addition to providing an overview of the discipline of information technology, the course develops an "IT mindset" in students by illustrating the diverse context and challenges in information technology. 3 credits.

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 concurrency 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: CSC 510/810 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.

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 provide the student with the opportunity to: 1) Improve their research skills through the completion of a systematic review of published research on a topic relevant to the exercise sciences, or 2) Propose and complete an acceptable alternate project than the systematic review. If an alternate project is proposed, approval must be obtained from a majority of the graduate level faculty in the Department of Health and Human Performance. Prerequisite: MSES 569 Research Methods. 1 to 6 variable credits.

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.

SCHOOL OF 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 925 MEDICAL GENETICS provides the student pursuing a doctorate in nursing practice with an essential understanding of the molecular biology of DNA, medical genetics, genomics, and bioinformatics. Topics will include discussions on genomic analysis, proteomics and current and emerging genetic therapies. 4 credits.

DNP 930 COMPLEX CASE STUDIES builds upon advanced nursing competencies developed at the master's level, the DNP core curriculum, and nursing specialty courses, to expand knowledge for expert nursing practice at a high level of complexity. 8 credits.

DNP 940 TRANSLATIONAL EVIDENCE BASED PROJECT I – 4 CREDITS; DNP 941 TRANSLATIONAL EVIDENCE BASED PROJECT II The DNP capstone project is a scholarly experience that implements the principles of evidence based practice and translation under the guidance of a faculty mentor. The outcome of the DNP Translational Evidence Based Project courses will be a tangible and deliverable academic product that is derived from the practice immersion experience and will be reviewed and evaluated by an academic committee. 4 credits per 8 weeks.

MSN 802 BIOETHICS FOR HEALTH CARE PROFESSIONALS applies major ethical theories to clinical practice and health care dilemmas. The moral and religious dimensions of medical and health concerns/problems, especially those arising from the impact of new knowledge and technology, are considered. The principles of autonomy, beneficence, non-maleficence and justice, as well grounded theory and alternate approaches to ethical decision making are applied to clinical situations. Topics include: informed consent, reproductive ethics and genetic technology, end-of-life dilemmas, trans-cultural ethics, health care reform, policy formation and research issues. 3 credits.

MSN 830 HEALTH CARE SYSTEMS IN CONTEXT provides introductory information regarding the currently changing health care arena and the evolution of the role of the advanced practice nurse (APN). Content includes socio-economic, political and professional issues involved in the health care delivery process. 2 credits.

MSN 834 NURSING THEORY This course focuses on the exploration of nursing theory. Scholarly inquiry of nursing practice provides the framework for answering clinical questions. Concepts and their relationships validated in the empirical arena become the foundation for theory development. 2 credits.

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. 3 credits. (On campus attendance is mandatory)

MSN 840 NURSING RESEARCH The student will increase their understanding of the research process and develop competence in developing research questions, searching databases for research evidence, analyzing the significance of statistical and qualitative data, critiquing research studies, translating evidence into practice, and synthesizing research findings related to a nursing problem. A basic undergraduate statistics course that has been taken within the last 5 years is required as a prerequisite to the course. 3 credits.

MSN 851/865 FNP & AGPCNP I - ADVANCED NURSING CLINICAL PRACTICUM 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 830; MSN 834; MSN 840; BIOL 536/836; BIOL 542/842; MSN 538 - 4 credits.

MSN 842 PHARMACOLOGY: CONCEPTS FOR INTEGRATION INTO NURSING EDUCATION focuses on developing competence in the Masters prepared nurse who has chosen the functional role of the Nurse Educator. Specifically in applying Teaching and Learning Principles and Curriculum Design and Development for the education of students in Pharmacology content. The course will more strongly prepare the NE student for practice by increasing the depth of their understanding of pedagogical principles for teaching pharmacology and prepare them to critically analyze current teaching methodology for improvement of own practice. The specific Masters Essentials addressed by this course are: I, IV, V & IX. 2 credits

MSN 852/866 FNP & AGPCNP II - ADVANCED NURSING CLINICAL PRACTICUM 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 FNP III - ADVANCED NURSING CLINICAL PRACTICUM 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 AGPCNP III - ADVANCED NURSING CLINICAL PRACTICUM This course explores symptoms, differential diagnoses, diagnostic evaluation, and the management of common episodic and chronic health conditions across the 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 PRACTICUM I - ADVANCED SPECIALTY NURSING PRACTICE FOR NURSE EDUCATORS In this course the focus is on the background and current influences on the nurse educator role and the development of advanced nursing knowledge. The practicum is focused upon preparing the nurse educator to facilitate student learning in various nursing specialty areas in both the acute care and community health practice settings. 3 credits.

MSN 872 NE PRACTICUM II- INSTRUCTION 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. 4 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. 4 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 891 SCHOLARLY PROJECT The scholarly project is partial fulfillment of the culminating project of the graduate program in the Masters of Science in Nursing (MSN) program. If the student chooses to complete this project, he or she must also register for MSN 592/892 Global Perspectives in Health Care. This course results in a production of a scholarly paper that demonstrates a synthesis and evaluation of the evidence/research related to an advanced practice topic. It is designed to allow student's creativity in choosing a topic to investigate that is pertinent and useful to the student's primary area of nursing practice or nursing education. 3 credits.

MSN 892 GLOBAL PERSPECTIVES IN PRIMARY HEALTH This course is designed to allow students to experience a cultural setting different from their own. The students will examine their own cultural beliefs and values in order to become more aware of what cultures consist of. APN's serve in diverse cultures so the need for cultural competence is important. 3 credits.

MSN 810 SCHOLARLY WRITING FOR HEALTHCARE PROFESSIONALS focuses on the development and strengthening of the student's scholarly writing skills and includes application of graduate level vocabulary, grammar, use of cohesive devices and other features of quality academic literacy. .2 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.

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. Prerequisites: 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 be 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. Prerequisites: 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.

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 hematologic, cardiovascular and respiratory. Pediatric and aging concepts are also considered. Pharmacology will be introduced and drugs will subsequently be classified according to their approved therapeutic uses. Case study sessions will be used for problem-based learning. This will include the use of acquired knowledge and skills to recognize, develop and demonstrate qualities required to assume the role of a health care provider, including responsibility to a team, as well as communication and leadership skills, and effectively promote the learning process. 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 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 it affects clients seen in clinical practice. The course is offered concurrent with a student clinical-practice experience and assignments encourage application of course content to clinical practice. 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.

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.

SCHOOL OF PHARMACY

The School of Pharmacy course of study is comprised of 148 credit hours of didactic courses and practice experiences in a four year period. The majority of the first three years consists of courses offered on the Mequon campus. During this period the students will also learn about the practice of pharmacy through introductory experiential education courses offered at professional sites. A minimum of ten credit hours of professional electives are also required. The fourth year consists of a minimum of 7 required advanced experiential rotations (6 weeks in length) which are held at various practice sites across the state and nation. The curriculum is designed to prepare students to meet the CUWSOP Student Learning Outcomes (SLOs) and to meet the expectations set forth in the Accreditation Council on Pharmaceutical Education (ACPE) Standards and Guidelines.

REQUIRED COURSES (by semester)**P1 FALL SEMESTER**

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, biosignaling processes, and biochemical regulation. Pharmacy Biochemistry is limited to CUW School of Pharmacy students.

PHAR 312 – PHARMACY ANATOMY & 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.

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.

P1 SPRING SEMESTER

PHAR 314 – PHARMACY IMMUNOLOGY, MOLECULAR BIOLOGY, AND MICROBIOLOGY 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 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 and transdermal are included.

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 Pharmacotherapy I: Self-Care is the first of five courses in which you will learn about pharmacotherapy, which is the treatment of disease through the use of drugs. This course will discuss the pathophysiology, epidemiology, and treatment of common, self-limiting conditions. This course will give you the tools you need to help patients select safe and effective therapies.

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.

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.

P2 FALL SEMESTER

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.

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 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.

P2 SPRING SEMESTER

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 AND 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 you will learn about pharmacotherapy, the treatment of diseases through the use of medications. It is designed to teach students the pathophysiology, epidemiology, and treatment of the core content areas of infectious diseases, endocrine disorders, and inflammatory disorders. Upon completion of this course, students should achieve the learning outcomes and course objectives outlined in the syllabus.

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 students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first three courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, providing a verbal care plan to a patient, completing a follow-up assessment and documentation of patient encounters. These skills were taught and developed using material learned in the Pharmacotherapy series. 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 take these skills to the next level with more complicated patient cases and pharmacotherapy concepts. It will continue to develop students' skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series.

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.

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 are discussed during classroom and experiential activities.

P3 FALL SEMESTER

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 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, respiratory, neurologic and psychiatric disorders.

PHAR 570 – APPLIED PATIENT CARE V Phar 570 Applied Patient Care V is the fifth of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first four courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, providing a verbal care plan to a patient, patient follow-up, clinical documentation, and provider communication with much of the therapeutic content coming from Pharmacotherapy I-III. 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.

P3 SPRING SEMESTER

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 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 548 – PHARMACY LAW this course covers federal and state statutes, rules, and regulations that affect pharmacy practice and selected aspects of general law. Interpretation of those laws affecting the practice of community and institutional pharmacy is emphasized.

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.

P4 YEAR

PHAR 680 – COMMUNITY PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 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.

PHAR 682 – ACUTE CARE MEDICINE ADVANCED PHARMACY PRACTICE EXPERIENCE 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.

PHAR 684 – HOSPITAL/HEALTH SYSTEM PHARMACY ADVANCED PHARMACY PRACTICE EXPERIENCE 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.

PHAR 686 – AMBULATORY CARE ADVANCED PHARMACY PRACTICE EXPERIENCE 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.

ELECTIVE COURSES

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 513 - ADVANCED COMPOUNDING PRACTICE students taking this course will develop competency in the principles upon which dosage forms act on or within the human body, rationalize dosage form selection, analyze compounds for safety and efficacy and discuss legal obligations of compounding pharmacy thus fulfilling the University's core curriculum goal of scientific literacy. These objectives will also fill the following CUV's learning outcomes in Disciplinary thinking: Theory of Discipline, Methods of Discipline, Ethics of Discipline and Application of Discipline. So they will fill CUV's learning outcomes in Liberal arts: Effective Communication-Writing, Health and Wellness and Creative Thinking.

PHAR 521 - RESEARCH METHODS IN PHARMACEUTICAL SCIENCES students will be exposed to all aspects of pharmaceutical research, including: research design and planning; funding considerations; drug design and discovery; and formulation and physical pharmacy. The course will be structured to allow for didactic exercises, and is the first in a 4-part sequence that includes dedicated individual research projects in semesters 2-4.

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 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 processes involved in the optimization of natural products for pharmaceutical use, including: ethnopharmacology; natural product isolation; structure determination; biosynthesis; high-throughput screening and bioassay-guided fractionation; natural product-based drug design and development. This didactic course will prepare students for field trips during Winter or Summer sessions to gather and explore natural sources of new medicines.

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 551 - ACUTE CARE PHARMACY PRACTICE this course provides an introduction to concepts and topics related to the care of a hospitalized patient. There will be a focus on critical care, cardiology and infectious disease as well as primary literature review.

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 CUV 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.

PHAR 557 - THE DIABETES EXPERIENCE this course is designed to enhance and expand student's knowledge base, empathy, and ability to effectively work with Diabetes patients through hands on learning and personal experience with the cornerstones of Diabetes Management. The class approach will have each student participate in the management of diabetes as a patient. Student activities will include: attending education classes on the basics of diabetes care, self-recording various aspects of their daily lifestyle including food and exercise log, daily intake of "placebo" medications, blood glucose monitoring, and injection of placebo insulin (injections will be for 1 week of the class with the option of wearing a placebo insulin pump). Students will also get a firsthand experience of motivational interview and goal setting to make changes as if they were the person with diabetes. This course matches the 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 559 - BUILDING AMBULATORY CARE PRACTICE Course Description and Connection to the SOP Curriculum: 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 introduce students to the practice management skills needed to design, implement, and maintain an ambulatory care practice, including visioning, developing a practice plan, credentialing, reimbursement, and marketing.

PHAR 561 - PHARMACY PRACTICE SCHOLARSHIP scholarship is the process of methodically gathering, analyzing, and disseminating information for the purpose of making evidence-based decisions. It includes an internal or external peer review process to validate the methods, analysis, and value of the information for others. As pharmacists in practice or education, the scholarly process is often part of our expectations. This expectation could be within an organization as part of a quality assurance process or be designed for dissemination to the broader profession. In this course, students will explore the types of practice-based and education-based scholarship as well as the venues for their dissemination. Methods for designing, conducting, and disseminating practice-based and educational scholarship will be taught. The process of developing a research question and plan will also be covered.

PHAR 563 - MEDICAL LITERATURE 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 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 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. Prerequisite: P3 in good academic standing with passing or remediation of Pharmacotherapy I - IV & Pharmacology I - III.

PHAR 581 - INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 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 583 - INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 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 PATHOPHYSIOLOGY AND PHARMACEUTICAL 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 - CHARACTERIZATION OF DRUGS, NATURAL PRODUCTS AND TOXIC SUBSTANCES 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 688 – ADVANCED PHARMACY PRACTICE EXPERIENCE ELECTIVES during these full time rotations, students will continue to explore the roles and responsibilities of a professional pharmacist and gain experience in their chosen elective area. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers and will apply knowledge obtained in the required curriculum. During elective APPE rotations, students may engage in pharmacy practice in a specialty area to reinforce and continue development of their skills and knowledge and to deepen their understanding of a particular practice area. Elective APPEs will also provide students the opportunity to participate in many of the non-patient care roles in which pharmacist serve. Pharmacy students can select to complete elective APPE rotations in a variety of clinical specialty pharmacy practice areas as well as non-patient care focused experiences (i.e. academia, research, etc.). Students must work under the direct supervision of a licensed pharmacist or the clinical instructor at all times. Through successful completion of the APPE rotations, students are further prepared to serve Christ in the church and the world in their role as a pharmacist.

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 (19 CREDITS)

PHAS 502 PA SEMINAR II this course expands upon content from PA Seminar I related to the role of the physician assistant in the health care system, focusing on health care management and administration, as well as current trends and issues related to the profession. Prerequisites: Successful completion of all courses in Summer I. 2 credits.

PHAS 525 CLINICAL MEDICINE I 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. 2 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, WINTER I (7 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 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.

PHAS 565 MEDICAL ETHICS applies ethical theories to medical practice and emphasizes the moral dimensions of decision making in health care from a Christian perspective. The course focuses on professional and ethical behavior, human experimentation, beginning and end-of-life care, and the role of religion and the law in clinical practice. Students will engage in discussions related to ethical and moral dilemmas in health care. Prerequisites: Successful completion of all courses in Fall I. 3 credits.

YEAR I, SPRING I (19 CREDITS)

PHAS 503 PA SEMINAR III this course expands upon content from PA Seminar II related to the role of the physician assistant in the health care system and will focus on legal, financial, billing, coding, and reimbursement issues, quality assessment and risk management. Prerequisites: Successful completion of all courses in Winterim I. 2 credits.

PHAS 530 CLINICAL MEDICINE II 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. 2 credits.

PHAS 560 SURGICAL MEDICINE 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 (11 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. 2 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 I. 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 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 will be 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.

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.

GRADUATE 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 PRACTICUM provides the education student with a supervised pre-student teaching experience at the 4th or 5th grade level. (Alternately, if the education student is pursuing licensure in a minor certification area, their experience will take place in that content area at the middle 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 in their area of licensure based on Wisconsin Model Academic Standards and the specific classroom's curriculum. Education students pursuing certification in ESL will be required to complete an additional practicum specific to ESL. 1 credit.

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.

GRADUATE 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

GRADUATE 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 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 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 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 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 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 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 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 568 PRACTICUM provides the education student with a supervised pre-student teaching experience at the middle school grade 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 in their area of licensure based on Wisconsin Model Academic Standards and the specific classroom's curriculum. Education students pursuing certification in ESL will be required to complete an additional practicum specific to ESL. 1 credit.

EDC 57_ 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 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 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 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 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 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 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 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.

GRADUATE TEACHER CERTIFICATION PROGRAM – ESL MINOR

COMM 560/860 CROSS CULTURAL COMMUNICATION Students will examine the cultural diversity that exists locally, nationally and globally in order to develop a positive appreciation for the contributions of other cultures. Students will gain personal contact with members of other cultures and learn effective inter-cultural communication for our diverse world. 3 credits.

EDG 706/EDG 906 BASIC ENGLISH LINGUISTICS FOR TEACHERS OF LANGUAGE LEARNERS is an introduction to the elements of linguistics, including a study of the phonetic alphabet and morphology. Prerequisite: Only for SOE students. 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 CAPSTONE ASSESSMENT FOR THE ESL minor that highlights a student's understanding of the WI teacher standards and ESL Knowledge. 0 credits.

GRADUATE TEACHER CERTIFICATION PROGRAM – BILINGUAL MINOR

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

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