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Concordia University Wisconsin is one of ten colleges or universities in the Concordia University System, which is owned and operated by The Lutheran Church - Missouri Synod.

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.

Concordia was founded in 1881 as a school of The Lutheran Church-Missouri Synod and officially became a university on August 27th, 1989. Concordia provides a variety of educational opportunities for students who are preparing for careers in various fields.

ADMISSION REQUIREMENTS- PROFESSIONAL PROGRAMS

Admission requirements are specific to professional program 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

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.

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

Step III: If the student is still not satisfied, s/he may file a written complaint with the appropriate Dean within 10 working days of receiving the step II report. The Dean will render a decision and send a written response to the student, the instructor, and the Program Director within 10 working days of receiving the grievance.

Step IV: Finally, the student may appeal a step III decision in writing to the Academic Grievance Committee (AGC) through the Academic Office. The AGC will meet with the student within 10 working days of receiving the grievance and render an immediate decision.

ACADEMIC PROBATION AND DISMISSAL

In general a graduate 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, in cooperation 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, which take precedence over the aforementioned general procedure.

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 appeals 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 the program's appeal process was not properly followed, s/he may return the appeal to the program for reconsideration. This decision will be communicated to the student within ten days of receiving the request.

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:

4. Submitting an assignment that is duplicated or copied from another student's work, or using someone else's work as your own is considered cheating.

5. Submitting an assignment that is copied from a previous assignment.

6. Submitting an assignment that is copied from a previous assignment, but with some changes made to it (e.g., changing the name of the author, changing the date, etc.) as individual work.

7. Submitting an assignment that is copied from a previous assignment, but with some changes made to it (e.g., changing the name of the author, changing the date, etc.) as individual work.

8.

- 3) Third instance: The faculty member determines the penalty, and the Academic Conduct Board meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. The Academic Conduct Board (ACB) consists of the CAO, Assistant Vice President of Academics, the appropriate Dean, and the appropriate Program Director.

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

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.

CAREERS

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.

COMPUTERA

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|---|------|
| 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

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.

Courses and programs offered in a Distance Learning format appeal to students who may not be located near a graduate institution with appropriate programs, or who, for a variety of reasons, may wish to complete their work by an alternative delivery system. Distance Learning courses are ANGEL based. All course information, including video and/or audio (for some courses) are all found within ANGEL. Degree requirements are met by completing reading and writing assignments specified for each course. Courses are designed to be completed in 8-10 weeks. Tuition is determined each year. Tuition does not include the cost of textbooks. Concordia University works closely with employers to aid students with tuition reimbursement. Students who enroll for financial aid must complete two courses within 16 weeks in order to maintain full-time status and must complete each course within 12 weeks from registration.

For further information on programs and courses offered in an Distance Learning format, please visit our web page at <http://www.cuw.edu/elearning> or contact the Distance Learning Office at (800) 665-6564.

To apply, please contact the Graduate Admission Office at (800) 330-9866.

Courses taken via Distance Learning have policies that differ slightly from the on-campus programs. Highlights of the differences follow:

ACADEMIC ADVISING FOR DISTANCE LEARNING

Upon acceptance into the degree program, each student is assigned an advisor. Normally, the director of the degree program also serves as the advisor; however, as the degree programs continue to grow, other faculty members within

LEARNING RESO

Applied Exercise Science

MASTER OF SCIENCE IN APPLIED EXERCISE SCIENCE DEGREE

OVERVIEW

The Master of Science in Applied Exercise Science program was developed to provide students with the necessary skills and knowledge to become leaders in a variety of exercise science fields.

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, applied kinesiology and human movement oriented 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. The objectives of the program include:

- s) N D E P X A M I N A T A V A N R I C E X E R C O P E V I C T H E O D A P P L Y T H E S C E N C E O F A R B I T R A R I S L V E D in strength and conditioning/performance enhancement, injury treatment and management and prevention/treatment of chronic disease using exercise
- s % X P E R W E T H E E M O E V E L O P E O N S U M E R S C H A R E A S E R S O N T A L R E S T
- s \$ E V E L O P M E N T D E S I G N S E R V I C E C L I E N T I E N H A N C E M E N T I N D E R M O R C E

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:

- s 5 N D E R G R A D U A T E % X E R C S E N C E A F T E R D X A M P L E A N E R M A N C E X E R C H S I O L O G Y (Kinesiology, and Movement Science)
- s) F U N D E R G R A D U A T E % X E R C S E N C E I N S T U D I E S T

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, Appleton, Beloit, Green Bay, Kenosha, Madison, Midtown, Miller Park Way, St. Louis, Waukesha, and Wausau locations. Videoconference classes are available for some courses. In addition to the live and synchronous format highlighted above, courses are also offered via Distance Learning. 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 mor

Business Finance
Economics (Macro or Micro)
Application knowledge of Microsoft Office is recommended

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 one of two links:

~~s/N CAMPUS S/W EDW FORMS MBADROP CFM~~

~~s/NLINE CLASS/W EDW FORMS ELEARNINGDROP CFM~~

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 Should be considered by those in the insurance industry.

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:

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|-------------|--|-------|
| MBA 500/800 | Managerial Economics | 3 Cr. |
| MBA 510/815 | Applied Statistical Methods | 3 Cr. |
| MBA 530/830 | Corporate Finance | 3 Cr. |
| MBA 540/840 | Accounting: Financial Analysis for Decision Making | 3 Cr. |
| MBA 575/875 | Business Ethics | 3 Cr. |
| MBA 580/880 | Leadership and Organizational Behavior | 3 Cr. |
| MBA 610/910 | Human Resources Management | 3 Cr. |
| MBA 590/890 | Strategic Management (Capstone – taken last) | 3 Cr. |

The student will select a concentration and take 15 credit hours of courses prescribed within the concentration. Students can take multiple emphasis areas.

CORPORATE COMMUNICATIONS (Take all of the following)

MMC 506/806

HUMAN RESOURCE MANAGEMENT (Choose 5 of the following)

| | | |
|-------------|---------------------------------|-------|
| MBA 576/876 | Fraud Management | 3 Cr. |
| MBA 600/900 | Compensation and Benefits | 3 Cr. |
| MBA 605/905 | Alternative Dispute Resolution | 3 Cr. |
| MBA 615/915 | Labor and Employment Law | 3 Cr. |
| MBA 622/922 | Risk Management and Insurance | 3 Cr. |
| MPA 568/868 | Public Personnel Administration | 3 Cr. |

INTERNATIONAL BUSINESS (Choose 5 of the following)

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

MANAGEMENT (C

MASTERS OF SCIENCE IN EDUCATION - COUNSELING

GRADUATE COUNSELING

MASTERS OF SCIENCE IN EDUCATION – COUNSELING

Concordia offers two options in Counseling:

1. School Counselor (K-12) – WDPI License #54
2. Professional Counselor

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 Regulation and Licensing.

**Alternative Education coursework and licensing options are identified and explained within this section of the Graduate and Professional Studies Academic Catalog for 2011-12. Information on the Alternative Education Program follows the licensing requirements for school counselors.

THE OBJECTIVES OF THE COUNSELING DEGREE

- s 4 DEMONSTRATE KNOWLEDGE AND SKILLS IN THE FIELD OF COUNSELING
- s 4 DEMONSTRATE KNOWLEDGE AND SKILLS IN THE FIELD OF COUNSELING

8. Research and Program Evaluation
COUN 586/886 Design, Implementation, and Evaluation of Counseling Programs 3 Cr.
9. Professional Orientation
COUN 554/854 Theories of Personality 3 Cr. (Required)
COUN 592/892 Professional Ethics in the Helping Profession 3 Cr. (Required)
10. Supervised Practicum and Portfolio
COUN 598/898 Practicum for School Counselors I 3 Cr. (Required)
COUN 599/899 Practicum for School Counselors II 3 Cr. (Required)
COUN 627/927 Portfolio I 0 Cr. (Required)
COUN 628/928 Portfolio II 0 Cr. (Required)
COUN 629/929 Portfolio III 0 Cr. (Required)
11. Lesson Planning/ Classroom Management (Non-Teachers in School Counseling)
COUN 620/920 Management for Counselors 3 Cr.


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

STUDENT REQUIREMENTS FOR THE KANSAS COUNSELOR INSTRUCTIONAL 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 FOR THE KANSAS COUNSELOR INSTRUCTIONAL COUNSELING license TO COMPLY OR TO 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 is completed while the student is enrolled in COUN 598/898-Practicum for School Counselors I. Portfolio 3 is completed while the student is enrolled in COUN 599/899-Practicum in School Counselors II.

STUDENT REQUIREMENTS FOR THE KANSAS COUNSELOR INSTRUCTIONAL COUNSELING license TO COMPLY OR TO 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 is completed while the student is enrolled in COUN 598/898-Practicum for School Counselors I. Portfolio 3 is completed while the student is enrolled in COUN 599/899-Practicum in School Counselors II.



The graduate program has been 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.

Faculty: Ahrens; Arnholt, P.; Bahr, P.; Beard; Bold; Brahm; Brunworth; Buck; Cario, C

MASTER OF SCIENCE IN EDUCATION - CURRICULUM & INSTRUCTION FOR AN
ELEMENTARY TEACHER
(33 Credits Required)

Required Courses

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| EDG 507/807 Curriculum Development | 3 Cr. |
| EDG 521/821 Human Learning and Motivation | 3 Cr. |
| EDG 528/828 Instructional Strategies for Effective Teaching | 3 Cr. |
| EDG 515 Educational Research Methods | 3 Cr. |
| EDG 587 Assessment for Learning | 3 Cr. |
| EDG 590/890 Thesis Completion Seminar (Plan I-30 Credits) (EDG 515 is a prerequisite) | 3 Cr. |
| OR EDG 595 Graduate Seminar (Plan II - 36 Credits) (EDG 515 is a prerequisite) | 3 Cr. |
| EDG 627/827 Portfolio I | 0 Cr. |
| EDG 628/828 Portfolio II | 0 Cr. |
| EDG 629/829 Portfolio III | 0 Cr. |

Electives

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|--|-------|
| EDG 501/801 Issues in American Education | 3 Cr. |
| EDG 509/809 Integrating Learning Across the Curriculum | 3 Cr. |
| EDG 514/814 Educational Ministry in the Digital World | 3 Cr. |
| EDG 526 The American Family Today | 3 Cr. |
| EDG 533/833 Leadership for Change in Education | 3 Cr. |

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.

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

1. Analyze and design learning experiences that are effective, ethical, and technologically appropriate.
2. Apply current research and design principles to create digital age learning experiences.
3. Explore the implications of digital culture upon the present and future of learning organizations.
4. Reflect upon the spiritual and ethical implications of technology in education.

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READING

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 #316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #17). 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 #316
2. Reading Specialist Certification – License #17

MASTER OF SCIENCE IN EDUCATION

(30 credits)

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Required Courses

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| EDG 552/852 Improvement in the Teaching of Reading | 3 Cr. |
| EDG 509/809 Integrating Learning and Reading Skills Across the Curriculum | 3 Cr. |
| EDG 556/856 Language Arts for the Teaching of Reading | 3 Cr. |
| EDG 553 Reading Assessment and Instruction | 3 Cr. |
| EDG 554 Practicum in Reading | 3 Cr. |
| EDG 576/876 Literature for Children K-12 | |

CROSS CATEGORICAL SPECIAL EDUCATION

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

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| EDG 515 Educational Research Methods | 3 Cr. |
| EDG 595 Graduate Seminar Project | 3 Cr. |
| EDG 637 Strategies for Teaching At-Risk Youth | 3 Cr. |
| EDG 735 Characteristics and Procedural Safeguards in Special Education | 3 Cr. |
| EDG 737 Life Span and Development of Children with Disabilities | 3 Cr. |
| EDG 739 Reading Assessment/Diagnosis | 3 Cr. |
| EDG 740 Assistive Technology for Individuals with Disabilities | 3 Cr. |
| EDG 741 Curricular Adaptations for Learners with Disabilities | 3 Cr. |
| EDG 742 Consultation, Collaboration and Teaming | 3 Cr. |
| EDG 743 Student Teaching and Seminar | 3 Cr. |

Total credits for students entering with an Adaptive Education Minor: 30 Crs.

In addition to the above list, these courses are required for students entering the program without an Adaptive Education Minor.

| | |
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| EDG 724 Environmental and Personal Strategies for Self Management of the Exceptional Child | 3 Cr. |
| EDG 779 Assessment and Instruction for Children with Special Needs | 3 Cr. |
| EDG 781 Language/Communication Disorders | 3 Cr. |
| EDG 784 Educational/Behavior Management in Special Education | 3 Cr. |
| EDG 787 Intervention Strategies in Special Education | 3 Cr. |

Total credits for a Master's degree and license in Special Education: 45 Crs.

EARLY CHILDH

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) 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 Curriculum and Instruction.

The Graduate Teacher Certification Program-Elementary (GTCP-E) and Graduate Teacher Certification Program-

EDC 525

MASTER

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

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

Comprehensive Exams (Written and Oral)

CHORAL EMPHASIS

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

Comprehensive Exams (Written and Oral)

Information Technology

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Technology Program with a Soul SM

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

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

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

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

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

Our MS IT program emphasizes ethical computing. How a Christian professional responds to the needs of clients,

CURRICULUM

The MS IT degree program requires a minimum of 36 credit hours of Computer Science courses.

Pre-requisite courses (may be required by the admissions committee and does not count toward the 36 credit minimum in the MS IT program)

CSC 501 – Introduction to Informatics
Other undergraduate CSC courses as specified

Required – 18 credits (all students must complete these six courses)

CSC 505 – Foundations of Information Technology
CSC 510 – Vocation and Ethical Computing
CSC 520 – Human Computer Interaction
CSC 530 – Database and Information Management
CSC 535 – Systems Development: Theory and Practice
CSC 565 – Information Technology Integrative Capstone

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

CSC 515 – Applied Artificial Intelligence
CSC 525 – Data Security and Information Assurance
CSC 532 – Database Systems II
CSC 537 – Programming Practice II
CSC 540 – Networking
CSC 545 – System Design and Configuration
CSC 550 – System Administration and Maintenance
CSC 555 – Project Management
CSC 560 – Web Systems and Technologies
CSC 570 – Readings in Information Technology
CSC 580 – Internship in Information Technology [typically 1 credit]

For international students, a minimum of 39 credit hours of Computer Science is required. CSC 501 is required for all international students and counts toward the 39 credit minimum in the MS IT program. Thus, international students have 21 required credits with 18 credits of electives in the program.

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 are delivered in an accelerated, evening model (hereby referred to as 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.
T



MASTER

GENERAL INFORMATION:

1.

**FAMILY AND ADULT/GERONTOLOGY
NURSE PRACTITIONER****Core Courses**

| | |
|------------------------------------|-------|
| MSN 502/802 Bioethics | 3 Cr. |
| MSN 530/830 Health Care in Context | 2 Cr. |
| MSN 534/834 Nursing Theory | 2 Cr. |
| MSN 540/840 Nursing Research | 3 Cr. |
| MSN 538 Advanced Health Assessment | 3 Cr. |
| MSN 590/890 Thesis | 6 Cr. |
| OR | |

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

Purpose

The purpose of the Doctor of Nursing Practice (DNP) at Concordia University Wisconsin School of Nursing is to prepare advanced practice nurses to perform at the highest professional level of nursing practice, while advancing the application of nursing knowledge for the purpose of improving health care for diverse populations.

PROGRAM OBJECTIVES

At the completion of the program, the post-masters DNP graduate, will be able to practice at the highest level of professional practice evidenced by:

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

DEGREE REQUIREMENTS

The 35-37 hour curriculum is delivered in an all Distance Learning format with the exception of 2 cohort meetings which must be attended at the CUW Campus in Mequon Wisconsin. One meeting at the beginning of the program and final meeting which involves presentation of Translational Research Projects and exit interviews.

DNP CURRICULUM

Core Courses

| | | |
|---------------|--------------------------------------|-------------|
| DNP 903 | Biostatistics/Epidemiology | 4 Cr. |
| DNP 915 | Evidenced Based Research | 3 Cr. |
| DNP 940 | Translational Research Project I | 4 Cr. |
| DNP 921 | Health Care Informatics | 3 Cr. |
| DNP 920 | Economics of Public Health Care | 3 Cr. |
| DNP 930 | Ethics and Leadership in Health Care | 3 Cr. |
| DNP 925 | Emerging Therapies/ Immunology | 4 Cr. |
| DNP 930 | Clinical Practicum I | 4 - 5 Cr. |
| DNP 941 | Translational Research Project II | 4 Cr. |
| DNP 931 | Clinical Practicum II | 4 - 5 Cr. |
| Total credits | | 35 - 37 Cr. |

TRANSFER OF CREDIT

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program based on the following criteria:

1. Course work must have been completed within 5 years prior to admission to the program.
2. Courses transferred must be comparable in scope and subject matter to courses offered in the MSN program.

The student will need to provide a course description and possibly a course syllabus for any course requested for.Nca/T13 1 TF

Students may apply to the program before their bachelor's degree is awarded, but must have completed the prerequisite courses before the application deadline. Bachelor degree must be awarded prior to matriculation into the MOT program.

APPLICATION PROCESS

The Occupational Therapy Department at Concordia University Wisconsin participates in the Occupational Therapy Centralized Application Service, known as OTCAS. Applicants for the Master of Occupational Therapy 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.

Submit all application items directly to OTCAS. Concordia does not require students to submit GRE scores, a supplemental application, or supplemental application fee.

The Occupational 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.

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

GUARANTEED MOT ADMISSION POLICY FOR CONCORDIA BSRS UNDERGRADUATE STUDENTS

Students who begin their undergraduate career in Concordia's Bachelor of Science in Rehabilitation Science program may apply to the MOT program during the spring of their sophomore year. A student accepted into the MOT track will begin taking graduate courses toward a degree in Occupational Therapy during their junior year. 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 a 3.0 cumulative GPA, as well as grades of 3.0 in both BIO 280 and BIO 281 and at least a 2.0 in BIO 301. The combined BSRS/MOT program allows a student who wishes to become an Occupational Therapist to complete both degrees within a 4 year period.

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

s")/ ! N A T O A N D H Y S I O L O G Y
 s")/ ! N A T O A N D H Y S I O L O G Y
 s")/ ! D V A N & E L E C T R O N A N D H Y S I O L O G Y

Students transferring into Concordia's BSRS program must maintain a 3.0 cumulative GPA, grades of 3.0 in both BIO 280 and BIO 281 and at least a 2.0 in BIO 301 courses to be eligible for the MOT program. Transfer students will be given priority in admission over non-CUW students into the MOT program, based on availability of positions and prerequisite GPA.

Priority admission to the MOT phase 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 that began at CUW in BSRS but did not get the guarantee given to the first 30, with a 3.0 cumulative GPA, B's in A&P and C in 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 C in BIO 301 taken at CUW
4. Students from outside CUW

If multiple students fall within the same priority level, the MOT Review Committee will make acceptance decisions.

FIELDWORK EXPERIENCES

The OT Program 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.

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 client 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 fifth semester of the program. Level II Fieldwork is usually 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 for five 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 five semesters of the program as long as a student remains a full time student.

AOTA student membership is highly recommended for all students. Current student membership rates are available on the AOTA website at www.aota.org.

Additional expenses not included in the tuition are books, lab supplies, professional attire, name tags, and photocopy expenses for reports, articles, presentation, etc.

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 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.

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Additional

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 DPT Program at Concordia University Wisconsin is accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria Virginia 22314; telephone: 703.684.2782; 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

Other prerequisites

3 STATISTICS SEMESTER
 0 PSYCHOLOGY SEMESTER
 2 BEHAVIORAL SCIENCE SEMESTER OR 1 PSYCHOLOGY SEMESTER 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.

GUARANTEED ADMISSION FOR CONCORDIA UNDERGRADUATE STUDENTS

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

1. Complete all prerequisite science courses with a grade of B or better.
 2. Complete all prerequisite science courses with a grade of B or better.
 3. Complete all prerequisite science courses with a grade of B or better.
 4. Complete all prerequisite science courses with a grade of B or better.
 5. Complete all prerequisite science courses with a grade of B or better.

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 guaranteed 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.

CURRICULUM

| | | | |
|---|---|---|---|
| Semester 1 (15 weeks) | | Summer (9 weeks) | |
| DPT 550 Pathophysiology/Pharmacology I | 3 | DPT 631 Clinical Problem Solving III – Neuro/Ortho | 6 |
| BIO 550 Anatomy | 6 | DPT 738 Psychosocial Dimensions of Healthcare II | 1 |
| DPT 505 Kinesiology | 5 | | |
| DPT 500 Foundations of Physical Therapy | 3 | Semester 5 (15 weeks) | |
| Winterim (3 weeks) | | DPT 723 Cardiopulmonary Systems/Acute Care/Physical Therapy | 4 |
| DPT 628 Clinical Problem Solving I | 2 | DPT 755 Differential Diagnosis of the Client with Multisystem Involvement | 3 |
| Semester 2 (14 weeks) | | DPT 705 Medical Imaging | 3 |
| DPT 650 Pathophysiology/Pharmacology II | 3 | DPT 744 Physical Therapy in the Health Care System | 2 |
| BIO 560 Neuroscience | 3 | DPT 745 Health Promotion | 2 |
| DPT 615 Movement Science | 3 | Elective | 3 |
| DPT 609 Exercise Science | 3 | | |
| DPT 736 Tissue Biomechanics | 3 | Winterim/ Semester 6 | |
| DPT 642 Therapeutic Exercise | 2 | DPT 760 Clinical Practice I | 6 |
| Summer (9 weeks) | | DPT 761 Clinical Practice II | 6 |
| DPT 629 Clinical Decision Making | 3 | DPT 739 Psychosocial Dimensions of Healthcare III | 1 |
| DPT 659 Introduction to Management of Musculoskeletal Disorders | 2 | DPT 765 Internship (one year) may be used to replace DPT 760 and DPT 761 | |
| DPT 728 Tests and Measures – Adult | 2 | | |
| DPT 737 Psychosocial Dimensions of Healthcare I | 1 | Total 117 Credits | |
| DPT 665 Management of Integumentary Disorders | 2 | The program retains the right to make curricular changes as needed in order to provide the optimal education program. | |
| Semester 3 (15 weeks) | | | |
| DPT 670 Medical Management of Pathologic Conditions | 1 | | |
| DPT 610 Management of Neuromuscular Disorders –Pediatric | 4 | | |
| DPT 660 Management of Musculoskeletal Disorders I | 3 | | |
| DPT 621 Tools for Evidence Based Practice | 3 | | |
| DPT 643 Applied Therapeutic Exercise | 2 | | |
| DPT 645 Therapeutic Modalities I | 2 | | |
| Winterim (3 weeks) | | | |
| DPT 630 Clinical Problem Solving II – Pediatrics | 2 | | |
| Semester 4 (14 weeks) | | | |
| DPT 611 Management of Neuromuscular Disorders –Adult | 4 | | |
| DPT 661 Management of Musculoskeletal Disorders II | 5 | | |
| DPT 640 Movement Analysis | 3 | | |
| DPT 622 Scientific Inquiry I | 3 | | |
| DPT 646 Therapeutic Modalities II | 2 | | |

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 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) provide opportunities to work with diverse, medically underserved populations to improve access to health care,
- 3) instill the value of lifelong learning,
- 4) provide an interprofessional education in order to work effectively as a health care team member.

ACCREDITATION

Professional as welecor

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 must receive provisional accreditation (See accreditation statement) in order 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:

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- s !PLRREQUCSUTRESSES UCCESCSCFMRILVTTABRADIE#ORIGHBRVAREGIONALLY
accredited college or university
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APPLICATION PROCESS

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

To apply, please submit the following:

1. APPLICATION AVAILABLE WITH APPLICATION

In addition to the online application, please submit:

- 1. NEAREST TO YOUR HOME ADDRESS
- 2. RESUME OF EDUCATION AND EMPLOYMENT EXPERIENCE
- 3. FOUR RECOMMENDATIONS FROM ACADEMIC

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

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

Employment: The PA program strongly discourages working while attending the program. The PA program is in intensive didactic and clinical educational program that involves an average of at least 40 to 50 hours per week, in addition to study, laboratory, and other activities.

MASTER OF SCIENCE IN REHABILITATION SCIENCE CURRICULUM

Required Core
OT 701

Information Technology Lab

21 credits
3 cr

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 to practice. Further, employed graduates of the program will seek to develop communities in which they work that are respectful, purposeful, open, just disciplined, and celebrative.

COURSE AND DEGREE REQUIREMENTS

Degr 490.e

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|--|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |

| Required Courses | Term (Semester) | | | | |
|---|------------------|-------------------|------------------|-------------------|--------------|
| | Fall | | Spring | | Summer |
| | First 9 Weeks | Second 9 Weeks | First 9 Weeks | Second 9 Weeks | Dates TBD |
| Each course is 3 credits except for SPA 502 (1 credit) | Instructors | | | | |
| SPA 501 Foundations of SPA | Luptak | | | | |
| SPA 502 Professional Writing and Research | Herrick | | Herrick | | |
| SPA 506 Group Dynamics | | Crook | | | |
| SPA 510 Issues in American Higher Education | Barry | | | | |
| SPA 511 Current Issues in Athletic Admin. | Barnhill | | | | |
| SPA 520 The American College Student | | | Herrick | | |
| SPA 525 Student Programs and Assessment | | Herrick | | | |
| SPA 526 Organization & Manag. of Ath. Prog. | | Barnhill | | | |
| SP | | | | | |
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| Capstone Courses | Term (Semester) | | | | |
|---|-----------------|----------------|---------------|----------------|---------------------------|
| | Fall | | Spring | | Summer |
| | First 9 Weeks | Second 9 Weeks | First 9 Weeks | Second 9 Weeks | Dates TBD |
| Student registers for course under section number of Thesis Chair (SPA 600) or Capstone Advisor (SPA 601) | | | | | |
| SPA 600 Thesis Completion Seminar | X | X | X | X | X |
| SPA 601 Seminar Project | X | X | X | X | X |
| | | | | | Total Required: 3 Credits |

COURSE SEQUENCE

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 506 Group Dynamics |
| | 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 | EDG 515 Educational Research Methods is offered multiple times during the year. If the student is doing a Thesis, the student should take this course the term before 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 | EDG 515 Educational Research Methods is offered multiple times during the year. If the student is doing a Thesis, the student should take this course the term before beginning the Thesis. If the student is not doing a Thesis, the student may take this course at any time following SPA 510. | | |

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 School of Pharmacy are: Integrity, Service, and Scholarship. (This will be accomplished by providing a comprehensive pharmacy education that balances education, service and research.)

| Semester | Course | Credits |
|--------------------|--|---------|
| P2 Fall (cont.) | 470 Applied Patient Care III | 2 |
| | 480 IPPE-3 | 2 |
| | Sem Total | 18 |
| P2 Spr | 434 Pharmacology and Medicinal Chemistry III | 4 |
| | 442 Social & Behavioral Pharmacy | 2 |
| | 452 Pharmacotherapy II | 4 |
| | 462 Medical Literature Evaluation II | 2 |
| | 472 Applied Patient Care IV | 2 |
| | 474 Physical Assessment | 2 |
| | 482 IPPE-4 | 2 |
| | Sem Total | 18 |
| P3 Fall | Eih521.2350006 cm 0 0 0 1 K /GS2 gvi4h789 Td (Eih521.2350006 cm 0 0 0 1 K /706m /GS2 gvi4h78D82 IPPE-4) Tj 3 | |
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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

BUSINESS

MBA 500/800 MA NAGERIAL 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 r

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 create 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 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.

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

MB

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 I N E T m 12.685 Tc 0.015 Twpress withualTJ -38.lem design and administratio2 0 8 2alText (bÿ lxt (bÿ .))Tt

COUN 602/902 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 603/903 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 602/902- 2 credits.

COUN 604/904 INTERNSHIP

nship/practicum designed to

EDG 533/833 LEADERSHIP FOR CHANGE IN EDUCATION (replaces SPA 533) explores the process of change in the world of education. The course pr

EDG 742 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 STUDENT TEACHING 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. 3 credits.

EDG 744 STUDENT TEACHING 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. 3 credits.

EDG 745/845 THE PRINCIPALSHIP focuses on the nature of instructional leadership and the role of the principal. The course will provide the student an orientation to the responsibilities and tasks of the principal. 3 credits.

EDG 768 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 childr

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 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 PROJ

MASTER OF 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 ET BT /T12 1 Tf 8 0 0 8 286.336 320.4041 Tm (1 - 2 cr)Tj 8 0 0 8 55.72 329.900p regis328.904 320.40001

MSN 534/834 NURSING THEORY assists students in making clinical decision of significant gravity regarding client well being. Scholarly inquiry into the basis for nursing practice provides the framework for answering clinical questions. Research is important for developing a body of knowledge unique to nursing. Concepts and relationships validated in the empirical arena become the foundation for theory development. A Theor

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 –NEURO This is a professional skills course focusing on the assessment and treatment of neurologic conditions. Prerequisites: EMLT /T10

OT 586 REHABILITATION SCIENCE - ORTHOPEDICS This course will provide students with a client-centered, evidence-based forum to learn more about the evaluation, theory, and treatment of individual's with physical disabilities. The ICIDH-2 will be used as a framework. Specific topics to be covered include: evaluation, treatment planning, and documentation for upper extremity orthopedic injuries (including but not limited to hands, elbows, shoulders), splinting, wound care, soft tissue mobilization, ultrasound, electromodalities and mechanical modalities. Safety, indications, precautions, and contraindications will be explained, identified, and applied. 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 will provide students with a client-centered, evidence-based forum to learn more about the evaluation, theory, and treatment of individual's with physical disabilities. The ICIDH-2 will be used as a framework. Specific topics to be covered include: theories of pain, biomechanical principles, principles of exercise, massage, myofascial release, craniosacral, ultrasound, electromodalities and mechanical modalities, sexual dysfunction, and emotional issues related to physical disabilities. Students will treatment plan and document for different contexts of service delivery within the arena of physical disabilities (home health, hospice, subacute, case management). 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 occupational therapy practitioners need to administratively function in typical health care environments. In addition, business development and management areas of study will be incorporated which will prepare students to assume more traditional management roles in a variety of models of service delivery. Students will be prepared to function in conjunction 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 occupational therapist. 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 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 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 Clinical Fieldwork Supervisor as well as the Academic Fieldwork Supervisor will monitor placements. Day-to-day clinical supervision will be the responsibility of the Clinical Supervisor, but the AFC 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

Additional 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

PHYSICAL THERAPY

development, motor contr

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 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 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 615 MANAGEMENT OF NEUROMUSCULAR DISORDERS-PEDIATRIC is the first course in a two-semester sequence addressing the evaluation and treatment of clients with primary neurological disorders. Application of the basic principles of 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 syn 482.808 312.5MC ET BT /26ftualText (DI) onlienTJ 29d (essin 0 t (p) BDC BT /T12 d BT /T11 1 Tf 8 Spa|TJsE8(Thessin 0 t (p) BDC BT /T

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. The first semester of this sequence emphasizes examination/evaluation principles, systems review (medical screening), and the theories and techniques of mobilization and massage. These principles are then incorporated into examination and intervention of the temporomandibular joint, cervical and thoracic spine, shoulder, elbow, wrist, and hand. You will be responsible for knowing muscle innervations, origins and insertions and components of a neurologic examination. You will also be responsible for performing MMT and goniometry to the spine and extremities. A component of the course involves weekly pro-bono clinical time. The therapeutic exercise portion of the course provides students with basic concepts and principles that guide the development of comprehensive physical therapy patient/client management. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 4 credits.

DP

DPT 728 TESTS AND MEASURES - ADULT covers tests and measures used in the physical therapy examination of adults with orthopedic, cardiopulmonary, and neurological disorders. The class will cover the Berg Balance Scales, Functional Reach, Timed-Up & Go, Six-Minute Walk Test, SF-36, Gait Speeds, Barthel Index, Physical Performance Test, Romberg Test, Activities-Specific Balance Confidence (ABC Scale), IADLs, UPDRS, Mini-Mental Exam, Geriatric Depressions Scale, CLOX Test, FIM, Timed Chair Stand, Dynamic Gait Index and Readiness to change instrument. Students will learn how to administer and interpret the tests, as well as integrate test results into the PT evaluation. The use of Guide to Physical Therapist Practice will be incorporated into the class. Pre-requisites: Admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 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 cr

PHAR 380 INTRODUCTORY PHARMACY PRACTICE EXPERIENCE: IPPE-1 (14-80-3) Students are exposed to the role and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other health care providers. On-site experience will include 40 hours each in a community and hospital setting, providing basic knowledge of the drug distribution process in both. Legal, patient safety, and practice issues in pharmacy are discussed during classroom activities. Prerequisite: P1standing

First Year (P1) Spring Semester

PHAR 314 PHARMACY IMMUNOLOGY, MOLECULAR BIOLOGY, AND MICROBIOLOGY (56-0-4) This course covers the traditional underlying nature of infectious microorganisms with emphasis on the cause, prevention, and control of infectious diseases; immunology; mycology; parasitology; bacteriology; virology. It also incorporates background for understanding molecular biology as it relates to modern immunotherapies, microbial regimens, and other molecular interventions. Prerequisites: P1 standing, Pharmacy Biochemistry

PHAR 322 PHARMACEUTICS II (42-21-4)

PHAR 548 PHARMACY LAW (28-0-2) This course covers federal and state statutes, rules, and regulations that affect pharmacy practice and selected aspects of general law. Interpretation of those laws affecting the practice of community and institutional pharmacy is emphasized. Prerequisite: P3 standing

PHAR 552 THERAPEUTICS AND PATHOPHYSIOLOGY IV (56-0-4) This is the fourth of four courses in Therapeutics and Pathophysiology. Courses need not be taken in sequence. Prerequisites: P2 Standing, Pharmacology and Medicinal Chemistry I, II, and III and Applied Pharmacokinetics and Therapeutic Drug Monitoring

PHAR 572 APPLIED PATIENT CARE VI (14-21-2) This course is the sixth of six courses in the Applied Patient Care series focusing on patient care skill development. Coursework in this semester will further develop previous skills, as well as introduce journal clubs and application of new patient care guidelines. Prerequisite: Concurrent or previous registration in Therapeutics / Pathophysiology IV

Electives (6 hours) - Fourth Year (P4) Fall/Spring Semester

ADVANCED PHARMACY PRACTICE EXPERIENCES (APPE): REQUIRED (0-960-24) Required APPEs will consist of four (4), six-week, full-time (40 hours per week) off-campus experiences in a supervised pharmacy practice environment. In these settings, students apply didactic instruction, develop competencies, and enhance their knowledge of patient care management. These required experiences do not need to be completed in sequence or prior to elective rotations. Prerequisite: Successful completion of all required didactic coursework.

PHAR 680 APPE: COMMUNITY PHARMACY (required) Students will work with community pharmacists and engage in all aspects of community pharmacy, including MTM, extensive patient counseling, and administrative functions. Prerequisite: Successful completion of all required didactic coursework.

PHAR 682 APPE: INPATIENT/ACUTE CARE-INTERNAL MEDICINE (required) Students will refine skills in therapeutics, pharmacokinetics, drug information retrieval and evaluation, verbal and written communication, patient monitoring, and case presentations. Students will apply knowledge, develop competency in pharmacy practice, and enhance knowledge of therapeutic management of common diseases such as hypertension, congestive heart failure, diabetes, and renal failure. Prerequisite: Successful completion of all required didactic coursework.

PHAR 684 APPE: HOSPITAL/HEALTH-SYSTEM (required) Students will participate in various distributive, clinical and administrative functions of hospital pharmacists

SPA 598 INTERNSHIP III 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. 3 credits.

SPA 600 THESIS COMPLETION SEMINA

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 Cer

FULL-TIME FACULTY

ALBANO, CHRISTIAN B.

Associate Professor of Pharmacy Administration
B.S., University of Illinois at Chicago; M.P.H., University
of Minnesota; M.S., M.B.A., Ph.D., North Dakota State
University. At Concordia since 2012.

ARNESON, DEAN L.

Associate Professor of Pharmacy Administration
Academic Dean, School of Pharmacy
Pharm.D., M.S., Ph.D., University of Nebraska Medical
Center. At Concordia since 2008.

ARNHOLT, PHIL (Environmental Education)

B.S., M.S., Eastern Illinois University; Ph.D. University
of Nebraska.

BARTELME, KASSANDRA M.

Assistant Professor of Pharmacy Practice
B.S., University of Wisconsin-Madison; Pharm.D.,
University of Minnesota-Minneapolis. At Concordia
since 2011.

BAUM, JON (MBA)

B.S., Valparaiso University, Valparaiso, Indiana; M.S.,
M.B.A. Marquette University, Milwaukee; Ph.D.,
University of Wisconsin, Milwaukee.

BEHNKE, JOHN (Church Music)

B.A., Concordia University - River Forest;
M. Mus., D. Mus., Northwestern University.

BIESBOER, ANN N.

Assistant Professor of Pharmacy Practice
Pharm.D., University of Wisconsin-Madison.
At Concordia since 2012.

BLODGETT, MARGARET (Occupational Therapy)

B.S.T., University of Wisconsin - Madison; M.S.,
Cardinal Stritch. EdS Nova Southeastern University,
Ft. Lauderdale, FL; PhD, Capella University,
Minneapolis, MN.

BORST, DA

PETERSEN, CHERYL (Physical

ADJUNCT FACULTY

BAHR, PAUL (Education)

B.A., Concordia University, River Forest, IL; M.S.,
Canisius College, Buffalo, NY.

BAKER, DAVID (Education-Art)

B.A., University of Northern Iowa; M.Ed., University
of Minnesota - Minneapolis; Ph.D., Pennsylvania
State University

GROH, KELLY (Counseling)
B.S., University of Wisconsin - Madison; M.S., University
of Wisconsin - Milwaukee.

GUO, XIAOQING (MBA)
B.S., Xiamen University; M.S., Ph.D.,
Northwestern University.

GUY, DOUGLAS (MBA)
B.A., University of Vermont; M.B.A., Temple University.

HERRCK, KATHY (SPA)
B.A., M.S.E., University of Wisconsin - Milwaukee

HERRED, CARLA (Counseling)

POMEROY, KENNA (Counseling)
B.S.W., M.S.W., University of Illinois at Chicago.

RESKE, STEVE (MBA)
B.S., M.S., University of Wisconsin, Whitewater.

ROBERTS, MARISA AWODEY (Education)
B.S., University of Wisconsin- Madison; M.A., Marian
College, Fond Du Lac, WI.

ROGERS, DOUG (MBA)
B.S., United States Military Academy, West Point; MBA,
Southern Methodist University, Dallas, TX.

ROSENBAUM, MARK (MBA)
B.S., University of Wisconsin-Oshkosh; M.S., University
of Wisconsin - Milwaukee.

SCHWARZ, ELOISE (MBA)
B.S.B.A., Cardinal Stritch University; M.B.A., Concordia
University Wisconsin.

SCOTT-DUEX, SANDRA (SPA)
B.A., M.S.M., Cardinal Stritch University.

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