



2025-2026

**GRADUATE &
PROFESSIONAL STUDIES**
ACADEMIC CATALOG

**CONCORDIA
UNIVERSITY**
WISCONSIN & ANN ARBOR

TABLE OF CONTENTS

Graduate Catalog	3	Doctor of Education in Leadership in Innovation and Continuous Improvement	52
The University	3	Doctor of Philosophy (PhD) in Leadership in Innovation and Continuous Improvement	53
Academic Definitions	6	Master of Science in Education - Counseling	54
Academic Policies	7	Master of Science in Education - Educational Administration	57
Registration	7	Master of Science in Education - Family Life	60
Grading	13	Master of Science in Education - Literacy	61
Academic Probation	14	Master of Science in Education - Teaching & Learning with Teacher Licensure	62
Academic Ethics	14	Compassion Care Certificate	66
Experiential Learning	16	Alternative Education License Program	66
Classroom Expectations	16	Superintendent License Program	66
Graduation and Commencement	18	Health Profession Programs	67
Admissions Procedures	19	Doctor of Occupational Therapy Entry-Level (CUAA)	67
Financial Aid	21	Doctor of Occupational Therapy Entry-Level (CUW)	70
Pathways	23	Doctor of Physical Therapy (CUAA)	72
Student Services	23	Doctor of Physical Therapy (CUW)	74
Student Success Policies & Procedures	25	Interprofessional Education Graduate Certificate	77
Technology Requirements	29	Master of Occupational Therapy	78
Tuition and Fees	29	Master of Science in Athletic Training (CUW)	80
Programs	31	Master of Science in Physician Assistant Studies (CUAA)	81
Arts and Sciences Programs	32	Master of Science in Speech-Language Pathology	85
Bioethics Certificate	32	Master of Social Work	88
Master of Science in Computer Science	32	Nursing Programs	91
Computer Science Scholars Program	34	Doctor of Nursing Practice (DNP) Program	91
Business Programs	35	Post BSN to DNP	93
Doctor of Business Administration	36	Master of Science in Nursing - Primary Care Nurse Practitioner	95
Doctor of Philosophy (PhD) in Business Administration	37	Certificate After Graduate Education in Nursing	98
Master of Business Administration	38	Certificate After Graduate Education in Nursing - Psychiatric Mental Health NP	99
Business Scholars MBA Program	41	Pharmacy Programs	101
MBA Fast Track	42	Doctor of Pharmacy	101
PharmD/MBA	43	Master of Science in Natural Products Science	105
Master of Science in Accountancy	45	Natural Products Sciences Graduate Certificate	106
Master of Science in Business Analytics	46	Student Conduct	107
Master of Science in Leadership	47	Important Student Information	107
Education Programs - CUAA	48	Article 1 - Overview	108
Master of Science in Curriculum & Instruction - Elementary Teacher Certification	48	Article 2 - Policies General	109
Master of Science in Curriculum & Instruction - Secondary Teacher Certification	50	Article 3 - Policies Student Welfare	117
Education Programs - CUW	51	Article 4 - Procedures & Hearings	119

Flowcharts	128
Resource Lists	128
Course Descriptions	129
Accounting (ACCT)	129
Athletic Training (AT)	130
Biology (BIO)	132
Business (BUS)	132
Business Analytics (BUAN)	139
Chemistry (CHEM)	139
Computer Science (CSC)	139
Concordia Center for Bioethics (CCB)	140
Counseling-Graduate (COUN)	141
Digital Humanities (DH)	144
Education - CUAA (EDU)	144
Education Family Life (EFL)	147
Education-Cert Elem Ed (EDC)	148
Education-Graduate (EDG)	151
Educational Technology (EDT)	162
Interprofessional Education (IPE)	163
Leadership (LDR)	163
Music (MUS)	164
Natural Products Science (NPS)	165
Nursing - Grad (NURS)	166
Occupational Therapy-Grad (OT)	170
Pharmacy (PHAR)	176
Physical Therapy (PT)	185
Physician Assistant (PHAS)	194
Social Work (SW)	198
Speech-Language Pathology (SLP)	201
Student Personnel-Graduate (SPA)	203
Faculty	203
Legal Notices	215
Index	217

GRADUATE CATALOG



The University

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

Mission Statement

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

Vision Statement

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

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

We are a Faith and Learning Centered Higher Education Community.

Concordia students learn in innovative Christ-centered environments that are guided by comprehensive assessment. Our faculty, staff and University administrators are role models and servant leaders. Our

Christian faculty excel in teaching and mentoring, and successfully connect to faith to learning. Our academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

We Plan for Purposeful Growth.

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

We Make an Impact Through Service and Leadership.

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

We Champion Access and Opportunity for All Learners.

We provide access to the highest value higher education experience. As a result, Concordia students discover and develop their vocations. Rigorous assessment of our academic offerings, university services, delivery systems, and market and organizational performance results in continuous improvement of the Concordia experience, which enables our students to pursue and persist in their chosen career paths.

University Contact Information

Concordia University, Inc.

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

Campus Information

Concordia University Wisconsin

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

Concordia University Ann Arbor

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

Administrative Officers

Position	Name
President	Erik Ankerberg
Vice President of Innovation & Chief of Staff	Steven Taylor
Vice President of Finance & CFO	Danielle Marsh
Vice President for Academics & Chief Academic Officer	Leah Dvorak
Vice President of Advancement	Jennifer Benanti
Vice President of Student Success	Elizabeth Polzin
Vice President of Enrollment, Chief Strategy Officer	Michael Uden
Vice President for Mission, Identity & Church Relations	Aaron Moldenhauer
Chair, Faculty Senate	Van Mobley

Deans

Department	Name
School of Arts and Sciences	Rachel Ware Carlton
Batterman School of Business	Matthew S. Niederjohn

School of Education	James Pingel
School of Health Professions	Linda Samuel
School of Nursing	Diane Ames
School of Pharmacy	Erik Jorvig

2025-2026 Academic Calendar

Fall Semester

Date	Day	Event
August 24	Sunday	Opening Service - Mequon
August 25	Monday	First day of classes (16-week & 8-week Session I); Opening service - Ann Arbor
August 29	Friday	Last day to add a 8-week Session I course 8AM CST
September 1	Monday	LABOR DAY- No classes
September 5	Friday	Last day to add a 16-week Semester course 8AM CST
September 19	Friday	Progress Reports due-8-week Session I courses
September 28	Sunday	Last day to withdraw from a 8-week Session I course
October 3	Friday	Sixth Friday Break-No Classes
October 17	Friday	Progress Reports due-16-week Semester courses
October 19	Sunday	Final day of classes (8-week Session I), 8-week Session I Degree Award Date
October 20	Monday	First day of classes (8-week Session II)
October 21	Tuesday	Final grades due (11:59PM) 8-week Session I
October 24	Friday	Last day to add a 8-week Session II course 8AM CST
November 2	Sunday	Last day to withdraw from a 16-week Semester course
November 14	Friday	Progress Reports due-8-week Session II
November 23	Sunday	Last day to withdraw from a 8-week Session II course
November 26	Wednesday	Thanksgiving Break-No Classes
November 27	Thursday	Thanksgiving Day-No Classes

November 28	Friday	University Closed-No Classes
December 1	Monday	Classes resume
December 8-12	Monday-Friday	Final Examinations (16-week Semester)
December 13	Saturday	Commencement Ceremony - Mequon
December 14	Sunday	Commencement Ceremony - Ann Arbor, Final day of classes (16-week Semester, 8-week Session II), 16-week Semester, 8-week Session II Degree Award Date
December 15-January 4		Christmas Break-No Classes
December 16	Tuesday	Final grades due (11:59PM) 16-week Semester, 8-week Session II courses

Spring Semester

Date	Day	Event
January 5	Monday	First day of classes (16-week & 8-week Session I)
January 9	Friday	Last day to add a 8-week Session I course 8AM CST
January 16	Friday	Last day to add a 16-week Semester course 8AM CST
January 19	Monday	Martin Luther King Day-No Classes
January 30	Friday	Progress Reports due-8-week Session I courses
February 8	Sunday	Last day to withdraw from a 8-week Session I course
February 13	Friday	Sixth Friday Break-No Classes
February 27	Friday	Progress Reports due-16-week Semester courses
March 1	Sunday	Final day of classes-8-week Session I, 8-week Session I Degree Award Date
March 2-8		Spring Break
March 3	Tuesday	Final grades due (11:59PM)-8-week Session I
March 9	Monday	First day of classes-8-week Session II

March 13	Friday	Last day to add a 8-week Session II course 8AM CST
March 22	Sunday	Last day to withdraw from a 16-week Semester course
April 2	Thursday	Easter Break begins - no classes meet after 4:00pm local time
April 3	Friday	Progress Reports due-8-week Session II courses, University Closed - No Classes
April 5	Sunday	Easter Sunday
April 6	Monday	Classes resume at 4:00 local time
April 12	Sunday	Last day to withdraw from 8-week Session II course
April 27-May 1		Final Examinations (16 week semester)
May 1	Friday	Graduate student Commencement Ceremony - Mequon
May 2	Saturday	Undergraduate student Commencement Ceremony - Mequon
May 3	Sunday	Commencement Ceremony -Ann Arbor, Final day of classes (16-week Semester, 8-week Session II), 16-week Semester, 8-week Session II Degree Award Date
May 4-8	Monday-Friday	May Break-No Classes
May 5	Tuesday	Final grades due (11:59PM)-16-week Semester, 8-week Session II

Summer Semester

Date	Day	Event
May 11	Monday	First day of classes-14-week term, 8-week Session I, 6-week Session I courses
May 15	Friday	Last day to add a 8-week Session I or 6-week Session I course 8AM CST
May 22	Friday	Last day to add a 14-week course
May 25	Monday	Memorial Day-No Classes
May 29	Friday	Progress Reports due 6-week Session I

June 5	Friday	Progress Reports due 8-week Session I
June 7	Sunday	Last day to withdraw from 6-week Session I courses
June 14	Sunday	Last day to withdraw from a 8-week Session I course
June 21	Sunday	Last day to add a 8-week B course 8AM CST, Final day of classes-6-week Session I, 6-week Session I Degree Award Date
June 22	Monday	First day of classes-8-week Session II
June 23	Tuesday	Final grades due (11:59PM) 6-week Session I
June 26	Friday	Last day to add a 8-week Session II course 8AM CST, Progress Reports due 14-week courses
July 4	Friday	Independence Day-No Classes
July 5	Sunday	Final day of classes-8-week Session I, 8-week Session I Degree Award Date, Final day to withdraw from a 14-week term course
July 6	Monday	First day of classes-6-week Session II
July 7	Tuesday	Final grades due (11:59PM) 8-week Session I
July 10	Friday	Last day to add a 6-week Session II course 8AM CST
July 17	Friday	Progress Reports due-8-week Session II
July 24	Friday	Progress Reports due-6-week Session II
July 26	Sunday	Last day to withdraw from a 8-week Session II course
August 2	Sunday	Last day to withdraw from a 6-week Session II course
August 10-14	Monday-Friday	Final Examinations-14-week term courses

August 16	Sunday	Final day of classes-14-week term, 8-week Session II, 6-week Session II, 14-week, 8-week Session II, 6-week Session II Degree Award Date
August 18	Tuesday	Final grades due (11:59PM) 14-week, 8-week Session II, 6-week Session II
August 17-21	Monday-Friday	August Break-No Classes

Accreditation

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

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

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

The following agencies have accredited various programs of Concordia University:

- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (Graduate Occupational Therapy)
- Accreditation Council for Pharmacy Education (ACPE) (Graduate Pharmacy)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (Graduate Physician Assistant)
- American Chemical Society (ACS) (Undergraduate Chemistry Major)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Undergraduate Medical Assisting)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Diagnostic Medical Sonography)
- Commission on Accreditation of Athletic Training Education (CAATE) (Graduate Athletic Training)
- Commission on Accreditation of Physical Therapy Education (Graduate Physical Therapy)
- Commission on Collegiate Nursing Education (CCNE) (Undergraduate & Graduate Nursing)
- Council for the Accreditation of Educator Preparation (CAEP) (CUAA Undergraduate and Graduate Teacher Education)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (Graduate Speech-Language Pathology)
- Council on Social Work Education (CSWE) (Undergraduate Social Work & Graduate Social Work)
- International Assembly for Collegiate Business Education (IACBE) (Undergraduate and Graduate Business)

- Joint Review Committee on Education in Radiological Technology (Undergraduate Radiologic Technology)
- Michigan Board of Nursing (Undergraduate Nursing)
- Michigan Department of Education (Undergraduate & Graduation Teacher Education)
- The National Council on Family Relations (NCRF) (Undergraduate Family Life)
- Wisconsin Department of Public Instruction (Undergraduate & Graduate Teacher Education)
- Wisconsin State Board of Nursing (Undergraduate Nursing)

Academic Definitions

Academic Program Definitions

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

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

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

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

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

Concordia also offers graduate professional development (GPD) credits for students seeking professional development experiences (in Graduate Education only); these are not interchangeable with regular academic credits. GPD credits do not lead to an academic credential from Concordia University.

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

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

Pathway: A Pathway is defined as a University-wide emphasis consisting of select sections of existing courses. Students must complete a minimum of 15 credits in course sections assigned to a specific Pathway. Fulfillment of Pathway requirements culminates in a transcript

designation. In some cases, completion of a pathway may result in a digital or paper credential upon degree completion.

Academic Policies

Registration

Registration Deadlines

Full-time students: students in this category are enrolled in more than 12 credits per term; they study on-campus or in a blended delivery program.

Returning: June 1 for fall semester/terms or full-year programs

November 1 for programs that have classes in spring semester/terms

April 1 for programs that have classes in summer semester/terms

New: First day of the term/semester

Part-time students: students in this category are enrolled in 11 or fewer credits per term; they study online or virtually.

Returning: First day of the term/semester

New: First day of the term/semester

Initial Courses

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

Classification of Students

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

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

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

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

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

Conditional Student Credit Load

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

Expiration of Courses

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

Repetition of Courses

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

Individual Instruction/Independent Study

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

Audit Policy

An audited class will appear on the transcript as a zero-grade point class with a grade of AU, and no credits earned. Students may sign up to audit a traditional class before the semester starts as long as there is room in the class. After the semester starts, students may change their registration status from *enrolled for credit* to *audit* up until the withdraw deadline. Students taking accelerated classes must register as an audit

before the class starts. The university offers audits on a space-available basis, and programs/majors/instructors have the ability to disallow audits: such policies need to be stated in writing in program handbooks or on individual syllabi. Self-paced online classes cannot be audited.

A student who audits a course has access to the in-class (and/or online) didactic portions of the course. The student is expected to attend class, but the student is not required to participate in any of the course's assessment activities, and the instructor is not required to assess the student's progress in the course (that includes the formulation of a comprehensive assessment such as a course grade). The university does not require, expect, or allow the auditing student with a documented disability – other than a physical disability – to participate in its disability services process, as the students will not take part in the university's course assessment. Skills courses, such as foreign language, applied music, and some art courses are not available for audit. Students who audit a course will be charged a \$135 per credit fee.

Waitlist Policy

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

Prerequisite Requirement

A prerequisite is a requirement a student must successfully fulfill prior to being allowed to attend a subsequent higher-level course. Many courses have prerequisites which students are expected to satisfy prior to attending the higher-level course. Typical examples include a specific courses (e.g., "BUS 5555"), a particular placement test score, admission to a particular major, or consent of the instructor.

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

Withdrawing from a Course

A student may request to withdraw up to the withdraw deadline for the term. The student's transcript will reflect a withdraw ('W') for the course. The 'W' is not a grade and will not affect the student's overall GPA. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and will be assessed a final grade. Students should not assume the university will withdraw them for non-payment of fees or for non-attendance.

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

The timing of when a student withdraws has both academic and financial implications. Students must meet with their academic advisor and

financial aid counselor prior to making changes as withdrawing from a course may have ramifications for student status, financial aid eligibility, athletic eligibility, immigration status or program progression. Please see the *Refund Policies* for details regarding the potential academic and financial implications of withdrawing from a course.

Very Low Enrollment Policy

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

Course Cancellation Policy

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

Change of Enrollment

Adding a Course

Courses Greater than 8 Weeks in Length

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

Courses 6-8 Weeks in Length

For classes that are between six (6) and eight (8) weeks in length, students may add a course up to the end of the first week at 8AM CST. Instructor approval is required.

Courses Less than 6 Weeks in Length

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

Withdrawing from a Course

After starting to participate in a class, a student may request to withdraw up to the withdraw deadline for the term. The student's transcript will reflect a withdraw ('W') for the course. The 'W' is not a grade and will not affect the student's overall GPA. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and will be assessed a final grade. Students should not assume the university will withdraw them from non-payment of fees or for non-attendance. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and will be assessed a final grade.

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

The timing of when a student withdraws has both academic and financial implications. Students must meet with their academic advisor and financial aid counselor prior to making changes as withdrawing from a

course may have ramifications for student status, financial aid eligibility, athletic eligibility, immigration status or program progression. Please see the *Refund Policies* for details regarding the potential academic and financial implications of withdrawing from a course.

Administrative Withdraw from a Course

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

- Failure to comply with attendance policies;
- Disciplinary reasons (i.e. academic dishonesty).

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

Continuous Enrollment

Students are expected to maintain continuous enrollment (defined as enrollment in sequential fall and spring semesters or subsequent 8-week terms depending on program structure; summer is optional). Students who are unable to maintain continuous enrollment may be granted a leave of absence under the conditions specified below.

Leave of Absence

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

Definition

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

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

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

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

Duration of Leave

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

Implications of a Leave of Absence

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

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

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

Procedure

Planning for a Leave of Absence

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

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

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

Returning from a Leave of Absence

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

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

Withdrawal from the University

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor and financial aid counselor prior to making changes as withdrawing will have implications on student status, financial aid, future athletic eligibility, and program progression. Students must withdraw from the University during the withdrawal period or at the end of a term. Withdrawals outside of the withdrawal period result in the grade based on what is earned through the student's time in the course; any incomplete coursework will receive no credit.

Implications of a Withdrawal

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

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

Procedure

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

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

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

Medical Leave of Absence

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

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

Definition

In some cases, despite accommodations, the student may wish to take a medical leave of absence. A medical leave of absence is defined as a break from University enrollment so that the student may receive medical treatment and later return to the University with an opportunity

to achieve their academic and co-curricular goals. During a medical leave, the student is not enrolled in classes (at any point during the term(s) in question), but a degree-seeking student maintains matriculated status.

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

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

Duration of Medical Leave

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

Implications of a Medical Leave

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

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

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

Procedure

Planning for a Medical Leave of Absence

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

- The student should discuss a leave of absence with his or her academic advisor to discuss program progression.
- The student should arrange a payment plan for any outstanding balance.
- The student's medical provider must submit the Medical Leave of Absence form directly to the Health & Wellness Committee that indicates the student's inability to continue enrollment as well as the expected duration for treatment. The Health & Wellness Committee is a three-person committee including the Assistant Vice President of Academics for Student Success, the Director of Financial Aid or Business Operations Manager, and the student's program director.

- Once the review is completed, the Health & Wellness Committee will then notify the student of the decision to grant or deny a Medical Leave of Absence.
- If the medical leave is granted, the student status will be coded within the University system to reflect the medical leave standing. If the medical is denied, the student is welcome to continue enrollment or pursue a non-medical Leave of Absence.

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

Returning from a Medical Leave of Absence

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

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

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

Medical Leave of Absence Beyond 12 Months

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

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

Involuntary Leave of Absence

Purpose

Concordia University Wisconsin & Ann Arbor (CUWAA) is committed to maintaining a learning environment where all persons can carry out Concordia University's mission and goals. We value the health and welfare of everyone in our community. Our goal is to enable all students to participate fully as members of CUWAA's academic community.

In rare circumstances, students may experience situations that significantly inhibit their ability to function successfully and safely in their role as students. When such circumstances arise, the University encourages students to voluntarily seek a Leave of Absence for a period of time so that they may address their needs. Students may request a Leave of Absence in accordance with CUWAA policies. Students may also voluntarily withdraw from CUWAA at any time during matriculation.

When a student does not take a voluntary leave of absence and the best available objective evidence indicates that they pose a serious risk to the health and safety of themselves or to the University community, or where the student's behavior significantly disrupts the University environment or its customary functions, the University has the discretion to place a student on Involuntary Leave of Absence (ILOA).

Prior to placing a student on an ILOA, the University will conduct an individualized assessment, including consulting with the Accessibility Services Office, to determine if there are reasonable accommodations that would permit the student to continue to safely participate in the University environment without taking an ILOA.

This policy will not be used in lieu of disciplinary actions to address violations of University rules, regulations, or policies. Unless sanctioned separately through the disciplinary process, students on an ILOA will not be considered as having a student conduct record nor will they be in violation of CUWAA policy for the circumstances or behaviors which led to the ILOA. Student conduct, academic or other proceedings, may continue even when a student is subject to an ILOA pursuant to this policy.

Involuntary Leave of Absence Process

When the Dean of Students or designee (Dean of Students), receives credible information that a student may be a serious risk to the health or safety to themselves or others, or where the student's behavior significantly disrupts the University environment or its customary functions, the Dean of Students will, in consultation with the Good Samaritan Team and other appropriate offices and University officials, determine if an individualized assessment should be conducted.

If an individualized assessment is to be conducted, the Dean of Students, in consultation with the Good Samaritan Team, will determine what information is necessary to complete the individualized assessment.

- In an effort to gather the most current information about the student, the University may require the student to provide documentation or require an evaluation as part of the individualized assessment. Any required evaluation will be at the expense of the University. In addition, the student may be asked to sign a release to enable the Dean of Students to discuss the student's condition with his/her treating health professional. If a student declines to release relevant medical information to the University, the Dean may be unable to

assess the student's satisfaction of conditions to permit the student to return to the University.

At this point in the process, the student will be:

- Notified of the individualized assessment, including the reasons why an individualized assessment is being conducted;
- Notified of any required documents or evaluations;
- Provided information on the process of the individualized assessment and potential outcomes, including information on appeals; and
- Given the opportunity to provide any information they believe should be considered in this process.

Once the individualized assessment is completed, the Dean of Students will determine whether an ILOA should be imposed. The Dean of Students will confer with other appropriate campus professionals, including the Accessibility Services Office, to assess the level of risk or disruption posed by the student and whether there are any reasonable accommodations or mitigating measures which will allow the student to safely remain in some or all activities or programs of the University.

If it is determined that the student can safely and effectively maintain enrollment, the student will be notified regarding any additional accommodations or mitigating measures, and informed of any conditions required by the University to maintain enrollment (Lesser Interventions). Lesser Interventions may include adhering to individualized behavioral contracts and/or restrictions on access to the campus, or compliance with a medically prescribed treatment plan. The student's failure to comply with the Lesser Interventions may, after appropriate consideration, result in the imposition of an ILOA. The student will also be told how and to whom to appeal any Lesser Interventions.

Before placing any student on an ILOA, the University, whenever practicable, will encourage the student to take a voluntary leave of absence. If the student does not take a voluntary leave of absence, and it is determined that an ILOA is necessary, the student will be notified of:

- The rationale for the decision in writing and of any limitations placed on the student's access to University property, services, activities or academic programs;
- The conditions necessary for the student to return to the University; and
- Information on how and to whom to appeal this outcome will be provided to the student.

Interim Involuntary Withdrawal

If a threat to health or safety presents an immediate risk of harm or a genuine emergency, the Dean of Students may implement an interim involuntary withdrawal to temporarily remove the student from the University and/or restrict the student's access to the University's campus, services, or activities. Before imposing an interim involuntary withdrawal, the Dean of Students will first seek the voluntary cooperation of the student. The interim involuntary withdrawal may continue until the individualized assessment is complete, and an ILOA outcome is determined.

A student subject to an interim involuntary withdrawal shall be given an opportunity to personally appear before the Dean of Students within two (2) business days from the effective date of the interim involuntary withdrawal to discuss the reliability of the information concerning the student's behavior. Following this meeting, the Dean of Students may either continue or cancel the interim involuntary withdrawal. If the interim

involuntary withdrawal is cancelled, the procedures described in this policy regarding ILOA may still proceed.

Where an interim involuntary withdrawal has been implemented, the Dean of Students must reassess the necessity of the interim involuntary withdrawal in light of any new information that comes to their attention.

Implications of an Involuntary Leave of Absence

Students on an ILOA are ineligible for any co-curricular activity, athletic participation, campus housing, or student employment.

Students on an ILOA will not be enrolled in classes at any point during the term(s) in question and is not able to return to the University in the same semester the ILOA is issued. If active in coursework at the time of the leave, the student will be removed from all future coursework and the last date of attendance for active coursework will be used to determine financial responsibility following the Refund Policy. The student will receive a "W" in all active courses.

Students on an ILOA should consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid. International students must contact the International Center to determine if an ILOA has an impact on their visa status.

Re-Enrollment Process

During an ILOA, a student will be expected to satisfy any requirements or specific conditions imposed by the University. When the conditions have been completed, the student may initiate the re-enrollment process.

To initiate the re-enrollment process, the student must contact the Dean of Students in writing at least 45 calendar days prior to the beginning of the term in which the student wishes to return, unless otherwise arranged. The student should provide the following documentation to the Dean of Students at the time of request to re-enroll:

- Documentation outlined by the University as required as a condition for return;
- If treatment was recommended at the time of the ILOA, the treating provider must complete a form certifying that the student is ready to resume academic and residential (if relevant) responsibilities, with specifications regarding any support or requested accommodations needed to ensure a successful return. A copy of this form can be found here; (<https://falcon.cuw.edu/formrepo/UploadedForms/HealthRecommendationReturnMedicalLeave.docx>)
 - The student may be asked to sign a release to enable the Dean of Students to discuss the student's condition with their treating health professional. If a student declines to release relevant medical information to the University, the Dean may be unable to assess the student's satisfaction of conditions to permit the student to return to the University.
- Additional information which the student believes supports their request.

The Dean of Students will investigate if the student has met the conditions of return, consult with appropriate members of the Good Samaritan Team or offices/individuals included in previous safety assessments involving the student, and carefully consider the recommendations of the student's licensed healthcare provider.

The Dean of Students will notify the student, in writing, if additional information is necessary to determine eligibility for return within ten (10) business days of when the student initiated the re-enrollment process.

The Dean of Students may decide to either: (a) continue the leave; (b) authorize the student to return; or (c) authorize the student to return, subject to specified conditions. The student will be provided this decision in writing, along with information on how and to whom to appeal this decision.

- Should the Dean of Student authorize the student to return subject to specified conditions, the student must abide those conditions to maintain enrollment. The conditions will be provided to the student in writing may include, but are not limited to, adherence to individually tailored behavioral contracts. The University reserves the right to modify these conditions at any time.

Once a student has been approved to return by the Dean of Students, the Health & Wellness Committee will schedule a Health and Wellness meeting with the student. The Health & Wellness Meeting may include additional participants at the discretion of the Committee. The student will be informed of any additional participants prior to the scheduled meeting. During the Health & Wellness Meeting, the faculty, staff, and student will work together to determine any resources and supports that may aid the student in a successful return to the University. Following the Health & Wellness Meeting, the student will contact his/her advisor to re-enroll.

Appeals

While an ILOA will take effect immediately, a student may appeal the decision to institute (or continue) an ILOA or the stated conditions necessary to return to the University to the Vice President for Student Success. Appeals must be in writing, made within five (5) business days from the date of the decision by the University, and include:

- A statement identifying which portion of the decision they wish to appeal; and
- The reasons why an appeal should be granted.

The Vice President for Student Success will review the written appeal and issue a determination on the appeal in a timely fashion. The Vice President for Student Success' decision is final.

Change of Name or Address

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

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

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

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

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

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

Grading

Grading

Formal reports of the student's progress are available at the close of each term. The following grade point system is used in connection with these grades:

Letter Grade	Points Per Credit
A	Equals 4.00 points per credit
A-	Equals 3.67 points per credit
B+	Equals 3.33 points per credit
B	Equals 3.00 points per credit
B-	Equals 2.67 points per credit
C+	Equals 2.33 points per credit
C	Equals 2.00 points per credit
C-	Equals 1.67 points per credit
D+	Equals 1.33 points per credit
D	Equals 1.00 points per credit
D-	Equals 0.67 points per credit
F	Equals 0.00 points per credit
P	0.0 points pass in pass/no credit course, not computed in grade point average, credits earned.
NC	0.0 points, failure in pass/no credit course, not computed in grade point average, no credit earned.
W	0.0 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal previous to withdrawal deadline, and for certain extenuating circumstances thereafter, such as illness.
I	0.0 points, incomplete, not computed in grade point average, (see policy on incomplete grades below)

Progress Report Grades

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

Incomplete Grades

An incomplete grade given in any term (i.e., Fall, Spring or Summer) may become a failing grade if the work is not completed within three weeks after the end of the final day of the term. A longer timeframe of 6 weeks may be justified in some cases. Requests for extension of time to resolve

an incomplete (I) grade will be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this three-week policy. Students must resolve the incomplete grade within six weeks from the end of term or session.

Final Exams

Faculty policy requires a culminating experience, such as a final examination, paper or project, during the final exam week of a traditional term. In certain schools, faculty may offer final exam exemptions. Specific requirements for these exemptions are outlined on the syllabus for each course offering an exemption. If a final exam exemption is not mentioned on the syllabus, no exemption is available.

Academic Probation

Probationary Students

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

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

Academic Probation and Dismissal Policy

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

Appeal Process

Graduate or professional students who have been dismissed from their program and had their appeal denied by the program may only appeal to the Academic Office if they believe that the program's appeal process was not properly followed. If that is the case, the student will present an argument in writing to the Academic Office. The Chief Academic Officer or designee will examine the request, and if s/he ascertains that due process was not followed, s/he may return the appeal to the program for reconsideration. This decision will be communicated to the student within 10 working days of receiving the request.

All dismissed students may appeal a decision to the President of the University (if at Mequon) or to the Chief Administrative Officer (if at Ann Arbor) in writing within 5 working days of the decision only if they can demonstrate that due process was not followed.

Academic Ethics

Mutual respect and concern for one another in the atmosphere of a Christian caring community is the basic principle which should govern the relationship between student and instructor. Faculty are professional in their expectations of academic excellence and students respond with an appropriate level of effort and commitment. Unprofessional conduct and unethical behavior are serious breaches of the academic contract.

Academic Honesty

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

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

Disciplinary Actions

- First instance: The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.
- Second instance: The faculty member determines the penalty, and the campus-specific Chief Academic Officer (CAO) or designee connects with the student at which time additional sanctions may be imposed.
- Third instance: The faculty member determines the penalty, and the Academic Conduct Board meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. The Academic Conduct Board (ACB) consists of the CAO, Assistant Vice President of Academics, and the appropriate Dean. If the student is in an accelerated post-traditional program, the appropriate Center Director joins the ACB. If the student is a graduate student, the appropriate Program Director joins the ACB.

Appeal Process

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

Final Course Grade Appeal

Rights Concerning Grading Practices

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each semester, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final

grades submitted to the Registrar's Office are presumed to be accurate and final.

Grounds For A Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

Procedure For Final Course Grade Appeal

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered.

The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. In such cases, a phone call or other real-time conversation may be substituted. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance.

Step 1: The student must take the appeal, in writing, to the instructor no later than sixty (60) calendar days after the final grade is posted on the transcript. The instructor has ten (10) business days of receiving the appeal to respond to the student, in writing. If the issue is rectified, or the student is satisfied in this meeting with the instructor, the matter is settled. The dean of the school in which the class is offered has the authority to extend the deadline for an appeal due to extenuating circumstances.

Step 2: If the student is dissatisfied with the instructor's response to the appeal, the student may take an appeal to the chair of the department in which the instructor involved is a member. If the instructor is one of these officials, the appeal should be made to the instructor's immediate supervisor. This appeal must be brought within ten (10) business days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant evidence that supports the argument that the final grade was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade Appeal section.

The department chair will review the material submitted by the student. The reviewer may choose to meet individually with the student and the faculty member, or may choose to meet together, in an attempt to resolve the grade.

The reviewer's decision will be given to the student in writing within ten (10) business days of receiving the student's appeal, and a written record of the decision and its basis must be kept by the chair and shared with the instructor. The chair must confine the grade analysis to the fidelity of the scoring as presented in the syllabus, along with the published grade scale and other pertinent information, and not rescore assessments as he/she wishes. The decision of the department chair is final.

General Student Grievances

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amicable

resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional and productive manner after they leave CU.

Grievances applicable under this policy:

- Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student;
- Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or
- Administrative error in the application of a policy or procedure.

Grievances not applicable under this policy (but which may be covered under other existing policies):

- Accessibility services (e.g., student accommodations through the ARC);
- Final grade appeals;
- Academic misconduct;
- The Code of Student Conduct and the conduct system;
- Title IX (e.g., sexual harassment);
- Residence Life;
- Parking tickets;
- Financial debt to the University;
- Financial Aid appeals; and
- University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance in the spirit of Matthew 18.

General Grievance Procedure

There are specific deadlines for pursuing a grievance. Students are required to follow the steps and timeline outlined within this procedure. At any step in the grievance procedure, issues presented past the deadlines will not be considered.

CU is committed to the Peacemakers model of conflict resolution (i.e., Biblical reconciliation). Peacemakers encourages all parties to discuss conflicts in person, when possible. Therefore, when a student does not feel comfortable directly confronting the alleged, the student is encouraged to schedule a "coaching session" with our Director of Counseling or his/her designee to help prepare the student for the conversation. The Assistant Vice President of Academics (for academic grievances) and the Dean of Students (for non-academic grievances) may also serve as resources for the grievance process.

Informal Resolution

Step 1: Student complaints should first be communicated to the appropriate person to resolve the matter informally. Resolution of a majority of complaints can likely be resolved at this informal level. This communication must take place within ten (10) business days of the alleged injustice. If the complaint is resolved, or the student is satisfied with the outcome of this meeting, the matter is settled. If resolution does not occur, the student may elect to file a formal grievance.

Formal Resolution

Step 2: Within ten (10) business days of the informal resolution attempt, a student may present the grievance in writing to the chair or director (or the dean if the complaint involves a chair or director), who hereinafter is referred to as the University Official, of the department or area where the person alleged to have caused the grievance is employed. The student shall include the following elements in his/her written grievance:

- a clear description of the incident(s) and the parties involved;
- a chronological timeline of all relevant communications and events;
- the efforts taken to resolve the matter (e.g., Informal Resolution);
- a list of potential witnesses (e.g., someone who overheard a conversation or observed something);
- the outcome being sought.

The student may use the help of an advisor or support person but the student must be the sole author of the document. The University Official will conduct an inquiry, gathering additional information if needed. Following this, the University Official will issue a formal written response within ten (10) business days of receiving the written grievance. If the student is satisfied, the matter is settled.

Step 3: If the student is dissatisfied with the decision regarding the grievance rendered by the individual at step 2, he/she may grieve the decision within ten (10) business days of the unsatisfactory decision to the supervising vice president (non-academic) or dean (academic). This grievance must be in writing, include the same elements described above, and also must indicate why a grievance should be heard.

The vice president/dean will review the documentation, may request a meeting with one or both parties, and will issue a decision within ten (10) business days of receiving the written grievance. Decisions at this level are final.

Who may file a grievance under this policy? Any student who is admitted, enrolled, or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. The full definition of a student is listed in the Code of Student Conduct. Please note that third parties (e.g., parents, faculty) are not allowed to file a grievance on behalf of a student under this policy.

Utilizing an Advisor. The University encourages the student to create a support network with an advisor. The advisor may be a member of the campus community or a family member of the student. The advisor may not make a presentation, speak on behalf of the student, or write the documentation. During any meetings, the student and advisor may speak quietly, request a short break to talk, or communicate in writing.

Sanctions/Consequences. Please note that any administrative actions or decisions imposed on a student stand until "overturned" in any of the steps listed above. For example, a student who has been dismissed from an athletic team remains dismissed until otherwise determined by the University.

Retaliation Prohibited. Retaliation against a complainant (i.e., student) or witness involved in the investigation is prohibited. Retaliation may be an implicit or explicit act (e.g., intimidation, hostility). The University will investigate any reports of retaliation and take appropriate action.

Privacy. All communications and investigative actions related to a grievance will be treated with as much privacy as possible without

compromising the thoroughness and fairness of the process. Confidentiality cannot be guaranteed.

[1] (p.) Typically, the appropriate person in Step 1 is the person who has allegedly violated the student's rights. In some instances, the appropriate person could be the direct supervisor of the alleged.

Experiential Learning

Experiential Learning Policy

An experiential learning activity is a single, off-campus educational/instructional experience provided by CU faculty/staff to their students which normally involves travel for the group. The Experiential Learning Policy does not include internships, clinical experiences, fieldwork experiences, or practicums. Policy regarding participation in such experiences are determined by individual departments.

University experiential learning expands student learning, knowledge and understanding of a subject and adds realism to the topic of study through active hands-on experience with the rich resources of the local community. Students can expect the following with regard to experiential learning in their courses:

- All required academic experiential learning will be linked to the course objectives and objectives for student learning during the experiential learning activity will be identified in the syllabus.
- All required academic experiential learning will be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible. If an unforeseen educational opportunity arises later in the term, as soon as possible the faculty member will discuss it with the class. In that case, such a trip cannot be required of all students.
- Faculty will work to schedule the experiential learning activity during their regularly-scheduled class session or during a time that causes the least disruption to other courses whenever possible (e.g. weekends or late afternoon/evenings for traditional undergraduates, alternate weeks for blended courses).
- In order to ensure that students with disabilities have equal access to experiential learning activities, faculty members will review student accommodations provided by the ARC and work closely with the student to ensure accommodations can be provided during the experiential learning activity. Students who have concerns about access to the experiential learning activity should discuss their concerns with the Academic Resource Center Director.
- Either the faculty member or some other responsible University official designated by the faculty member will accompany students to all academic experiential learning activities.
- All faculty will be notified of students participating in an experiential learning activity via email to excuse the participating students from class.
- Students are expected to notify faculty of other courses at least three days ahead of time that they will be absent and/or miss required assignments due to an experiential learning activity.

Classroom Expectations

Classroom Expectations

Support Services are available to every student. These include the Counseling Center, Academic Resource Center, Residence Life, Career and Academic Advising, Financial Aid Counseling, Campus Activities, and

Information Technology. More information regarding these resources can be found on Concordia Central:

- Mequon Concordia Central (<https://www.cuw.edu/students/concordia-central.html>)
- Ann Arbor Concordia Central (<https://www.cuaa.edu/students/concordia-central.html>)

Class Attendance

Class attendance is very important, not only to the instructor and the individual student, but also to the entire campus community. Students can expect faculty to have a clear attendance policy in each course syllabus. Students are expected to be aware of the attendance policy in each course for which they are enrolled.

Enrollment Agreement

Students must complete the required enrollment agreement by:

- 8-week or less course: First Friday by noon CST
- More than 8-week course: Second Friday by noon CST

Students who have not completed their enrollment agreement will be dropped and will receive a pro-rated refund of tuition.

Unexcused/Excused Absences

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

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

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

Excessive Student Absence

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

If administratively withdrawn for excessive absence, the Registrar's office will indicate a "W" on the student's transcript if the student's last class participation was prior to the withdrawal deadline for the term. A student

who participated in a course past the withdrawal deadline, but who reaches an excessive absence threshold, is not eligible for a withdrawal and will be assessed a final grade.

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

Consequences of Excessive Absences

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

Recording policy:

Students may record class sessions when recording is part of an accommodation specified by the Academic Resource Center (ARC) & Accessibility Services. In all other circumstances, students must obtain the written permission of the course instructor prior to recording a class.

Instructors may record and save sessions of this course for viewing by absent students through the Learning Management System course site.

Academic Integrity Policy:

Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

Cheating:

Includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

Plagiarism:

Includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b)

handing in the same assignment for two different courses without the consent of the instructors.

Fabrication:

The forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

Academic Misconduct:

Intentionally or recklessly interfering with teaching, research, and/or other academic functions.

Sanctions:

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

***Test integrity software:**

Some academic courses and programs use test integrity software. Respondus LockDown Browser and/or Respondus Monitor may be required for exams taken through the Learning Management System. Students cannot print, make screen captures, access other web pages, or access other applications while taking the exam. Students may be required to complete an identity authentication procedure and be recorded using audio and video during the exam session. Although not the intent of the monitoring, any act that is inadvertently caught through Respondus Monitor that is against the Conduct Code of Concordia University or is considered a criminal act will be referred to the Dean of Students Office. In those cases, the video or audio record may be used as evidence of violations.

Students should contact the IT Help Desk with questions on how to access, download, install or use Respondus LockDown Browser or Monitor. If using Respondus Monitor, students should contact their instructor with questions or concerns related to finding a comfortable and quiet location for test-taking outside the classroom.

If a quiet, comfortable location is not available, ask your instructor to arrange an alternative option for taking the test, such as taking a proctored test through the Academic Resource Center.

- Respondus LockDown Browser information for students (<http://celt.cuw.edu/respondus-lockdown-browser/>)
- Respondus Monitor information for students (<http://celt.cuw.edu/respondus-monitor/>)
- Student terms of use for Respondus Monitor are here: <https://celt.cuw.edu/respondus-monitor-terms-of-use-student/>.

***Concordia University Required Student Technology:**

Please see the following link for required technology resources. Your individual program may have different requirements. **Link to computer requirements for Mequon students** (<https://www.cuw.edu/academics/services/technology-services/computer-requirements.html>) **Or Link to computer requirements for Ann Arbor students.** (<https://www.cuaa.edu/academics/services/technology-services/computer-requirements.html>)

***Title IX Policy:**

Concordia University is committed to fostering a safe, productive learning environment. University policy and federal law (Title IX) prohibit discrimination on the basis of sex which includes but is not limited to harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. #Resources and support are available and you are encouraged to report this to the Title IX Coordinator at 262-243-4331 or anonymously online here (https://cm.maxient.com/reportingform.php?ConcordiaUnivWis&layout_id=5). Sexual misconduct of any type is not permitted by the university. Concordia's policies and procedures concerning sexual misconduct and Title IX are available here: Title IX Policy (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>)

Title IX also extends to any student who is pregnant, recovering from pregnancy, or breastfeeding. #These students may request accommodations based on those needs. Our policies and procedures concerning pregnant and parenting students is available here: Title IX Pregnant and Parenting Policy (<https://www.cuw.edu/about/offices/title-ix/pregnant-parenting.html>)

Graduation and Commencement

Graduation

Doctoral/Master

Concordia University confers the doctoral and master's degrees on a student of good character who has met the following requirements:

1. accumulated a cumulative minimum grade point average of 3.00 for all academic credit earned at Concordia University;
2. satisfied all program-specific requirements; and
3. met all financial obligations to the University.

Graduation Application

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

Fall - October 1

Spring - February 1

Summer - June 1

Graduation Application Eligibility

Students who have applied to graduate but become ineligible (low grade point average, missed prerequisite, did not defend their dissertation, etc.) must contact the Registrar's Office to have their graduation application removed by November 1st for December graduation and April 1st for May graduation. Students must reapply for the appropriate semester.

- Students can only apply to graduate in a given program once.
- Students can only attend one commencement ceremony for a given program.
- Removing ineligible graduates will ensure that a student's name is not inaccurately listed in the commencement bulletin which allows for their name to be included in the correct ceremony.
- Graduate names will only appear in one commencement bulletin for a given program.

Commencement Participation

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

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

Students who are enrolled for (their final) six or fewer Concordia credits in the summer or who are registered for a culminating clinical experience in the summer, will be eligible to walk in the May commencement ceremony.

Diploma Covers

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

Degree Awarding

Degrees are awarded at the end of each semester and mini-session.

There are 7 degree awarding timeframes found on the Academic Calendar.

Transcripts

An official transcript bears the seal of the University and the signature of the Registrar or his/her representative. Official transcripts may be ordered by students or alumni and can be sent electronically through the National Student Clearinghouse e-transcripts system to institutions or persons considering the applicant for admission or for employment.

Admissions Procedures

Policies apply to all graduate students whether on campus, online, virtual, or at extended campus locations.

Admission to Graduate and Professional Studies

All graduate programs offered by Concordia University are administered by the specific academic departments under the general supervision of the Vice President for Academics.

Students interested in enrolling in graduate and professional studies are encouraged to contact the Graduate Admission Office at 262.243.4300 for information on admission requirements and the process. Information may also be found online at the Concordia websites, www.cuw.edu or www.cuaa.edu.

Admission Requirements - Professional Programs

Admission requirements may vary by program. The following programs have specific academic and professional entrance requirements:

- Athletic Training (MS)
- Nursing (MSN, DNP)
- Occupational Therapy (MOT, DOT)
- Pharmacy (Pharm D)
- Physician Assistant Studies (MS)
- Physical Therapy (DPT)
- Speech Language Pathology (MS)

Detailed admissions requirements and process information for each program are on the respective program pages of this catalog.

Admission Requirements - Graduate Programs

General requirements for admission to graduate studies are:

- Minimum undergraduate GPA of 3.00 for full acceptance.
- Bachelor's degree from a regionally accredited institution.

In addition to these general admission requirements, each program may have other requirements. See individual program pages for additional requirements.

Application Process - Graduate Programs

1. All applicants must submit the following:

- Complete online application: www.cuw.edu/apply or www.cuaa.edu/apply
- One-page essay describing the applicant's reason for pursuing a graduate degree
- Résumé/CV detailing education and relevant professional experience
- Letters of recommendation (Please see individual program pages for specific requirements or if needed)
- Official transcripts from all post-secondary institutions attended
- Brief video introduction recorded and submitted through application portal
- Government-issued photo ID
- English Language Proficiency: Students without demonstrated experience in an English academic or professional setting must present a minimum TOEFL score of 79 on the internet based test; an overall band score of 6.5 on the IELTS; an overall 61 on the PTE; 7 Oxford ELLT; 180/C1 Advanced Cambridge; 58 MET (Michigan English Test); 480 KTE (Kaplan English Test); or an overall 105 on Duolingo for regular acceptance. Other tests of English proficiency may be considered at the discretion of the department.

Additional notes:

- Graduate entrance exams (GRE) are not required for admission.
- If the applicant has completed graduate-level coursework in the last seven years and wishes to transfer credits, official transcripts must be submitted for evaluation.

2. Application evaluation process

Once an applicant's file is complete, the Admission Committee will make one of three decisions:

- Fully admitted to the program with no conditions.
- Conditionally admitted: Applicant must meet the conditions outlined in the acceptance letter to continue graduate program enrollment.
- Denial of admission: A letter is emailed to the applicant, giving the decision of the Admission Committee.*

**If an applicant is denied and is eligible to appeal, they must write a letter to the program director stating their intentions and reasons for appealing the decision.*

Applications may be denied if suspected fraudulent activity or irregularities in the provided information are detected during the application process. Applicants have the right to appeal such decisions by undergoing further verification, which may include a meeting with the Director or Vice President of Enrollment and submitting additional supporting documents.

Application Deadlines

If there are application deadlines, they are specified on the individual program pages.

Transfer Credit Policy

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

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

Before awarding transfer credits:

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

Additional Information:

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

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

Credit Sharing Between Concordia Programs

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

- An Undergraduate and Graduate Program: If graduate-level courses were approved to be taken as part of a student's undergraduate degree, up to 15 credits may be used toward the completion of a master's degree.
- Two Masters Programs: If there is no specified program policy, a student may share up to 15 credits between two master's programs. A minimum of 15 unique, non-overlapping credits is required in each program to award a degree.
- A Masters and Doctoral Program: If there is no specified program policy, a student may have up to 15 credits of doctoral work count toward a master's program. A minimum of 15 unique, non-overlapping credits at the master's level, and 30 unique, non-overlapping credits at the doctoral level, is required to award each degree.
- If there is no specified program policy, grades for graduate-level shared credits must meet the CUWAA admission standard of a 3.0 (B) or better to count for both programs.

Acadeum Course Sharing

Acadeum is a course-sharing platform that allows students to take courses taught by institutions of our choosing. Acadeum is a tool meant to support the mission of CUWAA by supporting student progression and retention. It also allows us to open our unfilled courses for other institutions' students to take.

Acadeum online courses should only be used for students who have immediate course scheduling needs that cannot be fulfilled by taking a course at CUWAA:

1. Transfer and non-traditional students who need to take a prerequisite course and/or are off sequence and unable to follow the student educational plan.
2. Graduating students needing a final course not offered prior to graduation.
3. Students whose class session has been canceled and have no other course options within the current academic year and/or cannot wait until it is offered to remain on track for graduation.
4. Students who fail a course and need to retake it without waiting until the next time it is offered to remain on track for graduation.
5. Students who must demonstrate improved academic ability due to continued probation.

Eligible CUWAA students will work with their staff or faculty advisor and department chair for Acadeum course approval. Eligible CUWAA graduate students will work with their program chair/director for Acadeum course approval. The program chair/director will send the approvals to the Registrar's Office for Acadeum course enrollment.

Internal Transfer to Another Graduate Program

If a student wishes to move from one program to another (e.g. from Education to Business), he or she must submit a new online application and at minimum a new essay explaining the reasons for the change.

Program directors may request additional documents as well. All admission procedures for the new program must be followed. Even though a student has been admitted to one graduate program, he or she is not guaranteed admission to or transfer to another graduate program.

Conditional Admission

Conditional admission at the graduate level is defined as admission to the university for students who do not meet the graduate admission

standards (refer to the program of interest). Upon review of a student's academic record, the Admission Committee may grant applicants conditional admission to Concordia University.

Conditional admission requires the student to achieve good academic standing (GPA of a 3.0 or higher) within the first semester of enrollment. Students who are conditionally admitted may be required to fulfill stipulations specific to their program. Students who earn a GPA of 3.0 or higher within their first semester of enrollment are removed from conditional admissions status. Failure to fulfill stipulations of the program and/or failure to maintain good academic standing during enrollment (GPA of 3.0 or higher) in the first semester will result in probationary status (see the Probation and Dismissal Policy).

Financial Aid

Financial Assistance

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

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

How to Apply for Aid

A Free Application for Federal Student Aid (FAFSA) is necessary for application for scholarships, grants, loans, or employment from Concordia. These forms need to be completed annually for possible renewal of financial assistance. The FAFSA is to be completed after October 1st and returned for processing to the address indicated on the FAFSA. Signed copies of you and your parent's previous year's Federal Income Tax Returns are also required if federal verification is required. Within one month after your complete application has been received at Concordia, you will be advised as to the various types of financial assistance for which you are eligible. These include employment, loans, grants, and scholarships administered by Concordia. If you are accepted for admission, a firm financial commitment will be made to you. Students are encouraged to apply as early as they can, applications received by March 1st will receive full consideration for all Concordia assistance which is available. Applications received after that date will be subject to the limitations of available Concordia resources. As a general rule, one half of the grants, scholarships, and loans are applied toward each semester's tuition and fees. If you have any questions or need any forms, write or phone the Financial Aid Office. Detailed information is also available in the form of a fourteen page flipchart on the CUW web site. Any of the above forms are available on the CUW Financial Aid Website.

Graduate Scholarships

We're excited to offer new scholarships exclusively for adult and post-traditional learners. Ranging from \$150-\$500 per three-credit course, these scholarships can be applied to a variety of programs and are available to employees of our corporate and academic partners, Concordia alumni, current students of Concordia University

Portland, transfer students from Holy Family College, veterans and their dependents, and employees of qualifying Christian schools and churches.

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

Veteran's Benefits

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

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

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

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

Federal Benefits:

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

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill> (<https://www.benefits.va.gov/gibill/>)

State of Wisconsin Benefits:

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

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

Processing of Military Benefits:

We recommend for all veteran personnel who have not applied for education benefits, to do so at www.vets.gov (<https://www.vets.gov/>). Veterans will complete an application with their personal information and

after submission, the process will review the eligibility status, and provide documentation regarding benefits that are available to use.

Active Duty Personnel

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

Reserve Duty Personnel

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

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

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

Allowing Veterans to attend or participate in courses pending VA payment

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

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

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

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

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

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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill> (<http://www.benefits.va.gov/gibill/>)

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

Financial Aid Good Standing and Satisfactory Progress Policy

progress to all students who receive funds from Title IV programs of federal financial assistance. These standards are applied to all students, in all levels, and in all programs, even to students in periods they are not receiving federal aid. This federal requirement is meant to ensure that only those students who make good progress toward their degree or certificate objective continue to receive financial assistance. Satisfactory Academic Progress or SAP, is run after each term where a student has enrollment. Concordia has three main semesters; fall, spring, and summer.

The following policies of good standing and satisfactory progress have an appeal procedure for use by anyone whose financial aid eligibility is terminated as a result of the Financial Aid Good Standing or Satisfactory Progress Policy. Those students affected will receive written notice of the appeal procedure which is detailed in Section E. Both standards of Good Standing and Satisfactory Academic Progress must be met in order for a student to continue receiving financial aid. No part of this policy has an effect on any student's academic record either at this University or any other. Listed below is the financial aid Satisfactory Academic Progress policy, the academic Good Standing is located in the Academic Catalog.

1. **Good Standing:** A student enrolled in Concordia University Wisconsin is considered in good standing if allowed to continue in that degree or certificate program at Concordia University Wisconsin. Detailed information pertaining to the minimum academic requirements of the University can be obtained by referring to the appropriate section of the University's catalog; this includes both GPA expectations and the maximum length of time to complete a degree for graduate programs. Students who are not in Good Standing with the University academic probationary policies are not eligible to attend Concordia or obtain financial aid.
2. **Satisfactory Academic Progress:** Satisfactory academic progress is defined as successfully completing cumulative course requirements for a minimum of 67% of the cumulative number credits attempted (this includes transfer credits that are being used towards a student's program), thereby making it possible for a student to make good progress toward a degree or certificate objective. "Successfully completing course requirements" is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory. Students repeating a course will be evaluate on the basis of whether or not the class taken in the given term is passed. However, incompletes, which are later changed into a grade of at least D- or P are satisfactory for Financial Aid Satisfactory Academic Progress policy purposes (please note that D- is only "satisfactory" by financial aid standards not by University academic standards). It is the student's responsibility to notify the Financial Aid Office of such changes to previously incomplete grades. Progress is also calculated on the basis of, the student having a cumulative GPA of 2.0 or better (including the school of pharmacy), this qualitative standard is reviewed again every term. Students repeating a course will have the lower grade omitted for cumulative calculations. Students in

graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.

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

4. Degree	Time
Doctorate in Physical Therapy	3 years
Master's Degree	3 years
Master's in Occupational Therapy	6 years
Bachelor's Degree in Education	5 years
Bachelor's Degree in All Other Programs	4 years

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

not meet these criteria will be SAP terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.

7. **Tracking Systems:** Those students placed on eligibility warning status or whose eligibility for aid has been terminated will have their progress tracked in the next semester. Once satisfactory progress is resumed, full eligibility for aid consideration will be reinstated and the student's name removed from the tracking system. A student's current SAP status is available for review at any time on their CUW portal account.

Pathways

A Pathway is a University-wide emphasis consisting of select sections of existing courses. Students must complete a minimum of 15 credits in courses assigned to a specific Pathway. Completion of Pathway requirements culminates in a transcript designation and certificate upon degree completion. Pathway options promotes better enrollment decisions and prepares students for future success in an area of interest..

The School of Pharmacy (SOP) Pathways provide optional paths for students enrolled in the Doctor of Pharmacy curriculum to build their expertise within the pharmacy profession. The Pathways expand the breadth and depth of a pharmacy student's education to help them become pharmacy leaders, addressing the healthcare needs of today and tomorrow. The SOP currently offers Pathways with:

- Pharmacy Administration
- Pharmaceutical Sciences
- Residency
- Underserved

Students can choose to apply to one or more Pathways during the spring semester of their P2 year. Upon acceptance to the Pathway(s), students will work with a SOP Pathways faculty coordinator to select on-campus coursework, experiential rotations, and projects to fulfill the Pathways requirement. Students who successfully complete a SOP Pathway will receive a designation on their transcript. Questions about the SOP Pathways may be directed to Dr. Melissa Theesfeld at melissa.theesfeld@cuw.edu.

Student Services

Graduate Academic & Career Advising

Concordia University Wisconsin employs a Faculty-Advising model whereby each student is assigned a faculty member from their respective program, as their Academic Advisor. This role provides students guidance on course selection, program opportunities, and support throughout each student's studies.

The Center for Academic Advising & Career Engagement serves the career needs of graduate students, as well as alum. We recognize God created you on purpose, for purpose and thus strive to learn about your many talents, interests, and aspirations. Our goal is to help you develop an awareness of what makes you *uncommon* so harness those gifts to fully engage with meaningful learning opportunities in the classroom, in the community and in the workforce. As with your academic experience, the ultimate responsibility is upon you—the learner—to fully engage in your educational and career pursuits. We will be with you every step of the way and simply ask that you keep us informed of questions, concerns,

and changes to your plans as they arise, so we may best assist you along your journey.

Tools for Professional Development

- Handshake is our Career Services online tool. You can use this to find jobs, internships, and other career resources. This innovative platform will help take you through college and into the first Handshake with your employer.
- Career Document Series: This is located on our cuw.edu/careers website. Visit this for a complete list of information that will be helpful in preparing your professional documents, interviewing, and other aspects of your career.
- Focus v2 will help you find out more about yourself with its skills, personality, values, and work interest assessments. Find out what you can do with your major and how to start down a path toward success.
- CUWConnect is a tool that will allow you to connect with current alumni in your field. Alumni can be an invaluable resource as you pursue your vocation. Create an account and begin searching for mentors and connections in your interest area.

Institutional Review Board (IRB) Use of Human Subjects in Research

Federal regulations and Concordia University policy require that any research involving human subjects must come before the Institutional Review Board (IRB) for review and approval. This policy pertains to projects for classes, independent studies, thesis and dissertation research, as well as faculty/student collaborative projects. Each research protocol involving human subjects must be reviewed and approved by the IRB prior to beginning the project. While investigators may contact organizations from which subjects might be recruited, contacting subjects for recruitment or obtaining consent are prohibited actions until IRB approval is received.

Examples of research activities that would fall under IRB purview include:

- Clinical trials
- Experimentation with human tissue
- Review of medical records or other personal data
- Pilot studies and feasibility studies (including single subject studies)
- Research using data on human subjects gathered in earlier projects
- Surveys or questionnaires
- Other social science or educational studies involving human subjects

Certain types of research involving only minimal risk procedures (e.g., the study of individual or group behavior in which the behavior is not manipulated and the subjects are not exposed to any stressful situation) or research deemed to be exempt from full board review by the IRB (e.g., survey research) may be eligible for an expedited review process. Expedited review is generally to be used only in special circumstances such as research involving strict time constraints or special unanticipated opportunities.

For more information, log on to the CUW IRB website at www.cuw.edu/departments/irb (<http://www.cuw.edu/departments/irb/>). You may also phone the IRB office at (262) 243-4514 or the Office of Institutional Research at (262) 243-4207.

Academic Resource Center (ARC)

The Academic Resource Center (ARC) provides free services, programs and supports for undergraduate, graduate and online students. The

Academic Resource Center is located on the Mequon & Ann Arbor campuses. For more information email Mequon campus at arc-as@cuw.edu or Ann Arbor campus at arc-as@cuaa.edu.

Tutoring - Tutoring is available for frequently requested traditional courses offered at CUW. The ARC's trained tutors help students understand course objectives, review material, prepare for quizzes and tests, and identify study techniques necessary to succeed in class. Students are typically matched with tutors who have taken the same class and instructor the prior year. Depending upon individual needs, either peer-to-peer or small group tutoring can be arranged.

Supplemental Instruction (SI) - SI is a peer-facilitated, large group study session for courses that are historically difficult. SI leaders will collaborate with students and compare notes, discuss readings, develop organizational tools, and predict test items. It's all about insider information. Supplemental Instruction sessions are led by students who've successfully completed your course — with the same professor. Simply put: they've been there!

The Writing Center - The Writing Center serves undergraduate and graduate students in all academic disciplines. Writing Consultants are available to help with all aspects of writing, including: generating ideas, conducting research, organization, editing, revising, and more. In person and online consultations are available for individual students or small groups. Students have two options to utilize the Writing Center: they can make in-person appointments at the Mequon campus and/or they can submit their work online through the Online Writing Lab (OWL). For information on how to make an appointment or submit work online, contact the ARC for more information.

Math Drop-In Desk - The Math Drop-In Desk offers free tutoring for most 100-200 level and some 300-400 level math courses at CUW. Students may seek assistance with math questions in relation to a math course, finance/business course, or even a science course, by just dropping by. Tutoring takes place on a first-come first-served basis, in short 30-minute sessions.

Online Tutoring - Free online tutoring service staffed by trained online instructors who can tutor students in the general undergraduate subject areas of Mathematics (Algebra, Geometry, Trigonometry, and Calculus), Science (General and Organic Chemistry, Physics, Biology, Anatomy, Physiology), Business (Introduction to Accounting, Economics, Statistics, Finance), Spanish, and Writing. This service is available for students on both campuses.

Peer Academic Coaches/Mentors (PACs) - PACs mentor their fellow students to develop the executive functioning skills necessary for success in college, such as time management, note-taking, test prep, understanding your syllabus, talking to your professor, and goal setting. PACs may also connect students to other campus support services/resources. Students who are off-site and unable to travel to either campus should contact the ARC to access online workshops, videos and other resources.

For more information on these services, contact the ARC.

Accessibility Support Services

The Academic Resource Center (ARC) is home to Accessibility Services. Our office collaborates with the CUW and CUAU communities to coordinate support services and programs for students with disabilities. The ARC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504 of the Vocational Rehabilitation Act, the Americans with Disabilities Act (ADA) and the

Americans with Disabilities Amendments Act (ADAAA). Any CUW/ CUAA enrolled student with a disability who requires accessible accommodations in order to obtain equal access to an education and university life and accessible educational environments, can visit our website to get registered and request accommodations: www.cuw.edu/arc or www.cuaa.edu/arc. The ARC – Accessibility Services office is committed to students with disabilities and ensuring academic and campus life accessibility needs.

Counseling Services

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

Computer Access

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

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

Bookstore

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

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

Student Health Center at CUW

The Student Health Center (SHC) is a convenient, efficient, confidential and affordable health care clinic right on campus, located in the Student Life corridor. Staffed by nurses, nurse practitioners and physician assistants, the SHC strives to work in partnership with students to meet student's health care needs while on campus.

We offer many services, including:

- Assessment, diagnosis and treatment of illness/injury
- Complete physical exam for program of study, athletic requirement and annual physical
- Diagnostic testing (strep, mono, influenza, COVID, UTI, STI, ECG, drug screens, etc.)
- Over-the-counter medications, prescriptions
- Wellness education and support, nutritional counseling
- TB screening & testing
- Pre-travel assessments & immunizations
- Referrals to and collaboration with CUW's counseling center and local medical and mental health professionals as needed

Hours of operation are Monday through Friday from 9:00 am - 4:00 pm. Appointments are required. There is no office visit charge and no limited number of appointments per semester. Minimal charges for diagnostic testing, medication and complete physical exams are billed to student's CUW account after discussion and consent from patient.

Every CUW student is encouraged to carry adequate health insurance that provides coverage in Southeastern Wisconsin. We are able to bill insurance for diagnostic lab work, if requested.

Appointments may be made by calling the Student Health Center at 262-243-4574, stopping by the office in Albrecht 113, or sending an email to: studenthealthcenter@cuw.edu.

Please reach out with any concerns/questions/needs and the staff of the SHC will be happy to assist.

Parking

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

Student Success Policies & Procedures

Policy for Cultural and Religious Events on Campus

CUWAA seeks to support all of our students, domestic and international, as they live and study in our community. We do this as a Lutheran institution of higher education, committed to the saving Gospel of Jesus Christ as the only way to salvation. This policy is meant to guide our efforts to support and welcome our students while remaining faithful to our belief in Jesus as the Savior of the world.

- We aim to provide students with opportunities for cross-cultural events. Often these events allow students to share elements of their culture (food, customs, etc.) with the rest of our student body. In this way we seek to broaden the cultural literacy of all our students through non-religious cultural activities.
- As a Lutheran University, we do not observe, celebrate, promote, or participate in festivals, holidays, ceremonies, or worship from non-Christian religions or other denominations. We do not do or say anything to suggest that we are participating in such religious

observations. Our institution provides space for robust theological education, including opportunities in our academic classes for the study of other religions. Per federal law, the university does not prohibit our students from practicing their religion. However, we do not provide resources for any religious practice that does not align with the Lutheran Confessions on campus.

- We strive at all times to witness to our students about the saving love in Christ Jesus for all people.
- For questions regarding any part of this policy, including questions on the nature of a particular holiday, proposed activities, etc. contact the Vice President of Mission and Church Relations or the Campus Pastor before scheduling or promoting an event.
- Refer to Related policies for further guidance on:
 - Social media
 - Publicity
 - Student life events

Scripture references shaping policy:

- Acts 4:11-12
- John 14:6
- I John 4:1-3; 13-15
- Exodus 20:1-6

Student Clubs and Organizations Request for Affiliation with National Organizations

Introduction

The goal of this document is to create a streamlined process for nationally affiliated clubs and organizations to become officially chartered at Concordia University-Wisconsin & Ann Arbor (CUWAA).

It is evident to students that nationally affiliated clubs and organizations would make a great positive impact on CUWAA's student life and academic pursuits. Although such clubs and organizations offer multiple benefits, it is important to note that they may challenge Scripture and the confessions of the Lutheran Church – Missouri Synod.

CUWAA expects that the national organization will fully support and follow the policies and best practices of Concordia University, especially regarding local autonomy. If the national organization cannot demonstrate its ongoing support of the University mission, values, and policies, including local student decision-making, program planning and funding, the student organization, as an affiliate of the national organization, may not be permitted to continue.

Student organization members and officers should be aware that the organization and officers may be held responsible for injury or loss to others arising from their operations and activities. Therefore, officers and members should consider whether they need liability insurance to protect the organization, its members, or officers. Organizations should check with national chapters and their associations to see if plans are available to them.

The Student Code of Conduct and all other Concordia University policies supersede and preempt all conflicting policies and/or decisions made by the national organizations.

Definition of a Club or Organization

A student Club or Organization is any group that has been approved by either the Student Success Council or Academic Council that supports a student interest or affinity group. These entities are required to have followed all University regulations on formation and annual reorganization status. Unlike individual students, only University recognized Clubs and Organizations may reserve space, publicize events, have University recognized logos and request cords at graduation.

Student clubs and organizations that are academic in nature (e.g., academic honor societies, clubs affiliated with specific academic programs or professions) will be reviewed by the Academic Council; all others will be reviewed by the Student Success Council.

Overview of approval process

A student group wishing to have a club or organization approved by CUWAA must follow the steps outlined below:

1. Complete the application. Applications will only be considered when all parts are complete, including attachments that must include a letter from the parent or national organization. When referring to its relationship to the university, an Affiliated Student Organization must use 'the student chapter of (organization) at Concordia University Wisconsin & Ann Arbor.'
2. Submit the completed application to the Student Organization Review committee (see below). The Review Committee will determine whether the organization aligns with Concordia's mission and values, and will recommend approval, where warranted, to either the Student Success Council or the Academic Council. The Committee can choose to approve, deny or ask for modifications with respect to applications.
3. The review committee will submit the completed application to the Academic Council or the Student Success Council for formal approval. If approved, the new club/organization will be recognized by CUWAA. Denied groups will be referred to the student submitter and requests for modifications will be sent back to the student submitter with recommendations for changes.

Annual requirements

After the initial approval, approved clubs and organizations are required to resubmit a completed updated application to the Review Committee each year by June 1st. Clubs who do not refile will be considered out of compliance and will automatically be unchartered.

Role of Review Committee

The Review Committee will include the following 5 members: One member from Student Government, appointed jointly by the SGA presidents from both campuses; A student life representative from each campus, appointed by the Vice President of Student Success; the Vice President of Mission and Identity, and an academic representative appointed by the Vice President of Academics.

The Committee will appoint a chair responsible for scheduling meetings to review and vote on all applications, new and renewals. Meetings will be scheduled as needed based on submissions, within two weeks of receipt of any application completed. The Review Committee will review all applications to ensure they are complete and determine if the parent organization has views or policies that are contrary to Scripture and the confessions of the Lutheran Church-Missouri Synod.

Alcohol & Student Social On and Off-Campus Events

As Christians, we view the care of our bodies as part of our total context for life. God in His Word gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). Therefore, Concordia University is a drug-free and dry campus. Use, possession, manufacturing, and distribution of alcoholic beverages, and possession of alcohol containers on University premises is prohibited.

The University may permit registered and approved student-events, which are held on or off-campus, that include the legal distribution of alcoholic beverages. The sponsors of these events must first obtain approval from the University President, complete an event with alcohol form, adhere to the process outlined below, and abide by the regulations for all registered campus events. Permission from the University President is required for alcoholic beverages to be served at any University sponsored student event on or off campus.

There is a responsibility shared by all members of the University community for individual behavior. Student groups, organizations, or clubs which sponsor social events are also responsible for the behavior that occurs at their events.

Regulations for registered and approved event(s) with alcohol:

- Non-alcoholic beverages and a sufficient quantity of food must also be available at all events with alcohol at no additional cost to the student.
- Alcoholic beverages may not be removed from the designated area of the event.
- Whenever alcoholic beverages are to be served at an event, the sponsoring group must hire a bartender who is responsible for serving alcoholic beverages to persons who demonstrate that they are 21 years of age or older. Students 21 or older will be given a wristband to wear with two drink tabs attached.
- The bartender will be responsible for checking student IDs to verify those who are 21 or older. Event participants may not serve themselves or others any alcoholic beverages.
- Alcoholic beverages will only be served to persons 21 years of age or older who have proper identification and the amount to be served may be limited. Alcoholic beverages will be distributed according to the following procedure:
 - Students over the age of 21 will receive wristbands containing up to two tickets;
 - Each ticket is redeemable for one drink, for up to 2 drinks per event;
 - Alcohol options are limited to beer and wine. No single shots, mixed drinks, or hard seltzers will be served.
 - No person showing any signs of intoxication will be served alcoholic beverages at any time.
 - Only one alcoholic beverage at a time may be served to each person attending the event.
 - Serving alcoholic beverages at events with alcohol must stop at least one hour before the event's scheduled end-time.
- Disruptive behavior shown by students will be reported to venue staff and University chaperones. The disruptive student will be removed

from the venue space and transported back to campus, if at an off-campus event.

- If the event is for traditional undergraduate student, the sponsor of the off-campus event must provide free transportation, that has regular pick up and drop off throughout the event, to attending students.
- The sponsor of the event must provide an emergency plan, in conjunction with University chaperones, in the event a student is injured and/or intoxicated at the venue.

Regulations for event(s) where alcohol may be accessible to students:

- Disruptive behavior shown by students will be reported to venue staff and University chaperones. The disruptive student will be removed from the venue space and/or transported back to campus, at their own cost.
- The sponsor of the event must disclose that alcohol will be accessible and the following statement:
 - Students of legal drinking age, 21, will be allowed to purchase alcoholic beverages responsibly. Students who are not of legal drinking age, 21, are not allowed to purchase alcoholic beverages. If you are returning to campus after the event, please note that CUW is a dry campus and alcohol is not allowed on campus and/or the bus.
 - Students who choose not to follow this policy will be referred to the Dean of Students and will face disciplinary action. Remember you are representing not only yourself but also Concordia University. Please be respectful and show good manners to those you interact with during your trip.

Student Organization, Club, and Athletics Travel Policy

Concordia University Wisconsin & Ann Arbor (CUWAA) seeks to promote safe travel to events and activities occurring beyond the boundaries of University property. As such, this Policy applies to students traveling for various University purposes, including recognized student organizations/clubs, and University athletics. Accordingly, prior to travel, each trip will be reviewed and approved by the advisor, trip leader, or designated University official based on several factors, including distance, route, departure times, weather, number of drivers, etc. No student will be permitted to travel without prior approval from the advisor, trip leader, or designated University official, or necessary waiver (as applicable). Travel approval does not eliminate the responsibility of the advisor, trip leader or organization members to make sound decisions during the trip and reduce their amount of travel for a given day if conditions dictate.

Examples of activities and events that fall under this Policy include, but are not limited to club sports trips, the activities of recognized student organizations, University athletic competitions, student government-funded travel, and in situations where a student or recognized student organization officially represents the University, e.g., academic team competitions, conferences, and other programs. Travel must be consistent with the organization's mission/purpose. Travel must be planned so as not to create an undue interference with academic responsibilities.

Travel/Trip Cancellation

Concordia reserves the right to make cancellations, changes, or substitutions in emergencies or changed conditions or, in the interest of each group, prior to trip departure. Concordia also reserves the right to

alter travel plans throughout the trip in the event of an emergency or in the best interest of the group.

Advisor/Chaperone Requirements

The necessity of a University representative on a student organization trip is dependent on the nature, destination, and duration of the trip. A University representative, preferably the organization's advisor, if required, should chaperone the trip. If the advisor is not available to travel with the student organization, they can assign full-time Concordia University faculty or staff member as a chaperone. The chaperone will be responsible for ensuring the safety of the students on the trip as well as being the point of contact between the student organization and the University.

An Advisor / Chaperone will be in attendance for one or more of the following traveling conditions:

- Student Organizations travels further than 150 miles
- Student Organizations traveling internationally
- Student Organizations traveling by air
- Student Organizations traveling with more than 6 students

For trips not requiring an advisor / chaperone, the student responsible for organizing the trip (Trip Leader) must be present during all phases of the trip. The University reserves the right to require an advisor / chaperone for any student organization trip.

Trip Leader Role

In instances where a trip is planned an advisor / chaperone is not required, the student organization must have a designated Student Trip Leader responsible for all facets of trip planning.

The Student Trip Leader will work with the advisor on the trip details prior to the event in which the trip is needed. The University regards the trip leader as the primary contact for the group. This individual must be accessible by cell phone during the trip and must take a copy of the travel itinerary with them on the trip.

University Provided Transportation

The use of transportation provided by the University is strongly encouraged for student travel, but not always possible. Circumstances may occur where a student may need to drive separately from the University provided transportation. Anyone who chooses to use non-University provided transportation does so at their own risk. If a privately-owned vehicle is used for traveling to/from University event the following requirements must be met:

- The advisor, trip leader, or University official must be informed of the plan to drive separately.
- The vehicle must be insured for liability with limits of at least \$300,000 per accident.
- The insurance carried by the owner of the vehicle is primary, and the University's insurance will not cover any accidents. In some cases, the University insurance will cover once the limits of the owner's policy are exhausted.
- The vehicle must be current on all maintenance.
- If the vehicle is owned by someone other than the driver, the owner must give permission for its use.

All student clubs, organizations, and athletics teams must adhere to the University's policy regarding vehicle and driver safety policy and complete

the required steps to drive on behalf of the University. The Vehicle and Drive Safety Policy can be found on the forms repository on the CUWAA portal.

Logo Approval & Usage Policy

Definition and Approval Process

A logo is a symbol or design adopted by a University entity, including official University clubs, organizations, and academic programs, etc. to visually represent the entity itself. This includes any marks, seals, logos, or any other graphics, designs, artwork, or the like.

All University recognized clubs, organizations, academic student groups, academic programs, departments, and Student Government Association-sponsored clubs must seek logo approval before its use from the Concordia University Logo Approval Committee. This Committee of five members includes the University Lead Creative Designer (Chair), Dean of Students (one from each campus for total of two), Campus Pastor (one from either campus for a total of one-Appointed by the Vice President of Student Life), and the Assistant Vice President of Academics for Student Success. The decision of the committee is final. The committee also reserves the right to revoke a previously approved logo.

Prohibited Use

No Endorsements

Neither the name of the University nor any University logo, may be used in any way that states or implies endorsement of a commercial product or service, gives a false impression, is misleading, or could cause confusion regarding the University's relationship with any person or entity.

Mission & Identity

Logos are intended to present an image that is consistent with the University mission, as well as the confession and practice of the Lutheran Church-Missouri Synod. The Committee reserves the right to prohibit other uses which it deems inappropriate as being inconsistent with the identity and/or mission of Concordia University and/or the Lutheran Church-Missouri Synod.

General Prohibited Use

Logos may not include any words or symbols using profanity, vulgarity, or sexually suggestive language or images; racial, ethnic, gender, or religious insensitivity; name, likeness, or unapproved use of a logo of a national organization; content including the likeness or suggestion of alcohol or other drugs and related paraphernalia, or anything that violates the Code of Student Conduct is prohibited. Any unapproved logo conflicts with the Student Code of Conduct, and permission for use will be restricted.

Trademark & Copyright

The student organization must ensure that any requests for designs containing non-University names and marks, seals, logos or other graphics, designs, artwork, or like (e.g., "Clip Art") include written permission from the owner or evidence that such permission is not required. A statement signed & dated by the author, indicating they grant full rights to the University and the student organization to use their original work, is required before presenting the design to the University Lead Creative Designer for approval. An original artwork permission statement is included in the student organization logo application.

The Concordia University Logo Application can be found on the CUW (<https://www.cuw.edu/about/offices/compliance/logo-approval.html>) and CUA (<https://www.cuaa.edu/about/offices/compliance/logo-approval.html>) website.

Technology Requirements

Technology Requirements

Student laptop requirements needed for taking classes at Concordia University:

Windows

Operating System: Windows 10 Home, Pro, Ent

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

Memory: 8 GB or higher, recommended 16 GB

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

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

Wireless: 802.11

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

Apple

Operating System: Apple OS X 10.13x or higher

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

Memory: 8 GB or higher, recommended 16 GB

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

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

Wireless: AirPort

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

Optional, but recommended:

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

Software required and supplied by Concordia University:

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

- Respondus Lock Down Browser (download / instructions) (<http://celt.cuw.edu/respondus-monitor/>)

Please Note:

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

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

Student University Email

Students will receive an email account upon enrollment and will retain it as long as they remain enrolled at the university.

- Students who withdraw from the university will have their email accounts deactivated.
- Students who are on an approved leave of absence will retain access to their cuw.edu or cuaa.edu email address.
- Students who graduate from the university will retain their email accounts for one year after graduation. However, access to many applications, such as Zoom and Microsoft Office, will be discontinued for cybersecurity and licensing reasons.

Prior to deactivation, each student is responsible for moving personal emails to a personal account (e.g. Google, Yahoo, etc.). Each student is also responsible for changing the primary email address on all external accounts (e.g. Google Drive, Dropbox, etc.) BEFORE the student's last day of enrollment

Tuition and Fees

All fees, whether paid by a person or organization, shall be paid in United States dollars. Should payment be received in any foreign currency, the amount received and credited to the account of the student will be the net amount after any loss or gain due to the exchange return between the currency and U.S. dollars, in addition to any cost or service charge to effect the exchange conversion.

Tuition

The tuition fee for each graduate and professional program is established each academic year. Fees are to be paid online at my.cuw.edu (<https://my.cuw.edu/dashboard/>) or to the Business Office before the class begins.

Special Fees

Academic Fees are not refundable. All debit and credit card transactions are subject to a 2.75% transaction fee.

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

Tuition Deposit

Some graduate and professional programs require a deposit to reserve space in the class. Please see the individual program or admissions for more information.

International Student Fees

The tuition deposit for international students is \$650.00 and is non-refundable. Additional fees which may be applicable include:

- International Orientation Fee \$150
- International OPT Fee \$80
- International STEM OPT Fee \$220
- Deferral Fee \$100

Health Fee

Some full-time graduate and professional programs require a health fee. See your program for further details.

Course Fees

Several courses require additional fees for materials, studio time, etc. Any course that carries a special fee will indicate there is a fee in the course description.

Independent Study and Individual Instruction Fees

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

Parking Fee

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

CUW - \$100 per semester
CUAA - \$100 per semester

Technology Fee

All students pay a technology fee based on total credits per semester, 3-11 credits or 12 or more credits.

Transcript Fee

A \$10.00 fee plus processing fees are charged for each transcript requested.

Payment in Full Policy

Tuition & Fees

Concordia University seeks to keep costs as low as is consistent with sound educational requirements and proper provision for the daily needs of the student. Student costs also depend on his/her living and spending habits.

The University reserves the right to modify fees without advance notice.

Concordia University requires payment for tuition and fees, in full, by the following deadlines:

- **Semester-Length (14-16 Week Courses) - End of week 1 of the semester**
- **8-Week Courses**

- **End of week 1 for term 8A**
- **End of week 9 for term 8B**

Students not paid in full by the deadline will be dropped from their courses. Refunds will be prorated and follow the university's refund policy for attending week 1 of the semester. Notification will be sent to a student's Concordia e-mail from the Accounts Receivable Manager or the Assistant Vice President of Financial Aid and Student Accounts.

Payment in full is considered out-of-pocket payments to cover the balance, financial aid, parent plus loans, alternative loans, the Transact payment plan, or confirmed outside aid that has been approved by the Accounts Receivable Manager, Assistant Vice President of Financial Aid and Student Accounts or the Vice President of Finance/Chief Financial Officer.

Concordia University understands that students and the university can do everything promptly, but because, in some cases, third-party payment is involved, payment on a student account may be delayed. Any outstanding balance on a student's account, funded by the following programs, will be considered paid in full, though payment may not be received by the payment deadline.

- Veterans Affairs Tuition Benefits
- Chapters 31, 33, 1607, and WI National Guard Grant
- IRIS Payments for Hesed Students
- College of Illinois 529 Plan
- Michigan Education Trust 529 Plan (MET 529)
- Advocate Aurora Preferred Partner Deferred Payment
- Department of Workforce Development Payments
- WI Teach Scholarship Recipients
- Concordia University Tuition Waiver Recipients

Employer Reimbursement is not an exception. Students must make a payment to Concordia University and seek employer reimbursement.

Methods of Payments

1. The University requires full payment of each semester's charges on or before the first day of the semester's classes. Failing to observe this schedule or to make other satisfactory arrangements with the Business Office, the student will forfeit the right to begin or continue work at Concordia.
2. Notification from the Financial Aid Office of grants, scholarships, or a Guaranteed Student loan will be accepted in lieu of payment by cash. Only one-half of such aid will be credited to the student's account for each semester.
3. Pay by Credit/Debit card via the portal at www.my.cuw.edu (<https://my.cuw.edu/dashboard/>). All credit/debit card transactions are subject to a 2.75% transaction fee.
4. Pay by check via the portal at www.my.cuw.edu (<https://my.cuw.edu/dashboard/>). All fee payments should be addressed to Concordia University Wisconsin, 12800 N. Lake Shore Drive, Mequon, Wisconsin 53097. ATTN: Accounts Receivable. Please include the student ID # on all check payments.
5. CashNet/Transact Payment Plans are available to Undergraduate and Graduate students. To enroll in a payment plan please visit, www.my.cuw.edu (<https://my.cuw.edu/dashboard/>). Exclusions may apply.

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

Payment Plan

Tuition payments may be made automatically each month, for a maximum of 6 payments per semester. Students have the ability to pay either by ACH (checking or savings account) or by credit card. To sign up for the Cashnet/Transact payment plan, please have the student log into my.cuw.edu. There will be a link on the student tab. Questions about the payment plan should be directed to the Business Office at 262-243-2609. There is a \$35 enrollment fee for each plan set up each semester, and there is a 2.75% convenience fee associated with the credit card option.

Read all of the terms and conditions of the Cashnet payment plan here. (https://www.cuw.edu/academics/services/billing/_assets/CashnetPaymentPlanTerms.pdf)

Graduate Assistants/Graduate Student Employees

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

Refund Policy

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

Tuition

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

Week #	Week #	Week #	Week #	Week #	Week #	Week #
16	Week 1	Week 2	Week 3	Week 4	Week 5	Weeks
80% ¹	75% ¹	60% ²	40% ²	25% ²	6-10	11-16
					0% ²	0% ³
14	Week 1	Week 2	Week 3	Week 4	Week 5	Weeks
80% ¹	75% ¹	60% ²	40% ²	25% ²	6-9	10-14
					0% ²	0% ³
12	Week 1	Week 2	Week 3	Week 4	Weeks	Weeks
80% ²	75% ²	50% ²	25% ²	5-8	9-12	
				0% ²	0% ³	
10	Week 1	Week 2	Week 3	Weeks	Weeks	
75% ²	50% ²	25% ²	4-7	8-10		
			0% ²	0% ³		
8	Week 1	Week 2	Week 3	Weeks	Weeks	
75% ¹	50% ²	25% ²	4-5	6-8		
			0% ²	0% ³		
6	Week 1	Week 2	Weeks	Weeks		
60% ¹	40% ²	3-4	5-6			
		0% ²	0% ³			
4	Week 1	Week 2	Week 3	Week 4		
50% ²	25% ²	0% ²	0% ³			

3	Week 1	Week 2	Week 3
50% ²	0% ²	0% ³	
1	Day 1	Day 2	Day 3
50% ²	25% ²	0% ²	Days
			4-5
			0% ³

Grades reflected on transcript due to dropping of a class:

¹ Course not reflected on transcript.

² Grade of W will be issued for the course

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

Room Charges

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

Board Charges

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

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

Programs

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

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

- Alternative Education License Program (p. 66)
- Bioethics Certificate (p. 32)
- Business Scholars MBA Program (p. 41)
- Certificate After Graduate Education in Nursing (p. 98)
- Certificate After Graduate Education in Nursing - Psychiatric Mental Health NP (p. 99)
- Computer Science Scholars Program (p. 34)

- Doctor of Business Administration (p. 36)
- Doctor of Education in Leadership in Innovation and Continuous Improvement (p. 52)
- Doctor of Nursing Practice (DNP) Program (p. 91)
- Doctor of Occupational Therapy Entry-Level (CUAA) (p. 67)
- Doctor of Occupational Therapy Entry-Level (CUW) (p. 70)
- Doctor of Pharmacy (p. 101)
- Doctor of Philosophy (PhD) in Business Administration (p. 37)
- Doctor of Philosophy (PhD) in Leadership in Innovation and Continuous Improvement (p. 53)
- Doctor of Physical Therapy (CUAA) (p. 72)
- Doctor of Physical Therapy (CUW) (p. 74)
- Interprofessional Education Graduate Certificate (p. 77)
- Master of Business Administration (p. 38)
- Master of Occupational Therapy (p. 78)
- Master of Science in Accountancy (p. 45)
- Master of Science in Athletic Training (CUW) (p. 80)
- Master of Science in Business Analytics (p. 46)
- Master of Science in Computer Science (p. 32)
- Master of Science in Curriculum & Instruction - Elementary Teacher Certification (p. 48)
- Master of Science in Curriculum & Instruction - Secondary Teacher Certification (p. 50)
- Master of Science in Education - Counseling (p. 54)
- Master of Science in Education - Educational Administration (p. 57)
- Master of Science in Education - Family Life (p. 60)
- Master of Science in Education - Literacy (p. 61)
- Master of Science in Education - Teaching & Learning with Teacher Licensure (p. 62)
- Master of Science in Leadership (p. 47)
- Master of Science in Natural Products Science (p. 105)
- Master of Science in Nursing - Primary Care Nurse Practitioner (p. 95)
- Master of Science in Physician Assistant Studies (CUAA) (p. 81)
- Master of Science in Speech-Language Pathology (p. 85)
- Master of Social Work (p. 88)
- MBA Fast Track (p. 42)
- Natural Products Sciences Graduate Certificate (p. 106)
- PharmD/MBA (p. 43)
- Post BSN to DNP (p. 93)
- Psychiatric Mental Health Nurse Practitioner CAGE Certificate (p. 99)
- Superintendent License Program (p. 66)

Arts and Sciences Programs

- Bioethics Certificate (p. 32)
- Master of Science in Computer Science (p. 32)
 - Computer Science Scholars Program (p. 34)

Bioethics Certificate

The bioethics certificate program offers a course of study designed for persons involved in rehabilitative sciences, nursing, health care practice, research, administration, pastoral ministry, or litigation.

Earning the Certificate will be especially useful for those who often face ethical questions that inevitably arise in the health care setting. This certificate will testify that its holder has completed an intensive program of graduate study in moral theory, theological principles, ethical decision making, and the current literature of bioethics.

It will also indicate that its holder has gained experience in the practical application of moral principles, ethical theory, theology, and the law to issues involving biology and health care.

This certificate can be earned in conjunction with a master's or doctoral degree at CUW or as a standalone graduate certificate.

The Certificate Program incorporates into its design as much flexibility as possible so that students from anywhere in the country may enroll. All four of the Certificate courses are offered online.

Program Mission

The academic program of the Concordia Center for Bioethics (CCB) applies Christ-centered thought to issues involving biology and health care. Students in CCB courses will analyze and apply ethical principles grounded in a biblical understanding of the world and informed by contemporary scholarship.

Curriculum

Total credit hours: 12

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

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

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

Code	Title	Hours
Required Courses		
CCB 5000	Moral Reasoning & Bioethics	3
CCB 5200	Clinical Issues in Bioethics	3
CCB 5400	Bioethics & Biotechnology	3
CCB 5600	Bioethics and the Law	3
Total Hours		12

Master of Science in Computer Science

The Master's in Computer Science program at Concordia University Wisconsin is designed for students who are eager to advance their technical knowledge and engage deeply with emerging fields in technology. With a strong foundation in the fundamentals of computer science, the program challenges students to think critically and innovate at a higher level, preparing them to tackle complex problems in cybersecurity, data science, artificial intelligence, and software engineering.

Through a curriculum rooted in both technical excellence and ethical responsibility, students are encouraged to approach computing with a mindset of service to others. Concordia's Lutheran-Christian perspective emphasizes the importance of integrity, fairness, and the thoughtful application of technology to solve pressing real-world issues. Graduates leave equipped not only to excel in high-demand technical careers but also to lead with character and a sense of purpose.

Job prospects for graduates of this program are exceptionally strong. Master's-level computer scientists are in high demand across sectors such as healthcare, finance, government, education, and technology. Alumni of this program often pursue roles as software engineers, data scientists, cybersecurity analysts, research and development specialists, or technical project managers. The program's focus on lifelong learning ensures that graduates are well-prepared to stay at the cutting edge of the rapidly evolving field of computer science.

Program Learning Outcomes

- **Advanced Technical Proficiency:** Demonstrate a mastery of advanced computer science topics, including artificial intelligence, data science, cybersecurity, and software architecture, applying them to complex, real-world challenges.
- **Innovative Problem Solving:** Analyze and solve high-level computing problems through critical thinking, research, and innovative approaches, while considering the societal, ethical, and environmental implications of technological solutions.
- **Leadership and Collaboration:** Develop leadership skills to guide teams and projects effectively, communicate complex technical concepts to diverse audiences, and foster collaborative environments in interdisciplinary settings.
- **Applied Research and Development:** Conduct and evaluate applied research to advance the state of the art in computer science, contributing to academic, industrial, and societal advancements through the creation of new knowledge or practical solutions.
- **Ethical and Responsible Computing:** Apply a Christian worldview and ethical principles to decision-making in computing, ensuring that technologies are developed and used in ways that serve the common good, protect user privacy, and promote justice and fairness.
- **Integration of Emerging Technologies:** Stay at the forefront of technology by integrating cutting-edge tools, methodologies, and innovations into professional practice, enabling adaptability in a rapidly evolving field.
- **Global and Cultural Awareness:** Demonstrate an understanding of the global impact of computing technologies and contribute to solutions that respect diverse cultural perspectives, foster equity, and address the needs of underserved populations.
- **Lifelong Learning and Professional Growth:** Commit to continuous learning and professional development, remaining informed about industry trends, academic research, and evolving best practices, and striving for personal and professional excellence.

Curriculum

Code	Title	Hours
Required Technical Courses		
CSC 5010	Vocation and Ethical Computing	3
CSC 5015	Applied Artificial Intelligence	3
CSC 5020	User Experience	3
CSC 5025	Data Security and Information Assurance	3
CSC 5035	Mobile Computer Architecture	3

CSC 5040	Applied Computer Networking	3
Total Hours		18

Select from one of the following Concentrations

Code	Title	Hours
Software Engineering Concentration		
CSC 6000	Database Administration	3
CSC 6200	Advanced Algorithms	3
CSC 6210	Applied Restful APIs and Integrations	3
CSC 6220	Language Theory	3
Total Hours		12

Code	Title	Hours
Information Systems Concentration		
CSC 6000	Database Administration	3
CSC 6400	System Administration and Maintenance	3
CSC 6410	Advanced Networking	3
CSC 6420	System Analysis and Design	3
Total Hours		12

Code	Title	Hours
Business Data Applications Concentration		
CSC 6000	Database Administration	3
BUS 5120	Financial Analyses to Drive Business Growth	3
BUS 5130	Mastering Analytics and Decision Making	3
BUS 6520	Management Science and Analytics	3
Total Hours		12

Plan

Course	Title	Hours
Semester 1		
CSC 5010	Vocation and Ethical Computing	3
CSC 5015	Applied Artificial Intelligence	3
Hours		6
Semester 2		
CSC 5020	User Experience	3
CSC 5025	Data Security and Information Assurance	3
Hours		6
Semester 3		
CSC 5040	Applied Computer Networking	3
CSC 5035	Mobile Computer Architecture	3
CSC 7050	Internship in IT (Optional: Only if you are doing CPT)	
Hours		6
Semester 4		
CONCENTRATION COURSE		3
CONCENTRATION COURSE		3
Hours		6
Semester 5		
CONCENTRATION COURSE		3
CONCENTRATION COURSE		3
Hours		6
Total Hours		30

Course options and schedule are subject to change.

Computer Science Scholars Program

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

Program Structure

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

Program Learning Outcomes

- **Advanced Technical and Applied Computing Proficiency:** Demonstrate mastery of both foundational and advanced computer science concepts, including software development, data structures, artificial intelligence, cybersecurity, and software architecture, and apply these skills to complex real-world challenges.
- **Innovative Problem-Solving and Critical Thinking:** Develop innovative solutions to high-level computing problems through critical thinking, research, and creative approaches, while considering societal, ethical, and environmental implications of technological solutions.
- **Leadership, Collaboration, and Communication:** Cultivate leadership and teamwork skills to guide diverse, interdisciplinary teams, communicate complex technical concepts effectively to both technical and non-technical audiences, and contribute positively to collaborative projects and professional environments.
- **Ethical and Responsible Computing Practices:** Apply a Christian worldview and ethical principles to decision-making in computing, ensuring technologies are developed and implemented in ways that serve humanity, promote justice and fairness, and protect user privacy and dignity.
- **Applied Research and Continuous Learning:** Engage in applied research to contribute new knowledge or practical solutions in the field of computer science, and commit to lifelong learning to remain at the forefront of emerging technologies, methodologies, and industry trends.
- **Integration of Faith, Technology, and Service:** Explore the relationship between faith and technology, using technical expertise to address real-world problems responsibly, advance the common good, and enhance human flourishing while reflecting Christian values.
- **Global and Cultural Awareness:** Demonstrate an understanding of the global impact of computing technologies and develop solutions that respect cultural diversity, address underserved populations, and foster equitable and inclusive outcomes.

- **Preparation for Professional and Academic Advancement:** Build a strong foundation of computer science knowledge and skills that prepares graduates for immediate entry into advanced professional roles, entrepreneurial endeavors, or further academic pursuits in graduate and doctoral programs.

Curriculum

Code	Title	Hours
Core Requirements (https://catalog.cuw.edu/undergraduate/university/acad-prog/trad/core/)		45
Bachelor of Science in Computer Science Major		54
Master of Science in Computer Science		30
Electives		21
Total Hours		150

Code	Title	Hours
Bachelor of Science in Computer Science Major		
Required Courses		
MATH 2050	Statistics I	3
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CSC 2020	Computer Architecture	3
CSC 2050	Coding II - Algorithms	3
CSC 3010	Computational Dilemmas	3
CSC 3020	User Experience and Interactive Systems	3
CSC 3030	Database Fundamentals	3
CSC 3050	Operating Systems	3
CSC 3070	Software Engineering	3
CSC 4060	Advanced Database and Web Development	3
CSC 4950	Capstone Project	3
<i>Concentration (Please see program director for details.)</i>		<i>18</i>
Total Hours		54

Code	Title	Hours
Master of Science in Computer Science		
Required Courses		
CSC 5010	Vocation and Ethical Computing	3
CSC 5015	Applied Artificial Intelligence	3
CSC 5020	User Experience	3
CSC 5025	Data Security and Information Assurance	3
CSC 5035	Mobile Computer Architecture	3
CSC 5040	Applied Computer Networking	3
Total Hours		18

Please select one of the following concentrations:

Code	Title	Hours
Software Engineering Concentration		
CSC 6000	Database Administration	3
CSC 6200	Advanced Algorithms	3
CSC 6210	Applied Restful APIs and Integrations	3
CSC 6220	Language Theory	3
Total Hours		12

Code	Title	Hours
Information Systems Concentration		
CSC 6000	Database Administration	3
CSC 6400	System Administration and Maintenance	3
CSC 6410	Advanced Networking	3
CSC 6420	System Analysis and Design	3
Total Hours		12

Code	Title	Hours
Business Data Applications Concentration		
CSC 6000	Database Administration	3
BUS 5120	Financial Analyses to Drive Business Growth	3
BUS 5130	Mastering Analytics and Decision Making	3
BUS 6520	Management Science and Analytics	3
Total Hours		12

Admission Requirements

This program is open to incoming Computer Science majors who have met the following high school academic requirements:

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

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

Plan

Course	Title	Hours
Semester 1		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
COMMUNICATION & LANGUAGE		3
Hours		18
Semester 2		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
ELECTIVE		3
Hours		18
Semester 3		
CSC 3070	Software Engineering	3
CSC 2020	Computer Architecture	3
CONCENTRATION COURSE		3
NATURAL WORLD - SCIENCE		4
REL 1100	Christian Faith	3
HHP 1100	Stewardship of the Body	1
HHP ACTIVITY OR VARSITY SPORT		1
Hours		18
Semester 4		
CSC 3050	Operating Systems	3
CSC 3010	Computational Dilemmas	3

CONCENTRATION COURSE	3
HUMAN CREATIVITY & EXPRESSION	3
FAITH & LIFE	3
ELECTIVE	3

Hours 18

Semester 5	
ELECTIVE	3

Hours 3

Semester 6		
CSC 3020	User Experience and Interactive Systems	3
CSC 3010	Computational Dilemmas	3
CONCENTRATION COURSE		3
HUMAN BEINGS & BEING HUMAN		3
SOCIETY & CULTURE		3
ELECTIVE		3

Hours 18

Semester 7		
CSC ELECTIVE		3
CONCENTRATION COURSE		3
ELECTIVE		3
MSCS GRADUATE COURSE		3
MSCS GRADUATE COURSE		3
MSCS GRADUATE COURSE		3

Hours 18

Semester 8	
ELECTIVE	3
Hours	3

Hours 3

Semester 9		
CSC 4900	Internship	3
CSC 4950	Capstone Project	3
ELECTIVE		3
MSCS GRADUATE COURSE		3
MSCS GRADUATE COURSE		3
MSCS GRADUATE COURSE		3

Hours 18

Semester 10		
CSC 4060	Advanced Database and Web Development	3
ELECTIVE		3
MSCS GRADUATE COURSE		3
MSCS GRADUATE COURSE		3
MSCS GRADUATE COURSE		3
MSCS GRADUATE COURSE		3

Hours 18

Total Hours 150

Course options and schedule are subject to change.

Business Programs

- Doctor of Business Administration (p. 36)
- Doctor of Philosophy (PhD) in Business Administration (p. 37)
- Master of Business Administration (p. 38)
 - Business Scholars MBA Program (p. 41)
 - MBA Fast Track (p. 42)
 - PharmD/MBA (p. 43)
- Master of Science in Accountancy (p. 45)
- Master of Science in Business Analytics (p. 46)
- Master of Science in Leadership (p. 47)

Doctor of Business Administration

The Doctor of Business Administration (DBA) is the highest accredited academic business degree at Concordia University and is designed to address current challenges faced in today's business environment.

Faculty are industry experts that blend applied learning with theory development to address everyday challenges. Students will develop scholar-practitioner skills to address practical business challenges and learn how to transform organizations for improved performance through grounded research methods. The course work is designed for students to acquire evidence-based decision-making skills that will prepare them to lead in business, healthcare, non-profit, education, government, and other professional industries. DBA concentrations include:

- Financial and Economic Management
- Organizational Performance and Change (OPC)
- Healthcare Administration
- Business Sustainability

Program Learning Outcomes

1. Compose ethical business solutions to complex organizational problems.
2. Formulate scholar-practitioner knowledge for organizational success.
3. Design qualitative and quantitative research projects related to business.
4. Evaluate organizational structure and design for productivity.

Curriculum

Code	Title	Hours
DBA Core Requirement		21
DBA Concentration Requirement		9
Dissertation and Advising		6
Dissertation Course Requirement		12
Research Course Requirement		12
Total Hours		60

Code	Title	Hours
BUS 9420	Introduction to Scholarship	3
BUS 9423	Scholarship Inquiry	3
BUS 9101	Christian Faith, Business, and Values	3
BUS 9400	Dissertation Advising	1
BUS 9300	Doctoral Research and Writing (Chapter 2)	3
BUS 9328	HRD in Action: Driving Change and Performance	3
BUS 9400	Dissertation Advising	1
BUS 9421	Statistics for Research	3
BUS 9422	Quantitative Research Design	3
BUS 9424	Qualitative Research Design	3
BUS 9400	Dissertation Advising	1
BUS 9301	Doctoral Research and Writing (Chapter 1)	3
BUS 9131	Quality Management and Productivity	3
BUS 9400	Dissertation Advising	1
BUS 9302	Doctoral Research and Writing (Chapter 3)	3
BUS 9400	Dissertation Advising	1
BUS 9329	Building an Innovative Organizational Culture	3
BUS 9102	Business Intelligence and Predictive Analytics	3
BUS 9338	Financial Analysis for Organizational Performance	3

BUS 9400	Dissertation Advising	1
BUS 9499	Doctoral Capstone	3
<i>Select 3 courses from one of the following concentrations:</i>		9

DBA CONCENTRATION: ORGANIZATIONAL PERFORMANCE AND CHANGE

BUS 9320	Leading Transformation and Change	
BUS 9323	Contemporary Topics in Organizational Performance and Change	
BUS 9325	Talent Management and Development	

DBA CONCENTRATION: HEALTH CARE ADMINISTRATION

BUS 9310	Managing Human Capital in Healthcare	
BUS 9313	Healthcare Financial Management and Economics	
BUS 9317	The United States Healthcare Delivery System	

DBA CONCENTRATION: FINANCIAL AND ECONOMIC MANAGEMENT

BUS 9330	Economic Theory and Business Effectiveness	
BUS 9331	Financial Theory and Decision Making	
BUS 9333	Applied Economics	

Total Hours **60**

Note: Course schedule subject to change

Program Admission

To be admitted into the DBA program, applicants must:

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

Plan

Course	Title	Hours
Semester 1		
BUS 9420	Introduction to Scholarship	3
Hours		3
Semester 2		
BUS 9423	Scholarship Inquiry	3
BUS 9101	Christian Faith, Business, and Values	3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 3		
BUS 9300	Doctoral Research and Writing (Chapter 2)	3
BUS 9400	Dissertation Advising	1
BUS 9328	HRD in Action: Driving Change and Performance	3
Hours		7

Semester 4		
BUS 9421	Statistics for Research	3
BUS 9422	Quantitative Research Design	3
Hours		6
Semester 5		
BUS 9424	Qualitative Research Design	3
BUS Concentration Course		3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 6		
BUS 9301	Doctoral Research and Writing (Chapter 1)	3
BUS 9131	Quality Management and Productivity	3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 7		
BUS Concentration Course		3
BUS 9302	Doctoral Research and Writing (Chapter 3)	3
Hours		6
Semester 8		
BUS 9338	Financial Analysis for Organizational Performance	3
BUS Concentration Course		3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 9		
BUS 9329	Building an Innovative Organizational Culture	3
BUS 9102	Business Intelligence and Predictive Analytics	3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 10		
BUS 9499	Doctoral Capstone	3
Hours		3
Total Hours		60

Course options and schedule are subject to change.

Doctor of Philosophy (PhD) in Business Administration

The Doctorate of Philosophy in Business Administration (PhD) program will prepare learners for the rigors of a career in academia, consulting, and scholarship. The curriculum is infused with a Christian ethical framework and requires students to utilize research to advance theories and solve complex organizational business problems. Our graduates will perform high-quality, interdisciplinary business quantitative and qualitative research using innovative and emerging research methods to build a research agenda at an advanced level.

- Compose ethical, Christian business solutions to complex organizational problems.
- Advance theories which create new knowledge in the field of business.
- Lead emerging and innovative qualitative and quantitative research projects related to business.
- Build a research agenda as to conduct independent research at an advanced level.

Curriculum

Code	Title	Hours
PhD Core Requirement		18
Dissertation and Advising		6

Dissertation Course Requirement	12
Research Course Requirement	12
PhD Advanced Research Requirement	12
Total Hours	60

Code	Title	Hours
BUS 9420	Introduction to Scholarship	3
BUS 9423	Scholarship Inquiry	3
BUS 9101	Christian Faith, Business, and Values	3
BUS 9400	Dissertation Advising ((1 credit, taken 6 times))	1
BUS 9300	Doctoral Research and Writing (Chapter 2)	3
BUS 9421	Statistics for Research	3
BUS 9102	Business Intelligence and Predictive Analytics	3
BUS 9422	Quantitative Research Design	3
BUS 9424	Qualitative Research Design	3
BUS 9301	Doctoral Research and Writing (Chapter 1)	3
BUS 9131	Quality Management and Productivity	3
BUS 9302	Doctoral Research and Writing (Chapter 3)	3
BUS 9499	Doctoral Capstone	3
BUS 9328	HRD in Action: Driving Change and Performance	3
BUS 9329	Building an Innovative Organizational Culture	3
PhD Advanced Research Courses		
BUS 9426	Advanced Qualitative Research	3
BUS 9427	Advanced Quantitative Research	3
BUS 9425	Mixed Methods Research	3
BUS 9428	Emerging Qualitative Research Design and Methods	3
Total Hours		60

To be admitted into the PhD program, applicants must:

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

Plan

Course	Title	Hours
Semester 1		
BUS 9420	Introduction to Scholarship	3
Hours		3
Semester 2		
BUS 9423	Scholarship Inquiry	3
BUS 9101	Christian Faith, Business, and Values	3

BUS 9400	Dissertation Advising	1
Hours		7
Semester 3		
BUS 9300	Doctoral Research and Writing (Chapter 2)	3
BUS 9328	HRD in Action: Driving Change and Performance	3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 4		
BUS 9421	Statistics for Research	3
BUS 9422	Quantitative Research Design	3
Hours		6
Semester 5		
BUS 9422	Quantitative Research Design	3
BUS 9426	Advanced Qualitative Research	3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 6		
BUS 9301	Doctoral Research and Writing (Chapter 1)	3
BUS 9131	Quality Management and Productivity	3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 7		
BUS 9427	Advanced Quantitative Research	3
BUS 9302	Doctoral Research and Writing (Chapter 3)	3
Hours		6
Semester 8		
BUS 9428	Emerging Qualitative Research Design and Methods	3
BUS 9425	Mixed Methods Research	3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 9		
BUS 9329	Building an Innovative Organizational Culture	3
BUS 9102	Business Intelligence and Predictive Analytics	3
BUS 9400	Dissertation Advising	1
Hours		7
Semester 10		
BUS 9499	Doctoral Capstone	3
Hours		3
Total Hours		60

Course options and schedule are subject to change.

Master of Business Administration

Batterman School of Business Mission

The Batterman School of Business emboldens a global network of transformational and collaborative Christian leaders, dedicated faculty, entrepreneurial students, and active alumni who come together to create maximum social impact through ethical practice, innovation and service.

Led by our Christ-centered values, we believe that the best business leaders demonstrate both uncompromising compassion and unmatched competitive skill. Because of this, our education develops students to master the “triple bottom line” people, planet, profit. As a Concordia business graduate, you can expect to stand out as you develop a genuine, ethical mindset alongside a strength of business acumen that is unmatched in the market.

The Master of Business Administration (MBA) program will prepare future leaders to make informed decisions and adapt innovative strategies appropriate for today’s dynamic business environment. The curriculum incorporates an ethical and global lens to support managers and

executives to meet the needs of a diverse group of stakeholders. The MBA core provides a strong foundation in ethics, people-focused management, and data driven decision making, while the students’ selected concentration area provides a deep dive into a targeted area of expertise.

Program Structure

The Master of Business Administration (MBA) degree requires thirty-six (36) semester hours of credit comprising of twelve (12) courses. A thesis is not required for this degree. The program consists of six eight-week terms per year. Students must complete all requirements for the MBA degree within seven years of matriculation.

Classes are offered in three modalities: online (asynchronous), virtual (synchronous), and in person.

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, BUS 7500 Strategic Management, must be taken as the final class in the program unless other arrangements are made with the Director of the MBA program.

Program Learning Outcomes (PLOs)

Students will...

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

Curriculum

The MBA program is designed to encourage curiosity and open-mindedness while providing fundamental business principles. Concentration areas allow individuals to build expertise and confidence in core competencies. Experiential Learning provides additional global perspective and cultural knowledge on top of business proficiencies obtained in core and concentration courses. The MBA program concludes with an overarching capstone experience. Courses are 3 credits unless otherwise indicated.

Code	Title	Hours
MBA Core Courses		15
Concentration Courses		12
Experiential Learning Courses		6

Capstone Course	3
Total Hours	36

MBA Required Courses

Code	Title	Hours
Core Courses		15
BUS 5100	Ethical Leadership for Dynamic Organizations	
BUS 5110	People-Focused Management	
BUS 5120	Financial Analyses to Drive Business Growth	
BUS 5130	Mastering Analytics and Decision Making	
BUS 5140	Managerial Economics & Econometrics	
Experiential Learning Courses (pick 2)		6
BUS 7000	Industry Leaders Seminar Series	
BUS 7010	MBA Internship / Intraship	
BUS 7020	Business Coaching	
BUS 7030	Service Learning	
BUS 7040	Study Abroad	
BUS 7050	Project Management	
BUS 7060	Introduction to Six Sigma	
BUS 7090	Special Topics: Business & Industry	
BUS 9345	Environmental Stewardship Plan Development	
Capstone		3
BUS 7500	Strategic Management	
Total Hours		24

MBA Concentration Courses

One unique feature of the Concordia University MBA Program is the selection of four (4) courses in a concentration area emphasis. Students may pursue multiple concentration areas through the selection of four (4) additional courses within a different concentration. If a course is listed in both selected concentrations then a student is only required to complete a minimum of three (3) separate unique courses from the additional concentration.

Accounting

Acquire knowledge of how to lead an organization through the application of accounting principles as well as gain confidence in complex decision-making.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		<i>12</i>
BUS 5500	Fraud Management	
ACCT 5200	Advanced Taxation	
ACCT 5300	Excel Based Decisions in Managerial Accounting	
ACCT 5400	Financial Accounting Theory I	
ACCT 5410	Financial Accounting Theory II	
ACCT 5500	Accounting Data Analytics	
Total Hours		12

Communications & Public Relations

Learn to enhance the visibility and reputation of your organization by focusing on communication strategy, brand management and consumer trust.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		<i>12</i>
BUS 5600	Publicity and Public Relations	
BUS 5610	Managerial Communication	
BUS 5620	Public Speaking: Professional Reports & Presentations	
BUS 6710	Digital & Social Media Marketing Strategies	
Total Hours		12

Finance

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

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		<i>12</i>
BUS 5700	Corporate Finance	
BUS 5710	International Finance	
BUS 5720	Financial Institutions Management	
BUS 5730	Securities Analysis	
ACCT 5500	Accounting Data Analytics	
Total Hours		12

Health Care Administration

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

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		<i>12</i>
BUS 5800	Healthcare Transformation & Leadership	
BUS 5810	Healthcare Quality and Legal Regulation	
BUS 5820	Innovation in Global Health	
BUS 5830	Healthcare Strategy & Operations Management	
BUS 5840	Economics and Public Policy of Health Care	
BUS 5850	Special Topics in Health Care	
Total Hours		12

Human Resource Management

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

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		<i>12</i>
BUS 5500	Fraud Management	
BUS 5900	Human Resource Management and Administration	
BUS 5910	Training and Development	
BUS 5920	Risk Management	
BUS 5930	Human Capital Analytics	
Total Hours		12

Innovation & Entrepreneurship

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

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
BUS 6000	Strategic Innovation	
BUS 6010	New Venture Formation and Business Development	
BUS 6020	Intellectual Property and Regulatory Issues	
BUS 6710	Digital & Social Media Marketing Strategies	
BUS 6740	Marketing Research and Intelligence	
BUS 6800	Sustainability and Social Entrepreneurship	
Total Hours		12

Leadership

Learn how to effectively lead teams to drive business strategy.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
LDR 5100	Theories, Strategy, and Visioning for Leaders	
LDR 5200	Self-Leadership	
LDR 6150	The Relational Leader	
LDR 7050	Leadership Competencies	
Total Hours		12

Management

Equip yourself with the skills and confidence to make high-stakes decisions and create lasting value through agile and innovative leadership practices.

Code	Title	Hours
<i>Any four courses offered by the MBA Program can be taken to fulfill the Management concentration.</i>		12
Total Hours		12

Management Information Systems (STEM Program)

Learn to bridge technology and business through the mastery of people, information and technology in order to solve complex IT problems.

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
BUS 6300	Management Information Systems	
BUS 6310	Data Communications and Networking	
BUS 6320	Systems Analysis and Design	
BUS 6330	IT Governance and Cybersecurity	
BUS 6340	Artificial Intelligence in Business	
BUAN 5000	Introduction to Coding, Programming, and Databases for Analytics	
Total Hours		12

Nonprofit Management & Public Administration

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

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
BUS 5500	Fraud Management	

BUS 5600	Publicity and Public Relations	
BUS 5900	Human Resource Management and Administration	
BUS 6400	Nonprofit Fundraising and Grant Writing	
BUS 6800	Sustainability and Social Entrepreneurship	
SW 5200	Social Policy & Advocacy	
SW 6000	Administration, Organization & Supervision	
Total Hours		12

Operations Management, Sustainability, & Analytics (STEM Program)

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

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
BUS 6000	Strategic Innovation	
BUS 6500	Introduction to Lean	
BUS 6510	Global Production and Operations	
BUS 6520	Management Science and Analytics	
BUS 6800	Sustainability and Social Entrepreneurship	
BUS 9341	Ecological Economics and Sustainable Development	
Total Hours		12

Strategic Marketing

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

Code	Title	Hours
<i>Pick 4 courses from the following list:</i>		12
BUS 5600	Publicity and Public Relations	
BUS 6700	Strategic Marketing	
BUS 6710	Digital & Social Media Marketing Strategies	
BUS 6720	Consumer Behavior	
BUS 6730	Advertising & Integrated Marketing Communication	
BUS 6740	Marketing Research and Intelligence	
Total Hours		12

MBA Graduate Certificates

Post-Baccalaureate students may apply to the university to pursue a graduate MBA certificate in the following areas:

- *Business Administration*: complete 12 credits of coursework from the MBA core
- *Management*: complete a combination of 12 credits of coursework from the MBA core and MBA concentrations
- *Concentration-specific* (i.e. Accounting, Human Resources, Leadership, etc.): complete 12 credits of coursework from within one MBA concentration

Students may at any time transition into the MBA degree program course of study through the standard application process.

Admission Requirements

- Bachelor's degree from an accredited university.
- Minimum undergraduate GPA of 2.75 out of 4.0 for acceptance.
- Students with a GPA of 2.74 – 2.25 may be conditionally admitted by the MBA Program Director and have to meet special academic conditions.

Program Prerequisites

The MBA program has four prerequisite content areas. These prerequisites are not required prior to starting the program but must be completed prior to taking the corresponding MBA course. Students will be evaluated as to whether they will need to fulfill any prerequisites. Students may have fulfilled prerequisites as part of their undergraduate studies. These content areas are Accounting, Finance, Management and Statistics. Students may fulfill these prerequisite content areas by either taking traditional or non-traditional 3 credit courses, CLEP or DSST examination, have them waived based on professional experience, or all prerequisite content areas can be fulfilled by taking a single course BUS 5005 Business Foundations for Administrative Professionals (3 Cr).

International Student Prerequisite Requirement. International students are required to complete BUS 5000 Graduate School Success (3 cr.) as part of their degree program; thus, the minimum required credits for degree completion is increased by three (3) credits unless otherwise approved by the MBA Program Director.

Course Transfer Policy

The MBA program will accept up to eighteen (18) hours of transfer credit, based upon the following criteria:

- Courses transferred must be comparable in scope and subject matter to courses offered in the MBA program.
- Courses transferred must have been completed at the graduate level from an accredited institution.
- Courses must have been completed with at least a 3.0 on a 4.0 scale.
- Transfer credits must not be older than seven years.
- Transfer grades will not be used to compute CUWAA GPA.
- Residency requirement: The final 18 credits of the MBA program must be completed at CUWAA. No transfer credits will be accepted during the last 18 credits of the program.
- Transfer credit will not be granted for any courses taken as part of a completed MBA program at another institution.

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

Plan

Course	Title	Hours
Semester 1		
BUS 5005	Business Foundations for Administrative Professions (if applicable)	
BUS 5100	Ethical Leadership for Dynamic Organizations (BUS Concentration Course)	3
BUS XXXX course if BUS 5005 is waived		
Hours		3
Semester 2		
BUS Concentration Course		3
BUS 5110	People-Focused Management	3
Hours		6

Semester 3		
BUS Concentration Course		3
BUS 5120	Financial Analyses to Drive Business Growth	3
Hours		6
Semester 4		
BUS 5130	Mastering Analytics and Decision Making	3
BUS Experiential Learning Course		3
Hours		6
Semester 5		
BUS 5140	Managerial Economics & Econometrics	3
BUS Concentration Course		3
BUS Experiential Learning Course		3
Hours		9
Semester 6		
BUS Concentration Course		3
BUS 7500	Strategic Management	3
Hours		6
Total Hours		36

Course options and schedule are subject to change.

Business Scholars MBA Program

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

Program Structure

Business Scholars who complete this challenging program will earn a BS and an MBA. The program is designed to be completed in four years. Scholar students will take an accelerated number of credits each year to complete their two degrees. Students must complete the 120 credits for their undergraduate degree and 36 credits for their MBA in four years. Students take an average of 18 credits per regular semester, and typically bring in transfer or AP credits. Upon completion of 60 undergraduate credits, students may begin enrolling in MBA courses along with completing their remaining undergraduate requirements. In addition, the Business Scholar must maintain a 3.5 out of 4.0 academic average. The Business Scholar Program encompasses all undergraduate business majors and MBA concentrations. Note if a student takes over 18 credits in one semester the students will be charged an overload at the current fee. Students will be charged additional tuition and fees for courses taken during the summer. As business leaders, it is expected that Business Scholar students participate in networking opportunities, School of Business events, and other enrichment programs.

MBA Fast-Track Program

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

Program Learning Outcomes (PLOs)

Students will...

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

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

Curriculum

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

Code	Title	Hours
Core		15
BUS 5100	Ethical Leadership for Dynamic Organizations	
BUS 5110	People-Focused Management	
BUS 5120	Financial Analyses to Drive Business Growth	
BUS 5130	Mastering Analytics and Decision Making	
BUS 5140	Managerial Economics & Econometrics	
Concentration courses (see MBA page for choices)		12
Experiential Learning Courses (pick 2)		6
BUS 7000	Industry Leaders Seminar Series	
BUS 7010	MBA Internship / Intraship	
BUS 7020	Business Coaching	
BUS 7030	Service Learning	
BUS 7040	Study Abroad	
BUS 7050	Project Management	
BUS 7060	Introduction to Six Sigma	
BUS 7090	Special Topics: Business & Industry	
BUS 9345	Environmental Stewardship Plan Development	
Capstone		3
BUS 7500	Strategic Management	
Total Hours		36

Admission Requirements

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

- High school cumulative GPA of 3.8 out of 4.0
- Entering freshman from high school
- Ability to transfer up to twenty-nine (29) credits to begin program

GPA and Probation

Business Scholar students must maintain a 3.5 cumulative average while in the program. Students whose GPA falls below a cumulative GPA of 3.5 will be placed on probation for one semester. If a student is unable

to achieve a cumulative 3.5 GPA after the probationary semester, the student will be dismissed from the program. The student may use the appeals procedure to present extenuating circumstances which may lead to readmission as a Business Scholar. The student will also need to present a plan for successful continuation in the program.

Graduation Requirements

To be awarded an MBA degree, a student must complete all thirty-six (36) credit hours with a minimum cumulative GPA of 3.0 and at least a C- in all MBA courses. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, the student must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

Please see your advisor for more information.

MBA Fast Track

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

Program Structure

Students complete a bachelors degree in any field and the MBA in an accelerated format. Students complete their undergraduate curriculum while taking four MBA courses. Up to 12 credits may be counted towards both the undergraduate degree and the MBA degree. Upon successful conference of the undergraduate degree, students officially apply to the MBA program and complete the remaining 24 to 27 credits of the MBA requirements.

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

Program Learning Outcomes (PLOs)

Students will...

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

Code	Title	Hours
Students in Undergraduate Business Majors:		
<i>Complete the undergraduate curriculum for their program, as outlined in the catalog, noting the following changes:</i>		12
BUS 5100	Ethical Leadership for Dynamic Organizations (Taken as an undergraduate elective.)	
BUS 5110	People-Focused Management (Taken as part of the "Core Business Requirements" or as an undergraduate elective.)	
BUS 5120	Financial Analyses to Drive Business Growth (Taken as an undergraduate elective.)	
BUS 7010	MBA Internship / Intraship (Taken in place of BUS 3999 or as an undergraduate elective.)	
All 12 credits will be applied towards both the undergraduate degree and the MBA degree.		
Total Hours		12

Code	Title	Hours
Students in Undergraduate Non-Business Majors:		
<i>Complete the undergraduate curriculum for their program, as outlined in the catalog, noting the following changes:</i>		12
BUS 5005	Business Foundations for Administrative Professions (Taken as an undergraduate elective. This course does not count towards the MBA degree requirements but fulfills the required prerequisite.)	
BUS 5100	Ethical Leadership for Dynamic Organizations (Taken as an undergraduate elective.)	
BUS 5110	People-Focused Management (Taken as an undergraduate elective.)	
BUS 5120	Financial Analyses to Drive Business Growth (Taken as an undergraduate elective.)	
All 12 credits count towards the undergraduate degree. The MBA prerequisite content for non-business majors will be fulfilled and 9 credits will be applied towards both the undergraduate degree and the MBA degree.		
Total Hours		12

Admission Requirements

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

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

GPA

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

Graduation Requirements

Students complete the requirements of their undergraduate degree, using MBA courses as electives, or where applicable in their undergraduate

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

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

Please see advisor for more information.

PharmD/MBA

The Master of Business Administration (MBA) in the PharmD/MBA program is a specialized dual degree designed to prepare Doctor of Pharmacy practitioners to meet the complex challenges in a highly regulated industry. The curriculum offers managerial knowledge essential management levels within independent, retail and hospital pharmacy settings as well as product development organizations.

Program Structure

The Master of Business Administration (MBA) degree requires thirty (30) semester hours of credit comprising of ten (10) courses. A thesis is not required for this degree. Students must be enrolled in Pharmacy School and complete all requirements for the MBA degree prior to or within one year of Pharmacy graduation. The capstone course, BUS 7500 Strategic Management, must be taken as the final class in the program unless other arrangements are made with the MBA Program Director. Students will take an assessment before beginning the program and again during the capstone class. This assessment is not graded nor is it placed in student files. The assessment is used for the sole purpose of accreditation.

Program Learning Outcomes (PLOs)

Students will...

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

Curriculum

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

Code	Title	Hours
Core courses		9
BUS 5100	Ethical Leadership for Dynamic Organizations (met with PHAR 7440, 8120, 6430)	
BUS 5110	People-Focused Management	
BUS 5120	Financial Analyses to Drive Business Growth	
BUS 5130	Mastering Analytics and Decision Making	
BUS 5140	Managerial Economics & Econometrics (met with PHAR 7470, 7450)	
Concentration courses- (see MBA page for choices)		12
Experiential Learning courses- choose two		6
BUS 7000	Industry Leaders Seminar Series	
BUS 7010	MBA Internship / Intraship	
BUS 7020	Business Coaching	
BUS 7030	Service Learning	
BUS 7040	Study Abroad	
BUS 7050	Project Management	
BUS 7060	Introduction to Six Sigma	
BUS 7090	Special Topics: Business & Industry	
BUS 9345	Environmental Stewardship Plan Development	
Capstone		3
BUS 7500	Strategic Management	
Total Hours		30

Admission Requirements

- Pharmacy student from an accredited university.
- Completion of standard MBA application.

Other than exceptions outlined in PharmD/MBA section of the Graduate Catalog, students that seek a MBA dual degree are held to same parameters as MBA students. See Graduate Catalog and MBA Handbook for further details.

Graduation Requirements

To be awarded an MBA degree, a student must complete all thirty (30) credit hours with a minimum cumulative GPA of 3.0 and at least a C- in all MBA courses. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, the student must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

Plan

Course	Title	Hours
Semester 1		
PHAR 5110	Pharmacy Biochemistry	3
PHAR 5120	Cell and Molecular Fundamentals	2

PHAR 5130	Pharmacy Anatomy and Physiology	4
PHAR 5210	Pharmaceutics I	2
PHAR 5410	Pharmacy and the Healthcare System	3
PHAR 5710	Applied Patient Care I	2
PHAR 5810	Introductory Pharmacy Practice Experience 1	3

Hours		19
Semester 2		
PHAR 5140	Pharmacy Microbiology, Immunology, & Molecular Biology	4
PHAR 5220	Pharmaceutics II	4
PHAR 5310	Pharmacology & Medicinal Chemistry I	3
PHAR 5510	Pharmacotherapy I: Self Care	2
PHAR 5560	Pharmacy Calculations	1
PHAR 5720	Applied Patient Care II	2
PHAR 5820	Introductory Pharmacy Practice Experience 2	3

Hours		19
Semester 3		
BUS Elective		3
BUS 5110	People-Focused Management	3
BUS 5100	Ethical Leadership for Dynamic Organizations	3
BUS 5140	Managerial Economics & Econometrics	3

Hours		12
Semester 4		
PHAR 6240	Applied Pharmacokinetics/Therapeutic Drug Monitoring	3
PHAR 6230	Advanced Pharmaceutical Preparations	2
PHAR 6320	Pharmacology & Medicinal Chemistry II	4
PHAR 6520	Pharmacotherapy II	3
PHAR 6610	Medical Literature Evaluation I	2
PHAR 6730	Applied Patient Care III	2
PHAR 6830	Introductory Pharmacy Practice Experience 3	2

Hours		18
Semester 5		
PHAR 6330	Pharmacology & Medicinal Chemistry III	4
PHAR 6420	Social and Behavioral Pharmacy	2
PHAR 6530	Pharmacotherapy III	4
PHAR 6620	Medical Literature Evaluation II	2
PHAR 6740	Applied Patient Care IV	2
PHAR 6430	Servant Leadership and Public Health	2
PHAR 6840	Introductory Pharmacy Practice Experience 4	2

Hours		18
Semester 6		
BUS Elective		3
BUS 5120	Financial Analyses to Drive Business Growth	3

Hours		6
Semester 7		
PHAR 7440	Patient Care Ethics	3
PHAR 7450	Pharmacy Law	2
PHAR 7540	Pharmacotherapy IV	4
PHAR 7750	Applied Patient Care V	2
BUS Elective		3
BUS 5130	Mastering Analytics and Decision Making	3

Hours		17
Semester 8		
PHAR 7470	Epidemiology and Pharmacoeconomics	2
PHAR 7460	Quality and Performance Management in Healthcare	3
PHAR 7550	Pharmacotherapy V	4
PHAR 7760	Applied Patient Care VI	2
BUS Elective		3
BUS Elective		3

Hours **17**

Semester 9

PHAR 9810	Community Pharmacy APPE	6
PHAR 9820	Acute Care Medicine APPE	6
PHAR 9830	Hospital/Health System Pharmacy APPE	6
PHAR 9840	Ambulatory Care APPE	6
PHAR 9850	Elective APPE	6
PHAR 9850	Elective APPE	6
PHAR 9850	Elective APPE	6
BUS 7010	MBA Internship / Intraship	3
BUS 7500	Strategic Management	3
Hours		48
Total Hours		174

Course options and schedule are subject to change.

Master of Science in Accountancy

Batterman School of Business and Haab School of Business Mission

The Batterman and Haab Schools of Business embolden a global network of transformational and collaborative Christian leaders, dedicated faculty, entrepreneurial students, and active alumni who come together to create maximum social impact through ethical practice, innovation and service.

Program Mission Statement

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

Program Overview

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

Program Prerequisites

Prior to full acceptance into the program, students must have completed a bachelors degree in a business-related field. Note: As CPA exam eligibility requirements vary by state, it is recommended that applicants who wish to sit for the CPA exam have completed undergraduate coursework in the following areas: financial accounting, managerial accounting, intermediate accounting, accounting information systems, cost accounting, income tax, auditing, advanced/governmental accounting or equivalent. Students should also have a minimum of 24 additional credits in other business topics.

Program Learning Outcomes

Students will:

- Analyze the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective;

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

Master of Science in Accountancy Curriculum

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

Code	Title	Hours
MSA Core		24
BUS 5100	Ethical Leadership for Dynamic Organizations	
BUS 5500	Fraud Management	
ACCT 5100	Advanced Auditing	
ACCT 5200	Advanced Taxation	
ACCT 5300	Excel Based Decisions in Managerial Accounting	
ACCT 5400	Financial Accounting Theory I	
ACCT 5410	Financial Accounting Theory II	
ACCT 5500	Accounting Data Analytics	
MSA Electives: Choose 6 credits in one area		
<i>Business Analysis and Reporting</i>		6
ACCT 6400	Advanced Financial Accounting	
ACCT 6500	Advanced Data Analytics	
<i>Information Systems & Controls</i>		6
ACCT 6100	Information Systems Assurance & Advisory I	
ACCT 6110	Information Systems Assurance & Advisory II	
<i>Tax Compliance & Planning</i>		6
ACCT 6200	Individual Tax Compliance & Planning	
ACCT 6210	Entity Tax Compliance & Planning	
Total Hours		30

Plan

Course	Title	Hours
Semester 1		
BUS 5100	Ethical Leadership for Dynamic Organizations	3
ACCT 5100	Advanced Auditing	3
BUS 5500	Fraud Management	3
ACCT 5200	Advanced Taxation	3
Hours		12
Semester 2		
ACCT 5400	Financial Accounting Theory I	3
ACCT 5300	Excel Based Decisions in Managerial Accounting	3
ACCT 5410	Financial Accounting Theory II	3
ACCT 5500	Accounting Data Analytics	3
Hours		12
Semester 3		
ACCT ELECTIVE		3

ACCT ELECTIVE	3
Hours	6
Total Hours	30

Course options and schedule are subject to change.

Master of Science in Business Analytics

Batterman School of Business and Haab School of Business Mission

The Batterman School of Business emboldens a global network of transformational and collaborative Christian leaders, dedicated faculty, entrepreneurial students, and active alumni who come together to create maximum social impact through ethical practice, innovation and service.

Program Mission Statement

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

Program Overview

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

Program Prerequisites

Students may enter the program with any bachelor's degree. However, applicants who have a bachelor's degree in an area outside of business-related fields will be required to take BUS 5005 Business Foundations (3 credits) as a program prerequisite. International students are also required to take BUS 5000 - Graduate School Success as a program prerequisite.

Program Learning Outcomes

Students will:

- Evaluate the value of business analytics and the ethical use of data through a Christian lens;
- Consider bias/fairness issues when analyzing data for real-world applications in the digital economy;
- Integrate information from their selected concentration into data analysis projects;
- Use statistical inference concepts and the visualization of data to defend interpretations and conclusions;

- Apply the Business Analytics framework (OSEMIn) for Obtaining, Scrubbing, Exploring, Modeling and Interpreting data to answer business questions;
- Create presentations that articulate assumptions, analyses, and interpretations of data in a written and oral presentation;
- Analyze data using relevant software and techniques.

Master of Science in Business Analytics Curriculum

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

Code	Title	Hours
MSBA Core:		21
BUS 6300	Management Information Systems	
BUS 5130	Mastering Analytics and Decision Making	
BUAN 5000	Introduction to Coding, Programming, and Databases for Analytics	
BUAN 4850	Business Data Analytics Programming with Visualization	
BUAN 4900	Analytics and the Digital Economy	
BUS 9102	Business Intelligence and Predictive Analytics	
BUAN 4950	Data Analytics: Integrative Project	
Concentrations (Choose one)		
<i>Finance & Accounting (Select 9 credits. Must include ACCT 5500.)</i>		9
ACCT 5300	Excel Based Decisions in Managerial Accounting	
ACCT 5500	Accounting Data Analytics	
BUS 5700	Corporate Finance	
BUS 5120	Financial Analyses to Drive Business Growth	
BUS 5730	Securities Analysis	
<i>Information Systems (Select 9 credits. Must include BUS 6340.)</i>		9
BUS 6340	Artificial Intelligence in Business	
BUS 6310	Data Communications and Networking	
BUS 6320	Systems Analysis and Design	
BUS 6330	IT Governance and Cybersecurity	
<i>Management (Select 9 credits. Must include BUS 6520.)</i>		9
BUS 7050	Project Management	
BUS 6510	Global Production and Operations	
BUS 7060	Introduction to Six Sigma	
BUS 6500	Introduction to Lean	
BUS 6520	Management Science and Analytics	
<i>Human Resources (Select 9 credits. Must include BUS 5930.)</i>		9
BUS 5110	People-Focused Management	
BUS 5900	Human Resource Management and Administration	
BUS 5910	Training and Development	
BUS 5920	Risk Management	
BUS 5930	Human Capital Analytics	
<i>Marketing (Select 9 credits. Must include BUS 6740.)</i>		9
BUS 5600	Publicity and Public Relations	
BUS 6700	Strategic Marketing	
BUS 6710	Digital & Social Media Marketing Strategies	
BUS 6730	Advertising & Integrated Marketing Communication	
BUS 6740	Marketing Research and Intelligence	

BUS 6720 Consumer Behavior

Total Credits 30

Plan

Course	Title	Hours
Semester 1		
BUS 5000	Graduate School Success (if applicable)	
BUS 5005	Business Foundations for Administrative Professions (If applicable)	
Hours		0
Semester 2		
BUS 6300	Management Information Systems	3
BUS 5130	Mastering Analytics and Decision Making	3
Hours		6
Semester 3		
BUAN 5000	Introduction to Coding, Programming, and Databases for Analytics	3
BUAN 4900	Analytics and the Digital Economy	3
Hours		6
Semester 4		
BUS Concentration Course		3
BUS 9102	Business Intelligence and Predictive Analytics	3
Hours		6
Semester 5		
BUAN 4850	Business Data Analytics Programming with Visualization	3
BUS Concentration Course		3
Hours		6
Semester 6		
BUS Concentration Course		3
BUAN 4950	Data Analytics: Integrative Project	3
Hours		6
Total Hours		30

Course options and schedule are subject to change.

Master of Science in Leadership

Batterman School of Business and Haab School of Business Mission

The Batterman and Haab Schools of Business embolden a global network of transformational and collaborative Christian leaders, dedicated faculty, entrepreneurial students, and active alumni who come together to create maximum social impact through ethical practice, innovation and service.

Program Mission Statement

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

Value of MSL

- Leadership is crucial for effective, strategic, and human-centered innovation during digital disruption and rising artificial intelligence
- Adapt your leadership style to organizational context and challenges
- Develop your skills in an interdisciplinary leadership learning community that expands your professional network
- Experience hands-on data collection for evidence-based decisions and solving leadership puzzles of practice
- Become a change agent to improve quality of life
- Learn online with the flexibility to immediately apply techniques to practice

Program Overview

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

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

Program Learning Outcomes

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

Master of Science in Leadership Curriculum

Code	Title	Hours
LDR 5100	Theories, Strategy, and Visioning for Leaders	3
LDR 5200	Self-Leadership	3
LDR 6150	The Relational Leader	3
LDR 7050	Leadership Competencies	3
LDR 7200	Leadership Ethics and Organizational Culture	3
EDG 9180	Organizational Learning, Performance, and Change	3
BUS 5130	Mastering Analytics and Decision Making	3
BUS 5110	People-Focused Management	3
<i>MSL Electives: Choose 3 credits</i>		3
LDR 7100	Contemporary Concepts and Practices of Leadership	
BUS 5800	Healthcare Transformation & Leadership	
BUS 5810	Healthcare Quality and Legal Regulation	
BUS 5830	Healthcare Strategy & Operations Management	
BUS 5900	Human Resource Management and Administration	
BUS 5910	Training and Development	
BUS 6000	Strategic Innovation	
BUS 6310	Data Communications and Networking	
BUS 6010	New Venture Formation and Business Development	
BUS 6340	Artificial Intelligence in Business	
BUS 6400	Nonprofit Fundraising and Grant Writing	
BUS 6800	Sustainability and Social Entrepreneurship	
BUS 7010	MBA Internship / Intraship	
BUS 7030	Service Learning	
BUS 7050	Project Management	
BUS 9102	Business Intelligence and Predictive Analytics	
BUS 9321	Scenario Planning	
EDG 9250	Leading Non-Profit Organizations	
EDG 9290	Diversity, Belonging, and Culturally Responsive Leadership	
EDG 9300	Educating the Adult Learner	
EDG 9330	Instructional Design for Higher Education	
<i>Capstone</i>		
LDR 7800	MSL Graduate Research Project	3
Total Hours		30

Plan

Course	Title	Hours
Semester 1		
LDR 5100	Theories, Strategy, and Visioning for Leaders	3
LDR 5200	Self-Leadership	3
	Hours	6
Semester 2		
LDR 6150	The Relational Leader	3
LDR 7050	Leadership Competencies	3
	Hours	6
Semester 3		
LDR 7200	Leadership Ethics and Organizational Culture	3
EDG 9180	Organizational Learning, Performance, and Change	3
	Hours	6
Semester 4		
BUS 5130	Mastering Analytics and Decision Making	3

BUS 5110	People-Focused Management	3
	Hours	6
Semester 5		
LDR 7100		3
LDR 7800	MSL Graduate Research Project	3
	Hours	6
	Total Hours	30

Course options and schedule are subject to change.

Education Programs - CUAA

- Master of Science in Curriculum & Instruction - Elementary Teacher Certification (p. 48)
- Master of Science in Curriculum & Instruction - Secondary Teacher Certification (p. 50)

Master of Science in Curriculum & Instruction - Elementary Teacher Certification

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

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

Program Structure

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

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

In order to graduate and earn certification, candidates must:

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

Outcomes

Servant Leader

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

Reflective Practitioner

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

Life Long Learner

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

Curriculum

Code	Title	Hours
MSCI with Teacher Certification Elementary Lower Level (Grades Pk-3)		
EDU 5000	Growth and Development of School Aged Children	3
EDU 5010	Designing Instruction	3
EDU 5020	Differentiated Instruction	3
EDU 5030	Assessment for Educators	3
EDU 5040	Technology Instruction for Educators	3
EDU 5050	Special Education Instruction	3
EDU 6010	Literacy Instruction for Lower Elementary	3
EDU 6015	Instructional Methods for Lower Elementary	3
EDU 7010	Lower Elementary Student Teaching	6
Total Hours		30

Code	Title	Hours
MSCI with Teacher Certification Elementary Upper Level (Grades 3 - 6)		
EDU 5000	Growth and Development of School Aged Children	3
EDU 5010	Designing Instruction	3

EDU 5020	Differentiated Instruction	3
EDU 5030	Assessment for Educators	3
EDU 5040	Technology Instruction for Educators	3
EDU 5050	Special Education Instruction	3
EDU 6020	Literacy Instruction for Upper Elementary	3
EDU 6025	Instructional Methods for Upper Elementary	3
EDU 7020	Upper Elementary Student Teaching	6
Total Hours		30

Plan - Lower Elementary Grades PK-3

Course	Title	Hours
Semester 1		
EDU 5000	Growth and Development of School Aged Children	3
EDU 6010	Literacy Instruction for Lower Elementary	3
Hours		6
Semester 2		
EDU 6015	Instructional Methods for Lower Elementary	3
EDU 5020	Differentiated Instruction	3
Hours		6
Semester 3		
EDU 5050	Special Education Instruction	3
EDU 5040	Technology Instruction for Educators	3
Hours		6
Semester 4		
EDU 5030	Assessment for Educators	3
EDU 5010	Designing Instruction	3
Hours		6
Semester 5		
EDU 7010	Lower Elementary Student Teaching	6
Hours		6
Total Hours		30

Course options and schedule are subject to change.

Plan - Upper Elementary Grades 3-6

Course	Title	Hours
Semester 1		
EDU 5000	Growth and Development of School Aged Children	3
EDU 6020	Literacy Instruction for Upper Elementary	3
Hours		6
Semester 2		
EDU 6025	Instructional Methods for Upper Elementary	3
EDU 5020	Differentiated Instruction	3
Hours		6
Semester 3		
EDU 5050	Special Education Instruction	3
EDU 5040	Technology Instruction for Educators	3
Hours		6
Semester 4		
EDU 5030	Assessment for Educators	3
EDU 5010	Designing Instruction	3
Hours		6
Semester 5		
EDU 7020	Upper Elementary Student Teaching	6
Hours		6
Total Hours		30

Course options and schedule are subject to change.

Master of Science in Curriculum & Instruction - Secondary Teacher Certification

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

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

Program Structure

Candidates complete a 30 credit education sequence which allows them to teach at the secondary level in their chosen grade band (5-9 or 7-12).

Courses are offered entirely online in 8 week formats and credit can be given for previously completed education courses at the graduate level.

Candidates chose a grade band (5-9 or 7-12) and either English or Math as their content area of certification. Candidates in these grade bands can also add on the Special Education Learning Disabilities certification to their English or Math certification by taking additional course work.

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

In order to graduate and earn certification, candidates must:

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

Program Learning Outcomes

Servant Leader

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

Reflective Practitioner

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

Life Long Learner

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

Curriculum

Code	Title	Hours
EDU 5000	Growth and Development of School Aged Children	3
EDU 5010	Designing Instruction	3
EDU 5020	Differentiated Instruction	3
EDU 5030	Assessment for Educators	3
EDU 5040	Technology Instruction for Educators	3
EDU 5050	Special Education Instruction	3
EDU 6030	Literacy Instruction for Middle Levels	3

EDU 6035	Instructional Methods for Middle Levels	3
EDU 7030	Middle Levels Student Teaching	6
Total Hours		30

Code	Title	Hours
EDU 5000	Growth and Development of School Aged Children	3
EDU 5010	Designing Instruction	3
EDU 5020	Differentiated Instruction	3
EDU 5030	Assessment for Educators	3
EDU 5040	Technology Instruction for Educators	3
EDU 5050	Special Education Instruction	3
EDU 6040	Literacy Instruction for Upper Levels	3
EDU 6045	Instructional Methods for Upper Levels	3
EDU 7040	Upper Levels Student Teaching	6

Plan - Middle Level 5-9

Course	Title	Hours
Semester 1		
EDU 5000	Growth and Development of School Aged Children	3
EDU 6030	Literacy Instruction for Middle Levels	3
Hours		6
Semester 2		
EDU 5020	Differentiated Instruction	3
EDU 6035	Instructional Methods for Middle Levels	3
Hours		6
Semester 3		
EDU 5050	Special Education Instruction	3
EDU 5040	Technology Instruction for Educators	3
Hours		6
Semester 4		
EDU 5030	Assessment for Educators	3
EDU 5010	Designing Instruction	3
Hours		6
Semester 5		
EDU 7030	Middle Levels Student Teaching	6
Hours		6
Total Hours		30

Course options and schedule are subject to change.

Plan - Upper Level 7-12

Course	Title	Hours
Semester 1		
EDU 5000	Growth and Development of School Aged Children	3
EDU 6040	Literacy Instruction for Upper Levels	3
Hours		6
Semester 2		
EDU 5020	Differentiated Instruction	3
EDU 6045	Instructional Methods for Upper Levels	3
Hours		6
Semester 3		
EDU 5050	Special Education Instruction	3
EDU 5040	Technology Instruction for Educators	3
Hours		6
Semester 4		
EDU 5030	Assessment for Educators	3
EDU 5010	Designing Instruction	3
Hours		6

Semester 5		
EDU 7040	Upper Levels Student Teaching	6
Hours		6
Total Hours		30

Course options and schedule are subject to change.

Education Programs - CUW

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

Preferred Educational Partnership (PEP):

Through our Preferred Educational Partnerships (PEP), Concordia University Wisconsin can help assess the unique educational needs of your district, school, or organization, and provide optimal professional development solutions. Our educational team will work with you to understand your needs and goals, and to deliver programs customized to your needs. Multiple options exist; site-based face-to-face cohort programs, on-campus delivery, online options, blended programs, or a customized PD program. Students whose districts are already a PEP district are eligible for a tuition scholarship towards each graduate-level course. For more information and the online application form, visit <https://www.cuw.edu/admissions/financial-aid/uncommon-scholarships.html>. If your district is interested in becoming a PEP with CUW, please have an administrator contact Sarah Mayer at sarah.mayer@cuw.edu or (262)243-4557.

Christian Community Scholarship:

Grants are available to teachers in Christian Schools. To be eligible, the student must be employed at a private Christian school and taking courses in Graduate Education at one of Concordia University campus locations or online. The value of the grant is \$500 toward a three-credit course. An application for the Christian Community Scholarship is required each academic year. The application can be found at: <https://www.cuw.edu/admissions/financial-aid/uncommon-scholarships.html>.

Portfolios, Practicums, Capstones, and Theses

Most graduate education programs have requirements such as a capstone, thesis, portfolio, or fieldwork experience (practicum). Students are required to register for these courses early in the academic term. Students in these courses are required to complete coursework within the 16-week term in which they are registered, and a final grade will be submitted upon completion of that term. If a student is unable to finish within this time frame due to extenuating circumstances, an extension of up 6-weeks may be requested. Approval must be received by the Program Director and Director of Graduate Education for any extension requests.

Repetition of Courses

If a student earns a grade of C- or lower in a graduate education course, the student will be required to retake the course to meet graduation requirements for program completion and licensing. Students may not repeat a course more than once unless there is approval from the Program Director. If a student does not earn a C or higher in a repeated course, and the student's GPA is below 3.0, the student may be dismissed from his/her graduate education program.

Doctor of Education in Leadership in Innovation and Continuous Improvement

The LICI Mission

Inspired by a Christian worldview, stewardship, and service, the mission of the LICI program is to prepare and equip individuals to be lifelong learners and exceptional leaders who will make a positive impact and add value to various vocations and communities of interest.

The LICI Program

The LICI program has an intellectually stimulating cross-disciplinary approach (e.g. business, nursing, occupational therapy, health services, nonprofit, and education) in student makeup and collaborative projects. The 50 credit, three-year program is made up of three core areas (leadership, research, improvement science and innovation) with a fourth area being an elective or customized choice (the education track, the business track, or a blend of the two tracks). While students will be exposed to many different viewpoints throughout their journey in the program, LICI instructors and curriculum will also present issues, topics, and best practices from a Christian worldview perspective.

Program Policies

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

Program Learning Outcomes

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

Christian Servant Leadership

- Graduates will define and analyze leadership theories and concepts through a Christian worldview. (ULO1)

Leaders as Stewards of God's World

- Students will create their own unique plan/vision for their vocation and serving others for the greater good of God's world. (ULO2)

Application of Improvement Science and Innovation

- Students will apply data-driven research, improvement science, and innovation to a broad spectrum of cross-disciplinary issues. (ULO3)

Critical Analytic Skills and Producer of Research

- Students will apply critical analytic skills and creative problem solving strategies to their research. (ULO4)

Effective Communication

- Students will compose original written work demonstrating professional communication skills. (ULO5)

Research Methodology

- Graduates will apply qualitative, quantitative, action, and other research methodology and strategies in the analysis of data. (ULO6)

Curriculum

Code	Title	Hours
Required Leadership Core Courses		12
Required Research Core Courses		12
Required Improvement Science and Innovation Core Courses		9

Required Dissertation Research & Dissertation Core Courses		11
Emphasis Elective Courses		6
Business		
Education		
Total Hours		50

Code	Title	Hours
Required Leadership Core Courses		12
EDG 9000	Advanced Leadership Theory and Practice	
EDG 9010	Exemplary Leadership Case Studies	
EDG 9020	Innovative and Entrepreneurial Leadership	
EDG 9030	Servant and Ethical Leadership	
Required Research Core Courses		12
EDG 9040	Intro to Doctoral Program and Research Methods	
EDG 9050	Quantitative Research Seminar	
EDG 9060	Qualitative Research Seminar	
EDG 9070	Advanced Research and Statistics	
Required Improvement Science and Innovation Core Courses		9
EDG 9180	Organizational Learning, Performance, and Change	
EDG 9190	Innovation and Design Thinking	
EDG 9200	Six Sigma Applications	
	or EDG 9210 Lean Systems Analysis	
Required Dissertation Research & Dissertation Core Courses		11
EDG 9080	Research Seminar 1	
EDG 9345	Dissertation Research Seminars (Research Seminars 2 - 9)	
Elective Courses (custom choice of business and/or education courses)		6
<i>Business Electives</i>		
EDG 9225	Other Duties as Assigned - Innovative and Essential Business Practices in School Leadership	
EDG 9250	Leading Non-Profit Organizations	
EDG 9260	Special Topics in Healthcare: The Business of Healthcare	
EDG 9280	The Business and Sustainability of Social Entrepreneurship	
<i>Education Electives</i>		
EDG 9170	Branding Strategy in Education	
EDG 9185	Futures Thinking and Change in Education	
EDG 9225	Other Duties as Assigned - Innovative and Essential Business Practices in School Leadership	
EDG 9290	Diversity, Belonging, and Culturally Responsive Leadership	
EDG 9300	Educating the Adult Learner	
EDG 9320	Professional Practice to Higher Education	
EDG 6150	The Superintendency	
EDG 6155	Professional Ethics in Leadership	
EDG 6160	Organizational and Policy Development	
EDG 6165	School Improvement and Data Analysis	
EDG 6170	Public Relations	
EDG 6175	Facility Planning	
Total Hours		50

Ed.D. Admission Process

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

Plan

Course	Title	Hours
Semester 1		
EDG 9040	Intro to Doctoral Program and Research Methods	3
EDG 9000	Advanced Leadership Theory and Practice	3
Hours		6
Semester 2		
EDG 9010	Exemplary Leadership Case Studies	3
EDG 9080	Research Seminar 1	1
ELECTIVE		3
Hours		7
Semester 3		
EDG 9050	Quantitative Research Seminar	3
EDG 9180	Organizational Learning, Performance, and Change	3
Hours		6
Semester 4		
EDG 9345	Dissertation Research Seminars	1
EDG 9190	Innovation and Design Thinking	3
EDG 9020	Innovative and Entrepreneurial Leadership	3
Hours		7
Semester 5		
EDG 9060	Qualitative Research Seminar	3
EDG 9345	Dissertation Research Seminars	1
EDG 9200 or EDG 9210	Six Sigma Applications or Lean Systems Analysis	3
Hours		7
Semester 6		
EDG 9070	Advanced Research and Statistics	3
EDG 9345	Dissertation Research Seminars	1
ELECTIVE		3
Hours		7
Semester 7		
EDG 9030	Servant and Ethical Leadership	3
EDG 9345	Dissertation Research Seminars	1
Hours		4
Semester 8		
EDG 9345	Dissertation Research Seminars	1
EDG 9345	Dissertation Research Seminars	1
EDG 9345	Dissertation Research Seminars	1
Hours		3
Semester 9		
EDG 9345	Dissertation Research Seminars	1
EDG 9345	Dissertation Research Seminars	1

EDG 9345	Dissertation Research Seminars	1
Hours		3
Total Hours		50

Course options and schedule are subject to change.

Doctor of Philosophy (PhD) in Leadership in Innovation and Continuous Improvement

The LICl Mission

The LICl PhD program is inspired by a Christian worldview, stewardship, and service. The mission of the LICl PhD program is to prepare scholarly leaders who will bring positive and impactful change in their vocations.

The LICl Program

The LICl PhD program has a research intensive, intellectually stimulating cross-disciplinary approach (e.g. business, nursing, occupational therapy, health services, nonprofit, and education) in student makeup and collaborative projects. The 60 credit, three-year PhD program is made up of three core areas (leadership, research, improvement science and innovation) and colloquium classes. While students will be exposed to many different viewpoints throughout their journey in the program, LICl instructors and curriculum will also present issues, topics, and best practices from a Christian worldview perspective.

Program Policies

All Program policies for the LICl PhD program are located in the Doctor of Philosophy in Leadership in Innovation and Continuous Improvement Handbook.

Program Learning Outcomes

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

Christian Servant Leadership

- Graduates will define and analyze leadership theories and concepts through a Christian worldview. (ULO1)

Leaders as Stewards of God's World

- Students will create their own unique plan/vision for their vocation and serving others for the greater good of God's world. (ULO2)

Application of Improvement Science and Innovation

- Students will apply data-driven research, improvement science, and innovation to a broad spectrum of cross-disciplinary issues. (ULO3)

Critical Analytic Skills and Producer of Research

- Students will apply critical analytic skills and creative problem solving strategies to their research. (ULO4)

Effective Communication

- Students will compose original written work demonstrating professional communication skills. (ULO5)

Research Methodology

- Graduates will apply qualitative, quantitative, action, and other research methodology and strategies in the analysis of data. (ULO6)

Curriculum

Code	Title	Hours
EDG 9000	Advanced Leadership Theory and Practice	3
EDG 9010	Exemplary Leadership Case Studies	3
EDG 9020	Innovative and Entrepreneurial Leadership	3
EDG 9030	Servant and Ethical Leadership	3
EDG 9040	Intro to Doctoral Program and Research Methods	3
EDG 9050	Quantitative Research Seminar	3
EDG 9060	Qualitative Research Seminar	3
EDG 9070	Advanced Research and Statistics	3
EDG 9180	Organizational Learning, Performance, and Change	3
EDG 9190	Innovation and Design Thinking	3
EDG 9200	Six Sigma Applications	3
EDG 9210	Lean Systems Analysis	3
EDG 9080	Research Seminar 1	1
EDG 9345	Dissertation Research Seminars	10
EDG 9350	Dissertation	1
EDG 9305	The Christian Leader Journey Colloquium	3
EDG 9315	360 Thinking and Analysis Colloquium: Thinking Critically about Research	3
EDG 9325	Education and Learning Colloquium	3
EDG 9335	Psychology and Human Behavior Colloquium	3
Total Hours		60

PhD Admission Process

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

Plan

Course	Title	Hours
Semester 1		
EDG 9040	Intro to Doctoral Program and Research Methods	3
EDG 9000	Advanced Leadership Theory and Practice	3
EDG 9010	Exemplary Leadership Case Studies	3
Hours		9
Semester 2		
EDG 9080	Research Seminar 1	1
EDG 9225	Other Duties as Assigned - Innovative and Essential Business Practices in School Leadership	3
EDG 9180	Organizational Learning, Performance, and Change	3
Hours		7
Semester 3		
EDG 9050	Quantitative Research Seminar	3

EDG 9345	Dissertation Research Seminars	1
Hours		4
Semester 4		
EDG 9345	Dissertation Research Seminars	1
EDG 9060	Qualitative Research Seminar	3
EDG 9070	Advanced Research and Statistics	3
Hours		7
Semester 5		
EDG 9315	360 Thinking and Analysis Colloquium: Thinking Critically about Research	3
EDG 9345	Dissertation Research Seminars	1
EDG 9190	Innovation and Design Thinking	3
EDG 9020	Innovative and Entrepreneurial Leadership	3
Hours		10
Semester 6		
EDG 9345	Dissertation Research Seminars	1
EDG 9345	Dissertation Research Seminars	1
EDG 9200	Six Sigma Applications	3
EDG 9030	Servant and Ethical Leadership	3
Hours		8
Semester 7		
EDG 9210	Lean Systems Analysis	3
EDG 9345	Dissertation Research Seminars	1
EDG 9345	Dissertation Research Seminars	1
EDG 9335	Psychology and Human Behavior Colloquium	3
Hours		8
Semester 8		
EDG 9305	The Christian Leader Journey Colloquium	3
EDG 9345	Dissertation Research Seminars	1
EDG 9345	Dissertation Research Seminars	1
EDG 9345	Dissertation Research Seminars	1
Hours		6
Semester 9		
EDG 9350	Dissertation	1
Hours		1
Total Hours		60

Course options and schedule are subject to change.

Master of Science in Education - Counseling

Concordia offers multiple Counseling Education tracks:

1. School Counselor (K-12) – WDPI License #7054. The School Counselor Program is approved by the Wisconsin Department of Public Instruction. The program follows the licensing requirements for school counselors.
2. Clinical Mental Health Counselor – WDSPS Certificate 226-Licensed Professional Counselor in Training. Students may also be endorsed for a Substance Abuse Counselor in Training (SAC-IT) 130 License - See the counseling program director for specifics on SAC-IT endorsement requirements.
3. Counseling Foundations - Non-Licensable Degree - See counseling program director for specifics for this counseling master degree alternative.
4. Dual Licensure Track (School and Professional Counseling) - WDPI License #7054 School Counselor and WDSPS Certificate 226-Licensed Professional Counselor in Training.

The Objectives of the Counseling Degree

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

Graduates of the Counseling program will:

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

Students from outside of Wisconsin

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

International Students

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

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

Program Learning Outcomes

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

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

Curriculum for School Counseling

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

Code	Title	Hours
Required courses		36-39
Practicum and portfolio		9
Total Hours		45-48
Code	Title	Hours
Counseling Theory		
COUN 5000	Counseling Theories and Issues	3
Human Growth and Development		
COUN 5020	Human Development	3
Social and Cultural Foundations		
COUN 5040	Social Cultural Foundations in Counseling	3
Helping Relationships		
COUN 5100	Consultation Strategies	3
COUN 5130	Trauma Counseling	3
COUN 5200	Individual Counseling	3
Group Work		
COUN 5210	Group Counseling	3
Career and Lifestyle Development		
COUN 5120	Career Counseling Foundations	3
Appraisal		
COUN 5110	Tests and Measurements	3
Research and Program Evaluation		
COUN 5300	Design, Implementation, and Evaluation of Counseling Programs	3
Family, Partnership and Couples Counseling		
COUN 5030	Models and Methods of Family Counseling	3
Professional Orientation		
COUN 5010	Professional Ethics	3
Supervised Practicum and Portfolio		
COUN 6400	Portfolio - Introduction	0
COUN 6410	Portfolio - Pre-Practicum	0
COUN 7400	Elementary School Practicum/Portfolio	3
COUN 7410	Middle School Practicum/Portfolio	3
COUN 7420	High School Practicum/Portfolio	3
Lesson Planning/Classroom Management (Required for Non-Teachers in School Counseling)		
COUN 6420	Management for Counselors	
Total Hours		45

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

Portfolio Requirements

The student seeking a Wisconsin DPI counseling license endorsed by Concordia, must complete a Portfolio and demonstrate an understanding and ability to apply the Pupil Service Standards within counseling practice. The Portfolio is comprised of five sections. The Introduction

to Portfolio is completed while a student is enrolled in COUN 5000 Counseling Theories and Issues. Pre-Practicum Portfolio is to be completed and submitted as a part of the application process for participation in the Practicum experiences. The last 3 portfolio sections (elementary school, middle school, and high school) will be completed during the Practicum experiences.

Practicum Requirements

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

Praxis II Exam Requirement

Students must successfully complete the PRAXIS II exam before graduation.

Curriculum for Clinical Mental Health Counseling

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

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

Code	Title	Hours
Counseling Theory		
COUN 5000	Counseling Theories and Issues	3
Human Growth and Development		
COUN 5020	Human Development	3
Social and Cultural Foundations		
COUN 5040	Social Cultural Foundations in Counseling	3
Helping Relationships		
COUN 5100	Consultation Strategies	3
COUN 5200	Individual Counseling	3
Group Dynamics Processing and Counseling		
COUN 5210	Group Counseling	3
Lifestyle and Career Development		
COUN 5120	Career Counseling Foundations	3
Appraisal		
COUN 5110	Tests and Measurements	3
Research and Program Evaluation		
COUN 5300	Design, Implementation, and Evaluation of Counseling Programs	3
Professional Orientation		
COUN 5010	Professional Ethics	3
Supervised Practicum and Portfolio		
COUN 7200	Practicum for Professional Counselors	3
COUN 7210	Internship I - Professional Counselor	3
COUN 7220	Internship II - Professional Counselor	3
Foundations of Clinical Mental Health Counseling		
COUN 6210	Foundations of Clinical Mental Health Counseling	3

Clinical Mental Health Counseling Diagnosis and Treatment Planning		
COUN 6230	Advanced Theory and Skills in Professional Counseling	3
Crisis and Trauma Counseling		
COUN 5130	Trauma Counseling	3
Abnormal Behavior and Psychopathology		
COUN 6200	Psychopathology	3
Addictions Counseling		
COUN 6220	Addictions Counseling	3
Family, Partnership and Couples Counseling		
COUN 5030	Models and Methods of Family Counseling	3
Electives		3
COUN 6040	Psychopharmacology (3 cr)	
COUN 6050	Theories of Personality (3 cr)	
Total Hours		60

Practicum for Professional Counselor

The student seeking licensure as a Professional Counselor in Wisconsin will be required to complete 700 hours of practicum/internship experiences. Each applicant must be supervised at each practicum site according to Wisconsin Department of Safety and Professional Services (DSPS) criteria and will be assigned a CUW site supervisor. A practicum agreement between the student, Concordia University, and each receiving site/agency/hospital are required for each practicum placement. The practicum allows the student to work as a counselor in a community setting and may include experiences such as assessment and implementation of counseling programs, individual and group counseling, and consultation with other community agencies. Applications for practicum can be made after prerequisite coursework is completed.

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

Plan - Clinical Mental Health Counseling

Course	Title	Hours
Semester 1		
COUN 5000	Counseling Theories and Issues	3
COUN 5010	Professional Ethics	3
Hours		6
Semester 2		
COUN 5040	Social Cultural Foundations in Counseling	3
COUN 5100	Consultation Strategies	3
Hours		6
Semester 3		
COUN 5030	Models and Methods of Family Counseling	3
COUN 5020	Human Development	3
Hours		6
Semester 4		
COUN 5130	Trauma Counseling	3
COUN 6200	Psychopathology	3
Hours		6
Semester 5		
COUN 5110	Tests and Measurements	3
COUN 5120	Career Counseling Foundations	3
Hours		6
Semester 6		
COUN 5200	Individual Counseling	3

COUN 5210	Group Counseling	3
Hours		6
Semester 7		
COUN 6220	Addictions Counseling	3
COUN 6040 or COUN 6050	Psychopharmacology or Theories of Personality	3
Hours		6
Semester 8		
COUN 6210	Foundations of Clinical Mental Health Counseling	3
COUN 6230	Advanced Theory and Skills in Professional Counseling	3
Hours		6
Semester 9		
COUN 5300	Design, Implementation, and Evaluation of Counseling Programs	3
COUN 7200	Practicum for Professional Counselors	3
Hours		6
Semester 10		
COUN 7210	Internship I - Professional Counselor	3
COUN 7220	Internship II - Professional Counselor	3
Hours		6
Total Hours		60

Course options and schedule are subject to change.

Plan - School Counseling

Course	Title	Hours
Semester 1		
COUN 5000	Counseling Theories and Issues	3
COUN 6400	Portfolio - Introduction	0
COUN 5010	Professional Ethics	3
Hours		6
Semester 2		
COUN 5040	Social Cultural Foundations in Counseling	3
COUN 5100	Consultation Strategies	3
Hours		6
Semester 3		
COUN 5030	Models and Methods of Family Counseling	3
COUN 5020	Human Development	3
Hours		6
Semester 4		
COUN 5130	Trauma Counseling	3
COUN 6420	Management for Counselors (only required for non-licensed teachers)	3
Hours		6
Semester 5		
COUN 5110	Tests and Measurements	3
COUN 5120	Career Counseling Foundations	3
Hours		6
Semester 6		
COUN 5200	Individual Counseling	3
COUN 5210	Group Counseling	3
COUN 6410	Portfolio - Pre-Practicum	0
Hours		6
Semester 7		
COUN 7400	Elementary School Practicum/Portfolio	3
COUN 5300	Design, Implementation, and Evaluation of Counseling Programs	3
Hours		6
Semester 8		
COUN 7410	Middle School Practicum/Portfolio	3
Hours		3

Semester 9

COUN 7420	High School Practicum/Portfolio	3
Hours		3
Total Hours		48

Course options and schedule are subject to change.

Master of Science in Education - Educational Administration

The Master of Science in Education - Educational Administration program is a Wisconsin DPI licensure program that offers multiple licensure options. The Master's degree requires at least 30 unique credits to be completed within the program. This program adheres to the National Educational Leadership Preparation (NELP) - District Standards as well as the Wisconsin State Administrative Standards for Principal (5051), Director of Curriculum and Instruction (5010), Director of Special Education and Pupil Services (5080), and School Business Administrator (5008). Furthermore, these programs fulfill professional educational requirements for licensure in Wisconsin. Applicants seeking licensure in other states should verify their state's licensing requirements.

Beginning in Fall 2025, Concordia University-Wisconsin (CUW) is excited to introduce an innovative non-licensure track in the School of Education: Christian School Leadership. This concentration is designed for educational professionals looking to enhance their leadership skills while incorporating a Christ-centered approach to school administration. Whether you are an experienced educator or an aspiring leader in a faith-based institution, this non-licensure track presents a unique opportunity to blend Christian values with educational leadership. The Christian School Leadership track is specifically developed to equip educational leaders with the knowledge, skills, and spiritual formation required for guiding schools from a Christian perspective. Grounded in Lutheran theology and principles, this program fosters the growth of servant leaders ready to transform their educational communities. The curriculum focuses on ethical and moral decision-making, empathy, integrity, and a commitment to service—all rooted in biblical teachings.

Applicants interested in pursuing a position as an Athletic Director should consider the Athletic Administrator Concentration Add-On to enhance their administrator license. This 9-credit concentration is offered in partnership with the National Interscholastic Athletic Administrators Association (NIAAA). This fully online area of emphasis includes curriculum from NIAAA Leadership Training Courses (501, 503, 504, 506, 511) required for RAA and CAA certifications. Topics within this curriculum cover Leadership in Interscholastic Athletic Administration, Interscholastic Sports Organization and Administration, Fundraising and Development, and Facility Management. Courses are practitioner-oriented and taught by professionals with backgrounds in sports management and interscholastic athletic administration. Credits earned in this concentration can be applied toward a Master's degree.

Students holding a Master's degree may pursue the "licensure only" option by completing 18 to 24 credits in their chosen licensure track. The emphasis on administrative leadership aims to prepare professional educators for administrative roles and support current administrators in enhancing organizational and leadership capabilities. This program is designed to help students develop essential skills in decision-making, human resource management, teacher evaluation, curriculum leadership, and innovative instructional change.

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

The Director of Special Education and Pupil Services license is designed to prepare dynamic district leaders to deliver innovative educational services that support every child and foster successful school experiences for each student. Candidates for this licensure must either hold or be eligible for a professional educator license to teach or provide pupil services (such as school counselor, school psychologist, or school social worker). Additionally, candidates must have three years of successful full-time teaching experience at any grade level (from Early Childhood to Adolescent) or relevant experience as a school counselor, school psychologist, or school social worker, which includes documentation of at least 540 hours of successful classroom teaching experience.

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

Available license options:

- #5051 Administrator
- #5010 Director of Instruction
- #5080 Director of Special Education and Pupil Service
- #5008 School Business Administrator

Available non-licensable options:

- Christian School Leadership
- Athletic Administration Add-On

Degree and Experience Requirements

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

Program Learning Outcomes

The Program Learning Outcomes for this program align with the Wisconsin Administrator Standards and the National Educational Leadership Preparation (NELP) Standards. The standards include:

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

1. **Mission, Vision, and Core Values.** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education, academic success, and well-being of each pupil.

2. **Ethics and Professional Norms.** Effective educational leaders act ethically and according to professional norms to promote each pupil's academic success and well-being.
3. **Equity and Cultural Responsiveness.** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each pupil's academic success and well-being.
4. **Curriculum, Instruction, and Assessment.** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each pupil's academic success and well-being.
5. **Care and Support.** Effective educational leaders cultivate an inclusive, caring, and supportive school community to promote each pupil's academic success and well-being.
6. **Professional Capacity of School Personnel.** Effective educational leaders develop the professional capacity and practice of school personnel to promote each pupil's academic success and well-being.
7. **Professional Community.** Effective educational leaders foster a professional community of teachers and other professional staff to promote each pupil's academic success and well-being.
8. **Meaningful Engagement.** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each pupil's academic success and well-being.
9. **Operations and Management.** Effective educational leaders effectively manage school operations and resources to promote each pupil's academic success and well-being.
10. **School Improvement.** Effective educational leaders act as agents of continuous school improvement to promote each pupil's academic success and well-being.
11. **Teacher Standards.** Effective educational leaders understand and demonstrate competence in the teacher standards under s. PI 34.002.
12. The administrator models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life. (**Concordia University Standard**)

Christian School Leadership Program Goals

1. Develop a leadership philosophy focused on Christ that is grounded in Lutheran theology.
2. Encourage ethical and moral decision-making based on biblical principles.
3. Prepare educators to lead with empathy, integrity, and a dedication to service.
4. Equip leaders to incorporate faith into all aspects of school administration.
5. Advocate for social justice, equity, and inclusion from a Christian perspective.

Curriculum

Code	Title	Hours
Required Courses		9
Specialization Area		21

Athletic Administrator Add-On (optional)²

Total Hours		30
-------------	--	----

Code	Title	Hours
------	-------	-------

Required Courses for Master's Degree (9 credits)

EDG 5100	Educational Research Methods	3
EDG 6100	Leadership in Administration and Cultures of Change ***	3
EDG 7140	Ed Admin Capstone	3

Specialization Areas (21 credits):**#5051 Licensure - Principal**

EDG 6105	Legal and Ethical Leadership in Schools **	3
EDG 6110	Financial and Human Resource Management for School Leaders **	3
EDG 6115	Teacher Development, Supervision, and Continuous Improvement	3
EDG 6120	Teacher and Leader Assessment Designed for Continuous Learning	3
EDG 7100	Ed Admin Practicum	3
EDG 7120	Ed Admin Portfolio I	0
EDG 7121	Ed Admin Portfolio II	0
EDG 7122	Ed Admin Portfolio III	0
Electives ²		6

#5010 Licensure - Director of Instruction

EDG 5130	Leadership for Curriculum and Instruction **	3
EDG 5135	Curriculum Development **	3
EDG 6115	Teacher Development, Supervision, and Continuous Improvement	3
EDG 6120	Teacher and Leader Assessment Designed for Continuous Learning	3
EDG 7100	Ed Admin Practicum	3
EDG 7120	Ed Admin Portfolio I	0
EDG 7121	Ed Admin Portfolio II	0
EDG 7122	Ed Admin Portfolio III	0
Electives ²		6

#5080 Director of Special Education & Pupil Services

EDG 6115	Teacher Development, Supervision, and Continuous Improvement	3
EDG 6120	Teacher and Leader Assessment Designed for Continuous Learning	3
EDG 6180	Leadership for Inclusive Instruction, Classrooms and Schools **	3
EDG 6185	Legal and Financial Foundations for Special Education and Pupil Services **	3
EDG 7100	Ed Admin Practicum	3
EDG 7120	Ed Admin Portfolio I	0
EDG 7121	Ed Admin Portfolio II	0
EDG 7122	Ed Admin Portfolio III	0
Electives		6

#5008 Licensure - School Business Administrator¹

EDG 6105	Legal and Ethical Leadership in Schools	3
EDG 6110	Financial and Human Resource Management for School Leaders	3
EDG 6125	Compensation and Benefits	3

EDG 6130	School Business Management Auxiliary Services	3
EDG 6135	School Bus Mgmt Strategy	3
EDG 6140	School Business Management Strategy II	3
EDG 7100	Ed Admin Practicum	3
EDG 7120	Ed Admin Portfolio I	0
EDG 7121	Ed Admin Portfolio II	0
EDG 7122	Ed Admin Portfolio III	0

Christian Leadership

EDG 6102	Christian Leadership Foundations	3
EDG 6112	Legal and Ethical Decision-Making in Christian Leadership	3
EDG 6115	Teacher Development, Supervision, and Continuous Improvement	3
BUS 6400	Nonprofit Fundraising and Grant Writing	3
EDG 9225	Other Duties as Assigned - Innovative and Essential Business Practices in School Leadership	3

Electives	6
-----------	---

Athletic Administrator Add-On (Optional)

EDG 6145	Foundations of Budgeting, Finance and Planning in Athletic Administration	3
EDG 6147	Strategies for Organizational Management in Athletic Administration	3
EDG 6149	Legal Issues in Athletic Administration	3

Additional Electives (students may also complete coursework from a second licensure area)

BUS 5600	Publicity and Public Relations
BUS 5900	Human Resource Management and Administration
BUS 6710	Digital & Social Media Marketing Strategies
EDG 5130	Leadership for Curriculum and Instruction
EDG 5135	Curriculum Development
EDG 6120	Teacher and Leader Assessment Designed for Continuous Learning
EDG 9170	Branding Strategy in Education
EDG 9250	Leading Non-Profit Organizations

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

² Students who complete the Athletic Administrator Add-On would not need additional elective credits. Students would complete a minimum 33 credits.

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

*** This course is also required for all licensures.

Please contact the Program Director for an educational plan to meet your needs.

Master of Science in Education - Family Life

This program prepares Family Life Educators with the critical skills and resources to assist families in effectively coping with life events and family transitions. Family Life Educators focus on healthy family functioning primarily through educational approaches. Concordia's program integrates Biblical truths throughout coursework in order to give students a decidedly Christian perspective. Students learn to conduct family life education in a variety of settings to reduce the harmful effects society can have on individuals and families across the life span. A Master of Science in Education-Family Life requires a minimum of 33 credit hours of course work planned in consultation with and approved by the program director. Students in the Family Life Education program must complete a total of 120 practicum hours. These practicum hours will be part of the capstone course at the end.

The Family Life Education program is fully approved with the National Council on Family Relations (NCFR) for the Certified Family Life Educator (CFLE) credential. All graduates are eligible to apply.

Program Learning Outcomes

Family Life Content Areas

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

e.g., Planning and Implementing; Evaluation (materials, student progress, & program effectiveness); Education Techniques; Sensitivity to

Others (to enhance educational effectiveness); Sensitivity to Community Concerns and Values (understanding of the public relations process).

-taken from the NCFR CFLE content area requirements

Curriculum

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

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

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

Plan

Course	Title	Hours
Semester 1		
COUN 5010	Professional Ethics	3
COUN 5020	Human Development	3
Hours		6
Semester 2		
EFL 5100	The Family Today	3
EFL 5110	Family Resource Management	3
Hours		6
Semester 3		
ELECTIVE		3
Hours		3
Semester 4		
EFL 5140	Contemporary Issues of Family and Parenting	3
EFL 5120	Marriage and Family Relations	3
Hours		6
Semester 5		
EFL 5130	Human Sexuality	3

EFL 5150	Family Law and Public Policy	3
Hours		6
Semester 6		
EFL 5160	Curriculum and Methods in Family Life	3
EFL 7100	Family Life Capstone	3
Hours		6
Total Hours		33

Course options and schedule are subject to change.

Master of Science in Education - Literacy

This program is designed to prepare specialists in reading. The program will enable the student to qualify for a Wisconsin licensure as a Reading Teacher (Wisconsin Department of Public Instruction Certification #1316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #5017). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 15 credits. A master's degree requires 30 credits.

There are three options available in this concentration:

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

Program Learning Outcomes

Reading Teacher - WI License #1316

1. Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.
2. Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.
3. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.
4. Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.
5. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.
6. Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities

7. **Christian Servant Leadership** - The educational professional models Christian servant leadership through consistent, moral and ethical behaviors and, by example, inspires others to do likewise in their personal, professional and community life.

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

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

Curriculum

Reading Teacher - WI License #1316

Code	Title	Hours
EDG 5230	Improvement in Literacy Instruction	3
EDG 5205	Language and Literacy Development	3
EDG 5220	Literacy Assessment for Instructors	3
EDG 7201	Literacy Portfolio I	0
EDG 7216	Literacy Practicum	3
EDG 5200	Disciplinary Literacy	3
EDG 7202	Literacy Portfolio II	0
Total Hours		15

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

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

Plan

Course	Title	Hours
Semester 1		
EDG 5230	Improvement in Literacy Instruction	3
EDG 7201	Literacy Portfolio I	0
EDG 5205	Language and Literacy Development	3
Hours		6
Semester 2		
EDG 5200	Disciplinary Literacy	3
EDG 5220	Literacy Assessment for Instructors	3
Hours		6
Semester 3		
EDG 7216	Literacy Practicum	3
EDG 7202	Literacy Portfolio II	0
EDG 5245	Supervision of Instruction for Literacy	3
Hours		6
Semester 4		
EDG 5225	Curriculum Leadership	3
EDG 5240	Current Topics and Research in Literacy	3
Hours		6
Semester 5		
EDG 7240	Literacy Capstone	3
EDG 7203	Literacy Portfolio III	0
EDG 7217	Literacy Internship	3
Hours		6
Total Hours		30

Course options and schedule are subject to change.

Master of Science in Education - Teaching & Learning with Teacher Licensure

Concordia University Wisconsin offers an accelerated, graduate teacher licensure program known as CAPTL (Concordia Accelerated Programs for Teacher Licensure), for adults who wish to be licensed to teach in:

- Early Childhood: Birth - Grade 3
- Elementary Education: Grades K-9 (*Kindergarten is defined as 4-year old Kindergarten*)
- Secondary Education: Grades 4-12 or K-12 (depending on content area)
- Special Education: Grades K-12

Individuals interested in these programs must hold a Bachelor's degree from an accredited university, and meet our program entrance requirements. Once students finish the licensing portion of the program and successfully complete both CAPTL Capstone courses (EDC 7440 and EDC 7445), the Master of Science in Education with a Teaching and Learning emphasis will be awarded.

Program Learning Outcomes

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.
11. **CUW Faith Standard:** Educators model Christian servant leadership by demonstrating consistent moral and ethical behavior, inspiring others by example in their personal, professional, and community lives. In Christian schools, teachers integrate faith and learning, embodying a biblical worldview while fostering a value system that emphasizes character, mission, and service. Teacher candidates seeking the

Lutheran Teacher Diploma adhere to the doctrine and practice of the Lutheran Church-Missouri Synod.

Program Highlights

- CAPTL cohorts begin three times each year
- Online/blended courses are offered in a blended format with 90% of coursework taking place online, and 10% in a Zoom setting
- All CAPTL, provisional (initial) licensure programs require a semester of full-time student teaching
- Students must have a Bachelor's degree with a cumulative GPA of a 3.0 or higher, as well as a 3.0 GPA in all certification areas which the student is seeking licensure. Students must have an official transcript evaluation conducted by CUW staff to determine if all secondary core requirements have been met

Program Specifications

- Praxis II exam **OR** maintain a minimum GPA of 3.0 within content courses prior to student teaching. Some secondary content areas require the Praxis II exam for licensure
- **Pre-Student Teaching Field Experiences:** Students will complete a supervised Pre-Student Teaching Field Experiences prior to student teaching

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

Master's Degree Eligibility

- Only for students who have successfully completed CUW's CAPTL - Graduate Program
- The Master of Science in Education - Teaching and Learning is earned when the EDC 7440: CAPTL Capstone Research (2 cr) and EDC 7445: CAPTL Capstone Project (1 cr) courses are successfully completed
- Students have 5 years to complete the Master's degree following the licensure portion of the program

Early Childhood & Elementary Licensure

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

Code	Title	Hours
EDC 5400	Foundations of the Teaching Profession	3
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 5415	Analysis of Instruction and Assessment	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 5425	Co-Planning and Planning for all Students	3
EDC 5430	From Phonemes to Fluency: Science-Based Reading Instruction	3
EDC 5442	Curriculum and Methods: Language Arts	2
EDC 5441	Curriculum and Methods: Social Studies	1
EDC 5440	Curriculum and Methods: STEAM	3
EDC 5445	Curriculum and Methods of Mathematics	3
EDC 6470	Writing with Young Children	3
EDC 6472	Early Childhood Literacy	3
EDC 6474	Curriculum for Early Childhood Education	3

EDG 6500	Books & Pictures	3
EDC 7405	Pre-Student Teaching Clinical Experience	1
EDC 7416	Student Teaching	6
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Total Hours		52

Elementary Licensure

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

Code	Title	Hours
EDC 5400	Foundations of the Teaching Profession	3
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 5415	Analysis of Instruction and Assessment	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 5425	Co-Planning and Planning for all Students	3
EDC 5430	From Phonemes to Fluency: Science-Based Reading Instruction	3
EDC 5441	Curriculum and Methods: Social Studies	1
EDC 5442	Curriculum and Methods: Language Arts	2
EDC 5440	Curriculum and Methods: STEAM	3
EDC 5445	Curriculum and Methods of Mathematics	3
EDC 7405	Pre-Student Teaching Clinical Experience	1
EDC 7416	Student Teaching	6
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Total Hours		40

Secondary Licensure

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

Code	Title	Hours
EDC 5400	Foundations of the Teaching Profession	3
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 5415	Analysis of Instruction and Assessment	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 5425	Co-Planning and Planning for all Students	3
EDC 5440	Curriculum and Methods: STEAM (Optional for Secondary)	3
EDC 6400	Disciplinary Literacy in Secondary Education	3
EDC 6405	Secondary Teaching Methods	2
<i>Must also take one of the content area methods course below</i>		<i>1</i>

EDC 6410	English Teaching Methods
EDC 6411	Social Studies Teaching Methods
EDC 6412	Mathematics Teaching Methods
EDC 6413	Science Teaching Methods
EDC 6414	Business Teaching Methods
EDC 6416	Art Teaching Methods
EDC 6417	Physical Education and Health Education Teaching Methods

Additional required courses for Computer Science, Mathematics, or English/Language Arts License Candidates

EDC 5480	Math in the Middle School
EDC 5485	Teaching Writing

Field components, portfolio, and capstone

EDC 7405	Pre-Student Teaching Clinical Experience	1
EDC 7416	Student Teaching	6
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1

Total Hours **34**

Special Education Licensure

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

Code	Title	Hours
EDC 5400	Foundations of the Teaching Profession	3
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 5430	From Phonemes to Fluency: Science-Based Reading Instruction	3
EDC 5445	Curriculum and Methods of Mathematics	3
EDG 5000	Assessment for Special Education	3
EDG 5005	Principles of Behavior Management	3
EDG 5010	Legal Issues in Special Education	3
EDG 5015	Literacy for Diverse Students	3
EDG 5030	Teaching Methods for Exceptional Students	3
EDC 7405	Pre-Student Teaching Clinical Experience	1
EDC 7416	Student Teaching	6
EDC 7420	CAPTL Portfolio I	0
EDC 7421	CAPTL Portfolio II	0
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1

Total Hours **40**

Plan - Early Childhood & Elementary

Course	Title	Hours
Semester 1		
EDC 5400	Foundations of the Teaching Profession	3
Hours		3
Semester 2		
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3

EDC 5430	From Phonemes to Fluency: Science-Based Reading Instruction	3
Hours		6
Semester 3		
EDC 5441	Curriculum and Methods: Social Studies	1
EDC 5442	Curriculum and Methods: Language Arts	2
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 7420	CAPTL Portfolio I	0
Hours		6
Semester 4		
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 5415	Analysis of Instruction and Assessment	3
Hours		6
Semester 5		
EDC 6470	Writing with Young Children	3
EDC 5440	Curriculum and Methods: STEAM	3
EDC 5425	Co-Planning and Planning for all Students	3
Hours		9
Semester 6		
EDC 7405	Pre-Student Teaching Clinical Experience	1
EDC 7421	CAPTL Portfolio II	0
EDC 6472	Early Childhood Literacy	3
EDG 6500	Books & Pictures	3
Hours		7
Semester 7		
EDC 6474	Curriculum for Early Childhood Education	3
EDC 5445	Curriculum and Methods of Mathematics	3
Hours		6
Semester 8		
EDC 7416	Student Teaching	3,6
Hours		3-6
Semester 9		
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Hours		3
Total Hours		49-52

Course options and schedule are subject to change.

Plan - Elementary

Course	Title	Hours
Semester 1		
EDC 5400	Foundations of the Teaching Profession	3
Hours		3
Semester 2		
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5430	From Phonemes to Fluency: Science-Based Reading Instruction	3
Hours		6
Semester 3		
EDC 5441	Curriculum and Methods: Social Studies	1
EDC 5442	Curriculum and Methods: Language Arts	2
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 7420	CAPTL Portfolio I	0
Hours		6
Semester 4		
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 5415	Analysis of Instruction and Assessment	3
Hours		6

Semester 5		
EDC 7405	Pre-Student Teaching Clinical Experience	1
EDC 7421	CAPTL Portfolio II	0
EDC 5440	Curriculum and Methods: STEAM	3
EDC 5425	Co-Planning and Planning for all Students	3
Hours		7
Semester 6		
EDC 5445	Curriculum and Methods of Mathematics	3
EDC 7416	Student Teaching	3,6
Hours		6-9
Semester 7		
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Hours		3
Total Hours		37-40

Course options and schedule are subject to change.

Plan - Secondary

Course	Title	Hours
Semester 1		
EDC 5400	Foundations of the Teaching Profession	3
Hours		3
Semester 2		
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 6400	Disciplinary Literacy in Secondary Education	3
Hours		6
Semester 3		
EDC 6405	Secondary Teaching Methods (Or higher)	2
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 7420	CAPTL Portfolio I	0
CONTENT AREA METHODS COURSE		1
Hours		6
Semester 4		
EDC 5410	Interdisciplinary Instruction: Teaching in the Middle School	3
EDC 5415	Analysis of Instruction and Assessment	3
Hours		6
Semester 5		
EDC 7405	Pre-Student Teaching Clinical Experience	1
EDC 7421	CAPTL Portfolio II	0
EDC 5440	Curriculum and Methods: STEAM (optional)	
EDC 5425	Co-Planning and Planning for all Students	3
Hours		4
Semester 6		
EDC 7416	Student Teaching	6
Hours		6
Semester 7		
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Hours		3
Total Hours		34

Course options and schedule are subject to change.

Plan - Special Education

Course	Title	Hours
Semester 1		
EDC 5400	Foundations of the Teaching Profession	3
Hours		3

Semester 2		
EDC 5405	Educational Psychology: Understanding Theory of Teaching and Learning	3
EDC 5430	From Phonemes to Fluency: Science-Based Reading Instruction	3
Hours		6
Semester 3		
EDG 5000	Assessment for Special Education	3
EDC 5420	Teaching Diverse Students, Families, and Classrooms	3
EDC 7405	Pre-Student Teaching Clinical Experience	1
Hours		7
Semester 4		
EDG 5010	Legal Issues in Special Education	3
EDC 5445	Curriculum and Methods of Mathematics	3
EDC 7421	CAPTL Portfolio II	0
Hours		6
Semester 5		
EDG 5015	Literacy for Diverse Students	3
EDG 5030	Teaching Methods for Exceptional Students	3
EDC 7421	CAPTL Portfolio II	0
Hours		6
Semester 6		
EDC 7416	Student Teaching	6
EDG 5005	Principles of Behavior Management	3
Hours		9
Semester 7		
EDC 7440	CAPTL Capstone Research	2
EDC 7445	CAPTL Capstone Project	1
Hours		3
Total Hours		40

Course options and schedule are subject to change.

Compassion Care Certificate

Our world desperately needs compassionate caregivers to be the hands and feet of Jesus in a multitude of professional and personal vocations.

This 12 credit certificate provides training in the art and skills of compassionate care for educators, athletic trainers, and other vocations.

The program highlights include work with our Comfort Dogs, trauma-informed practices, social-emotional learning strategies, lessons of compassion from Jesus, our master teacher, and a practicum.

Curriculum

Code	Title	Hours
Required Courses		
EDG 5304	Compassion Care Skill Development	3
EDG 5305	Compassion Care Practicum	3
Electives		
<i>Select 2 of the following:</i>		6
EDG 5301	Trauma Informed Practices (Recommended)	
EDG 5302	Social Emotional Learning (Recommended)	
AT 5510	Psychosocial Aspects of Athletic Training	
Total Hours		12

Alternative Education License Program

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

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

Alternative Education

WI DPI Add-On License #1952

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

Curriculum

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

Superintendent License Program

The District Administrator License program is designed to prepare educational leaders for district-level administrative roles, including district superintendent. This comprehensive program integrates advanced coursework with practical field experiences to ensure candidates develop the knowledge, skills, and competencies necessary for effective district leadership.

The program follows a **blended delivery model**, with most coursework offered online. Two courses require face-to-face engagement, which may be completed in person or virtually. In addition to completing academic coursework, candidates must fulfill practicum requirements and develop a culminating portfolio demonstrating their proficiency in district administration.

Upon successfully completing the program, candidates will earn an Educational Specialist (Ed.S) degree and be eligible to apply for the **Wisconsin District Administrator License (#5003)**. This credential qualifies individuals for leadership positions at the district level, enhancing their ability to oversee educational policy, finance, operations, and instructional leadership within a school system.

Pathway to the LICD Doctoral Program

Candidates who wish to pursue doctoral studies may apply up to **15 credits** from the District Administrator program toward the **LICD Doctoral (Ed.D) program**, providing a streamlined pathway to advanced academic and professional achievement.

Admission Requirements

To be considered for admission, candidates must:

- Hold a **Master's degree** from an accredited institution.
- Possess or be eligible for a **Wisconsin Principal License (#5051)**.

This program equips educational professionals with the expertise and leadership skills required to navigate the complexities of district administration while fostering a commitment to excellence in education.

Curriculum

Code	Title	Hours
EDG 6150	The Superintendency **	3
EDG 6155	Professional Ethics in Leadership	3
EDG 6160	Organizational and Policy Development	3
EDG 6165	School Improvement and Data Analysis	3
EDG 6170	Public Relations	3
EDG 6175	Facility Planning **	3
EDG 7130	Advanced Internship in Superintendency I	1
EDG 7131	Advanced Internship in Superintendency II	2
EDG 7135	Superintendency Portfolio	0
<i>**Residency Component = Required face-to-face meeting on first and last Saturday of course</i>		
Total Hours		21

Health Profession Programs

- Doctor of Occupational Therapy Entry-Level (CUAA) (p. 67)
- Doctor of Occupational Therapy Entry-Level (CUW) (p. 70)
- Doctor of Physical Therapy (CUAA) (p. 72)
- Doctor of Physical Therapy (CUW) (p. 74)
- Interprofessional Education Graduate Certificate (p. 77)
- Master of Occupational Therapy (p. 78)
- Master of Science in Athletic Training (CUW) (p. 80)
- Master of Science in Physician Assistant Studies (CUAA) (p. 81)
- Master of Science in Speech-Language Pathology (p. 85)
- Master of Social Work (p. 88)

Doctor of Occupational Therapy Entry-Level (CUAA)

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

Mission

The Concordia University Ann Arbor Occupational Therapy Program prepares clinicians who are passionately committed to recognizing the dignity of all human beings through participation in valued occupations,

resilient and creative problem solvers prepared to rise to the challenges of a changing world.

Vision

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

Highlights

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

- 28 students per cohort
- 109 credits/3 years of study for post-baccalaureate applicants
- Program threads include **occupation** as a centering concept, **spirituality** as a lens through which we view the client, **professional identity** as the foundation of who we are as practitioners, **deliberate practice** and **advocacy** as primary tools for addressing occupational performance, and an **innovative, engaged, and transformative** curriculum design
- Hybrid program delivery combines structured online learning with hands-on practice both in the classroom and in the community
- State-of-the-art classrooms, laboratories, and simulation center
- Twenty-four weeks of full time fieldwork experiences are designed to ensure students achieve the entry-level generalist competencies of the occupational therapy profession
- Fourteen week individualized capstone project and experience allow students to gain an in-depth exposure to one or more areas of practice

Accreditation

The Concordia University Ann Arbor entry-level occupational therapy doctoral degree program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its web address is www.acoteonline.org (<https://acoteonline.org/>).

Licensure/Certifications

Graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT).

After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program Learning Outcomes

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

1. Recognize the unique spiritual aspect of every individual's occupational roles, routines, and activities.
2. Extend Christian empathy, compassion and dignity based on a reverent view of the unique occupational nature of all human beings.

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

Curriculum

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

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

Total Hours **109**

Program Admission

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

We anticipate two groups of applicants:

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

Admission Requirements

1. Minimum 3.0 cumulative GPA recommended.
2. C or higher in the following prerequisites:
 - Minimum 6 credits (8 preferred) of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department
 - 1 credit of Medical Terminology
 - 3 credits Statistics
 - 3 credits Lifespan/Development course
 - 3 credits Abnormal Psychology
 - 3 credits Multicultural/Diversity themed course
3. CUAA Accelerated BSRS-OTD students will apply during the Fall of their sophomore year. For others, at least four of the six prerequisite courses must be complete at time of application with a documented plan for completion of all prerequisites. Post baccalaureate students must have a bachelor's degree completed from an accredited institution prior to the start of the OTD program.

4. Three letters of recommendation addressing potential for success both academically and as an occupational therapist, giving specific details about the applicant.
5. Shadowing of an occupational therapy professional is encouraged but not required. Students should be familiar with the profession of occupational therapy and the types of populations that OT serves. This can be completed through online research, readings, an Introduction to OT course at another university, or personal experience. Volunteer or work experience with diverse populations representative of those who may receive OT services (i.e., pediatric, geriatric, homeless, disabled, underserved, etc.) assists with development of leadership and service skills and will strengthen a candidate's application.
6. Personal statement addressing why you selected occupational therapy as a career and how this degree relates to your professional goals.
7. Transcripts from all college/universities attended.
8. To assure the health and safety of the student and clients with whom they work, applicants must have the ability to perform essential functions (https://www.cuaa.edu/academics/programs/occupational-therapy-doctorate/_assets/CUAA%20OT%20Essential%20Functions.pdf) of an occupational therapy graduate student.
9. International applicants who would attend on a student visa and whose native language is not English must demonstrate competent user status via Test of English as a Foreign Language (TOEFL iBT; minimum total score of 89) or Cambridge Assessment English (Cambridge English Scale; minimum overall score of 185).
10. Pre-requisite coursework must have been completed at a regionally accredited institution.
11. A holistic admission process will be utilized. In addition to the above requirements, participation and leadership in extracurricular activities, work, research or other pursuits is encouraged. An interview will be required for all selected applicants, including CUAA BSRS students with early assurance admission. The OT Admissions Committee within the Occupational Therapy Department will make decisions regarding the status of an application after reviewing application materials. Decisions of the committee are final.
12. Once accepted to the program, applicants must successfully pass a background check, provide immunization and health screening, and complete CPR training prior to the start of the program

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

Note: Due to the hybrid and accelerated nature of the program, students in the Occupational Therapy Program do not participate in the Fall/Spring 6th Friday break.

Technology Requirements

Because of the hybrid nature of the program, students are required to ensure access to a personal computer with camera and internet access at their own expense throughout the course of the program. View minimum recommended technology requirements at [/graduate/university/tech-reqs/](#) (p. 29).

Applying

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

Plan

Course	Title	Hours
Semester 1		
OT 6121	Integration & Practice I	1
OT 6122	Occupation as Meaning	2
OT 6123	Foundations of an OT Professional	2
OT 6124	OT Process	2
OT 6125	Scientific Inquiry in OT: Evidence-based Practice	1
Hours		8
Semester 2		
OT 6211	Integration & Practice II	1
OT 6212	Anatomical Structures Underlying Occupational Performance	4
OT 6213	Lifespan Perspective of Occupation	2
OT 6214	Occupational Analysis	2
OT 6219	Introduction to Capstone	1
OT 6221	Integration & Practice III	1
OT 6222	Assessment of Person Factors	2
OT 6223	Assessment of Occupational Roles	2
Hours		15
Semester 3		
OT 6311	Integration & Practice IV	1
OT 6312	Healthcare Continuums	2
OT 6313	Neuroanatomy, Learning & Behavior's Role in Occupation	2
OT 6314	Preparatory Intervention Strategies	3
OT 6321	Integration & Practice V	1
OT 6322	Motor Learning	2
OT 6323	Psychosocial & Emotional Aspects of Occupation	3
OT 6325	Scientific Inquiry in OT: Quantitative Design	2
Hours		16
Semester 4		
OT 7111	Integration & Practice VI	1
OT 7112	Occupation-Centered Practice for Children I	3
OT 7113	Spirituality & Occupation	2
OT 7121	Integration & Practice VII	1
OT 7122	Occupation-Centered Practice for Children II	3
OT 7123	The Intentional Practitioner	2
OT 7125	Scientific Inquiry in OT: Qualitative Design	2
Hours		14
Semester 5		
OT 7211	Integration & Practice VIII	1
OT 7212	Occupation-Centered Practice for Adults I	3
OT 7213	Wellness & Population Health	2
OT 7214	Environment & Occupation	2
OT 7221	Integration & Practice IX	1
OT 7222	Occupation-Centered Practice for Adults II	3
OT 7225	Scientific Inquiry in OT: Applied Research	3
Hours		15
Semester 6		
OT 7311	Integration & Practice X	1
OT 7312	Community-Based Intervention	2
OT 7313	Case-based Critical Reasoning & Practice	3
OT 7314	Innovation in Intervention	2
OT 7329	Capstone Proposal	1
OT 7321	Integration & Practice XI	1
OT 7322	Professional Roles & Responsibilities	2
OT 7323	Specialty Topics in OT	2
OT 7325	Scientific Inquiry in OT: Dissemination & Translation	2
OT 8129	Capstone Plan & Process I	1
Hours		17

Semester 7		
OT 8111	Fieldwork Level IIA	6
OT 8122	Advanced Occupation-based Assessment & Treatment	2
	Hours	8
Semester 8		
OT 8211	Fieldwork Level IIB	6
OT 8222	Communication & Advocacy for Strategic Change	2
OT 8229	Capstone Plan & Process II	1
	Hours	9
Semester 9		
OT 9319	Experiential Capstone	6
OT 9329	Capstone Dissemination	1
	Hours	7
	Total Hours	109

Course options and schedule are subject to change.

Doctor of Occupational Therapy Entry-Level (CUW)

The OTD program at Concordia University Wisconsin prepares students to obtain employment in a variety of settings. The didactic coursework, community-based experiences, and clinical education come together to prepare students as entry-level occupational therapists. Students participate in clinical experiences which include individual and group treatment sessions in pediatric and adult populations. Students have multiple opportunities to develop skills in advocacy, leadership, and research. At CUW, we prepare uncommon OTs who are ready to serve their communities and clients and enter the profession as change makers.

Mission Statement

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

Accreditation

The entry-level occupational therapy doctoral degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is <https://acoteonline.org/>. Students must complete 24 weeks of Level II fieldwork as well as an individual 14-week capstone experience within 24 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork as well as completion of preparatory activities defined in 2018 ACOTE OTD Standard D.1.3.

Licensure/Certifications

Graduates of the program may sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT) located at 1 Bank Street, Suite 300, Gaithersburg, MD 20878, (301)-990-7979. Graduates who successfully complete the exam will receive the credentials: Occupational Therapist Registered OTR®. Please note that all states require additional licensure/certification to practice. Be forewarned that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program data specific to Concordia University Wisconsin on the National Board for Certification in Occupational Therapy (NBCOT) Exam can be found on the NBCOT website (<https://www.nbcot.org/exam/>).

General Academic Information

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

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

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

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

Program Learning Outcomes

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

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

- Demonstrate professional behaviors while using knowledge based skills for the effective practice of occupational therapy.

Curriculum

Please contact the OT department for specific course progression by track.

Code	Title	Hours
OT 5520	Concepts of Occupation	3
OT 5530	Functional Anatomy	4
OT 5550	Research in Practice I	4
OT 5560	Occupations Across the Lifespan	3
OT 5575	Community Clinic Foundations	5
OT 5590	Functional Neuroscience and Neurorehabilitation I	4
OT 5600	Research in Practice II	3
OT 5620	Clinical Reasoning: Behavioral Health	3
OT 5630	Occupational Kinesiology and Orthopedic Rehabilitation I	4
OT 6520	Clinical Reasoning: Pediatrics	3
OT 6550	Level 1 Fieldwork Experience	1
OT 6580	Clinical Reasoning: Adult Practice Areas	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
OT 6620	Community Advocacy and Leadership	3
OT 6630	Occupations of Health and Wellness	3
OT 6650	Community Clinic: Leading the OT Process	3
OT 6710	Research in Practice III	3
OT 6740	Community Clinic Administration	4
OT 6760	Professional Advocacy & Leadership	2
OT 6800	Clinical Reasoning: Gerontology	3
OT 6850	Clinical Reasoning: Neurorehabilitation II	3
OT 7550	Level II Fieldwork A	6
OT 7580	Level II Fieldwork B	6
OT 8550	Research in Practice IV: Capstone Planning	3
OT 8600	Capstone Experience	7
Total Hours		89

Admission Requirements

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

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

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

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

- Attend the OTD information session with the OTD Program Director and Doctoral Capstone Coordinator

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

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

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

Plan - Face to Face

Course	Title	Hours
Semester 1		
OT 5550	Research in Practice I	4
OT 5520	Concepts of Occupation	3
OT 5530	Functional Anatomy	4
OT 5575	Community Clinic Foundations	5
Hours		16
Semester 2		
OT 5600	Research in Practice II	3
OT 5620	Clinical Reasoning: Behavioral Health	3
OT 5560	Occupations Across the Lifespan	3
OT 5590	Functional Neuroscience and Neurorehabilitation I	4
OT 6550	Level 1 Fieldwork Experience	1
Hours		14
Semester 3		
OT 5630	Occupational Kinesiology and Orthopedic Rehabilitation I	4
OT 6650	Community Clinic: Leading the OT Process	3
OT 6620	Community Advocacy and Leadership	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
OPTIONAL LEVEL I FIELDWORK		
OT 6710	Research in Practice III	3
Hours		16
Semester 4		
OT 6740	Community Clinic Administration	4
OT 6630	Occupations of Health and Wellness	3
OT 6580	Clinical Reasoning: Adult Practice Areas	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
OPTIONAL LEVEL I FIELDWORK		
OT 8550	Research in Practice IV: Capstone Planning	3
Hours		16
Semester 5		
OT 6520	Clinical Reasoning: Pediatrics	3
OT 6800	Clinical Reasoning: Gerontology	3
OT 6760	Professional Advocacy & Leadership	2
OT 7550	Level II Fieldwork A	6
Hours		14
Semester 6		
OT 7580	Level II Fieldwork B	6
Hours		6

Semester 7		
OT 8600	Capstone Experience	7
Hours		7
Total Hours		89

Course options and schedule are subject to change.

Plan - Bridge

Course	Title	Hours
Semester 1		
OT 5550	Research in Practice I	4
OT 5520	Concepts of Occupation	3
OT 5530	Functional Anatomy	4
OT 5575	Community Clinic Foundations	5
Hours		16
Semester 2		
OT 5560	Occupations Across the Lifespan	3
OT 5590	Functional Neuroscience and Neurorehabilitation I	4
OT 5600	Research in Practice II	3
OT 6650	Community Clinic: Leading the OT Process	3
OT 5620	Clinical Reasoning: Behavioral Health	3
Hours		16
Semester 3		
OT 5630	Occupational Kinesiology and Orthopedic Rehabilitation I	4
OT 6550	Level 1 Fieldwork Experience	1
OT 6620	Community Advocacy and Leadership	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
OT 6710	Research in Practice III	3
Hours		14
Semester 4		
OT 6580	Clinical Reasoning: Adult Practice Areas	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
OT 6740	Community Clinic Administration	4
OT 6630	Occupations of Health and Wellness	3
OPTIONAL LEVEL I FIELDWORK		
OT 8550	Research in Practice IV: Capstone Planning	3
Hours		16
Semester 5		
OT 6520	Clinical Reasoning: Pediatrics	3
OT 6800	Clinical Reasoning: Gerontology	3
OT 6760	Professional Advocacy & Leadership	2
OT 7550	Level II Fieldwork A	6
Hours		14
Semester 6		
OT 7580	Level II Fieldwork B	6
Hours		6
Semester 7		
OT 8600	Capstone Experience	7
Hours		7
Total Hours		89

Course options and schedule are subject to change.

Doctor of Physical Therapy (CUAA)

Mission Statement:

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

Our Vision:

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

Accreditation:

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

Effective April 25, 2023, Concordia University Ann Arbor has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone: 703-706-3245; email: accreditation@apta.org). If needing to contact the program/institution directly, please call (734) 995-7431 or email hailey.waryas@cuaa.edu.

Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in professional courses.

Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

General Information:

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

This accelerated graduate face-to-face program consists of 101 semester credits which is spread over twenty-nine didactic courses and three clinical experiences. Students will complete 1,280 hours of clinical education. The curriculum incorporates interprofessional experiences, simulation activities and immersive, active learning activities to engage students in the rich professional content. This innovative curriculum utilizes Pass/No Credit grades.

Outcomes

- Our graduates demonstrate Christian values of care, compassion, respect, empathy and understanding, personal responsibility and trustworthiness in patient, peer, and colleague interactions.
- Our graduates serve as culturally competent professionals when engaging with patients, families, peers and colleagues, and within service roles in community and professional organizations.
- Our graduates will be prepared to provide high-quality, efficient, physical therapy services in a variety of settings through direct access or referral.
- Our graduates will use clinical problem-solving skills to establish a physical therapy diagnosis and prognosis, based on examination and evaluation of the patient, and carry out a safe and effective plan of care.
- Our graduates will demonstrate effective written, interpersonal, and communication in all interactions with patients, peers, and colleagues.

- [interpersonal] Demonstrating appropriate verbal and non-verbal communication with patients and families.
- [written] Complete electronic documentation of the physical therapy examination, evaluation, diagnosis, prognosis, interventions, and outcomes
- [professional] Communicate diagnostic results and clinical impressions with other practitioners as appropriate
- Our graduates will demonstrate the ability to select appropriate measures, collect accurate information, and analyze the results in order to determine the need for further physical therapy treatment.

Curriculum

Code	Title	Hours
PT 5221	Introduction to Professional Formation	3
PT 5331	Health Literacy, Patient Education, and Prevention	2
PT 5431	Foundations of Patient Management	3
PT 5432	Patient Encounter	4
PT 5553	Foundational Science Seminar	4
PT 5561	Mobility Training	2
PT 7222	PTs as Moral Agents and Influencers	3
PT 7223	PTs as Coach and Collaborators	3
PT 7332	Health, Disease and Society	3
PT 7333	Healthcare Systems, Policy, Social Determinants	3
PT 7443	Musculoskeletal Upper Quarter I	3
PT 7444	Musculoskeletal Upper Quarter II	3
PT 7445	Musculoskeletal Lower Quarter I	3
PT 7562	Exercise and Movement Science	3
PT 7563	Treating Impairments of Body Structure/Function	2
PT 7564	Treating Activity Restrictions	2
PT 7800	Clinical Education I	4
PT 8224	Leadership of Self, Teams, and Organizations	3
PT 8225	Leadership in Practice Management	3
PT 8334	Community Needs Assessment and Program Planning	3
PT 8446	Musculoskeletal Lower Quarter II	3
PT 8451	Cardiovascular and Pulmonary I	3
PT 8452	Cardiovascular and Pulmonary II	3
PT 8453	Integumentary, Lymphatic, and Post Amputation	4
PT 8462	Neuromuscular I	4
PT 8463	Neuromuscular II	4
PT 8572	Participation in Life Roles & Sport	2
PT 8573	Rehab and Cancer	2
PT 8574	Progression of Care	3
PT 8575	Managing Complex Patients	2
PT 8880	Clinical Education II	4
PT 8890	Clinical Education III	8
Total Hours		101

Program Admission:

The physical therapy program at Concordia University Ann Arbor admits students annually each fall semester. Applications for students are available beginning in July of the year preceding student matriculation into the program. We anticipate three types of applicants:

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

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

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

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

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

- All official transcripts from previously attended universities*
- Three letters of reference (one from a college instructor, one from a physical therapist, and one additional from a reference that can address specifics about the applicant)
- A personal statement that speaks to your desire to pursue your education in physical therapy as well as your personal story so we can learn more about you beyond your academic and test score achievements
- Documentation of 20 hours of observation under a licensed physical therapist
- Documentation of 20 hours of service work with an underserved/ underrepresented population (the identified hours must be completed at time of application)**
- GRE Scores are not required for admission, if submitted please use code #3475. Submission of scores does not increase chances for admission
- Completion of all program-specific application questions and requested materials.
- International Applicants must meet the following TOEFL requirements as described:
 - Writing - 24
 - Speaking - 26
 - Reading Comprehension - 21
 - Listening Comprehension - 18

**Students with international transcripts must have them evaluated by a foreign transcript evaluation service, and the official scores must be submitted directly from the evaluation service to PTCAS.*

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

Plan

Course	Title	Hours
Semester 1		
PT 5221	Introduction to Professional Formation	3
PT 5431	Foundations of Patient Management	3
PT 5553	Foundational Science Seminar	4
PT 5331	Health Literacy, Patient Education, and Prevention	2
PT 5432	Patient Encounter	4
PT 5561	Mobility Training	2
Hours		18
Semester 2		
PT 7222	PTs as Moral Agents and Influencers	3
PT 7445	Musculoskeletal Lower Quarter I	3
PT 7562	Exercise and Movement Science	3
PT 7332	Health, Disease and Society	3
PT 8446	Musculoskeletal Lower Quarter II	3
PT 7563	Treating Impairments of Body Structure/Function	2
Hours		17
Semester 3		
PT 7800	Clinical Education I	4
PT 7223	PTs as Coach and Collaborators	3
PT 7443	Musculoskeletal Upper Quarter I	3
PT 7564	Treating Activity Restrictions	2
Hours		12
Semester 4		
PT 7444	Musculoskeletal Upper Quarter II	3
PT 7333	Healthcare Systems, Policy, Social Determinants	3
PT 8572	Participation in Life Roles & Sport	2
PT 8451	Cardiovascular and Pulmonary I	3
PT 8453	Integumentary, Lymphatic, and Post Amputation	4
PT 8573	Rehab and Cancer	2
Hours		17
Semester 5		
PT 8224	Leadership of Self, Teams, and Organizations	3
PT 8452	Cardiovascular and Pulmonary II	3
PT 8574	Progression of Care	3
PT 8880	Clinical Education II	4
Hours		13
Semester 6		
PT 8334	Community Needs Assessment and Program Planning	3
PT 8462	Neuromuscular I	4
PT 8575	Managing Complex Patients	2
PT 8225	Leadership in Practice Management	3
PT 8463	Neuromuscular II	4
Hours		16
Semester 7		
PT 8890	Clinical Education III	8
Hours		8
Total Hours		101

Course options and schedule are subject to change.

Doctor of Physical Therapy (CUW)

Concordia University Wisconsin offers a professional (entry-level) Doctor of Physical Therapy (DPT) program. The program is based on a liberal arts foundation and encompasses three years of professional education beyond a Bachelor's degree.

Mission Statement

The Concordia University Wisconsin Physical Therapy program is committed to developing physical therapists with a sound foundation in movement across the lifespan. Graduates will demonstrate excellence in collaborative, culturally competent, ethical, evidence based practice and leadership within a changing health care environment. The program seeks to foster personal and professional growth in knowledge, skills, and attitudes for Christ-centered service to Church, community, and the world.

Accreditation

The Physical Therapy Program at Concordia University Wisconsin is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703.706.3245; email: accreditation@apta.org; website: www.captionline.org (<http://www.captionline.org>).

General Academic Information

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

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

Program Learning Outcomes

The student/graduate will:

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

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

- Value and use evidence in practice

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

- Follow legal and ethical standards of clinical practice
- Demonstrate professional behavior
- Demonstrate effective written, oral and non-verbal communication skills
- Demonstrate cultural sensitivity in clinical practice

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

- a. Report a belief in service as a professional duty
- b. Students/graduates will report participation in service activities

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

- a. Possess the ability to direct and supervise PT support personnel
- b. Possess the ability to manage financial resources (reimbursement; equipment/supplies; productivity; time management; environmental resources) within the clinic
- c. Be prepared to serve as a consultant within the healthcare system
- d. Possess the knowledge and skills related to developing prevention/health promotion programs
- e. Possess the knowledge and skills related to management of care delivery (i.e., providing patient care through direct access; collaboration with other healthcare practitioners; participation in case management)
- f. Value the role of PT in social responsibility & advocacy

Curriculum

Code	Title	Hours
PT 6500	Introduction to Professional Practice	1
PT 6510	Foundations of Clinical Research	2
PT 6600	Tissue/Biomechanics/Histology	3
PT 6610	Clinical Human Anatomy	6
PT 6620	Clinical Neuroscience I	3
PT 6630	Pathophysiology/Pharmacology I	4
PT 6700	Foundations of Physical Therapy	3
PT 6710	Kinesiology	5
PT 6720	Clinical Neuroscience II	2
PT 6730	Pathophysiology/Pharmacology II	4
PT 6740	Movement Science	4
PT 7500	Management of Pediatric Disorders	4
PT 7510	Introduction to Management of Musculoskeletal Disorders	2
PT 7520	Introduction to Clinical Education	2
PT 7530	Therapeutic Exercise	3
PT 7550	Community Clinic I	1
PT 7600	Integumentary Therapeutics	3
PT 7610	Management of Musculoskeletal Disorders I	4
PT 7620	Management of Neuromuscular Disorders - Adult I	3
PT 7630	Cardiopulmonary Systems/Acute Care	4
PT 7640	Clinical Application of Movement Analysis	3
PT 7650	Community Clinic II	1
PT 7700	Medical Imaging	3
PT 7710	Management of Musculoskeletal Disorders II	4
PT 7720	Management of Neuromuscular Disorders - Adult II	3
PT 7730	Exercise is Medicine	4
PT 7740	Practice Management	2
PT 7750	Community Clinic III	1
PT 8500	Board Exam Preparation for the Student Physical Therapist	1

PT 8520	Intermediate Clinical Education	9
PT 8700	Clinical Practice I	6
PT 8710	Clinical Practice II	6
Total Hours		106

Entrance Requirements

Admission to the entry-level Doctor of Physical Therapy program is competitive. Concordia University Wisconsin will admit one class of 28 full-time students in the summer of each academic year.

Admission requirements include:

- Bachelor's degree in any field from a regionally accredited institution
- Minimum 3.0 cumulative GPA
- Minimum GPA of 3.0 in all required sciences
- Ability to perform essential functions of a physical therapist listed at www.cuw.edu/dpt (<http://www.cuw.edu/dpt/>)
- Submit GRE scores

Science Prerequisites (See www.cuw.edu/dpt (<http://www.cuw.edu/dpt/>) for additional details)

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

Other prerequisites:

- Statistics - one semester
- Psychology - one semester

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

Priority Admission for Concordia Undergraduate Students

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

- Are current, full time student at CUW or CUAA who will graduate with a Bachelor's degree from Mequon or Ann Arbor
- At the time of submitting the application, are not missing more than one prerequisite science course
- Have a cumulative GPA of at least 3.0
- Have a grade point average of at least 3.30 in prerequisite science courses
- Submit all application materials by the PTCAS Decision deadline
- Successfully complete a personal interview
- Submit GRE scores

All prerequisite science courses must be completed at CUW/CUAA and can not be previously completed at another institution. If a CUW/CUAA prerequisite science course is repeated, the first, original grade will be considered when determining whether or not the student is eligible for priority admission. CUW/CUAA students who meet these requirements are required to take the GRE.

Fulltime students who will graduate from St Norbert College and Viterbo University who meet priority admission standards will also qualify for priority admission based on availability.

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

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

Application Process

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

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

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

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

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

Cost

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

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

During the clinical education portion of the curriculum, students may be required to leave the Milwaukee area. It is difficult to estimate these expenses, as it cannot be predetermined where the students will complete their clinical internships. Additionally, during the academic work, students will need to have transportation available to leave campus for clinical experiences. Some of the off-campus educational experiences will require a fee.

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

Financial Aid

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

Students are eligible to apply for loans and scholarships from the APTA, WPTA, and some local and national Physical Therapy agencies. The Physical Therapy Faculty and Financial Aid Office can help provide information on these programs.

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

Contact information:

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

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

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

Curriculum - Orthopedic Residency Program

Code	Title	Hours
PT 9500	Introduction to Clinical Mentoring for the Orthopedic Resident	0.5
PT 9510	Medical Screening and Examination for the Orthopedic Resident	1
PT 9520	Motor Control for the Orthopedic Patient	2
PT 9600	Clinical Mentoring for the Orthopedic Resident	1 (Repeated 4 times)
PT 9610	Clinical Examination and Treatment of the Cervical Spine	1
PT 9620	Clinical Examination and Treatment of the Thoracic Spine	1
PT 9630	Clinical Examination and Treatment of the Lumbar Spine	1
PT 9640	Clinical Examination and Treatment of the Hip	1
PT 9650	Clinical Research for the Orthopedic Resident	0.5 (Repeatable)
PT 9710	Clinical Examination and Treatment of the Knee	1
PT 9720	Clinical Examination and Treatment of the Lower Leg	1
PT 9730	Clinical Examination and Treatment of the Shoulder	1
PT 9740	Clinical Examination and Treatment of the Elbow	1
PT 9800	Terminal Clinical Mentoring for the Orthopedic Resident	0.5
PT 9810	Clinical Examination and Treatment of the Wrist/ Hand	1
PT 9820	Orthopedic Clinical Specialist Preparatory Course	1

Total Hours	18.5
	-
	19

Plan

Course	Title	Hours
Semester 1		
PT 6500	Introduction to Professional Practice	1
PT 6510	Foundations of Clinical Research	2
Hours		3
Semester 2		
PT 6600	Tissue/Biomechanics/Histology	3
PT 6610	Clinical Human Anatomy	6
PT 6620	Clinical Neuroscience I	3
PT 6630	Pathophysiology/Pharmacology I	4
Hours		16
Semester 3		
PT 6700	Foundations of Physical Therapy	3
PT 6710	Kinesiology	5
PT 6720	Clinical Neuroscience II	2
PT 6730	Pathophysiology/Pharmacology II	4
PT 6740	Movement Science	4
Hours		18
Semester 4		
PT 7500	Management of Pediatric Disorders	4
PT 7510	Introduction to Management of Musculoskeletal Disorders	2
PT 7520	Introduction to Clinical Education	2
PT 7530	Therapeutic Exercise	3
PT 7550	Community Clinic I	1
Hours		12
Semester 5		
PT 7600	Integumentary Therapeutics	3
PT 7610	Management of Musculoskeletal Disorders I	4
PT 7620	Management of Neuromuscular Disorders - Adult I	3
PT 7630	Cardiopulmonary Systems/Acute Care	4
PT 7640	Clinical Application of Movement Analysis	3
PT 7650	Community Clinic II	1
Hours		18
Semester 6		
PT 7700	Medical Imaging	3
PT 7710	Management of Musculoskeletal Disorders II	4
PT 7720	Management of Neuromuscular Disorders - Adult II	3
PT 7730	Exercise is Medicine	4
PT 7740	Practice Management	2
PT 7750	Community Clinic III	1
Hours		17
Semester 7		
PT 8500	Board Exam Preparation for the Student Physical Therapist	1
PT 8520	Intermediate Clinical Education	9
Hours		10
Semester 8		
PT 8700	Clinical Practice I	6
PT 8710	Clinical Practice II	6
Hours		12
Total Hours		106

Course options and schedule are subject to change.

Interprofessional Education Graduate Certificate

Interprofessional Education (IPE) is crucial for students pursuing careers in health and social care, as well as healthcare administration. At Concordia University Wisconsin (CUW), the goal of IPE is to equip students with the competencies and skills necessary to thrive in collaborative, team-based environments that prioritize diversity and person-centered care. The IPE Graduate Certificate program reinforces the Interprofessional Education Collaborative (IPEC) competencies for graduate students enrolled in health and social care professions at CUW.

Curriculum

Code	Title	Hours
In order to complete the IPE Certificate the following must be completed:		
1. IPE 5200 course (1 credit)		
2. PART 1: TeamSTEPPS training (unless indicated exempt for your program) (2 hours)		
3. PART 2: 11 credits		
4. PART 3: 8 hours of co-curricular activities. These are activities that are NOT a part of a course.		
PART 1: Introductory Pathway		
TeamSTEPPS Training (2 hours)		
PART 2. IPE Reinforcement coursework (11 credits) (Didactic or Clinical)		
# 11 credits from existing coursework		
# 3-6 of the 11 credits need to be met from an Interprofessional Clinical Rotation		
<i>GRADUATE COURSEWORK:</i>		
AT 5500	Patient Centered Care	
AT 5510	Psychosocial Aspects of Athletic Training	
AT 5540	Professional Development	
AT 6540	General Medical Conditions	
BUS 5840	Economics and Public Policy of Health Care	
BUS 5850	Special Topics in Health Care	
CCB 5200	Clinical Issues in Bioethics	
CCB 5600	Bioethics and the Law	
IPE 5550	Spirituality in Healthcare	
IPE 5560	Applied Improvisation for Health Profession Students	
OT 5520	Concepts of Occupation	
OT 5575	Community Clinic Foundations	
OT 6650	Community Clinic: Leading the OT Process	
OT 6760	Professional Advocacy & Leadership	
PHAR 5410	Pharmacy and the Healthcare System	
PHAR 6420	Social and Behavioral Pharmacy	
PHAR 7440	Patient Care Ethics	
PHAR 7460	Quality and Performance Management in Healthcare	
PHAR 7760	Applied Patient Care VI	
PHAR 8020	Veterinary Pharmacy Practice	
PHAR 8030	Medication Use in Public and Population Health	
PHAR 8110	Pharmacy and the Underserved	

PHAR 8150	The Diabetes Experience
PHAR 8210	Geriatric Pharmacy
PHAR 8220	Medical Spanish for Pharmacists
PT 7520	Introduction to Clinical Education
PT 7550	Community Clinic I
PT 7650	Community Clinic II
PT 7730	Exercise is Medicine
PT 7740	Practice Management
PT 7750	Community Clinic III
SLP 5650	Professional Issues and Counseling
SLP 5700	Multicultural Considerations for Speech-Language Pathologists
SLP 6600	School Methods
SLP 7600	Clinical Practicum A
SLP 7700	Clinical Practicum B
SLP 7800	Clinical Externship
SW 5650	Drugs, Society and Human Behavior
SW 6000	Administration, Organization & Supervision
SW 6150	Advanced Practice: Diverse and Vulnerable Populations
SW 6900	SW Ethics & Christianity

PART 3: Interprofessional Co-Curricular Activities (8+ hours required) - VIRTUAL/LIVE

Options:

- # Activities need to be approved by IPE faculty rep prior to attending event.
- # Interprofessional Global Education Trip (Clinical focus) or Interprofessional Medical Mission meets the requirement for Co-curricular (1 IPE trip/mission will satisfy the full co-curricular requirement).
- # Elective course which includes IPE activities (Not all students take elective course).
- # Volunteer opportunities—IPE activities that are not part of a course or required by student's program. (For example: activities that are interprofessional in nature, or patient/client centered).
- # Other/Advisor approved activities that are not part of a course or required by the program.

IPE Capstone Course (required) for all

IPE 5200 course (IPEC Competencies - 1 credit)

Master of Occupational Therapy

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

Mission Statement

The mission of Concordia University's Master of Occupational Therapy program is to positively impact communities by developing Christ-centered occupational therapists who empower others to reach their

highest potential through leadership, best practice, advocacy, and innovation.

Accreditation

The Master of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its Web address is www.acoteonline.org (<https://acoteonline.org/>).

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

Licensure/Certifications

Graduates of the program may sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT) located at 1 Bank Street, Suite 300, Gaithersburg, MD 20878, (301)-990-7979. Graduates who successfully complete the exam will receive the credentials: Occupational Therapist Registered OTR®. Please note that all states require additional licensure/certification to practice. Be forewarned that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Program data specific to Concordia University Wisconsin on the National Board for Certification in Occupational Therapy (NBCOT) Exam can be found on the NBCOT website (<https://www.nbcot.org/exam/>).

General Academic Information

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

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

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

- Direct entry for those holding a bachelor's degree from a regionally accredited institution

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

Program Learning Outcomes

Occupational Therapy graduates will:

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

Curriculum

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

Code	Title	Hours
OT 5520	Concepts of Occupation	3
OT 5550	Research in Practice I	4
OT 5530	Functional Anatomy	4
OT 5560	Occupations Across the Lifespan	3
OT 5575	Community Clinic Foundations	5
OT 5590	Functional Neuroscience and Neurorehabilitation I	4
OT 5600	Research in Practice II	3
OT 5620	Clinical Reasoning: Behavioral Health	3
OT 5630	Occupational Kinesiology and Orthopedic Rehabilitation I	4
OT 6520	Clinical Reasoning: Pediatrics	3
OT 6550	Level 1 Fieldwork Experience	1
OT 6580	Clinical Reasoning: Adult Practice Areas	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
OT 6620	Community Advocacy and Leadership	3
OT 6630	Occupations of Health and Wellness	3
OT 6650	Community Clinic: Leading the OT Process	3
OT 6740	Community Clinic Administration	4
OT 6760	Professional Advocacy & Leadership	2
OT 6800	Clinical Reasoning: Gerontology	3
OT 6850	Clinical Reasoning: Neurorehabilitation II	3
OT 7550	Level II Fieldwork A	6
OT 7580	Level II Fieldwork B	6

Total Hours **76**

Admission Requirements

All applicants to the Master of Occupational Therapy (MOT)

Program must meet the following criteria:

- Earned bachelor's degree from a regionally accredited institution -OR- current enrollment in a BSRS degree program at Concordia University Wisconsin
- Cumulative GPA, from all attended institutions, of 3.0 or higher
- 8 semester credits of Human Anatomy & Physiology, from a Biology, Anatomy, or Physiology department with a lab component, completed with a grade of B or better in each course
- 3 semester credits of Statistics, completed with a grade of B or preferred
- Ability to perform the essential functions of an occupational therapy student

Applicants will also be required to submit the following:

- Official college transcripts from all previously attended institutions
- Three (3) letters of recommendation, which address potential for academic success and as an occupational therapist
- Essay on program and mission fit

Qualified applicants will be invited to interview.

International applicants

- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). The test score cannot be more than two years old at the time of application.
- The minimum TOEFL score is 89.
- The minimum IELTS score is 6.5.
- The minimum DuoLingo score is 120.
- There are no exceptions to the TOEFL, IELTS or DuoLingo requirement for the OT program. International applicants will be admitted through the International Admissions and are subject to International Office policies, in coordination with graduate admissions.

Additional application requirements and details can be found on the MOT website (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#overview>).

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

Plan

Course	Title	Hours
Semester 1		
OT 5550	Research in Practice I	4
OT 5520	Concepts of Occupation	3
OT 5530	Functional Anatomy	4
OT 5575	Community Clinic Foundations	5
Hours		16
Semester 2		
OT 5560	Occupations Across the Lifespan	3
OT 5620	Clinical Reasoning: Behavioral Health	3
OT 5560	Occupations Across the Lifespan	3
OT 5590	Functional Neuroscience and Neurorehabilitation I	4
OT 6550	Level 1 Fieldwork Experience	1
Hours		14

Semester 3		
OT 5630	Occupational Kinesiology and Orthopedic Rehabilitation I	4
OT 6650	Community Clinic: Leading the OT Process	3
OT 6620	Community Advocacy and Leadership	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
Hours		13
Semester 4		
OT 6740	Community Clinic Administration	4
OT 6630	Occupations of Health and Wellness	3
OT 6580	Clinical Reasoning: Adult Practice Areas	3
OT 6610	Clinical Reasoning: Orthopedic Rehabilitation II	3
Hours		13
Semester 5		
OT 6520	Clinical Reasoning: Pediatrics	3
OT 6800	Clinical Reasoning: Gerontology	3
OT 6760	Professional Advocacy & Leadership	2
OT 7550	Level II Fieldwork A	6
Hours		14
Semester 6		
OT 7580	Level II Fieldwork B	6
Hours		6
Total Hours		76

Course options and schedule are subject to change.

Master of Science in Athletic Training (CUW)

The CAATE accredited Concordia University Wisconsin (CUW) Master of Science in Athletic Training (MSAT) program will provide students with the professional preparation necessary to succeed as an entry-level athletic trainer. The program will provide students an educational experience encompassing communication, problem solving, clinical skills, and service. As a result, students graduating from the program will possess the knowledge, skills, and abilities of a successful clinician, will be prepared to pass the Board of Certification Examination, and will be eligible for appropriate state credentialing. The CUW MSAT program will accomplish its mission through a holistic approach to the development of the mind, body, and spirit.

Graduate Program: Students who already possess a bachelor's degree can complete a Master of Science in Athletic Training degree at CUW.

Concordia's MSAT program consists of 69 graduate-level credits, completed over the course of six (6) semesters. The program enhances this classroom education with extensive hands-on clinical experiences in a variety of settings, under the supervision of health care professionals. Students in the Graduate MSAT program complete five (5) semesters of clinical education rotations, including an immersion experience.

Program Learning Outcomes

- Students will communicate effectively with others in an oral or written professional format.
 - Students will communicate professionally, to a variety of audiences, utilizing various media modes.
 - Students will write clearly and professionally, using appropriate medical vernacular.
 - Students will demonstrate the ability to work collaboratively with other professionals in a team approach to practice.
- Students will demonstrate effective critical thinking and problem solving.

- Students will identify and analyze a research problem or clinical question.
- Students will apply an evidence-based model to make informed decisions about patient care.
- Students will demonstrate data fluency through effective analysis and application.
- Students will demonstrate the knowledge, skills, and abilities expected of an entry-level athletic trainer.
 - Students will demonstrate an understanding of the importance of health promotion and injury prevention.
 - Students will demonstrate the ability to perform a thorough clinical examination, formulate an appropriate diagnosis, and refer to another health care provider if necessary.
 - Students will determine and apply appropriate therapeutic interventions.
 - Students will utilize appropriate psychosocial strategies and recognize the need to refer a patient to another health care provider if necessary.
 - Students will abide by the moral, ethical, and legal obligations established by the Board of Certification and applicable State Regulatory Agencies.
 - Students will understand the administrative and organizational duties required of an entry-level athletic trainer.
- Students will understand the role of a Christian health care provider.
 - Students will demonstrate an understanding of the Christian faith and other worldviews, as it relates to the profession of athletic training.
 - Students will identify the importance of serving diverse populations in the Church and the World.

Curriculum

Code	Title	Hours
Required Courses		
AT 5500	Patient Centered Care	3
AT 5510	Psychosocial Aspects of Athletic Training	3
AT 5520	Athletic Training Foundations	3
AT 5530	Athletic Training Clinical I	1
AT 5540	Professional Development	1
AT 5550	Recognition & Evaluation of Orthopedic Injuries I	4
AT 5560	Emergency Care in Athletic Training	3
AT 5570	Athletic Training Clinical II	2
AT 5600	Administration & Management in Athletic Training	4
AT 5610	Rehabilitation Techniques of Orthopedic Injuries I	3
AT 5620	Recognition & Evaluation of Orthopedic Injuries II	4
AT 5630	Athletic Training Clinical III	3
AT 5640	Therapeutic Modalities	3
AT 6510	Rehabilitation Techniques of Orthopedic Injuries II	3
AT 6520	Recognition & Evaluation of Orthopedic Injuries III	4
AT 6530	Athletic Training Clinical IV	3
AT 6540	General Medical Conditions	4
AT 6575	Seminar in Athletic Training III	3
AT 6600	Research Methods	3
AT 6610	Case Studies in Athletic Training	3
AT 6630	Athletic Training Clinical V	3

AT 7800	Immersion Experience in Athletic Training	6
Total Hours		69

MSAT Graduate Program Admission Requirements

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

- ATCAS application, with a personal statement
- Two letters of recommendation
- Transcripts

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

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

Graduate MSAT Program Admission Requirements

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

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

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

Plan

Course	Title	Hours
Semester 1		
AT 5500	Patient Centered Care	3
Hours		3
Semester 2		
AT 5520	Athletic Training Foundations	3
AT 5530	Athletic Training Clinical I	1
AT 5540	Professional Development	1
AT 5550	Recognition & Evaluation of Orthopedic Injuries I	4
AT 5560	Emergency Care in Athletic Training	3
AT 5570	Athletic Training Clinical II	2
Hours		14
Semester 3		
AT 5600	Administration & Management in Athletic Training	4

AT 5610	Rehabilitation Techniques of Orthopedic Injuries I	3
AT 5620	Recognition & Evaluation of Orthopedic Injuries II	4
AT 5630	Athletic Training Clinical III	3
AT 5640	Therapeutic Modalities	3

Hours **17**

Semester 4		
AT 7800	Immersion Experience in Athletic Training	6
Hours		6

Semester 5		
AT 6510	Rehabilitation Techniques of Orthopedic Injuries II	3
AT 6520	Recognition & Evaluation of Orthopedic Injuries III	4
AT 6530	Athletic Training Clinical IV	3
AT 6540	General Medical Conditions	4
AT 6575	Seminar in Athletic Training III	3
Hours		17

Semester 6		
AT 5510	Psychosocial Aspects of Athletic Training	3
AT 6600	Research Methods	3
AT 6610	Case Studies in Athletic Training	3
AT 6630	Athletic Training Clinical V	3
Hours		12
Total Hours		69

Course options and schedule are subject to change.

Master of Science in Physician Assistant Studies (CUAA)

Mission Statement

The mission of the Concordia University Ann Arbor Physician Assistant Program is to educate Physician Assistant students in primary medicine with a focus on rural and underserved patient populations and communities.

Vision Statement

The vision of the Concordia University Ann Arbor Physician Assistant Program is to provide the local and global community with competent medical providers who will improve lives and influence communities through clinical service and leadership, and do so in a compassionate and respectful manner that changes the lives of all patients who seek our care.

Program Basics

The Concordia University Ann Arbor Physician Assistant Program is a 27-month professional program that will confer the Master of Science in PA studies (MSPAS) degree after successful completion of all required components of the program.

Accreditation

The ARC-PA has granted Accreditation-Provisional status to the Concordia University Ann Arbor Physician Assistant Program sponsored by Concordia University Ann Arbor. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any

subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

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

Credential Awarded

The proposed Physician Assistant Program will grant the Master of Science in Physician Assistant Studies (MSPAS) degree. The graduate is then eligible to take the PANCE (Physician Assistant National Certifying Examination) administered by the NCCPA (National Commission on Certification of Physician Assistants).

Program Goals

The goals of this program are to:

- 1) Matriculate and graduate students from the following areas of diversity: rural and/or medically underserved areas
- 2) Expose PA students to healthcare provided by PAs in rural and/or medically underserved communities
- 3) Our graduates will demonstrate competency in all aspects of entry level clinical practice in primary care

Program Learning Outcomes (Competencies)

1. Demonstrate the requisite knowledge necessary in primary medicine to evaluate and provide non-pharmacologic and pharmacologic management of medical concerns of an acute, emergent, chronic, and preventive nature in patients of any age.
2. Obtain a medical history, engaging patient-centered communication skills in an attentive and respectful manner.
3. Perform an appropriate and accurate physical examination based on the clinical presentation for patients of all ages in primary medicine.
4. Determine appropriate labs & diagnostic testing based on a differential diagnosis, and interpret testing to narrow or identify the diagnosis.
5. Perform common diagnostic and therapeutic procedures within the scope of Physician Assistants in primary medicine.
6. Apply evidence-based medical decision making to develop a diagnosis or presumptive diagnosis from a broad differential utilizing all aspects of patient evaluation findings.
7. Efficiently and effectively provide oral presentations of a clinical encounter in a coherent manner.
8. Proficiently and accurately document patient encounters in written, oral and electronic forms.
9. Conduct themselves in a professional and courteous manner with all members of the interdisciplinary healthcare team.
10. Appreciate and respect Christian values, attitudes, and behaviors in clinical practice.

Student Performance Requirements

- The CUAA PA program has specific academic and technical standards that apply to all candidates for admission and those selected to enter the program.
- Students selected must be able to complete the entire curriculum to achieve the Master of Science in Physician Assistant Studies degree.
- Accommodation may be possible for some disabilities, but the Physician Assistant's role in providing healthcare requires the ability to perform all the duties independently without compromising patient care.
- To perform the functions required of a Physician Assistant in various clinical settings and deliver competent patient care, as stipulated by the faculty, accreditation agencies, and PA practice standards, all

candidates/students for the program must independently meet the following Academic and Technical Standards. Candidates/students are prohibited from using aid from trained intermediaries.

- The PA program at Concordia University Ann Arbor retains the authority and responsibility for the selection and evaluation of students. Admitted candidates will be required to certify in writing that they understand and meet the academic and technical standards of the program. Accommodations for disabilities may be available and will be evaluated on a case-by-case basis. Concordia University will make every effort to develop mechanisms to accommodate otherwise qualified candidates; however, the integrity of the curriculum and the need to provide optimal patient care must be preserved to ensure that all aspects of PA education are effectively delivered to all students.
- **Observational Standards**
 - PA students must have sufficient sensory capacity to independently observe in lecture halls, laboratories, outpatient settings, and at the patient's bedside. Required sensory skills include functional vision, hearing, olfaction, and tactile sensation. These skills must be adequate to observe a patient's condition and gather information through common physical examination procedures such as inspection, auscultation, percussion, and palpation.
- **Communication Standards**
 - PA students must communicate effectively and efficiently with all individuals they encounter, including patients, their families, healthcare workers, faculty, staff, and classmates. Students must be able to obtain medical histories promptly, interpret non-verbal communication, and establish professional relationships with patients. Additionally, students must accurately and clearly record information and present data in a concise and logical manner.
- **Motor Standards**
 - PA students must have the endurance to tolerate physically demanding workloads and be able to transport themselves promptly from one location to another. After a reasonable training period, students must independently perform physical examinations and diagnostic maneuvers, such as palpation, auscultation, percussion, and other diagnostic techniques. Students must be able to respond promptly to clinical problems and provide direct general and emergency treatment to patients in various circumstances. Examples include, but are not limited to, cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of basic obstetrical maneuvers. These activities require physical mobility, gross and fine neuromuscular coordination, and equilibrium. Additionally, students must adhere to safety standards appropriate for clinical settings and follow universal precautions, including wearing complete sets of Personal Protective Equipment (PPE) for extended hours.
- **Conceptual, Integrative, and Quantitative Standards**
 - Students must be able to assimilate and engage with detailed and complex information presented through both the didactic and clinical curriculum. They are expected to estimate, measure, calculate, analyze, synthesize, and outline information quickly and efficiently. Additionally, students must comprehend three-dimensional and spatial relationships of structures, interpret connections, and make accurate, fact-based conclusions based on the patient's history, clinical presentation, physical examination results, and laboratory studies. They must also adapt to various learning environments and effectively learn, participate, collaborate, and contribute as part of a team.

• Behavioral, Social, and Professional Standards

- Students must exhibit sufficient maturity and emotional stability to fully utilize their intellectual abilities. This includes exercising good judgment and promptly completing all responsibilities associated with patient diagnosis and care. Understanding the legal and ethical aspects of medical practice and functioning within these standards is essential. Students must demonstrate integrity, honesty, professionalism, and compassion, and show a spirit of cooperation and teamwork at all times.
- Students are expected to interact courteously, professionally, and respectfully with patients, their families, healthcare professionals, colleagues, faculty, and staff. They should demonstrate empathy and compassion for all patients while accommodating varying levels of health literacy. Additionally, students must take responsibility for their learning and implement positive changes in response to constructive feedback.
- Students must also demonstrate the physical and emotional endurance necessary to handle demanding workloads. They should perform competently and professionally in high-stress, fast-paced situations, adapt to changing environments, display flexibility, and manage the inherent uncertainties of patient care and the healthcare system.

Successful Completion of the Didactic Year:

In order to successfully complete the didactic year and advance to the clinical rotation year, the student **MUST**:

- Comply with all policies and procedures published by CUAA and those of the Physician Assistant Program.
- Achieve a grade of 79% or higher at the end of each didactic course or have successfully completed a single term of academic probation throughout the entirety of the program. For further details see the didactic student handbook.
- Maintain a GPA of 3.0 or higher at the end of each term.
- Successfully complete any required remediations. Processes for remediation are outlined in both the Didactic and Clinical Student Handbooks.
- Submit timely documentation of immunization and physical exam requirements.
- Obtain and maintain BLS and ACLS certification (provided by the PA program) Certifications must remain valid through graduation from the program.
- Comply with professionalism expectations and demonstrate academic integrity throughout the didactic year
- Successfully complete the didactic year summative assessment

Successful Completion of the Clinical Year:

- Comply with all policies and procedures published by CUAA and those of the Physician Assistant Program.
- Comply with professionalism expectations and demonstrate academic integrity throughout the clinical year
- Achieve a grade of 79% or higher at the end of each clinical course. For further details see the clinical student handbook.
- Maintain a cumulative GPA of 3.0 or higher at the end of each term
- Successfully complete all written, practical and oral summative evaluations with a grade of 79% or higher

Requirements for Graduation

- Successful completion of all components of the program (didactic, clinical and summative) within 40 months.
- Compliance with all CUAA and PA program policies and procedures
- Fulfillment of all financial obligations to Concordia University Ann Arbor

Dismissal from the Program:

The CUAA PA Program reserves the right to dismiss any PA student at any time prior to graduation. Circumstances warranting such action may be of an academic, legal or professional nature. Additional information regarding appeal of dismissal and withdrawal from the program is available in the student handbooks.

Deceleration

The CUAA PA program does not decelerate students for failing to meet the program's academic and/or professionalism requirements.

Students may request a temporary stop-out leave of absence in writing to the Program Director, and will be required to provide written evidence of the personal or medical issue related to the request. If this request is approved, prior to the student's return to the program, the Program Director will provide the student with a specific deceleration plan. This plan will be developed on a case-by-case basis after review and with input from the student's advisor, the Student Progress Committee and the Program Director.

- The student must provide a letter from their treating physician which releases them back to full function in the PA program before they may rejoin the program. If restrictions are required, the Program Director must be notified in order to request from the ARC (academic resource center) for necessary accommodations.
- During the didactic year, the deceleration plan may require the student to repeat or audit those courses on a case-by-case basis. Students who are granted extended leave during their didactic year may be required to re-matriculate into the next academic year.
- During the clinical year, the student may be required to repeat one or more clinical rotations. **Note that deceleration will result in delay of graduation.**
- Please note that the program's policy is that students must successfully complete all components of the program within 40 months.
- It is the responsibility of the student to contact the Financial Aid Office to discuss the financial consequences of deceleration and repetition of courses, which may result in additional tuition and fee expenses.

Curriculum

Code	Title	Hours
PHAS 5100	Primary Medicine I	3
PHAS 5110	Patient Care I	2
PHAS 5235	Anatomy	5
PHAS 5135	Molecular Basis of Disease	2
PHAS 5105	Labs & Diagnostics I	2
PHAS 5115	Pharmacotherapy I	2
PHAS 5120	Skills for Primary Practice I	1
PHAS 5125	PA Professional Practice I	1
PHAS 5200	Primary Medicine II	3
PHAS 5205	Labs & Diagnostics II	2

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

Admission Requirements

Candidates for admission must meet the following requirements:

- **January 15, 2025 is the deadline for submission of verified applications.**
- **Please note**, the deadline for application is for **Verified applications**. Submit your applications at least 4-6 weeks prior to the deadline to allow time for verification of information in your application.
- **First day of class is August 25, 2025**
- Baccalaureate Degree (must be earned prior to matriculation from a regionally accredited university or college in the U.S.)
- GPA
 - Minimum 3.0 cumulative GPA AND
 - Minimum 3.0 prerequisite science GPA
- Prerequisite Coursework
 - Note: Each Science prerequisite course must be successfully completed with a minimum grade of "C" from a regionally U.S. accredited college or university.

- All prerequisite **science** coursework must be completed at the time of application and must be completed within 8 years of the time of application.
- One non-science prerequisite course may be pending at the time of application but must be completed prior to matriculation in the program.
- No online labs will be accepted with the exception of the 2020-2021 academic year.
- Audited coursework is not accepted for prerequisite courses, nor are grades of PASS/FAIL.
- PA-CAT/ The Concordia University Ann Arbor PA Program is **recommending** that their applicants take the PA-CAT (Physician Assistant College Admission Test). The PA-CAT is a specialized test designed to measure applicant knowledge in key prerequisite science subjects typically required for PA school. For information about the PA-CAT and to schedule your exam, visit their website (<https://www.pa-cat.com/>).
-
-
- There must be documentation of 1000 hours of direct patient care experience.
 - Examples of direct patient care may include but is not limited to: nursing, CNA, ER tech, EMT/paramedic, lab technician, dietician, exercise stress test technician, mental health therapist, military medical/clinical specialist, occupational/physical therapist, pharmacist, pharmacy technician, phlebotomist, respiratory therapist, surgical technician.
 - Medical scribe experience as a scribe is invaluable to documentation and observational learning, but hands-on patient care experience is not part of the scribe's responsibility. As such, a scribe may use a maximum of 500 hours of scribe work as part of the health care requirement, but the remainder must be in some capacity in which you have direct patient interaction.
 - The following are NOT considered approved patient care experiences: Provider shadowing; non-clinical research assistant; CPR instructor; patient transporter, pharmaceutical rep; ski patrol (unless EMT certified), lifeguard, aerobics instructor, unit clerk, medical insurance clerk, medical secretary.
 - If you have additional questions regarding whether your particular experience suffices, please contact the program office directly to discuss.
- Three letters of reference are required to be submitted: (PLEASE NOTE)
- One letter from an employer/ supervisor of your direct patient care experience who can speak to your aptitude for a profession as a Physician Assistant.
 - One letter from a PA or advanced healthcare provider whom you have shadowed or worked alongside who can speak to your professionalism.
- One letter from a professor, coach, co-worker, or supervisor who can serve as a character reference.
- Technical Standards are physical, behavioral and cognitive abilities that must be met in order for a PA to complete the educational curriculum, and competently perform all duties required as a PA upon graduation. Please see Technical Standards for Physician Assistants on the (cuua.edu/pa) website, that each student must be able to meet in order to be admitted to the PA program and function effectively in the PA profession.

Science prerequisites

- **Human Anatomy & Physiology:** one semester each: minimum 3 cr. with lab. May be completed as A & P 1 and A & P 2; or can be a course in anatomy PLUS a course in physiology, both must include lab and must require a college level biology course as a prerequisite for taking A & P. The applicant may be asked to provide the course description to the program. A & P is the cornerstone for all understanding in clinical medicine, and as such, the course must be rigorous, related to human anatomy & physiology. Pathophysiology will not replace the requirement for a physiology course in those who have taken only Anatomy.
- **Organic Chemistry:** one semester, minimum 3 cr. with lab
- **Biochemistry:** one semester, minimum 3 cr. with or without lab
- **Microbiology:** one semester of 3 cr., with lab

Non-science prerequisites:

- **Medical Terminology:** one semester of a 1 credit or 2 credit course
- **Psychology:** one semester, 3 credits (lifespan/developmental, abnormal, or general psychology. Will accept high school AP credit)*
- **Statistics:** one semester required; 3 credit minimum (will accept high school AP credit)*
- **English Composition:** one semester, 3 credit minimum (will accept high school AP credit)*

* If specific AP courses are not listed on college transcript, please send official AP score transcript to gradpa@cuaa.edu

ADDITIONALLY

No advanced placement or transfer credit is granted if transferring from another PA or graduate program nor for foreign medical graduates or foreign physicians. No course credit is given for experiential learning.

Plan

Course	Title	Hours
Semester 1		
PHAS 5100	Primary Medicine I	3
PHAS 5105	Labs & Diagnostics I	2
PHAS 5110	Patient Care I	2
PHAS 5115	Pharmacotherapy I	2
PHAS 5120	Skills for Primary Practice I	1
PHAS 5125	PA Professional Practice I	1
PHAS 5130	Medical Decision Making I	1
PHAS 5135	Molecular Basis of Disease	2
Hours		14
Semester 2		
PHAS 5200	Primary Medicine II	3
PHAS 5205	Labs & Diagnostics II	2
PHAS 5210	Patient Care II	1
PHAS 5215	Pharmacotherapy II	2
PHAS 5220	Skills for Primary Practice II	1
PHAS 5225	PA Professional Practice II	1
PHAS 5230	Medical Decision Making II	2
PHAS 5235	Anatomy	5
PHAS 5240	Behavioral Medicine	2
Hours		19
Semester 3		
PHAS 5300	Primary Medicine III	4

PHAS 5305	Labs & Diagnostics III	3
PHAS 5310	Patient Care III	2
PHAS 5315	Pharmacotherapy III	3
PHAS 5320	Skills for Primary Practice III	2
PHAS 5325	PA Professional Practice III	1
PHAS 5330	Medical Decision Making III	2
Hours		17
Semester 4		
PHAS 5400	Primary Medicine IV	3
PHAS 5405	Labs & Diagnostics IV	2
PHAS 5410	Patient Care IV	2
PHAS 5415	Pharmacotherapy IV	2
PHAS 5420	Skills for Primary Practice IV	1
PHAS 5425	PA Professional Practice IV	1
PHAS 5435	Emergency Medicine for Primary Care	3
PHAS 5440	Surgical Medicine	3
Hours		17
Semester 5		
PHAS 6000	Family Medicine Clinical Rotation I	4
PHAS 6005	Family Medicine Clinical Rotation II	4
PHAS 6010	Internal Medicine Clinical Rotation I	4
PHAS 6015	Internal Medicine Clinical Rotation II	4
Hours		16
Semester 6		
PHAS 6020	Women's Health Clinical Rotation	4
PHAS 6025	Pediatric Clinical Rotation	4
PHAS 6030	Behavioral Medicine Clinical Rotation	4
PHAS 6035	Surgical Medicine Clinical Rotation	4
Hours		16
Semester 7		
PHAS 6040	Emergency Medicine Clinical Rotation	4
PHAS 6045	Elective Clinical Rotation I	4
PHAS 6050	Elective Clinical Rotation II	4
PHAS 6100	Summative Assessment	2
Hours		14
Total Hours		113

Course options and schedule are subject to change.

Master of Science in Speech-Language Pathology

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

The Department of Speech-Language Pathology is committed to:
 PROMOTING EXCELLENCE | SERVING COMMUNITY | EMBRACING DIVERSITY | INSPIRING COMPASSION | FOSTERING CRITICAL THINKING | VALUING INDEPENDENCE.

The graduate program offers an engaging, faith-based academic environment which includes access to off-site community service and supervised clinical opportunities in a variety of medical, clinical, and educational settings, in addition to the state-of-the-art, on-campus Concordia University Wisconsin Speech, Language, and Hearing Clinic. Students learn in supervised clinical settings that are supplemented by

specific small-group didactic instruction that supports further exploration of topics related to clinical procedures, medical and clinical diagnoses, and cultural and ethical considerations. Students develop effective and professional interaction skills with patients, families, and other healthcare professionals through service learning and university-supported Inter-professional Education (IPE) experiences. The program also prepares students to pass the Praxis examination in Speech-Language Pathology (<https://www.ets.org/praxis/asha> (<https://www.ets.org/praxis/asha/>)).

At the conclusion of the CUW Speech-Language Pathology Graduate Program, students are expected to have met the academic content and clinical practice competencies, short of a post-graduate clinical fellowship experience, associated with the ASHA Certificate of Clinical Competence (CCC). In addition, if all requirements are met, students are eligible to apply for initial licensure required for practice in the state of Wisconsin from the WI Department of Public Instruction (DPI) and/or the WI Department of Professional Services (DPS).

The program requires successful completion of 47 core academic credit hours, 3 credit hours of electives, and 13 credit hours of clinical practicum resulting in a minimum of 63 credit hours of coursework (academic and clinical).

Completion of an undergraduate degree in Communication Sciences and Disorders at CUW does not guarantee students admission to the graduate program in Speech-Language Pathology. In addition, students with undergraduate degrees in fields other than communication sciences and disorders are eligible to apply to the master's program only after successful completion of prerequisite leveling coursework in communication sciences and disorders.

For more information, visit [WWW.CUW.EDU/SLP](http://www.cuw.edu/SLP/) (<http://www.cuw.edu/SLP/>)

MISSION STATEMENT

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

ACCREDITATION

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

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

The Master of Science (M.S.) education program in speech-language pathology (residential) at Concordia University Wisconsin is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (<https://www.asha.org/>), 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700.

Program Learning Outcomes

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

SLP students will demonstrate:

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

Upon successful completion of all requirements and graduation from the Master of Science in speech-language pathology program at CUW, individuals will be prepared to apply for initial licensure required for practice in the State of Wisconsin. Upon completion of the SLP graduate program, students will have achieved all required knowledge and skills competencies consistent with the 2020 ASHA certification standards (<https://www.asha.org/certification/2020-slp-certification-standards/>). Further, all students will have met the required 25 hours of observation and 375 hours of clinical practicum to be prepared to transition into their clinical fellowship (CF) following graduation. In addition, the SLP graduate program prepares students to pass the Praxis examination in

Speech-Language Pathology (<https://www.ets.org/praxis/asha> (<https://www.ets.org/praxis/asha/>)).

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

A detailed list of all requirements needed for the ASHA Certificate of Clinical Competence (CCC) can be found at: <https://www.asha.org/certification/slpcertification/>

SLP GRADUATE CLINICAL EDUCATION AND PRACTICE REQUIREMENTS

Graduate students in the Speech-Language Pathology graduate program must be "In Good Standing" to enroll in the Clinical Practicum courses (SLP 7500, SLP 7600, SLP 7700, & SLP 7800) and to participate in scheduled clinical activities. Students must maintain a cumulative GPA of 3.0 to be considered "In Good Standing". In addition, students must have completed the required academic coursework prior to enrolling in clinical practicum related to that specific disorder.

Additionally, students must have no documented professional and/or ethical behavioral concerns in their graduate program record/file.

Students may request access to their student record/file from their Departmental Advisor or the Department Chair.

Curriculum

Code	Title	Hours
SLP 5100	Fundamentals of Audiology for the SLP	2
SLP 5150	Child Language Disorders I	3
SLP 5200	Research Methods	3
SLP 5250	Speech Sound Disorders	3
SLP 5300	Aphasia & Related Disorders	3
SLP 5350	Dysphagia	3
SLP 5400	Child Language Disorders II	3
SLP 5450	Fluency Disorders	3
SLP 5500	Voice Disorders	3
SLP 5550	Cognitive Communication Disorders	3
SLP 5600	Augmentative & Alternative Communication	3
SLP 5650	Professional Issues and Counseling	3
SLP 5700	Multicultural Considerations for Speech-Language Pathologists	3
SLP 5750	Motor Speech Disorders	3
SLP 5800	Genetics of SLP Practice	3
<i>Choose 3 credits of Electives or Thesis or Practicum</i>		3
SLP 6000	Special Topics: (Elective)	
SLP 6200	Applied Biomechanics of Speech and Swallowing (Elective)	
SLP 6400	Neurological Bases of Communication (Elective)	

SLP 6600	School Methods (Elective)	
SLP 7100	Research Practicum (Elective - Instructor Approved)	
SLP 7200	Thesis Research (Elective - Instructor Approved)	
SLP 7300	Clinical Foundations	3
SLP 7500	Audiology Practicum ²	1
<i>Practicum: Minimum 4 Credits Required</i>		4
SLP 7600	Clinical Practicum A	
SLP 7700	Clinical Practicum B	
SLP 7800	Clinical Externship (taken twice)	4
<i>Minimum 14 Total Clinical Credits Required (SLP 7500, 7600, 7700, 7800)</i>		3
Total Hours		63

¹ **Elective – Special Topics: SLP 6000** can be repeated with different specific topics; student must complete a minimum of 3 elective credits; students may elect to complete a thesis in place of all 3 credits of electives or may complete research practicum for up to 4 credits.

² **SLP 7500 - Audiology Practicum** Students must complete one section of this practicum course, typically in Fall or Spring of Year 1 - 1 credit.

³ **SLP 7600 and 7700 Clinical Practicum A & B** - 1 credit of 7600 and 2 credits of 7700 are required, with a minimum total of 4 credits before advancing to SLP 7800 Clinical Externship.

Graduate Capstone Experience (COMPS)

As a capstone to completion of the graduate program in speech-language pathology, students are required to independently complete an oral comprehensive examination (Comps). This exam typically occurs at the end of the Fall semester of the 2nd year. Students may elect to complete a Master's Thesis in lieu of the Comps experience with faculty consent.

Admission Requirements

- Applicants to the Master of Speech-Language Pathology program apply through an online service called **Communication Sciences and Disorders Centralized Application Service (CSDCAS)**. To learn more about the CSDCAS application process, prerequisites, CUW's admission requirements, and admission deadlines, please visit <https://csdcas.liaisoncas.com/applicant-ux/#/login>.
- Successful completion of an undergraduate degree in Communication Sciences and Disorders or equivalent prior to matriculation into the program. If undergraduate degree is in another field of study, applicant must have completed a leveling program or equivalent coursework prior to matriculation into the program.
- Minimum 3.0 cumulative undergraduate GPA.
- Resume
- Personal essay (not to exceed 1000 words).
- Three letters of recommendation that can speak to your potential for success in a graduate SLP program and in the profession (preference for at least one letter of recommendation coming from an academic source in CSD/SLP). These letters are submitted to the CSDCAS recommender portal by your references.
- Documented and signed 25 ASHA-qualified clinical observation hours or an uploaded written statement describing your plan to complete the observation hours prior to matriculation in the program. Applications without clinical observation hours will be included in the initial review.

- Submission of all official transcripts leading to your bachelor's degree, and official transcripts for graduate coursework (if applicable) to CSDCAS.

Note: The GRE is **NOT** a requirement of the CUW Graduate Program in Speech-Language Pathology.

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

Financial Aid

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

Plan

Course	Title	Hours
Semester 1		
SLP 5150	Child Language Disorders I	3
SLP 5100	Fundamentals of Audiology for the SLP	2
SLP 5200	Research Methods	3
SLP 7300	Clinical Foundations	3
Hours		11
Semester 2		
SLP 5250	Speech Sound Disorders	3
SLP 5300	Aphasia & Related Disorders	3
SLP 5350	Dysphagia	3
SLP 6400	Neurological Bases of Communication (Elective, if needed)	
SLP 7500	Audiology Practicum (1/2 of cohort)	1
SLP 7600	Clinical Practicum A	1
Hours		11
Semester 3		
SLP 5400	Child Language Disorders II	3
SLP 5450	Fluency Disorders	3
SLP 5500	Voice Disorders	3
SLP 6600	School Methods	3
SLP 7500	Audiology Practicum (1/2 of cohort)	
SLP 7600 or SLP 7700	Clinical Practicum A or Clinical Practicum B	1-2
Hours		13-14
Semester 4		
SLP 5550	Cognitive Communication Disorders	3
SLP 5600	Augmentative & Alternative Communication	3
SLP 7600 or SLP 7700	Clinical Practicum A or Clinical Practicum B	1-2
SLP ELECTIVE if needed		
Hours		7-8
Semester 5		
SLP 5650	Professional Issues and Counseling	3
SLP 5700	Multicultural Considerations for Speech-Language Pathologists	3
SLP 5750	Motor Speech Disorders	3
SLP 5800	Genetics of SLP Practice	3
SLP ELECTIVE if needed		
SLP 7600 or SLP 7700	Clinical Practicum A or Clinical Practicum B	1
Hours		13

Semester 6

SLP 7800	Clinical Externship	4
Hours		4
Total Hours		59-61

Course options and schedule are subject to change.

Master of Social Work

Concordia University Wisconsin offers the Master of Social Work (MSW) degree. The MSW is a two-year graduate program. Advanced standing is available to those with a Bachelor of Social Work. The program is available for full-time and part-time students.

Mission Statement

The mission of Concordia University Wisconsin's online Master of Social Work program is to provide a graduate education, using a Christian lens, by which we believe all people are born equal and in the image of God. We prepare MSW professionals to have the knowledge, values, and skills to be strength-based, and to identify and oppose racism in order to combat oppressive systems in an increasingly diverse and global society.

The MSW program aims to educate advanced generalist social workers who are able to engage in a culturally responsive, ethical, and competent practice, foster resiliency, strengthen individuals, families, groups, communities, organizations, and advocate for justice to advance human rights for all.

Accreditation

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

General Academic Information

The Master of Social Work degree is designed to prepare students for professional practice with individuals, families, groups, organizations, and communities. The MSW is a competency based degree that emphasizes the significant contribution of knowledge, values, skills, and the importance of cognitive/affective responses to practice situations. The MSW degree is a highly sought after professional degree and recognized nationally and internationally for the quality of professional practice.

Social work practitioners are found in every aspect of practice. They are licensed in every state. Social workers provide critical services at multiple levels of practice and in inter-professional settings. The Advanced Generalist Specialization prepares social workers for practice at all levels of practice. Advanced Generalist Social Workers are employed in hundreds of positions requiring the special knowledge base of the profession.

Advanced Generalist Social Work practitioners work with those who have mental health issues, domestic violence, child abuse, family problems and many others. They work in the criminal justice system as probation officers, juvenile justice social workers, court social workers, and many others positions. Social workers work in community agencies to develop programs, write grants, organize and manage community endeavors to better society. Social work practitioners are prepared for administration

as CEOs, administrators, supervisors, political advocates, politicians, and many other macro level jobs.

Clinical Licensure Courses

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

- SW 6150: Advanced Practice: Diverse & Vulnerable Population (required course in MSW curriculum)
- SW 5450: Psychopathology in Social Work (elective- required for LCSW licensure)
- SW 5550: Social Work with Groups (elective option)
- SW 5600: Advanced Trauma: Interventions for Healing (elective option)
- SW 5650: Drugs, Society and Human Behavior (elective option)

Graduate Certificate in Management

When students from the MSW program at Concordia graduate, their CUW educational experience sets them apart as they enter the working world. In fact, many of our MSW graduates are eventually asked to assume leadership positions in the organizations where they work. Considering this, the Department of Social Work partnered with Concordia's Business School to develop a pathway that will enable an MSW student to graduate with both an MSW degree, and a Graduate Certificate in Management. The path to complete the Graduate Certificate in Management is detailed below:

The Graduate Certificate in Management is 12 credits.

*6 credits of required MSW courses:

SW 5200 Social Policy and Advocacy

SW 6000 Administration and Supervision with Groups, Communities, and Organizations

*6 credits of required MBA courses. Suggested business courses are:

BUS 5120 Financial Analyses to Drive Business Growth

BUS 5900 Human Resource Management & Administration

BUS 5910 Training and Development (could be considered, first 2 preferred)

*The 2 MBA courses can be taken as "Electives" within the MSW program instead of the MSW program electives or these 2 courses can be taken in addition to the MSW program electives (at increased cost)

Fieldwork Experiences

The MSW degree requires two field placements supervised by experienced MSW practitioners. The program has contracts with more than 250 agencies willing to provide supervised experience for MSW interns. The Department of Social Work plans for and places students in agencies supporting the student's specified area of interest.

Credit Transfer

The MSW Program will accept transfer credits, of previous graduate level coursework, into the MSW program based on the following criteria:

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

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

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

Cost

Students pay per credit hour, which is posted on the Concordia University Wisconsin website.

Professional Membership

NASW student membership is highly recommended for all students. Current student membership rates are available on www.nasw.org. The department also recommends membership with the North American Association of Christians in Social Work (NACSW). Visit www.nacsw.org

Financial Aid

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

Program Learning Outcomes

The Curriculum is based on the following competencies:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-informed Research and Research-Informed Practice

5. Engage in Policy Practice

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

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

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

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

Curriculum

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

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

Foundation/Generalist Year

Code	Title	Hours
SW 5000	Advanced Human Behavior in Social Environment	3
SW 5100	Generalist Practice I: Individuals & Families	3
SW 5150	Generalist Practice II: Groups, Organizations & Communities	3
SW 5200	Social Policy & Advocacy	3
SW 5500	Research Methodologies	3
SW 7100	Advanced Field Education I	3
SW 7110	Advanced Field Seminar I	3
SW 7200	Advanced Field Education II	3
SW 7210	Advanced Field Seminar II	3
Total Hours		27

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

Code	Title	Hours
SW 6000	Administration, Organization & Supervision	3
SW 6100	Advanced Practice: Individuals & Families	3
SW 6150	Advanced Practice: Diverse and Vulnerable Populations	3
SW 6500	Research Project I	3
SW 6520	Research Project II	3
SW 7300	Advanced Field Education III	3
SW 7310	Advanced Field Seminar III	3
SW 7410	Advanced Field Seminar IV	3
SW 7400	Advanced Field Education IV	3
SW 6900	SW Ethics & Christianity	3
Electives (Select 2)		6
SW 5350	Social Work and Social Welfare	

SW 5450	Psychopathology in Social Work
SW 5550	Social Work in Groups
SW 5600	Advanced Trauma: Interventions for the Healing Process
SW 5650	Drugs, Society and Human Behavior
BUS 5120	Financial Analyses to Drive Business Growth
BUS 5900	Human Resource Management and Administration
IPE 5100	Global Education
Total Hours	36

Entrance Requirements

- Bachelor's degree from an accredited college/university.
- BSW from CSWE accredited Social Work program, if applying for advanced standing. (within 7 years)
- Minimum undergraduate GPA of 3.00 for full acceptance.

How to Apply

- Application form available at: www.cuw.edu/apply
- One page essay, using APA format, addressing the following:
 - Why do you want to be a social worker? How has your life led you to this profession?
 - What are your career goals and how will obtaining an MSW from CUW help you reach those goals?
 - How do you plan to adjust your life to accommodate the intense demands of studying for an MSW degree (time, energy, commitment, change, frustration)?
- Current resume, including your education, employment, volunteer and community involvement, and any military experience
- One professional letter of recommendation that addresses your potential for success in the program and profession
- All official transcripts leading to your bachelor's degree
- Contact the Department of Social Work with any further inquiries. 262.243.4436. Social.work@cuw.edu
 - Sarah Collins, MSW Program Director (sarah.collins@cuw.edu or 262-243-2191)

Plan

Course	Title	Hours
Semester 1		
SW 5000	Advanced Human Behavior in Social Environment	3
SW 5100	Generalist Practice I: Individuals & Families	3
SW 5500	Research Methodologies	3
SW 7100	Advanced Field Education I	3
SW 7110	Advanced Field Seminar I	3
SW 5450	Psychopathology in Social Work (optional elective)	
SW 5350	Social Work and Social Welfare (optional elective)	
Hours		15
Semester 2		
SW 5150	Generalist Practice II: Groups, Organizations & Communities	3
SW 5200	Social Policy & Advocacy	3
SW 7200	Advanced Field Education II	3
SW 7210	Advanced Field Seminar II	3
SW 5450	Psychopathology in Social Work (optional elective)	
SW 5650	Drugs, Society and Human Behavior (optional elective)	
Hours		12
Semester 3		
SW 5600	Advanced Trauma: Interventions for the Healing Process (optional elective)	

SW 5550	Social Work in Groups (optional elective)	
IPE 5100	Global Education (optional elective)	
Hours		0
Semester 4		
SW 6150	Advanced Practice: Diverse and Vulnerable Populations	3
SW 7300	Advanced Field Education III	3
SW 7310	Advanced Field Seminar III	3
SW 6100	Advanced Practice: Individuals & Families	3
BUS 5120	Financial Analyses to Drive Business Growth (optional elective)	
Hours		12
Semester 5		
SW 6500	Research Project I	3
SW 6520	Research Project II	3
SW 6150	Advanced Practice: Diverse and Vulnerable Populations (if not already taken)	
SW 7400	Advanced Field Education IV	3
SW 7410	Advanced Field Seminar IV	3
SW 6000	Administration, Organization & Supervision	3
Hours		15
Semester 6		
SW 6900	SW Ethics & Christianity	3
BUS 5900	Human Resource Management and Administration (optional elective)	
SW 5550	Social Work in Groups (optional elective)	
Hours		3
Total Hours		57

Course options and schedule are subject to change.

Nursing Programs

Our Mission

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

The **Master of Science in Nursing (MSN)** program builds on the baccalaureate nursing foundation, preparing professional nurse leaders guided by Christian principles. Graduate scholarly inquiry based on theory and evidence-based competencies provides the foundation for fulfillment of professional standards and core competencies.

The **Family Nurse Practitioner Certificate after Graduate Education (CAGE)** provides master's-prepared nurses with additional nursing knowledge and clinical experience that will allow them to practice in collaborative and independent primary healthcare practices across the age span as a Family Nurse Practitioner (FNP).

The **Adult-Gerontology Primary Care Certificate after Graduate Education** provides master's-prepared nurses with additional nursing knowledge and clinical experience that will allow them to practice in collaborative and independent primary healthcare practices to meet the needs of adults and senior adults as an Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP).

The **Psychiatric Mental Health Certificate after Graduate Education** provides a certified nurse practitioner with additional knowledge and

clinical experience that allows them to diagnose and treat patients with mental health diagnoses using medical management and therapy.

The **Doctor of Nursing Practice (DNP)** program prepares leaders at the highest level of nursing practice, guided by Christian principles, to use the best evidence to advance the profession and positively influence health outcomes for diverse populations.

- Doctor of Nursing Practice (DNP) Program (p. 91)
- Post BSN to DNP (p. 93)
- Master of Science in Nursing - Primary Care Nurse Practitioner (p. 95)
- Certificate After Graduate Education in Nursing (p. 98)
- Certificate After Graduate Education in Nursing - Psychiatric Mental Health NP (p. 99)

Doctor of Nursing Practice (DNP) Program

The post-master's DNP Program prepares advanced nurses to lead and transform health care within diverse populations and settings through translation of evidence into practice, integration of systems thinking as a foundation for change management, and participation in quality improvement initiatives to improve practice, patient-centered care outcomes, and health policy.

General Information:

1. The Doctor of Nursing Practice program at Concordia University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) (<http://www.ccnaccreditation.org>).
2. This Post-master's program is designed for certified advanced practice registered nurses or advanced nursing administrators.
3. The post-master's DNP program is delivered in a cohort format. Eight-week online courses make this a manageable program for working professionals.
4. There are two mandatory cohort meetings; an initial orientation via Zoom prior to the program start, and a final cohort meeting on-campus coinciding with graduation. Final DNP projects will be presented at the final cohort meeting.
5. GRE is not required for admission.
6. Courses are built on a Christian foundation integrating elements to meet the *American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice*. Students complete residency hours in areas of their choice to develop, enhance and support their DNP Project leadership skills. (<http://www.aacnnursing.org/DNP/>) (<http://www.aacnnursing.org/DNP/>) (<http://www.aacnnursing.org/DNP/>)

The Program has the Following Components:

1. Coursework providing the knowledge and skills needed to meet the DNP leadership competencies.
2. Residency requirements providing experiential learning; students work with preceptors or mentors to develop leadership skills and also to support their DNP Project.

3. The DNP Project consists of applying knowledge and skills to an integrative, transformational experience, under the guidance of a faculty chairperson and agency mentor.

Program Learning Outcomes

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

1. Synthesizes and translates evolving knowledge from the liberal arts and sciences, nursing and other disciplines to optimize clinical judgment and design innovation in advanced nursing practice and leadership.
2. Leads and designs holistic, compassionate, person-centered, evidence based, and developmentally appropriate care aligned with Christian values within complex contexts in advanced nursing specialty practice.
3. Integrates principles of epidemiological sciences to lead disease prevention and management initiatives supported by health policy, through collaboration with traditional and non-traditional community partnerships, for the improvement of equitable population health outcomes.
4. Generates, synthesizes, translates, applies, and disseminates nursing knowledge to enhance health care delivery, improve outcomes, and lead the transformation of health care.
5. Leads initiatives supported by established and emerging principles of safety and improvement science to influence change in healthcare, enhance quality, and minimize risk to patients and providers through system effectiveness and individual performance.
6. Leads interprofessional teams in collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and improve outcomes.
7. Analyzes processes and resources within complex systems of care to enhance safe, high-quality, and equitable care for diverse populations.
8. Evaluates information and communication technologies and informatics processes to gather data, drive decision making, and support professionals in using these technologies to manage safe, high quality, efficient care in accordance with best practice and professional and regulatory standards.
9. Models the professional identity of the advanced nursing specialist role through leadership and mentoring which reflects professional values of accountability, ethics, and a collaborative disposition within a Christ-centered perspective.
10. Models professional development and personal health, resilience, well-being and life-long learning and leads initiatives to support others in their personal, professional and leadership development.

Curriculum

The 30 hour curriculum is delivered online.

Code	Title	Hours
Initial Cohort Meeting via Zoom		
NURS 8003	Biostatistics & Epidemiology	4
NURS 9040	DNP Project I	4
NURS 8015	Advanced Evidence-Based Practice	3
NURS 8010	Business Management for the Doctor of Nursing Practice	3
NURS 8021	Healthcare Informatics	3
BUS 5840	Economics and Public Policy of Health Care	3

BUS 5100	Ethical Leadership for Dynamic Organizations	3
BUS 5610	Managerial Communication	3
NURS 9041	DNP Project II	4
Final Cohort Meeting / Presentation of DNP Projects		
Total Hours		30

Transfer of Credit

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

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the DNP faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the DNP Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by the Director of the Graduate Nursing program.
5. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's DNP program.

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

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

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

Application/Admissions Process

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

1. Professional resume or curriculum vitae describing nursing experience and education and the applicant's progression in advanced practice or leadership positions.
2. Admission essay explaining reasons for enrolling in the DNP program at Concordia. Address future professional goals upon the completion of the coming degree.
3. Two recommendations from professional colleagues familiar with advanced practice nursing or leadership competence. References should address the applicant's potential for success in the DNP Program.

4. All official transcripts that led to undergraduate and graduate degrees.
5. Documentation of the number of faculty-supervised clinical hours completed in the MSN program.
6. Admission interview (may be conducted by phone or via Zoom).

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

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

Plan

Course	Title	Hours
Semester 1		
NURS 8003	Biostatistics & Epidemiology	4
NURS 9040	DNP Project I	4
Hours		8
Semester 2		
NURS 8015	Advanced Evidence-Based Practice	3
NURS 8010	Business Management for the Doctor of Nursing Practice	3
Hours		6
Semester 3		
NURS 8021	Healthcare Informatics	3
Hours		3
Semester 4		
BUS 5610	Managerial Communication	3
BUS 5100	Ethical Leadership for Dynamic Organizations	3
Hours		6
Semester 5		
BUS 5840	Economics and Public Policy of Health Care	3
NURS 9041	DNP Project II	4
Hours		7
Total Hours		30

Course options and schedule are subject to change.

Post BSN to DNP

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

General Information

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

The Program has the Following Components:

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

Program Learning Outcomes

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

1. Synthesizes and translates evolving knowledge from the liberal arts and sciences, nursing and other disciplines to optimize clinical judgment and design innovation in advanced nursing practice and leadership.
2. Leads and designs holistic, compassionate, person-centered, evidence based, and developmentally appropriate care aligned with Christian values within complex contexts in advanced nursing specialty practice.
3. Integrates principles of epidemiological sciences to lead disease prevention and management initiatives supported by health policy, through collaboration with traditional and non-traditional community partnerships, for the improvement of equitable population health outcomes.
4. Generates, synthesizes, translates, applies, and disseminates nursing knowledge to enhance health care delivery, improve outcomes, and lead the transformation of health care.
5. Leads initiatives supported by established and emerging principles of safety and improvement science to influence change in healthcare, enhance quality, and minimize risk to patients and providers through system effectiveness and individual performance.
6. Leads interprofessional teams in collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and improve outcomes.
7. Analyzes processes and resources within complex systems of care to enhance safe, high-quality, and equitable care for diverse populations.

8. Evaluates information and communication technologies and informatics processes to gather data, drive decision making, and support professionals in using these technologies to manage safe, high quality, efficient care in accordance with best practice and professional and regulatory standards.
9. Models the professional identity of the advanced nursing specialist role through leadership and mentoring which reflects professional values of accountability, ethics, and a collaborative disposition within a Christ-centered perspective.
10. Models professional development and personal health, resilience, well-being and life-long learning and leads initiatives to support others in their personal, professional and leadership development.

Curriculum

Code	Title	Hours
Core Curriculum		
NURS 5050	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 6042	Pharmacotherapeutics	3
NURS 5030	Healthcare Policy & Issues in Advanced Nursing	3
NURS 5034	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 6036	Advanced Pathophysiology Across the Lifespan	3
NURS 5040	Evidence Based Nursing Practice	3
NURS 6045	Role Transition for the APN	2
NURS 6038	Advanced Health Assessment (NURS 638 Advanced Health Assessment is a hybrid course where students are required to participate in a 2-3 day hands-on interactive on-campus experience.)	3
NURS 8003	Biostatistics & Epidemiology	4
NURS 8015	Advanced Evidence-Based Practice	3
NURS 8021	Healthcare Informatics	3
NURS 8010	Business Management for the Doctor of Nursing Practice	3
Specialization		
Select one of the following specializations		23
Specialization Course (FNP)		
NURS 7013	Diagnostic Skills for APRN (3 credits)	
NURS 7110	Health Promotion and Disease Prevention in Primary Care for the Family Nurse Practitioner (3 credits)	
NURS 7111	Adult Chronic and Acute Disease Management - FNP (3 credits)	
NURS 7112	Pediatrics, Women's Health, and the Older Adult - FNP (3 credits)	
NURS 8123	FNP Primary Care Clinical Residency I (1 credit)	
NURS 8124	FNP Primary Care Clinical Residency II (5 credits)	
NURS 8125	FNP Primary Care Clinical Residency III (5 credits)	
Specialization Courses (AGPCNP)		
NURS 7013	Diagnostic Skills for APRN (3 credits)	
NURS 7220	Health Promotion and Disease Prevention in Primary Care for the Adult Gerontology Nurse Practitioner (3 credits)	
NURS 7221	Adult Chronic and Acute Disease Management - AGPCNP (3 credits)	

NURS 7222	Women's Health and the Older Adult - AGPCNP (3 credits)	
NURS 8226	AGPCNP Primary Care Clinical Residency I (1 credit)	
NURS 8227	AGPCNP Primary Care Clinical Residency II (5 credits)	
NURS 8228	AGPCNP Primary Care Clinical Residency III (5 credits)	
Leadership Courses		
NURS 9030	DNP Project Practicum Immersion I	1
NURS 9031	DNP Project Practicum Immersion II	1
NURS 9032	DNP Project Practicum Immersion III	1
NURS 9040	DNP Project I	4
NURS 9041	DNP Project II	4
Total Hours		70

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

- BSN degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current unencumbered licensure as a registered nurse in the USA
- Actively working in practice. Preference is given to nurses with a minimum of two years of nursing experience.
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses
- Successful completion of: Statistics course – three credits with a minimum grade of B or higher. Must be completed before registering for NURS 5040.

Application/Admission Process

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

- All official college transcripts leading to the bachelor's degree
- A formal essay addressing the following topics:
 - Your rationale for choosing a career as a Nurse Practitioner
 - Your personal compatibility with the CUW mission
 - Your plans for academic success in the program, including time management, stress management, and professional communication
 - Address any previous academic issues
 - Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- Two recommendations: Must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's Degree
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>).
- GRE exams are not required.

The deadline for fall admission is July 1.

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

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

Transfer of Credit

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

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the Post BSN-DNP faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the Post BSN-DNP Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by the graduate nursing program director.
5. Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.
6. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's Post BSN-DNP program.

Plan

Course	Title	Hours
Semester 1		
NURS 5050	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 5040	Evidence Based Nursing Practice	3
NURS 5034	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
Hours		9
Semester 2		
NURS 6036	Advanced Pathophysiology Across the Lifespan	3
NURS 6042	Pharmacotherapeutics	3
NURS 6038	Advanced Health Assessment	3
Hours		9
Semester 3		
NURS 6045	Role Transition for the APN	2
NURS 7220	Health Promotion and Disease Prevention in Primary Care for the Adult Gerontology Nurse Practitioner	3
NURS 8226	AGPCNP Primary Care Clinical Residency I	1
Hours		6
Semester 4		
NURS 7111	Adult Chronic and Acute Disease Management - FNP	3
NURS 8003	Biostatistics & Epidemiology	4
NURS 9040	DNP Project I	4
Hours		11
Semester 5		
NURS 8015	Advanced Evidence-Based Practice	3
NURS 7112	Pediatrics, Women's Health, and the Older Adult - FNP	3
NURS 8010	Business Management for the Doctor of Nursing Practice	3

NURS 9030	DNP Project Practicum Immersion I	1
Hours		10
Semester 6		
NURS 7013	Diagnostic Skills for APRN	3
NURS 8021	Healthcare Informatics	3
NURS 9031	DNP Project Practicum Immersion II	1
Hours		7
Semester 7		
NURS 5030	Healthcare Policy & Issues in Advanced Nursing	3
NURS 8124	FNP Primary Care Clinical Residency II	5
NURS 9032	DNP Project Practicum Immersion III	1
Hours		9
Semester 8		
NURS 8125	FNP Primary Care Clinical Residency III	5
NURS 9041	DNP Project II	4
Hours		9
Total Hours		70

Course options and schedule are subject to change.

Master of Science in Nursing - Primary Care Nurse Practitioner

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

General Information

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

Program Learning Outcomes

Upon graduation the graduate student will be able to:

1. Integrates, translates, and applies knowledge from the liberal arts and sciences, nursing and other disciplines to enhance clinical judgment and implement innovation in advanced nursing practice.
2. Manages and coordinates holistic, compassionate, person-centered, evidence-based, and developmentally appropriate care, aligned with Christian values, to individuals, families and important others within complex contexts in advanced nursing practice.
3. Implements disease prevention and management strategies to promote equitable population health outcomes through health policy advocacy and collaborative activities with traditional and non-traditional community partners.
4. Synthesizes, translates, applies, and disseminates best evidence into advanced nursing practice to improve health outcomes and transform health care.
5. Implements strategies supported by established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through system effectiveness and individual performance.
6. Models interprofessional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and improve outcomes.
7. Manages resources within complex systems of care to implement safe, high quality and equitable care for diverse populations.
8. Integrates information, communication technologies, and informatics processes to gather data, to support advanced clinical decisions for safe, high quality and efficient care in accordance with best practice and professional and regulatory standards.
9. Expands a professional identity to include the advanced nursing practice role, which reflects professional values of accountability, ethics, and a collaborative disposition within a Christ-centered perspective.
10. Engages in activities and self-reflection to promote personal health, resilience, well-being, and life-long learning required to support advanced nursing expertise and assertion of leadership while also supporting others.

Curriculum

The 41 credit Nurse Practitioner option will prepare **primary** care FNP's or AGPCNP's.

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

Family and Adult/Gerontology Primary Care Nurse Practitioner

Code	Title	Hours
Required Core Courses		
NURS 5050	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 5030	Healthcare Policy & Issues in Advanced Nursing	3
NURS 5034	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 6036	Advanced Pathophysiology Across the Lifespan	3
NURS 5040	Evidence Based Nursing Practice	3
NURS 5060	Fundamentals of Health Care Informatics	3

NURS 6038	Advanced Health Assessment ¹	3
NURS 6045	Role Transition for the APN	2
NURS 6042	Pharmacotherapeutics	3
Electives (choose 1)		3
NURS 6092	Global Perspectives/Primary Care	
NURS 6377	Evaluation and Testing in Nursing Education	
BUS 5850	Special Topics in Health Care	
BUS 5610	Managerial Communication	
BUS 5620	Public Speaking: Professional Reports & Presentations	
NURS 7013	Diagnostic Skills for APRN	
Specialization		
Select one of the following specializations		12
<i>Specialization Courses (FNP)</i>		
NURS 7151	Advanced Primary Care Clinical I - FNP (4 credits)	
NURS 7152	Advanced Primary Care Clinical II - FNP (4 credits)	
NURS 7153	Advanced Primary Care Clinical III - FNP (4 credits)	
<i>Specialization Courses (AGPCNP)</i>		
NURS 7265	Advanced Primary Care Clinical I - AGPCNP (4 credits)	
NURS 7266	Advanced Primary Care Clinical II - AGPCNP (4 credits)	
NURS 7267	Advanced Primary Care Clinical III - AGPCNP (4 credits)	
Total Hours		41

¹ NURS 6038 Advanced Health Assessment is a hybrid course where students are required to participate in a 2-3 day hands-on interactive on-campus experience.

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

- BSN degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current unencumbered licensure as a registered nurse in the USA
- Actively working in practice. Preference is given to nurses with a minimum of two years of nursing experience.
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses
- Successful completion of: Statistics course – three credits with a minimum grade of B or higher. Must be completed before registering for NURS 5040

Application/Admission Process

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

- All official college transcripts leading to the bachelor's degree
- A formal essay addressing the following topics:
 - Your rationale for choosing a career as a Nurse Practitioner
 - Your personal compatibility with the CUW mission

- Your plans for academic success in the program, including time management, stress management, and professional communication
- Address any previous academic issues
- Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- Two recommendations: Must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's Degree
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>).
- GRE exams are not required.

The deadline for fall admission is July 1.

The deadline for spring admission is November 1.

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

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

Transfer of Credit

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

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the MSN faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the MSN Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by the graduate nursing program director.
5. Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.
6. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's MSN program.

Plan - Family Nurse Practitioner

Course	Title	Hours
Semester 1		
NURS 5050	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 5034	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 6045	Role Transition for the APN	2
Hours		8
Semester 2		
NURS 6036	Advanced Pathophysiology Across the Lifespan	3

NURS 5040	Evidence Based Nursing Practice	3
Hours		6
Semester 3		
No Courses		
Hours		0
Semester 4		
NURS 5030	Healthcare Policy & Issues in Advanced Nursing	3
NURS 6042	Pharmacotherapeutics	3
NURS 6038	Advanced Health Assessment	3
Hours		9
Semester 5		
NURS 7151	Advanced Primary Care Clinical I - FNP	4
ELECTIVE		3
Hours		7
Semester 6		
NURS 5060	Fundamentals of Health Care Informatics	3
Hours		3
Semester 7		
NURS 7152	Advanced Primary Care Clinical II - FNP	4
Hours		4
Semester 8		
NURS 7153	Advanced Primary Care Clinical III - FNP	4
Hours		4
Total Hours		41

Course options and schedule are subject to change.

Plan - Adult Gerontology

Course	Title	Hours
Semester 1		
NURS 5050	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 5034	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 6045	Role Transition for the APN	2
Hours		8
Semester 2		
NURS 6036	Advanced Pathophysiology Across the Lifespan	3
NURS 5040	Evidence Based Nursing Practice	3
Hours		6
Semester 3		
No Courses		
Hours		0
Semester 4		
NURS 5030	Healthcare Policy & Issues in Advanced Nursing	3
NURS 6042	Pharmacotherapeutics	3
NURS 6038	Advanced Health Assessment	3
Hours		9
Semester 5		
NURS 7265	Advanced Primary Care Clinical I - AGPCNP	4
Hours		4
Semester 6		
NURS 5060	Fundamentals of Health Care Informatics	3
Hours		3
Semester 7		
NURS 7266	Advanced Primary Care Clinical II - AGPCNP	4
Hours		4
Semester 8		
NURS 7267	Advanced Primary Care Clinical III - AGPCNP	4

ELECTIVE	3
Hours	7
Total Hours	41

Course options and schedule are subject to change.

Certificate After Graduate Education in Nursing

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

General Information

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

Program Learning Outcomes

Upon graduation the graduate student will be able to:

1. Integrates, translates, and applies knowledge from the liberal arts and sciences, nursing and other disciplines to enhance clinical judgment and implement innovation in advanced nursing practice.
2. Manages and coordinates holistic, compassionate, person-centered, evidence-based, and developmentally appropriate care, aligned with Christian values, to individuals, families and important others within complex contexts in advanced nursing practice.
3. Implements disease prevention and management strategies to promote equitable population health outcomes through health

policy advocacy and collaborative activities with traditional and non-traditional community partners.

4. Synthesizes, translates, applies, and disseminates best evidence into advanced nursing practice to improve health outcomes and transform health care.
5. Implements strategies supported by established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through system effectiveness and individual performance.
6. Models interprofessional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and improve outcomes.
7. Manages resources within complex systems of care to implement safe, high quality and equitable care for diverse populations.
8. Integrates information, communication technologies, and informatics processes to gather data, to support advanced clinical decisions for safe, high quality and efficient care in accordance with best practice and professional and regulatory standards.
9. Expands a professional identity to include the advanced nursing practice role, which reflects professional values of accountability, ethics, and a collaborative disposition within a Christ-centered perspective.
10. Engages in activities and self-reflection to promote personal health, resilience, well-being, and life-long learning required to support advanced nursing expertise and assertion of leadership while also supporting others.

Curriculum

Adult/Gero Primary Care Nurse Practitioner Certificate

Code	Title	Hours
Required Core Courses		
NURS 5030	Healthcare Policy & Issues in Advanced Nursing	3
NURS 5034	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 5050	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 6036	Advanced Pathophysiology Across the Lifespan	3
NURS 5060	Fundamentals of Health Care Informatics	3
NURS 6045	Role Transition for the APN	2
NURS 6042	Pharmacotherapeutics	3
NURS 6038	Advanced Health Assessment (NURS 638 Advanced Health Assessment is a hybrid course where students are required to participate in a 2-3 day hands-on interactive on-campus experience.)	3
<i>Specialization</i>		
Specialization Courses (AGPCNP)		12
NURS 7265	Advanced Primary Care Clinical I - AGPCNP (4 credits)	
NURS 7266	Advanced Primary Care Clinical II - AGPCNP (4 credits)	
NURS 7267	Advanced Primary Care Clinical III - AGPCNP (4 credits)	
Total Hours		35

Curriculum

Family Primary Care Nurse Practitioner

Code	Title	Hours
Required Core Courses		
NURS 5030	Healthcare Policy & Issues in Advanced Nursing	3
NURS 5034	Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration	3
NURS 5050	Genetics, Immunology, & Microbiology for Advanced Nursing	3
NURS 6036	Advanced Pathophysiology Across the Lifespan	3
NURS 5060	Fundamentals of Health Care Informatics	3
NURS 6045	Role Transition for the APN	2
NURS 6042	Pharmacotherapeutics	3
NURS 6038	Advanced Health Assessment (NURS 638 Advanced Health Assessment is a hybrid course where students are required to participate in a 2-3 day hands-on interactive on-campus experience.)	3
<i>Specialization</i>		
Specialization Courses (FNP)		12
NURS 7151	Advanced Primary Care Clinical I - FNP (4 credits)	
NURS 7152	Advanced Primary Care Clinical II - FNP (4 credits)	
NURS 7153	Advanced Primary Care Clinical III - FNP (4 credits)	
Total Hours		35

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

- MSN and/or DNP degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current unencumbered licensure as a registered nurse in the USA
- Actively working in practice.
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses

Application/Admission Process

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

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

- Two recommendations: Must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's Degree
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>).
- GRE exams are not required.

The deadline for fall admission is July 1.

The deadline for spring admission is November 1.

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

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

Transfer of Credit

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

1. Courses transferred must be comparable in scope and subject matter to courses offered in the CAGE Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
2. All courses transferred in must be at least 3.0 on a 4.0 scale.
3. All transfer credits must be certified by the Registrar and approved for the degree by the graduate nursing program director.
4. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's CAGE program.

Psychiatric Mental Health Nurse Practitioner CAGE Certificate

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

General Information

1. The post-graduate APRN certificate program at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org> (<http://www.ccneaccreditation.org/>)).
2. All students must maintain an unencumbered nurse practitioner prescribing license while in the program. As this is an online program, sometimes there are out of state requirements that apply to the clinical setting. If clinicals will take place outside the state of Wisconsin, it is the student's responsibility to make sure their

program of study is eligible and meets all requirements within that state's Department of Licensing & Regulation.

- Students must earn a minimum of a B in all courses. Policies regarding progression and retention will be applied if the student earns less than a B in any course.
- Students are expected to comply with the requirements as stated in the Student Responsibilities Agreement.
- This certificate program requires a minimum of 500 clinical hours in the mental health field. Based on their level of performance, a student may need to complete additional hours to be successful.
- Students will identify and secure clinical preceptors which then need to be approved for appropriateness by the graduate faculty. The Graduate Clinical Coordinator is available for assistance.

Program Learning Outcomes

Upon graduation the graduate student will be able to:

- Integrates, translates, and applies knowledge from the liberal arts and sciences, nursing and other disciplines to enhance clinical judgment and implement innovation in advanced nursing practice.
- Manages and coordinates holistic, compassionate, person-centered, evidence-based, and developmentally appropriate care, aligned with Christian values, to individuals, families and important others within complex contexts in advanced nursing practice.
- Implements disease prevention and management strategies to promote equitable population health outcomes through health policy advocacy and collaborative activities with traditional and non-traditional community partners.
- Synthesizes, translates, applies, and disseminates best evidence into advanced nursing practice to improve health outcomes and transform health care.
- Implements strategies supported by established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through system effectiveness and individual performance.
- Models interprofessional collaboration with care team members, patients, families, and communities to optimize care, enhance the healthcare experience, and improve outcomes.
- Manages resources within complex systems of care to implement safe, high quality and equitable care for diverse populations.
- Integrates information, communication technologies, and informatics processes to gather data, to support advanced clinical decisions for safe, high quality and efficient care in accordance with best practice and professional and regulatory standards.
- Expands a professional identity to include the advanced nursing practice role, which reflects professional values of accountability, ethics, and a collaborative disposition within a Christ-centered perspective.
- Engages in activities and self-reflection to promote personal health, resilience, well-being, and life-long learning required to support advanced nursing expertise and assertion of leadership while also supporting others.

Curriculum

Psychiatric Mental Health Nurse Practitioner Certificate

Code	Title	Hours
Required Core Courses		
NURS 6500	Neuropathophysiology & Psychopharmacology for Advanced Nursing	3

NURS 6510	Psychiatric Mental Health Theory I	3
NURS 6515	Psychiatric Mental Health Theory II	3
NURS 6520	Psychiatric Mental Health Theory III	3
NURS 7510	Psychiatric Mental Health Practicum I	2
NURS 7515	Psychiatric Mental Health Practicum II	2
NURS 7520	Psychiatric Mental Health Practicum III	2
Total Hours		18

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

- Current certification as an advanced nurse practitioner with prescriptive authority
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Successful completion of an MSN and/or DNP degree from an accredited nursing school
- Current unencumbered licensure as a registered nurse in the USA
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses

Application/Admission Process

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

- All official college transcripts leading to the nurse practitioner degree
- A formal essay addressing the following topics:
 - Your rationale for choosing a career as a Psychiatric Mental Health Nurse Practitioner
 - Your personal compatibility with the CUW mission
 - Your plans for academic success in the program, including time management, stress management, and professional communication
 - Address any previous academic issues
 - Upon completion of your degree, where do you envision yourself practicing and with what populations
- Professional resume
- Current unencumbered RN license
- Current certification as an advanced nurse practitioner with prescriptive authority
- Two recommendations: Must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's Degree
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/?usp=sharing>).
- GRE exams are not required.

The deadline for fall admission is July 1.

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

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

Transfer of Credit

The Graduate Nursing Program will accept up to 3 transfer credits of previous graduate level coursework into the Psychiatric Mental Health Nurse Practitioner certificate based on the following criteria:

1. Courses transferred must be comparable in scope and subject matter to courses offered in the Psychiatric Mental Health Nurse Practitioner certificate. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view/>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
2. All courses transferred in must be at least 3.0 on a 4.0 scale.
3. All transfer credits must be certified by the Registrar and approved for the degree by the graduate nursing program director.
4. Neuropathophysiology and Psychopharmacology will not be accepted as transfer credits.
5. Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's Psychiatric Mental Health Nurse Practitioner certificate .

Pharmacy Programs

- Doctor of Pharmacy (p. 101)
- Master of Science in Natural Products Science (p. 105)
- Natural Products Sciences Graduate Certificate (p. 106)

Doctor of Pharmacy

The Concordia University Wisconsin School of Pharmacy curriculum is comprised of 148 credits hours of didactic courses and practice experiences in a four year period. The majority of the first three years consist of didactic courses offered on the Mequon campus. During this period the students also learn about the practice of pharmacy through introductory experiential education courses offered at professional sites.

The fourth year consists of 7 or 8 advanced experiential rotations (6 weeks in length) which are held at various practice sites across the state/nation. A minimum of 10 credits of professional electives are required.

Students are admitted into the program as a group and progress through the curriculum as a cohort. The educational process follows the Standards and Guidelines set forth by the Accreditation Council on Pharmaceutical Education. For more information about our PharmD program, visit [cuw.edu/pharmacy](https://www.cuw.edu/pharmacy) (<https://www.cuw.edu/pharmacy/>).

Mission Statement

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

Our curriculum, combined with a holistic approach to student development, promotes leadership skills and an enthusiasm for life-long learning through excellence in teaching, service and scholarship.

We will produce graduates who will be servant-leaders in the pharmacy community and to Christ in the church and in the world.

Values

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

Program Outcomes

Servant Leadership

Develop pharmacists committed to the service of their profession and communities and in possession of the leadership and interpersonal skills required to provide service regardless of the pharmacist's position or title.

SL1. The student will articulate the roles, responsibilities, and characteristics of leaders who are engaged in service to their organizations, communities, and profession.

SL2. The student will possess and articulate awareness of self as a leader through the discovery of their strengths and values.

SL3. The student will demonstrate a service orientation toward others by utilizing their talents, knowledge and skills to achieve the common good.

SL4. The student will demonstrate the ability to work in teams by utilizing the principles of combining individual strengths, team dynamics, and emotional intelligence.

SL5. The student will participate in leading change, within groups and organizations, aimed at accomplishing goals for the common good.

Biomedical Sciences

Develop pharmacists who have solid foundational and applicable knowledge of 1) how organisms function at system, organ, cellular, and molecular levels to maintain homeostasis and 2) how individual patient attributes and various disease states alter these functions.

BMS1. The student will explain the relationship between structure and function of body systems within healthy individuals.

BMS2. The student will explain the relationship between structure and function of body systems within the pathophysiologic or diseased state.

BMS3. The student will demonstrate knowledge of the molecular, genetic and cellular nature of biological processes .

BMS4. The student will explain the structure and action of commensal and pathogenic microbes in infectious pathophysiology.

BMS6. The student will demonstrate knowledge of immunologic processes including but not limited to: antigen/antibody interaction, active and passive immunity, allergic responses and acquired and innate immunity.

Drug Action

Develop pharmacists with a fundamental understanding of the discovery, development, structure, mechanism of action, ADME (absorption, distribution, metabolism, excretion), therapeutic function, and associated adverse effects/toxicity of clinically important therapeutic pharmacological agents.

DA1. The student will explain the strategies and process of developing new molecular entities.

DA2. The student will describe the relationships among drug structures, ADME, and mechanisms of action.

DA3. The student will identify drug class and predict therapeutic action and possible side effects based on mechanism of action, pharmacokinetic properties, and structure.

DA4. The student will compare and contrast the structures and mechanism of action of drug entities when considering drug selection, therapeutic intent, and side effect profiles for diverse patient populations.

Drug Delivery

Develop pharmacists who demonstrate the ability to analyze, select, evaluate, compound, and recommend products for patients based on 1) the physical and chemical properties of pharmaceutical products and 2) characteristics of absorption, distribution, metabolism, and elimination for individual patients and specific formulations.

DD1. The student will analyze a drug product's active and inactive ingredients to identify potential applications, warnings, and contraindications.

DD2. The student will select appropriate routes of administration, dosage forms, and drug delivery systems to optimize bioavailability and therapeutic efficacy and safety.

DD3. The student will evaluate physicochemical properties of drug substances that influence solubility, drug action, and stability to identify and select optimal pharmacotherapeutic agents.

DD4. The student will evaluate commercially available and extemporaneous drug products on the basis of their characteristic physical attributes to optimize drug product selection.

DD5. The student will prepare and compound extemporaneous preparations and sterile products, utilizing appropriate techniques, procedures and equipment related to drug preparation, compounding and quality assurance.

DD6. The student will recommend and provide appropriate packaging, storage, handling, administration, and disposal of medications.

Drug Information

Develop pharmacists who retrieve, assess, evaluate, interpret, apply, and communicate drug information for individual patients, healthcare providers, and patient populations to promote evidence based health care, appropriate medication use systems and resource management, and public health initiatives.

DI1. The student will demonstrate the ability to systematically retrieve drug information from multiple resources, including texts, journals, electronic databases, and patient records.

DI2. The student will assess the drug information to determine its validity and the appropriateness for the clinical situation and intended recipient.

DI3. The student will critique the scientific and clinical merit of drug information to make appropriate recommendations for individual patients and other members of the health care team.

DI4. The student will analyze drug information and explain it to individual patients and other health care providers in the context of medication use systems, or individual patients or populations.

DI5. The student will use a systematic and efficient process to identify the drug information needs of individual patients, patient populations, and other healthcare professionals, assess the available drug information, and use evidence-based medicine, guided by unique patient circumstances beliefs and attitudes, to make clinical decisions.

Social and Administrative Sciences

Develop pharmacists who demonstrate an ability to lead, manage, and practice in the profession in the context of health care delivery systems, incorporating legal and ethical obligations, values, unique patient attributes and public health issues.

SAS1. The student will differentiate between leadership and management, categorize different styles of leadership and management, and apply them to financial, personnel, and operations management.

SAS2. The student will identify, discuss, and critique the types of government roles and policies that influence the delivery of health care.

SAS3. The student will list and explain economic factors that play a role in health care delivery for the patient, the health care provider, and the public as a whole.

SAS4. The student will describe and apply the legal standard of care for the provision of pharmacy services in diverse professional settings.

SAS5. The student will list and define ethical principles and apply a process for analyzing an ethical situation to justify an appropriate course of action.

SAS6. The student will assess the patient's personal and social situation including beliefs, attitudes, and socioeconomic background and incorporate these factors in optimal patient care.

Therapeutics

Develop pharmacists with the clinical knowledge, skills, and judgment to provide patient care interprofessional cooperation. Clinical decisions are based on sound therapeutic principles of drug and disease state management, treatment guidelines, and relevant individual patient factors, with the goal of providing evidence based, safe, and appropriate medication use for patients.

TH1. The student will define and explain the terminology, lab findings, physical signs/symptoms, risk factors, and evidence-based clinical practice guidelines related to diseases and medical conditions.

TH2. The student will analyze and compare drug therapies for safe, effective, and convenient use, including therapeutic benefits, potential side effects, contraindications, appropriate dosing, administration, and duration of therapy.

TH3. The student will recommend the appropriate drug and non-drug therapies for treatment of diseases and medical conditions, including specific uses, indications, mechanisms of action, and drugs of choice.

TH4. The student will identify, interpret, and evaluate relevant individual patient factors including medical, genetic, social, cultural, and economic aspects to recognize actual or potential drug therapy problems.

TH5. The student will design a patient-centered, culturally sensitive care plan, including goals of treatment, appropriate drug and non-drug therapies, and monitoring parameters for safety and efficacy.

TH6. The student will describe the importance of wellness and disease prevention in patient care and design appropriate care plans to promote these elements using evidence-based clinical practice guidelines.

Communication

Develop pharmacists who, as individuals and in interprofessional collaboration with others, utilize effective verbal, non-verbal, and written communication skills to promote evidence-based, safe, and appropriate medication use to achieve optimal patient care.

COM1. The student will develop skills to be able to effectively retrieve information from and convey information to a variety of patients, family members, caregivers, health care professionals, and members of the general public.

COM2. The student will demonstrate professional, ethical, and compassionate communication skills, including active listening, and appropriate verbal, non-verbal, and written techniques.

COM3. The student will apply knowledge of culture, literacy level, age, gender, disability, and other pertinent patient factors to achieve sensitive, individualized communication, and in a manner that will be best comprehended by the intended audience.

COM4. The student will use appropriate tools to communicate information and recommendations clearly, accurately, concisely, and in a timely manner.

COM5. The student will demonstrate and verify the proper administration techniques for medications and devices within the scope of pharmacy practice.

COM6. The student will provide clear and accurate documentation of patient care activity to facilitate communication and collaboration among healthcare providers.

Required Curriculum

Code	Title	Hours
PHAR 5110	Pharmacy Biochemistry	3
PHAR 5120	Cell and Molecular Fundamentals	2
PHAR 5130	Pharmacy Anatomy and Physiology	4
PHAR 5140	Pharmacy Microbiology, Immunology, & Molecular Biology	4
PHAR 5210	Pharmaceutics I	2
PHAR 5220	Pharmaceutics II	4
PHAR 5310	Pharmacology & Medicinal Chemistry I	3
PHAR 5410	Pharmacy and the Healthcare System	3
PHAR 5510	Pharmacotherapy I: Self Care	2
PHAR 5560	Pharmacy Calculations	1
PHAR 5710	Applied Patient Care I	2
PHAR 5720	Applied Patient Care II	2
PHAR 5810	Introductory Pharmacy Practice Experience 1	3
PHAR 5820	Introductory Pharmacy Practice Experience 2	3
PHAR 6230	Advanced Pharmaceutical Preparations	2
PHAR 6240	Applied Pharmacokinetics/Therapeutic Drug Monitoring	3

PHAR 6320	Pharmacology & Medicinal Chemistry II	4
PHAR 6330	Pharmacology & Medicinal Chemistry III	4
PHAR 6420	Social and Behavioral Pharmacy	2
PHAR 6430	Servant Leadership and Public Health	2
PHAR 6520	Pharmacotherapy II	3
PHAR 6530	Pharmacotherapy III	4
PHAR 6610	Medical Literature Evaluation I	2
PHAR 6620	Medical Literature Evaluation II	2
PHAR 6730	Applied Patient Care III	2
PHAR 6740	Applied Patient Care IV	2
PHAR 6830	Introductory Pharmacy Practice Experience 3	2
PHAR 6840	Introductory Pharmacy Practice Experience 4	2
PHAR 7440	Patient Care Ethics	3
PHAR 7450	Pharmacy Law	2
PHAR 7460	Quality and Performance Management in Healthcare	3
PHAR 7470	Epidemiology and Pharmacoeconomics	2
PHAR 7540	Pharmacotherapy IV	4
PHAR 7550	Pharmacotherapy V	4
PHAR 7750	Applied Patient Care V	2
PHAR 7760	Applied Patient Care VI	2
PHAR 9810	Community Pharmacy APPE	6
PHAR 9820	Acute Care Medicine APPE	6
PHAR 9830	Hospital/Health System Pharmacy APPE	6
PHAR 9840	Ambulatory Care APPE	6
Elective APPEs (PHAR 9850 and/or PHAR 9860 and/or additional PHAR 9810, 9820, 9830, 9840)		18
Professional Electives (minimum 10 credits)		10
Total Hours		148

Elective Course Options (Minimum 10 elective credits required. Offerings subject to change.)

Code	Title	Hours
PHAR 5910	Public Health Microbiology	2
PHAR 5920	Pharmaceutical Biotechnology	2
PHAR 5930	Research Design, Methods and Ethics	2
PHAR 5940	Global Pharmacy Experience - Japan	3
PHAR 5950	Global Pharmacy Experience - Amazon Rainforest	3
PHAR 5960	Global Pharmacy Experience - Jamaica	3
PHAR 5970	Global Pharmacy Experience - Spain	2
PHAR 8020	Veterinary Pharmacy Practice	1
PHAR 8030	Medication Use in Public and Population Health	2
PHAR 8060	Clinical Toxicology	2
PHAR 8070	Medicinal Natural Products	2
PHAR 8080	Pharmacogenomics	2
PHAR 8100	Poisontations Seminar	1
PHAR 8110	Pharmacy and the Underserved	2
PHAR 8120	Big Pharma: Markets & Culture	2
PHAR 8130	Critical Care Pharmacy Practice	1
PHAR 8140	Critical Care Pharmacy Practice Journal Club	1
PHAR 8150	The Diabetes Experience	1
PHAR 8160	Ambulatory Care Pharmacy Practice	2
PHAR 8170	Oncology Practice Seminar	1

PHAR 8190	Specialty Pharmacy	2
PHAR 8200	Pharmaceutical Sciences Journal Club	1
PHAR 8210	Geriatric Pharmacy	2
PHAR 8220	Medical Spanish for Pharmacists	2
PHAR 8230	Advanced Cardiology Topics	1
PHAR 8240	Pediatric Pharmacology and Therapeutics	2
PHAR 8250	Infectious Diseases Pharmacotherapy Seminar	1
PHAR 8270	Pharmacy Special Topics - Project	1-4
PHAR 8340	Advanced Diabetes Casework	1
PHAR 8850	Introductory Pharmacy Practice Experience 5	4
PHAR 8860	Introductory Pharmacy Practice Experience 6	3
PHAR 9870	Pharmacy Continuing Professional Development	2

(All PHAR courses are graduate level. Course schedules may deviate from the university calendar as specified in the CUWSOP Student Handbook, Experiential Manuals, and course syllabi. See these resources for more information.)

PharmD Pathways

The School of Pharmacy (SOP) Pathways provide optional paths for students enrolled in the Doctor of Pharmacy curriculum to build their expertise within the pharmacy profession. The Pathways expand the breadth and depth of a pharmacy student's education to help them become pharmacy leaders, addressing the healthcare needs of today and tomorrow. The SOP currently offers Pathways with Pharmacy Administration, Pharmaceutical Sciences, Residency, and Underserved focuses. Students can choose to apply to one or more Pathways during the spring semester of their P2 year. Upon acceptance to the Pathway(s), students will work with a SOP Pathways faculty coordinator to select on-campus coursework, experiential rotations, and projects to fulfill the Pathways requirement. Students who successfully complete a SOP Pathway will receive a designation on their transcript. Questions about the SOP Pathways may be directed to Dr. Melissa Theesfeld at melissa.theesfeld@cuw.edu.

PharmD/Master Dual Degrees

PharmD/MBA

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

The PharmD/MBA dual degree may have up to 15 credits counting toward both degrees. Two MBA core courses (MBA 500 and MBA 519) are fulfilled by similar content courses in the PharmD required coursework. In addition, up to 9 credits of MBA concentration area elective coursework can be counted toward the 10 credits minimum of PharmD professional elective coursework. For students seeking internship within their MBA concentration area, in some instances these may be synergistic with elective experiential rotations in pharmacy administration. The credits that count toward both degrees allow the dual degree to be completed at both a time and tuition savings relative to taking the two degrees independently. A full description of required core and elective course options can be found in the program descriptions for the PharmD and the MBA in this catalog.

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

PharmD/MPH

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

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

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

A full description of required core and elective course for each degree can be found in their respective institution's catalogs.

PharmD/MSNPS

Concordia University's PharmD/MSNPS dual degree provides students with the opportunity to earn both their Doctor of Pharmacy degree and their Masters in Natural Product Sciences degree in as little as four years. Patients frequently use both pharmaceuticals and natural products in their pursuit of healthier lives. While pharmaceuticals are highly regulated and studied, many natural products are not regulated and the claims of effectiveness and safety made by their manufacturers are not always presented with reliable information. This dual degree develops students to be the future experts in both pharmaceuticals and natural products. Students learn how to find, synthesize, and apply reliable information on these products. These combined degrees provides future practitioners the tools to educate patients, providers, and their communities about the relationship and intersection of pharmaceuticals and natural products that patients use.

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

Admission to the PharmD/MSNPS dual degree program can occur either in the summer before the start of a student's PharmD coursework or after a student has begun their PharmD coursework. Completion of both the PharmD and MSNPS at the same time (as a dual degree) is possible in four years but is not required.

Admission and Application Information

Individuals interested in learning more about the Doctor of Pharmacy program, including application and admissions processes, should contact the School of Pharmacy Office of Admissions. Current contact information can be found at <https://www.cuw.edu/academics/schools/pharmacy/admissions/index.html> (<https://www.cuw.edu/academics/schools/pharmacy/admissions/>) or alternatively at pharmacy@cuw.edu.

Doctor of Pharmacy Curricular Plan

Course	Title	Hours
Semester 1		
PHAR 5120	Cell and Molecular Fundamentals	2
PHAR 5130	Pharmacy Anatomy and Physiology	4
PHAR 5210	Pharmaceutics I	2
PHAR 5410	Pharmacy and the Healthcare System	3
PHAR 6430	Servant Leadership and Public Health	2
PHAR 5710	Applied Patient Care I	2
PHAR 5810	Introductory Pharmacy Practice Experience 1	3
Hours		18
Semester 2		
PHAR 5110	Pharmacy Biochemistry	3
PHAR 5140	Pharmacy Microbiology, Immunology, & Molecular Biology	4
PHAR 5220	Pharmaceutics II	4
PHAR 5510	Pharmacotherapy I: Self Care	2
PHAR 5560	Pharmacy Calculations	1
PHAR 5720	Applied Patient Care II	2
PHAR 5820	Introductory Pharmacy Practice Experience 2	3
Hours		19
Semester 3		
PHAR 5310	Pharmacology & Medicinal Chemistry I	3
PHAR 6240	Applied Pharmacokinetics/Therapeutic Drug Monitoring	3
PHAR 6230	Advanced Pharmaceutical Preparations	2
PHAR 6520	Pharmacotherapy II	3
PHAR 6610	Medical Literature Evaluation I	2
PHAR 6730	Applied Patient Care III	2
PHAR 6830	Introductory Pharmacy Practice Experience 3	2
Hours		17
Semester 4		
PHAR 6320	Pharmacology & Medicinal Chemistry II	4
PHAR 6420	Social and Behavioral Pharmacy	2
PHAR 6530	Pharmacotherapy III	4
PHAR 6620	Medical Literature Evaluation II	2
PHAR 7460	Quality and Performance Management in Healthcare	3
PHAR 6740	Applied Patient Care IV	2
PHAR 6840	Introductory Pharmacy Practice Experience 4	2
Hours		19
Semester 5		
PHAR 6330	Pharmacology & Medicinal Chemistry III	4
PHAR 7470	Epidemiology and Pharmacoeconomics	2
PHAR 7540	Pharmacotherapy IV	4

PHAR 7750	Applied Patient Care V	2
PROFESSIONAL ELECTIVES		5
Hours		17
Semester 6		
PHAR 7440	Patient Care Ethics	3
PHAR 7450	Pharmacy Law	2
PHAR 7550	Pharmacotherapy V	4
PHAR 7760	Applied Patient Care VI	2
PROFESSIONAL ELECTIVES		5
Hours		16
Semester 7		
PHAR 9830	Hospital/Health System Pharmacy APPE	6
PHAR 9840	Ambulatory Care APPE	6
Additional APPE(s)*		12
Hours		24
Semester 8		
PHAR 9810	Community Pharmacy APPE	6
PHAR 9820	Acute Care Medicine APPE	6
Additional APPE(s)*		6
*Semesters 7 and 8 are only one example. Students must take PHAR 9810, 9820, 9830, 9840 a minimum of one time each and may take additional 9810, 9820, 9830, 9840 or 9850 or 9860 in any order across Semesters 7 and 8 to total at least 42 credits of APPEs.		
Hours		18
Total Hours		148

Course options and schedule are subject to change.

Master of Science in Natural Products Science

The MS in Natural Products Sciences (MS-NPS) program provides students with the scientific fundamentals of natural medicines, how they are discovered, and how they work. Students may focus their studies in two concentrations: nutraceuticals or cannabis. In the Nutraceuticals Concentration, students learn about the discovery and development of natural products that are used as a part of complementary and integrative health and medicine. Topics include classification and regulation of nutraceuticals and herbal supplements, nutrition, drug and herb safety, formulation and herbal drug delivery, product processing and good laboratory practices, and marketing and business aspects of the nutraceutical industry. In the Cannabis Concentration, students focus on the science behind the global cannabis industry. Topics include the history of cannabis cultivation and use across cultures; the chemistry and biology of the cannabis plant and its constituents; the endocannabinoid system and influence of herb formulation on patient experience; the clinical safety, efficacy, and toxicity of cannabis products in healthcare contexts; cannabis products in an interprofessional context.

Program Learning Outcomes:

Pharmacologic action and effect (PAE): Students will have a foundational understanding of the chemical nature of natural materials

- **PAE 1** Students will explain the history of natural products, including how they are used by various peoples throughout the world.
- **PAE 2** Students will evaluate the biologic origin of natural compounds: the mechanisms by which natural products are produced and the underlying hypotheses surrounding their generation.
- **PAE 3** Students will apply discovery and isolation methods that are used to develop new treatments.

Treatment Efficacy (TE): Students will apply the available literature to the ethical use of natural products.

- **TE 1** Students will apply evidence-based knowledge toward the ethical use of natural products.
- **TE 2** Students will summarize drug interactions, side effects, and contraindications for natural agents in current medicinal use.
- **TE 3** The student will recognize the interconnectedness of a divinely created natural world, in which God has provided products to improve human existence

Product Development (PD): Students will understand how new drugs and formulations of natural products are created.

- **PD 2** Students will recognize the major research protocols and how they have been used to advance natural products science.
- **PD 3** Students will recognize the common compounding techniques and delivery methods for natural products.
- **PD 4** Students will describe the process by which natural products are formulated into commercial products.

Communication (COM): Students will communicate effectively with individuals from across broad disciplines.

- **COM 1** Students will interpret the relevant literature and build interprofessional competencies involving natural products
- **COM 2** Students will demonstrate effective speaking and writing skills in conveying information in the topic area.

Curriculum

Code	Title	Hours
<i>MS-NPS Core Courses (9 credits)</i>		9
NPS 5000	Pharmacognosy	3
NPS 5010	Plant Biochemistry	3
NPS 5500	Natural Products Seminar I	1
NPS 6500	Natural Products Seminar II	1
NPS 7500	Natural Products Seminar III	1
<i>Medical Cannabis Concentration (choose this OR Nutraceuticals Concentration)</i>		12
NPS 6110	Medical Cannabis I - History of Medical Cannabis in the World	3
NPS 6120	Medical Cannabis II - Cannabis Science	3
NPS 6130	Medical Cannabis III - Clinical Efficacy of Cannabis	3
NPS 6140	Medical Cannabis IV - Cannabis in the Interprofessional Setting	3
<i>Nutraceuticals Concentration (choose this OR Medical Cannabis Concentration)</i>		12
NPS 6210	Nutraceuticals I	3
NPS 6220	Nutraceuticals II	3
NPS 6230	Nutraceuticals III	3
NPS 6240	Nutraceuticals IV	3
<i>Electives (minimum 9 credits from these or other approved CUW courses)</i>		9
NPS 7010	Toxic Natural Products	3
NPS 7020	A Historical Perspective on Natural Products in the Marketplace	3
NPS 7030	Natural Products from Microorganisms: Bacteria, Fungi, Algae	3

NPS 7040	Research Design, Methods, and Ethics	3
Total		30

Program Admission

Applicants should follow the standard graduate admissions process.

Plan

Course	Title	Hours
Semester 1		
NPS 5000	Pharmacognosy	3
NPS 5010	Plant Biochemistry	3
NPS 5500	Natural Products Seminar I	1
Hours		7
Semester 2		
CONCENTRATION COURSE		3
CONCENTRATION COURSE		3
Hours		6
Semester 3		
NPS 6500	Natural Products Seminar II	1
CONCENTRATION COURSE		3
CONCENTRATION COURSE		3
Hours		7
Semester 4		
NPS 7500	Natural Products Seminar III	1
NPS 7030	Natural Products from Microorganisms: Bacteria, Fungi, Algae	3
NPS 7040	Research Design, Methods, and Ethics	3
Hours		7
Semester 5		
NPS 7010	Toxic Natural Products	3
Hours		3
Total Hours		30

Course options and schedule are subject to change.

Natural Products Sciences Graduate Certificate

The Natural Products Sciences (NPS) Certificate program provides students with the scientific fundamentals of natural medicines, how they are discovered, and how they work. This is a streamlined version of the full MS degree (MS-NPS) that is designed for students who are looking for targeted instruction in natural products science. Students may focus their studies in two concentrations: nutraceuticals or cannabis. In the Nutraceuticals Concentration, students learn about the discovery and development of natural products that are used as a part of complementary and integrative health and medicine. Topics include classification and regulation of nutraceuticals and herbal supplements, nutrition, drug and herb safety, formulation and herbal drug delivery, product processing and good laboratory practices, and marketing and business aspects of the nutraceutical industry. In the Cannabis Concentration, students focus on the science behind the global cannabis industry. Topics include the history of cannabis cultivation and use across cultures; the chemistry and biology of the cannabis plant and its constituents; the endocannabinoid system and influence of herb formulation on patient experience; the clinical safety, efficacy, and toxicity of cannabis products in healthcare contexts; cannabis products in an interprofessional context.

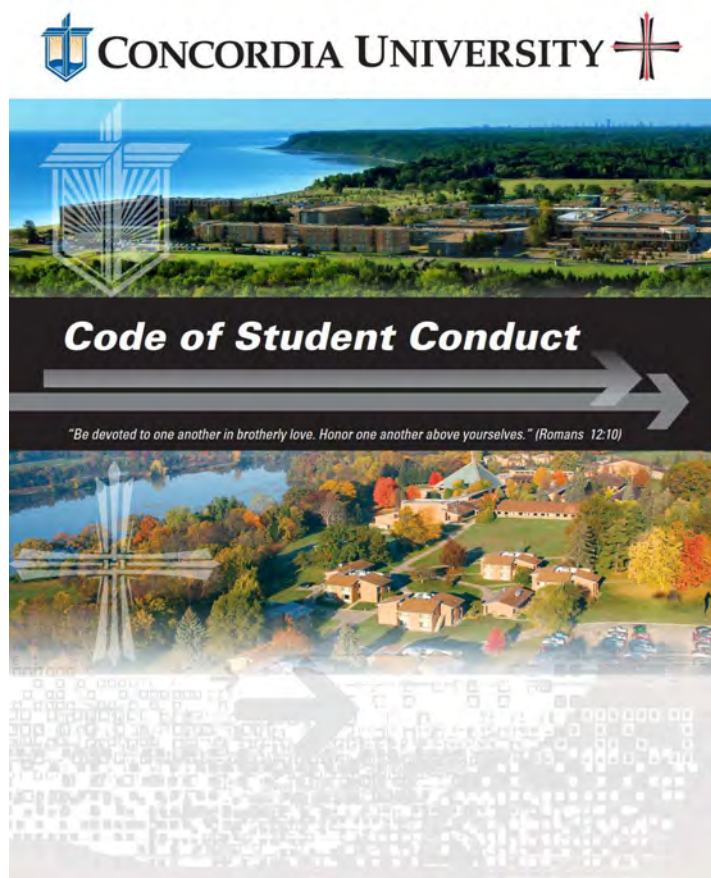
Medical Cannabis Concentration (chose this OR Nutraceuticals Concentration)

Code	Title	Hours
NPS 6110	Medical Cannabis I - History of Medical Cannabis in the World	3
NPS 6120	Medical Cannabis II - Cannabis Science	3
NPS 6130	Medical Cannabis III - Clinical Efficacy of Cannabis	3
NPS 6140	Medical Cannabis IV - Cannabis in the Interprofessional Setting	3
Total Hours		12

Nutraceuticals Concentration (chose this OR Medical Cannabis Concentration)

Code	Title	Hours
NPS 6210	Nutraceuticals I	3
NPS 6220	Nutraceuticals II	3
NPS 6230	Nutraceuticals III	3
Elective Course (NPS 5000, NPS 5010, or NPS 6240)		3
Total Hours		12

Code of Student Conduct



Important Student Information

Identification Card Policy: The Concordia University Student ID Card is issued to students for the duration of their affiliation with the University. The card must be carried at all times while on University property.

1. Eligibility and Use

The Student ID Card is issued to the individual student and is non-transferable. Only the student to whom the card has been issued is eligible to use it.

2. Presentation or Surrender of the ID Card

The student ID card must be presented or surrendered upon the request of any duly authorized University official. Authorized individuals include, but are not limited to, Residence Hall staff, Campus Safety, Student Success staff, and other personnel authorized by the University to supervise campus events and activities.

3. Facial Verification

In certain situations, such as maintaining campus safety and security or ensuring proper access to events and activities, individuals may be required to reveal their faces to confirm their identity. Students must cooperate with this request when made.

4. Failure to Comply

Students are required to show all identifying information displayed on the ID Card or surrender it to the requesting official upon demand. Failure to comply with the request to present or surrender the student ID card, or refusal to reveal one's face for identity confirmation, or using the ID card to impersonate another individual for meal plan use, building or other secured area access will be considered a violation of this policy.

5. Consequences

Violations of this policy will be subject to the University conduct process as outlined in the Code of Student Conduct.

Emergency Contact Information: All students are encouraged to provide emergency contact information on an annual basis to the Office of Campus Safety and keep the emergency contact information current throughout their enrollment at the University. This information is recommended for students' health and well-being

To enter or update the emergency contact information, go to the portal (<http://my.cuw.edu> or <http://my.cuaa.edu>). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. "Add my Emergency Contact Information" is the middle link available.

Email Communication: It is the student's responsibility to regularly (daily) read his/her Concordia University (CU) provided email. All pertinent information from a University Official/Office will be sent via the Concordia provided email. Failure to read ones email does not excuse a student from being responsible for the content provided in the communications and will not be considered as exigent circumstances in the student conduct process.

Online Communities: Concordia University and its faculty and staff do not monitor online communities and e-communication. Further, the University does not forbid faculty, staff and students from joining and participating in online communities as individuals not acting as agents of the University. However, any behavior that violates the Code of Student Conduct which is brought to the attention of a University official will

be treated as any other violation and will be referred through channels outlined in the code.

Responsible Employee Policy: Any member of the University community, guest or visitor who believes that the policy on Equal Opportunity, Nondiscrimination, Sexual Harassment, and Other Forms of Harassment has been violated should contact the Title IX Coordinator, or any Assistant Coordinator. It is also possible for employees to notify a supervisor, or for students to notify an administrative adviser or faculty member, or any member of the community may contact Campus Safety. The University website also includes more information on reporting at www.cuw.edu/consumerinformation (<http://www.cuw.edu/consumerinformation/>).

All employees receiving reports of a potential violation of University policy are expected to promptly contact the Title IX Coordinator or Campus Safety within 24 hours of becoming aware of a report or incident. All initial contacts will be treated with the maximum possible privacy: specific information on any complaints received by any party will be reported to the Title IX Coordinator or Campus Safety but, subject to the University's obligation to redress violations, every effort will be made to maintain the privacy of those initiating a report of the responding party. In all cases, the University will give consideration to the responding party with respect to how the responding party is pursued, but reserves the right to investigate and pursue a resolution when the reporting party chooses not to initiate or participate in a formal complaint.

Article 1 - Overview

A. Mission, Vision and Philosophy

Concordia University is an educational institution of the Lutheran Church-Missouri Synod and is dedicated to fostering and building a Christian community in mind, body and spirit for service to Christ in the Church and the world. As members of this community, students will interact with other students, staff, faculty and administrators. Therefore, it is essential that students understand that the Lord calls each person to: "Be devoted to one another in brotherly love. Honor one another above yourselves." (Romans 12:10).

Honor and respect go hand in hand. Honoring others leads to respect for the rights of others. Therefore, students are required to engage in responsible social conduct that reflects credit upon the University community and models good Christian citizenship. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University, or with the rights of other members of the University, cannot be tolerated. We focus on our Honor One Another (H1A) goals:

1. **Honor Others:** One value of learning lies in understanding what knowledge can contribute to the community. It is expected that students will be open to learning, including learning about and respecting persons and cultures different from their own. Members of the campus community must act out of Christian charity and mutual respect to establish an atmosphere of trust. Therefore, Concordia University expects its members to behave towards one another with civility, sensitivity, consideration, understanding, tolerance and an active concern for the welfare of others. The University is particularly concerned that its members show respect for others regardless of race, creed, gender, disability or nationality, and avoid all forms of harassing or offensive behavior.
2. **Honor the Community:** Concordia University wishes to develop and foster a sense of community among the members of its Christian

society. Behaviors which undermine the mission of the University, undermine any department or segment within the University, and/or adversely affect the educational goals of this community are counterproductive. Therefore, CU expects its members to value membership in this community and to honor the community with a high degree of respect. The University also wishes to be a good neighbor to the communities near which we reside. The actions of Concordia University students in these communities directly reflect on the image of the University and of all students attending Concordia. Therefore, the University expects its students to conduct themselves within the laws of the neighboring municipalities, the state and the nation. Students whose behavior (on or off campus) is judged to reflect negatively on the image of the University or who violate municipal, state and/or federal laws will be subject to all the disciplines and sanctions contained in this code.

3. **Honor Oneself:** Concordia University values all of its students and is deeply concerned with their total development. Concordia expects that students will care for their physical and mental well-being (self-care). Therefore, it is appropriate for the University to set expectations for personal integrity with the aim of encouraging students to appreciate their own talents, take responsibility for their behavior and actions, and enhance the quality of their lives. This translates into honoring oneself. When the student's behavior becomes self-destructive and/or affects the education and lives of other members of the community, the Dean of Student's office is empowered to respond appropriately as outlined in this Code, including sanctions for behavior. Students who engage in such self-destructive behavior or demonstrate an inability and/or unwillingness to provide for self-care that negatively affects the community may be required to submit to an assessment and/or comply with directions which will protect the student's and/or others' well-being. Students engaging in such behaviors are also encouraged to seek help from University resources (e.g., counseling, health services, and academic support services)

B. General Rights and Responsibilities

1. **The Right to Fundamental Fairness:** The University is committed to a fundamentally fair conduct process that affords each student alleged to have violated any policy notice of the allegations and a hearing before the designated University official(s). The university also allows for appeals by certain parties, as outlined in the appellate procedures below.
2. **The Right to Review Records:** Consistent with the Family Educational Rights and Privacy Act (FERPA) as amended, the Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.
3. **Parental Notification:** CU reserves the right to notify parents, in accordance with FERPA, when it determines the circumstances warrant such notification.
 - a. According to CU policy we will notify parents/legal guardians of students following the first violation of the CU drug policy.
 - b. According to CU policy we will notify parents/legal guardians of students following the second violation of the CU alcohol policy.
 - c. For any students, regardless of age, that is in a situation that is threatening to their own health or safety situation or placed another in a situation that is threatening to their health or safety, the parents, legal guardians, and any "emergency contact" may be

notified. This may include any referral to any wellness center for an alcohol or drug assessment.

- d. When the Chief Student Success Officer (CSSO) or designee determines that circumstances exist where it is in the best interest of the student and University to notify the parent, CU will notify the parents/legal guardians.
 - e. If it is deemed by the CSSO or designee that it may be counter-productive to notify a parent, then the procedures may be altered as necessary.
4. Anti-Discrimination Statement
- a. Concordia University (CU) fully subscribes to all federal and state civil rights laws banning discrimination in private, church-affiliated institutions of higher education. CU will not illegally discriminate against any employee, applicant for employment, student in any education program or activity or applicant for admission on the basis of: race, color, sex, sex characteristics, pregnancy or related conditions, sexual orientation, gender identity, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, state or federal law. However, CU is a Christian educational institution operated by The Lutheran Church—Missouri Synod and, in compliance with Title VII of the Civil Rights Act of 1964, reserves the right to give preference in employment based on religion. Gender discrimination and sexual harassment (including sexual assault) are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972.
 - b. Accommodations for Students with Disabilities: Concordia University is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.
 - i. Concordia University is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the programs and activities of the University.
 - ii. All accommodations are made on a case-by-case basis. A student requesting any accommodation should first contact the Academic Resource Center which coordinates services for students with disabilities. The director reviews documentation provided by the student and in consultation with the student, determines which accommodations are appropriate to the student's particular needs and programs. It is then the student's responsibility to make direct requests for accommodations to the appropriate staff.

C. Statement of Reporting Party and Responding Party Rights

1. To be treated with respect by University officials.
2. To take advantage of campus support resources, such as Counseling, the Office of Campus Ministry, and University Health Services for students, etc.
3. To experience a safe living, educational, and work environment.
4. To have an advisor during this process.
5. To be free from retaliation.
6. To have complaints heard in substantial accordance with these procedures.
7. To be informed in writing of the outcome/resolution of the complaint.

Article 2 - Policies General

Note: Communication to students regarding violations of this code and information concerning this code will be through the students' University email account. It is the students' responsibility to regularly check their email account daily. Failure to check a students' account will not be considered as an exigent circumstance for complying with this code.

A. Jurisdiction

This Code applies to any behaviors that take place on the campuses of Concordia University Wisconsin, Concordia University Ann Arbor and at University-sponsored events on or off campus. This code may also apply off-campus and to actions online when the CSSO or designee determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

1. Any action that constitutes criminal offense as defined by federal or state law. This includes, but is not limited to, single or repeat violations of any local, state or federal law committed in the municipality where the University is located;
2. Any situation where it appears that the accused individual may present a danger or threat to the health or safety of him/herself or others;
3. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder;
4. Any situation that is detrimental to the interests of the University; and/or
5. Any online postings or other electronic communication, including, but not limited to, cyber-bullying, cyber-stalking, cyber-harassment, etc.

B. Standard of Proof

In all cases of alleged violations of University policy, the standard of proof is the preponderance of the evidence (e.g., more likely than not). This standard is also employed when making determinations regarding interim restrictions/actions.

C. Definitions

1. The term "University" means Concordia University Wisconsin, Concordia University Ann Arbor.
2. The term "student" means any person who is admitted, enrolled or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes.

Persons who are not officially enrolled for a particular term but who have a continuing student relationship with, or an educational interest in the University are considered "students." A person shall also be considered a student during any period while the student is under suspension from the institution or when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, orientation, placement testing, and residence hall check-in, preseason athletic camps, summer student employees. This would include but is not limited to undergraduate, graduate, online, part-time, and full-time students.

3. The term "University official" includes any person employed by the University, performing assigned administrative or professional responsibilities including student employees (e.g., RAs) acting within the scope of his/her assigned position.

4. The term "member of the University community" includes any person who is a student, faculty member, University official or any other person employed by the University. A person's status in a particular situation shall be determined by the Chief Student Success Officer or designee.

5. The term "University premises" includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University including adjacent streets, parking lots, and sidewalks, including sites utilized by Accelerated Learning/ Graduate Programs.

6. The term "organization" means any number of persons who have complied with the formal requirements for University recognition as a student organization (e.g., student clubs/organizations, intramural/intercollegiate teams, music/drama groups).

7. The "Chief Student Success Officer" (CSSO) is that person designated by the University President to be responsible for the administration of the Code of Student Conduct. Any question of interpretation or application of the Code of Student Conduct shall be referred to the CSSO or his or her designee for final determination.

8. The term "business day" includes all days that the regular business of the University is ongoing. This may include days and times that academic classes are not in session but the University is open for business.

9. Reporting Party: A person that makes a complaint, alleges a violation of University policy, or files a formal allegation against another person.

10. Responding Party: A person alleged to have violated University policy.

11. Advisor: See "Advisor" section for the role and expectations of advisors.

12. Abbreviations used in this code:

CSSO: Chief Student Success Officer (at CUAA or at CUW)

CU: Concordia University (includes both CUAA and CUW)

CUAA: Concordia University Ann Arbor

CUW: Concordia University Wisconsin

DOS: Dean of Students

FPH: Formal Panel Hearing

FAH: Formal Administrative Hearing

RFA: Request for Appeal

SCA: Senior Conduct Administrator

SCO: Student Conduct Officer

D. Sexual Misconduct Policy

Prohibited behavior, the adjudication process, sanctioning parameters, as well as other information can be found at the following sites:

- University Portal: my.cuw.edu (<https://my.cuw.edu>) or my.cuaa.edu (<https://my.cuaa.edu>) under Resources tab, Title IX Compliance channel
- University Web Site: [www.cuw.edu](https://www.cuw.edu/about/offices/title-ix/) (<https://www.cuw.edu/about/offices/title-ix/>) Title IX or [www.cuaa.edu](https://www.cuaa.edu/about/offices/title-ix-sexual-harassment-policies/) (<https://www.cuaa.edu/about/offices/title-ix-sexual-harassment-policies/>) Title IX

E. Residence Hall Policies

(Applies to resident students and guests in residence halls)

1. Abandoned Property and Confiscated Items: University officials have the right to confiscate any item(s) which violate University policy. These item(s) may be disposed of or held by the Office of Residence Life or the Office of Campus Safety until the end of the semester in which they were confiscated. For these held items, students must reclaim them the day they leave the halls/campus for the semester. Items not reclaimed will be considered abandoned property.

Items left in a student's room or residence hall after the student leaves the hall are considered abandoned property. Items will be disposed of after five business days if no contact is made by the student and/or the student misses an appointment to collect the item(s). Students who abandon property and cause the University additional labor to deal with this property may be charged for this work.

Left items not considered to be abandoned property include but are not limited to trash cans, toiletries, food items, cleaning supplies, small quantities of office supplies, and coins. These items will be disposed of immediately without notification.

All alcohol and tobacco products will be discarded immediately. Weapons will be held by Campus Safety and disposed of or returned at the discretion of that office. Road signs will be returned to the municipal highway department.

2. Appliances: Only University-approved appliances are permitted in the residence halls. For questions about any appliance or device, see the Residence Life staff. A list of appliances can be found at:

CUW (https://www.cuw.edu/life/residence-life/student-resources/_assets/appliances.pdf)

CUAA (<https://www.cuaa.edu/life/residence-life/what-to-bring.html>)

It is impossible to list all electrical appliances which are hazardous for use in the residence halls, although a general guideline is that an appliance is prohibited if it is rated over six amps (700 watts), if it has an exposed heating element, or if it is not UL listed. (Level A or B)

NOTE: Use of personal grills are not permitted on campus, unless permitted by Student Success office. Only grills provided by the University in their designated locations will be permitted.

3. Balconies: Throwing or hanging items from a balcony is prohibited. Grills are prohibited on the balconies. (Level A or B)

4. Break Period Housing: Use of residence halls without permission when closed is prohibited. (Level B or C)

NOTE: No one is allowed to live in the residence halls during break periods (as specified in the Residence Hall and Food Service Agreement) without official written permission from the Office of Residence Life. Overnight guests are prohibited.

5. Candles: Candles, incense, incense burners, flammable liquids (e.g., gas/oil), or other items that present a fire hazard are prohibited. For questions about any device, see the Residence Life staff. (Level B)

6. Cooking: Cooking in a residence hall room using anything other than the University-approved appliances is prohibited. Leaving food cooking unattended in a residence hall kitchen is prohibited. (Level B)

7. Displays: The following displays are prohibited:

- a. Any alcohol containers (e.g., beer cans, liquor bottles);
- b. Any drug substance, drug-related paraphernalia or drug-related images, etc.;
- c. Any display that would constitute a hostile work and/or educational environment for students and/or staff in the building including something contrary to the doctrine of the Lutheran Church-Missouri Synod.
- d. Any poster/signage of alcohol, drug-related materials, or provocative images. (Level A)

8. Entry and Search of Rooms: Failure to give access to a residence hall room when requested to do so by a University official is prohibited. (Level C)

- a. The University recognizes residents' desire for privacy, particularly in the context of their living situation, and will do all it can to protect and guarantee their privacy. However, the University's designated staff member reserves the right to enter a resident's room at any time for the following purposes:
 - i. To determine compliance with all relevant health and safety regulations (e.g., fire alarms, lock downs, health and safety checks, etc.);
 - ii. To provide cleaning and/or pest control;
 - iii. To conduct an inventory of University property;
 - iiii. To silence unattended loud alarms and music;

v. Where there is an indication of danger to life, health, and/or property;

vi. Where there is a reasonable cause to believe that a violation of University policy(s) is occurring or has occurred;

vii. To search for missing university or student property; and/or

viii. To perform maintenance work. For most maintenance concerns, prior notice will be given whenever possible.

b. For a search to take place, conditions for room entry must exist, and permission from the Director of Residence Life, Residence Hall professional staff, the CSSO, Dean of Students, Director of Campus Safety or a designee will be obtained. A room check may be done by a member of Residence Life or Campus Safety where warranted, per the Housing Agreement Terms. Items that violate university or housing regulations may be confiscated.

9. Furniture: The following are prohibited: (Level B)

- a. The arrangement of furniture and other items which restricts the efficient egress from a room;
- b. The stacking of university furniture (except as designed by manufacturer) ;
- c. Having more than two beds bunked on one fixture;
- d. Removing any university-issued furniture from a room; and
- e. The construction of any loft, partition, or mounted shelves.

10. Guest Responsibility & Cohabitation: Resident students are expected to register their guests each time with Campus Safety. A guest is anyone not officially assigned to the room by the Office of Residence Life. Guests may spend up to three nights total per month on campus. The host resident is personally and financially responsible for all the actions and behaviors of all of her/his guest(s). The host is responsible for informing guest(s) of the policies and procedures of campus housing. Guests must abide by University and residence hall policies and procedures at all times. The host is accountable and may be subject to disciplinary action if her/his guest violates a policy or procedure. Guests who exhibit inappropriate behavior as determined by Residence Hall staff or Campus Safety, may be required to leave campus at their own expense or at the expense of the host resident. Students are accountable for any and all violations their guests may commit while visiting them. (Level B or C)

NOTE 1: Cohabitation (i.e., spending the night) by members of the opposite sex is prohibited.

NOTE 2: Students who permit another person or student who has been expelled, suspended, removed from housing or otherwise banned from the residence halls or any campus access to the building or a room will be subject to immediate removal from housing and possible additional sanctions.

11. Laundry Room: The use of residence hall laundry rooms by nonresident students is prohibited. (Level A or B)

12. Network/Computing: In addition to the University Computing Policy, residence hall students are prohibited from installing any hubs, wireless access points, switches or other devices that may affect network activity. For questions about any device, see the IT staff. (Level B or C)

13. Noise/Quiet Hours: Failure to observe quiet hours is prohibited. This includes but is not limited to loud verbal and physical behavior, playing music/radio, television or other audio equipment such that the noise is disruptive to others. Playing sports in the halls is also prohibited. Please note the Visitation Hours in #16 are different from Quiet Hours. (Level A or B)

Quiet Hours are as follows: Sunday-Thursday: 10:00 p.m. – 9:00 a.m.

Friday-Saturday: Midnight–9:00 a.m.

NOTE 1: Each resident of the hall has the right to live (study, sleep, etc.) in a quiet environment, thus courtesy hours are in effect 24 hours a day. During courtesy hours, any noise that infringes upon the students' right to a quiet and peaceful environment shall be a violation of quiet hours. Any student disturbed by noise during courtesy hours should first communicate with the person responsible for the source of the noise.

NOTE 2: Continuous quiet hours are in effect during finals week each semester beginning Sunday at 10:00 pm and ending Friday at 10:00 am. A daily break period will be set by Residence Life staff. During the break period, noise levels may be a bit louder, but courtesy hours still apply.

14. Odor: Any aroma of such intensity that it becomes apparent to others is prohibited. (Level A, B, or C)

15. Room/Hall Change: Unauthorized room or hall changes are prohibited. Residents must receive official authorization from the Office of Residence Life to occupy or change rooms. Any student who occupies a room without prior written authorization will be considered in violation of this policy and may incur a fee. (Level B + return to original room)

NOTE: Alterations of a resident hall room and/or facility, including but not limited to painting, building partitions, altering electrical/cable boxes and outlets are prohibited. (Level B + cost of repairs)

16. Visitation: Presence of an opposite gender person (including non-students) in a residence hall at times different from the established visitation hours or giving access to a person of opposite gender to a residence hall or room at times different from the established visitation hours is prohibited. Visitation hours apply to some resident hall lounges. (Level A: for up to 30 minutes after/before visitation hours; Level B: for violations occurring more than 30 minutes after or before visitation hours)

NOTE 1: Resident students may have visitors in their room/hall at times specified below. The University reserves the right to restrict any nonresident student to Visitation Hours.

NOTE 2: Visitation Hours also apply during all break periods and summer months.

Visitation Hours are as follows:
8:00 a.m. – 1:00 a.m.

Sunday – Thursday:

Friday – Saturday: 8:00 a.m. – 2:00 a.m.

17. Windows: Tampering with, blocking or opening windows that require tools to open is prohibited. Throwing or dropping items from any window is prohibited. Hanging items outside windows without prior permission is also prohibited. Removing screens or damaging screens is prohibited. (Level B + cost of repairs)

E. University Policies (applies to ALL students)

18. Aiding or Abetting: Attempting, aiding, abetting, or being an accessory to an act is prohibited by the University shall be considered the same as a completed violation. Students who anticipate or observe a violation of the Code of Student Conduct are expected to remove themselves from association or participation and bystanders are encouraged to report the violation. (Level A, B, C, or D)

19. Alcohol: Students are expected to comply with all University policy, state and local laws.

NOTE: As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). **Therefore, Concordia University is a drug-free and dry campus.**

Please refer to the Resource List at the end of this document to read state alcohol laws.

a. Use, possession, manufacturing, distribution of alcoholic beverages, and possession of alcohol containers on University premises is prohibited.

NOTE 1: The University will also consider ALL individuals found in a location where an alcoholic beverage is present to be in possession of an alcoholic beverage. This would include locations off campus (e.g., underage students drinking in a bar or at a house party).

NOTE 2: The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

NOTE 3: Alcohol includes beverages of low-alcohol content (e.g., "near" beer, cooking sherry/wine).

NOTE 4: Any person who is encountered by Campus Safety and is suspected of having consumed alcohol

will be subject to a Preliminary Breath Test (PBT) for the purpose of determining if alcohol has been used by the student. Any student who refuses to provide a PBT breath sample will be considered in violation of this alcohol policy.

NOTE 5: Drinking paraphernalia that contributes to over and mass consumption including beer pong tables, beer bong, or shot glasses is prohibited.

- b. Possession or consumption of alcohol by anyone under the age of 21 is prohibited.
- c. Providing alcohol or access to alcohol to anyone under the age of 21 is prohibited. Students hosting (e.g. name is on lease or rental agreement) off-campus events will be considered in violation of providing alcohol and/or access to alcohol if persons under the legal drinking age are present.
- d. Violating any provision of the Code of Student Conduct while under the influence of alcohol constitutes a violation of this policy.
- e. Common containers (e.g., kegs) are prohibited on campus.
- f. Operating a motor vehicle under the influence of drugs or alcohol (DUI/OWI) on campus or off campus is prohibited.

NOTE: Underage students who possess alcohol and/or drugs and/or drink while operating a motor vehicle will be considered driving under the influence.

- g. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy as outlined in Article III.

20. Animals/Pets: Pets are not allowed in the resident halls with the exception of fish. The capacity of the fish tank cannot exceed 15 gallons. Animals are prohibited from the campus and at University-sanctioned events off campus. All service animals or emotional-support animals must be approved by the University, per its CU Policy and Guidelines for Emotional-Support Animals. (Level A-D)

NOTE: The University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. See the University's "Emotional-Support Animal Policy."

21. Arrest Policy: Students who are arrested or taken into custody by any law enforcement agency are required to inform the Dean of Students or other appropriate university official (e.g., program director, coach) within 48 hours of their release. Students arrested may be subject to University disciplinary action when their conduct violates University standards. (Level B)

22. Bicycles: Bicycle riding, skateboarding, roller skating, rollerblading, scooter riding, Hoverboards (see note below), shoes with wheels (e.g., "heelies"), remote control toy cars, or other similar behavior within the hallways, rooms, or within the buildings of the University is prohibited. (Level A)

NOTE: Possession or use of Hoverboards is prohibited on campus.

23. Computer/Technology Misuse: The theft or other abuse of computer time/resources is prohibited. This includes but is not limited to: (Level B, C, D, E)

- a. Unauthorized entry into a computer to use, read or change the contents, or for any other purpose;
- b. Unauthorized transfer of a file;
- c. Unauthorized use of another individual's identification or password;
- d. Use of computing facilities to interfere with the work of another student, faculty member or University official;
- e. Use of computing facilities to send obscene, harassing, or abusive messages;
- f. Use of computing facilities to view pornographic material;
- g. Use of computing facilities and resources to interfere with normal operation of the University computing system;
- h. Use of computing facilities and resources in violation of copyright laws;
- i. The reproduction (still picture, motion picture or video) without permission from the Marketing office or President/Vice President of the University of any University icon, facility, and/or landmark which is posted electronically in a public venue may be subject to disciplinary action as outlined in this section; and/or
- j. Any violation of the University's "Acceptable Use Policy." (see here (<https://www.cuw.edu/about/offices/compliance/privacy-policy/acceptable-use-policy.html>))

NOTE 1: This includes, and is not limited to, acts originating on University-owned computers in and out of student labs and privately owned computers in the resident hall rooms using University networking. All students are required to sign and follow an acceptable use policy annually.

NOTE 2: The University and its faculty and staff do not monitor online communities and e- communication. Further, the University does not forbid faculty, staff and students from joining and participating in online social communities as individuals not acting as agents of the University. However, any behavior that violates this Code which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in this Code.

24. Damage to Property: Damage to or destruction of property or actions that have the potential for such damage or destruction is prohibited. Conduct which threatens to damage, or creates hazardous conditions such as dropping, throwing, or causing objects or substances to fall from windows, doors, ledges, balconies or roofs is also prohibited. This includes, but is not limited to, unauthorized application of graffiti, paint, etc. to property or removal of window restrictors, security screens, etc. (Level A-D + cost of repairs)

25. Disruptive Activity: No person or organization may interfere with, disrupt normal activity and operations of, or promote the

interference or disruption of students, faculty, administration, staff, or the educational mission of the University or its buildings, equipment or facilities. Any form of expression that materially interferes with such activities and operations or invades the rights of persons is prohibited. (Level A, B, C, or D)

- a. Non-compliance with reasonable time, place, or manner restrictions on expression is considered a violation of this section. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program.
- b. To remain in the vicinity of activity that is disrupting normal University functions when requested to leave by a University official is prohibited. Bystanders, if their presence incites or adds to the disruption, may be in violation of this policy as well.
- c. No student shall engage in disrespectful or uncivil behavior directed toward a University official, regardless of whether the official is on duty or off, or CU students, including but not limited to verbal statements or written communication (including social media).

26. Dress: As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). Inappropriate dress such that the attire could be considered provocative or would make others uncomfortable is prohibited. Recognizable gender parts must be covered at all times in public areas. (Level A or B)

NOTE: Please remember that shoes must be worn in all academic, administrative, and campus food service locations.

27. Drugs: Students are expected to comply with all University policies as well as all federal, state and local laws.

NOTE: As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). Therefore, **Concordia University is a drug-free and dry campus.**

- a. The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, "designer," or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Code of Student Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy. The possession of drug paraphernalia is also prohibited. A diluted, late, missed, forged, or failed university required drug screen will constitute a violation of this policy.

- b. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy. (see Article III for complete policy)

NOTE 1: The University will also consider ALL individuals found in a location where a drug is present to be in possession of a drug. This would include locations off campus (e.g., underage students drinking in a bar or at a house party). The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment from a licensed agency and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

NOTE 2: Students who test positive to an athletic drug screen will be referred to the Dean of Student's office for possible violations of the code of student conduct.

NOTE 3: Occasionally, local, state, and/or federal laws do not align. When that is the case, the University must establish a position that best allows its mission to be fulfilled in the University community. For example, the University does not recognize medical marijuana as an exception to its drug policy.

28. Failure to Comply: Students and student organizations are expected to comply with and respond appropriately to the reasonable requests of University (including but not limited to such things as new or temporary guidelines) as well as its officials in the performance of their duties. Students are expected to appear at conduct hearings to respond to allegations or testify as a witness. A failure to properly comply with or complete a sanction or obligation resulting from a conduct hearing or adjudication may also be considered failure to comply with an official request. (Level A, B, C, D, or E)

29. Fire Alarms and Fire/Life Safety Equipment: No person shall make, or cause to be made, a false fire alarm or emergency report of any kind. No person shall tamper with, damage, disable or misuse fire/life safety equipment including, but not limited to, fire extinguishers, fire hoses, fire alarms, fire doors, AEDS, bleeding control bags and Narcan. Tampering with or disabling any fire/life safety equipment in a residence hall may result in a student's immediate removal from University Housing and a fine. Tampering with or disabling any fire/life safety equipment on campus may result in University Suspension and fines. Students are required to evacuate any University building when a fire alarm is sounding and/or when instructed to do so in an emergency or drill by University staff. (Level A, B, C, D, E + municipal fee for MFD response)

NOTE 1: No lights or decorations may be hung across ceiling or on door.

30. Fraud/Lying: Lying or fraudulent behavior in, or with regard to, any transaction with the University, whether oral or written, is

prohibited, including but not limited to misrepresenting the truth before a hearing of the University or knowingly making a false statement orally or in writing to any University official. (Level B, C, D + retraction when appropriate)

31. Gambling: The University prohibits gambling, as defined by state law. (Level A, B, C)

32. General Laws: Students or student organizations involved in alleged violations of any federal, state, or local laws may be subject to disciplinary action. These allegations will be adjudicated using the University standard of proof and procedure. Disciplinary action imposed by the University may precede and/or be in addition to any penalty imposed by an off-campus authority. (Level A, B, C, D, E)

33. Harassment (and Bias-related Incidents): Conduct that creates or attempts to create an intimidating, hostile, or offensive environment for another person is prohibited. Such conduct includes, but is not limited to, action(s) or statement(s) (including social media) that threaten, harm or intimidate a person, or any other form of unwanted contact. (Level A, B, C, D, E and/or Severity Level 1, 2, 3)

NOTE: Bias-related incidents are behaviors that constitutes an expression of hostility against a person or property of another due, including, but not limited to the targeted person's race, religion, sexual orientation, ethnicity, national origin, gender, age, marital status, political affiliation, or disability. These acts or behaviors may not rise to the level of a crime, or a violation of state or federal law, but may contribute to creating an unsafe, negative, or unwelcome environment for the targeted person. Bias is a broad category of behaviors including discrimination, harassment, and other actions which demean or intimidate individuals or groups because of personal characteristics or beliefs or their expression.

34. Harm to Person(s): Actions which result in physical harm, have the potential for physically harming another person, which create conditions that pose a risk of physical harm to another, or which cause reasonable apprehension of physical harm are prohibited. Conduct that threatens to cause harm to persons, or creates hazardous conditions for persons, is also prohibited. (Severity Level 1, 2, 3)

Harm to person(s) includes but is not limited to:

- a. physical fights; physical altercations
- b. pranks which injure or have the potential of injury to another person
- c. health and safety (such as exposure to something harmful)

NOTE: Fighting is considered a form of "Harm to Person(s)." The University expects that students will withdraw from situations that may result in fighting. Students always have the option of contacting a University official to assist with a situation. Therefore, the University will charge both/all students who participate in fighting. The burden of proof will fall upon the student to demonstrate that he/she took reasonable measures to withdraw from the situation.

35. Hazing: An act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into,

affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or complicity in the presence of hazing are not neutral acts; they are violations of this policy. (Level A, B, C, D, E and/or Severity Level 1, 2, 3)

Hazing includes, but is not limited to:

- a. All forms of physical activity deemed dangerous or harmful;
- b. The application of foreign substances to the body;
- c. Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community;
- d. Depriving students of sleep;
- e. Not providing decent and edible foods;
- f. Depriving students' means of maintaining personal hygiene;
- g. Forcing, coercing, pressuring, or requiring students to consume alcohol or foreign or unusual amounts of substances;
- h. Nudity or forcing students to dress in a degrading manner; and/or
- i. Psychological hazing: any act which is likely to compromise the dignity of a student; cause embarrassment or shame to a student; cause a student to be the object of ridicule or malicious amusement; or inflict psychological or emotional harm.

36. Host Responsibility: Students are accountable for any and all violations their guests may commit while visiting the University student. (Level A, B, C)

NOTE 1: Current students may not host persons banned from the campus or any facility (e.g., Fieldhouse, academic buildings, residence halls), including but not limited to individuals whose housing agreements have been cancelled or revoked for any reason. Resident students may not host banned persons in the residence halls.

NOTE 2: Hosting a relative or non-relative child without parental supervision is prohibited (i.e., baby-sitting). Exceptions to this policy may be granted by a University official tasked with the supervision of a given facility (e.g., Resident Director for a residence hall, Director of Athletics for the Fieldhouse, Coordinator for Student Activities for the Student Center).

37. Interference/Obstruction of the Conduct/Title IX Process: Interfering in any manner with the student conduct/Title IX process is prohibited. Examples of violating this policy include, but are not limited to: (Level C, D, or E)

- a. Failing to participate in a hearing or investigation;
- b. Colluding with or intimidating witnesses;
- c. Intimidating any member of a student conduct panel or hearing board; and

d. Providing false information or intentionally omitting relevant information from an investigation or hearing.

e. Sharing case information publicly through written, verbal, social media to those not involved in the case who are not acting as a resource or advisory role.

38. Littering: Littering on University premises is prohibited, including but not limited to the improper disposal of personal garbage (e.g., placing trash in non-designated areas). (Level B + clean-up costs)

39. Misuse of Documents: Forgery, alteration, or misuse of any document, record, or officially- issued or legal identification is prohibited. (Level B, C, D, E)

40. Misuse of Student Identifications: Providing access to unauthorized persons, allowing another person to use your university issued student ID, failing to present a Student ID card when requested by a University official acting in the performance of his or her duties, or possessing or using a fraudulent ID card, may subject the owner and/or the holder to disciplinary action. (Level A, B, C, D, or E)

41. Misuse of Keys: No person may use or possess any University key without proper authorization. No student is allowed under any condition to have a University key duplicated. (Level A, B, C, D, or E)

42. Motor Vehicles: Operating a motor vehicle on University property in a manner that causes or might potentially cause physical harm to an individual or property is prohibited. Failure to register a vehicle with Campus Safety, parking a vehicle in unauthorized parking lots or in unauthorized areas (e.g., parking outside striped double parallel lines and in restricted parking areas), driving or parking a vehicle on the grass or in an unsafe manner anywhere on campus is prohibited. Driving on University-owned or controlled property without a valid driver's license is prohibited. (Level A, B, or C)

NOTE: The first three violations within one year (July 1 - June 30), the student may be subject to referral to the student conduct system. Following the issuance of the third parking citation within an academic year, students will be referred to the Dean of Students Office. Employees who habitually violate the campus parking rules will be referred to the Human Resources Office. Referrals to the appropriate office will be made following each subsequent violation. Additional Habitual Offender penalties are as follows:

- Citations 3 and 4 - \$20.00 Habitual Offender surcharge will be automatically assessed.
- Citation 5 - \$20.00 Habitual Offender surcharge will be automatically assessed and tow warning sticker will be affixed to the driver side window of the vehicle advising the owner it will be towed if cited again.
- Citations 6 through 9 - \$50.00 Habitual Offender surcharge will automatically be assessed and vehicle will be towed of campus at owner's expense.
- Citation 10 and all subsequent citations - \$100.00 Habitual Offender surcharge will automatically be assessed and the vehicle will be towed off campus at the owner's expense.

When the owner of the vehicle is a known student or employee, they will be notified via email that their vehicle has

been towed off campus. The vehicle owner will be responsible for all costs associated with the towing and storage of their vehicle. Concordia University is not responsible for damages caused by towing and will not provide or arrange for transportation to the towing facility to recover a vehicle after it has been towed off campus.

43. Posting: Publication and/or dissemination of materials on campus which have not been previously approved by Concordia University representatives are prohibited. (Level A, B, C)

44. Retaliation: Retaliation is defined as any adverse action taken against a person participating in a protected activity because of his/her participation in that protected activity. (Level A, B, C, D and/or Severity Level 1, 2, 3)

NOTE 1: Retaliation against an individual for alleging harassment or discrimination, supporting a complainant, or for assisting in providing information relevant to a claim of harassment or discrimination is a serious violation of University policy and will be treated as an instance of harassment or discrimination.

NOTE 2: Acts of alleged retaliation should be reported immediately to the Title IX Coordinator, to the CSSO, Dean of Students and/or Campus Safety and will be promptly investigated. The University will take all appropriate actions to protect individuals who fear that they may be subjected to retaliation.

45. Searches: Failing to comply with a reasonable request to search is a violation of this policy, including events held on University premises or at off-campus University-sponsored functions. Students who are in possession of a bag, purse, backpack, or any other container where contraband, weapons, alcohol, or any other prohibited substance could be contained is subject to search by a University official. This includes, but is not limited to, vehicles parked on University premises, or at off-campus University sponsored events, when there is reason to believe the vehicle contains any prohibited item. (Level B, C, D, or E)

46. Sexual Behavior: Consensual sexual behavior outside of marriage is prohibited. Because sexual behavior can involve a wide range of behavior the Dean of Students (or the Dean's designee) is charged to evaluate each case individually. (Level A, B, C, D, or E)

NOTE 1: As Christians, we embrace the proper place of sexuality within God's plan, viewing sex as part of our total personality and part of the total context of life. As His good gift to humanity, God in His Word affirms sexual union only in the marriage relationship of one man and one woman where their sexual intimacy performs various functions, including the building of the relationship through physical and emotional communication and sharing. (Genesis 2:18-25; Matthew 19:4-6) This physical, sexual sharing is only one part of a total relationship in a lifelong process which also involves emotional, social, spiritual and intellectual aspects, getting to know one another as total persons, developing in all of these areas. (Ephesians 5:19-33) As each person grows and matures, there is always more to learn about him or her. Therefore, sharing one's self sexually (e.g., sexual intercourse) outside of marriage would be inappropriate and unhealthy. (Colossians 3:1-17)

Students are expected to comply with all University policies as well as all federal, state and local laws.

NOTE 2: Pornography. The viewing and/or possession of pornography (in any form) will also be considered a violation of this policy. The focus of pornography is purely sexual and thus does not promote individuals getting to know one another within the context of a healthy Christian relationship or promote individuals in developing their own Christian moral fiber.

NOTE 3: Sexual Misconduct. See Title IX information (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>)

47. Theft: Theft or attempted theft of any kind, including seizing, receiving, or concealing property with knowledge that it has been stolen, is prohibited. Sale, possession, or misappropriation of any property or services without the owner's permission is also prohibited. (Level B for assessed value of property up to \$100; Level C for assessed value of property > \$101 - \$2499; Level D for assessed value of property \$2500 and above)

48. Tobacco/Smoking: Concordia promotes a healthy, Tobacco-Free Campus Community. Use of smoking/inhalant/vaping materials within all rooms and buildings and outside within 100 feet perimeter of any building except within designated and posted areas is prohibited, including but not limited to cigarettes, electronic cigarettes, cigars, pipes, hookahs, personal aromatherapy devices and smokeless/chewing tobacco. (Level A + clean-up costs as appropriate)

NOTE: Possession of electronic cigarettes/vape pens are prohibited in the residence halls.

49. Unauthorized Presence in or Use of University Facilities or Property: Unauthorized entry into, presence in, or use of University facilities, residence halls, equipment or property (includes parking lot, table space, and outside green space) that has not been reserved or accessed through appropriate University officials is prohibited. (Level A, B, C, D, or E)

NOTE: Recognized groups are through our Student Government Association and Student Success Office.

50. Unmanned Aircraft Systems (UAS): The use or operations of unmanned aircraft systems (UAS) on campus is prohibited. This includes un-crewed aerial devices and drones. Students seeking exceptions for use of such devices for recreational or university-related purposes may apply to Student Success for limited approval. Any use of these devices must comply with local, state, and federal regulations and requires the prior filing and approval of an operating plan.

NOTE: Approval forms can be found in the Forms Repository under the Resource Tab in the Portal, the Student Success office, or the Campus Safety office.

51. Weapons/Explosives: The unauthorized possession or use of firearms, ammunition, or weapons of any other kind (including but not limited to five-inch blade knives, slingshots, metal knuckles, straight razors, paintball guns, BB guns, air pistols, Tasers, stun guns, batons, brass knuckles, folding knives with lock blades) is prohibited. Look-alike weapons are also prohibited. The ignition or

detonation of anything which could cause damage to persons or property or disruption by smoke, explosion, noxious odors, stain, corrosion or similar means is prohibited. Possession of anything in the nature of fireworks, explosives or chemical explosives is prohibited on any property owned or operated by the University or off-campus University-sponsored events without prior University authorization. (Level A, B, C, D, or E and/or Severity Level 1, 2, 3)

NOTE 1: Food preparation knives and safety (disposable) razors for the purpose of shaving, are exempt from this policy.

NOTE 2: Any student who violates this section of the Student Conduct Code shall be notified of the violation and will be referred to the Office of Student Conduct. CU may also refer the matter to the local police for prosecution. Any weapon on campus in violation of this Policy may be confiscated by Campus Safety and turned over to the local police.

NOTE 3: Any student with a reasonable basis for believing another person is in possession of a firearm, ammunition or weapon of any kind in violation of this Policy is required to report the suspected act immediately. Reports should be made to the Police Department (9 + 911 from a campus phone), or Campus Safety CUW: (262-243-4344); CUAA (734-995-7371). Students may be asked to provide a written statement regarding the weapon incident to Campus Safety within 24 hours of the incident. Any student who makes such a report in good faith will not be subjected to retaliation of any kind; however, failure to report such activity may result in a referral to the Office of Student Conduct. A student may choose to remain anonymous by using the Campus Safety Tip Line Call CUW: (262-243-2200); CUAA (734-995-7371) when making the initial report to Campus Safety.

52. Doors: The following situations with doors are prohibited: (Level A, B, C, or D)

- a. Propping open campus entrances or exterior and interior floor/wing doors of the residence halls is prohibited.
- b. Disabling or tampering with a door latch mechanism that prevents the door from latching/locking.
- c. Forcibly opening locked doors.

Note: The person is responsible for the financial costs of the repairs for all damages caused.

- d. Utilizing an alarmed door for a non-emergency reason.

Article 3 - Policies Student Welfare

A. University Medical Amnesty Policy (MAP) – “CALL FIRST”

Purpose: The purpose of the policy is to facilitate access and remove barriers to students who require medical assistance in drug or alcohol related emergencies, and to provide the opportunity for caring, non-punitive interventions in response to such incidents.

Policy: The Medical Amnesty Policy (MAP) is a key component of the University's comprehensive approach to reducing the harmful consequences caused by the use of drugs or excessive consumption of alcohol. The MAP represents the University's commitment to informed decision making and promotion of healthy behaviors. In order to achieve these goals, the MAP mandates that discretion be exercised, including

the possibility of conversations with supportive people such as the Dean of Students, Resident Director, etc. and may involve some educational programming to support a transition to a healthy lifestyle. All of this can be possible as permitted under the University's Code of Student Conduct, as follows:

1. Students are expected to contact Resident Hall Staff or Campus Safety when they believe that assistance for an impaired student is needed. *Also see Contact Protocol below.*
2. At the discretion of the Department of Campus Safety, the Department will assist intoxicated individuals by facilitating transport to medical facilities.
3. In cases of concern for the health and safety of an individual, students should utilize one of the following options: notifying Resident Life Staff, notifying Campus Safety Staff, or by calling 911 for assistance by City Rescue Squad - then notify Campus Safety or Resident Hall Staff.
4. Students seeking assistance for drug or alcohol related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.
5. Students who seek emergency assistance on behalf of a person(s) experiencing drug or alcohol-related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.
6. Records of all requests for assistance under this policy shall be maintained by the Office of the Dean of Students. Participation in any program as a result of this policy shall not be noted on the student's conduct record.
7. This policy does not preclude disciplinary action regarding other violations of the University Code of Student Conduct, such as causing or threatening physical harm, sexual abuse, damage to property, harassment, hazing, etc. Students should also be aware that this policy does not prevent action by local and state authorities.
8. Nothing in this policy shall prevent an individual who is obligated by state or federal law to do so from reporting, charging or taking other action related to the possible criminal prosecution of any student.
9. Students who may have violated the Code of Student Conduct when s/he became a victim of sexual misconduct shall be granted Amnesty. Therefore, an alcohol/drug violation will not be applied to a student who reports that s/he was under the influence at the time of a sexual assault or harassment incident.

B. University Missing Student Policy

In compliance with the "Higher Education Opportunity Act, P.L. 110-315, sec. 488, 122 Stat. 3301 (2008)" Missing Student Notification Policy and Procedures, it is the policy of the Office of Campus Safety to actively investigate any report of a missing resident who is enrolled at the University and residing in on-campus housing. Each resident will be

notified of the Missing Student Notification Policy and Procedures via this Code.

For purposes of this policy, a student may be considered to be a "missing person" if the person's absence is contrary to his/her usual pattern of behavior and unusual circumstances may have caused the absence. Such circumstances could include, but not be limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, where there are concerns for drug or alcohol use, is in a life-threatening situation, or has been with persons who may endanger the student's welfare.

Each resident, on or before checking into his/her assigned room, has the option to identify the name and contact number of the individual(s) who are a primary contact to be notified in case of an emergency or in the event that the resident is reported missing (see Emergency Contact Information at the beginning of this document). In the event the resident is under the age of 18 or is not emancipated, the University is required to have the primary emergency contact be a custodial parent or guardian.

If a member of the University community has reason to believe that a student is missing, Campus Safety should immediately be notified.

Note: This notification can be made anonymously.

Upon receiving notification, Campus Safety, through the Vice President of Student Success/Dean of Students, will make reasonable efforts to locate the student to determine his or her state of health and well-being. These efforts may include, but are not limited to, checking the resident's room, class schedule, friends, ID card access, locating the resident's vehicle, and calling his/her reported cell phone number. As part of the investigation, the University reserves the right to contact the individual(s) whom the student has identified as his/her emergency contacts person(s) to help determine the whereabouts of the resident.

If, upon investigation by Campus Safety and concurred by the Vice President of Student Success/Dean of Students, that the resident has been determined to be missing for at least 24 hours, the following will occur. A University representative will contact the resident's designated emergency contact and the Director of Campus Safety or his designee who will contact the Local Police Department and request a missing person report initiating a police investigation. Even if a student has not registered a contact person, the local law enforcement agency will be notified that the student is missing. Investigation will continue in collaboration with law enforcement officers as appropriate.

C. University Emotional Support Animal Policy & Procedures:

Concordia University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. The use of an Emotional-Support Animal (ESA) is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. This determination will be made on a case-by-case basis. Concordia University enforces a no-animal policy in its residence halls and campus facilities. ESA's must be registered through the Academic Resource Center - Accessibility Services office. You must register an ESA with Accessibility Services within five (5) business days of beginning classwork, co-curricular involvement, or other school activity. This is an addendum to the student housing contract only. Abiding by this housing addendum policy protects Concordia University students and ensures the safety of the student and their emotional-support animal. For more information contact your campus Accessibility Services office:

CUW at - [www.cuw.edu \(https://www.cuw.edu/accessibility-services/\)](https://www.cuw.edu/accessibility-services/)

CUAA at - [www.cuaa.edu \(https://www.cuaa.edu/accessibility-services/\)](https://www.cuaa.edu/accessibility-services/)

University Service Dog Statement:

Concordia University recognizes some students with disabilities may require the use of a service animal. The University defines service animals as dogs that are individually/specifically trained to perform certain tasks for people with disabilities. The task that the dog has been trained to provide must be directly related to the person's disability in order for that dog to qualify as a service animal. Dogs whose sole function is to provide emotional assistance do not qualify as service animals under the Americans with Disabilities Act. For more information contact your campus Accessibility Services office.

D. Poster and Posting Policies

1. Student organizations, Faculty and Staff are allowed to post signs, posters, or fliers in designated areas in buildings and residence halls in compliance with established posting procedures. All information must first be entered onto the Campus Calendar and approved for posting by Student Success.

2. Regulations:

a. Posters and fliers may not exceed 11 x 17 inches in size. Any sign bigger than this must receive special approval from Student Success.

b. The name of the sponsoring group must appear on each item approved for display. It is preferred to have the name spelled out (acronyms and logos may be used if they are easily recognizable and easily identify the sponsor).

c. Sponsoring groups shall remove all posters after the advertised event. Signs without a Student Success stamp, those left after the expiration date, or those posted in an unauthorized area will be removed.

d. Signs may not be posted on walls (interior or exterior), trees or shrub s, trash cans, elevators, or any other area other than specific bulletin boards. Any signs posted in unapproved areas will be removed. Only one poster per event is allowed on each bulletin board.

e. Any CU sponsored events that require lawn signs must be approved by the Campus Safety office. Such signs are restricted to use on the day of the event.

f. Guidelines for Approval: It is difficult to set definitive standards for the approval of the content contained in posters. Therefore, CU sets forth in writing these guidelines in order to give students general notice of appropriate conduct. The regulations should be interpreted broadly and are not designed to define posting conduct in exhaustive terms. The following are examples of content (explicit or implied) which are inappropriate:

i. Any poster/posting which is not compatible with the Mission of the University and/or the doctrines of the Lutheran Church-Missouri Synod;

ii. Words or images which demean the University, any office/organization/entity of the University, or student organization of the University;

iii. Words or images which demean an individual/group by targeting an individual/group's race, gender, and/or religion;

iiii. Words or images which are sexually suggestive; or

v. Words or images of alcohol or drugs.

g. Students who identify themselves as a student of the University (explicitly or implied) or a member of a University organization on the internet (e.g., student organization, athletic team, choir) and/or electronic social networks (e.g., Facebook, YouTube) assume the responsibility for the content posted and are subject to sanctions contained in the Student Conduct Code for failure to abide by the posting guidelines directly above.

Article 4 - Procedures & Hearings

A. Reporting

1. Concordia University will investigate all official reports of alleged violations of University policy.

Note: For reporting violations of the sexual misconduct policy, follow this link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>).

2. Reporting an allegation of a violation of policy:

a. Anyone who believes a policy of the University has been violated should contact the office identified in the Resource List at the end of this document.

b. For more information on reporting requirements of the University, see the University's Clery and Responsible Employees policies.

B. Statement on Confidentiality

1. In some cases, the confidentiality of a reporting party may not be able to be kept. In cases where this is requested, the Investigator, CSSO, Dean or designee will take all steps to protect a victim.

C. Policy on Student Withdrawals with Pending Disciplinary Action

1. Concordia University may place a hold on a student's account and/or Student ID Card if that student has a complaint pending for violation of Code of Student Conduct or any CU policy. Should a student decide to leave and not participate in an investigation and/or hearing, the process will nonetheless proceed in the student's absence to resolution and that student will not be permitted to return to Concordia University unless all sanctions have been satisfied.

NOTE: The University reserves the right to place a Student Success hold on the student's account until investigations have been completed and/or the disciplinary sanctions have been satisfied.

D. Interim Suspension Policy

1. An interim suspension is a temporary suspension from Concordia University, issued by the Dean of Students or Chief Student Success

Officer. The purpose of the interim suspension is to ensure the safety and well-being of the Concordia community and to facilitate further investigation into an incident or situation. The length of an interim suspension is typically two weeks, during which the student will be restricted from all university-related activities and premises. At the end of the two-week period, the student will meet with the Dean of Students or Chief Student Success Officer to discuss the status of the suspension and determine the next steps. This may include extending the suspension, imposing additional sanctions, or taking alternative actions based on the investigation.

NOTE 1: Reasons Interim Suspension may be issued for, but is not limited to, the following reasons:

1. Arrest or charges related to a violation of state or federal law.
2. Threats to the safety and security of the Concordia community.
3. Disruption or threat to the operations of Concordia University.
4. Other circumstances deemed significant by the Dean of Students or Chief Student Success Officer.

NOTE 2: Interim Suspension conditions may apply:

1. Restriction from accessing Concordia University premises, including buildings and facilities.
2. Restriction from participating in any Concordia-related activities or events.
3. Any additional conditions as determined by the Dean of Students or Chief Student Success Officer.

E. Investigations by the Dean of Students' Office

1. Following receipt of notice or a complaint, the Dean or designee of the Student Conduct Office will promptly investigate the complaint. The individual(s) designated are hereinafter referred to as the "Investigator" (e.g., Campus Safety, Resident Hall Staff).
2. In some instances (e.g., housing violations and minor conduct violations), these investigations will be comprised of an interview with the reporting party and the person(s) alleged to have violated the policy (the "Responding Party"). In other instances, more in-depth investigation may be required.

F. Investigations by Title IX Office

Note: For more information, follow this link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>).

G. Resolution Options

NOTE: Should a student fail to appear for an Initial Administrative Resolution meeting, Formal Administrative Hearing, Formal Panel Hearing, Appeal Hearing, or Title IX Process Meeting, that student may be considered as having waived his/her right to be present for the hearing and a decision will be made in his/her absence.

1. Initial Administrative Resolution: The Responding Party accepts the findings of the Investigation and, if appropriate, sanctions, as explained by the Investigator. (Not applicable in Title IX cases)
2. Formal Administrative Hearing: In certain cases, the Dean of Students may desire a formal hearing that does not involve the full Formal Hearing Panel (due to timing, sensitivity, or seriousness of incident).

In these cases, a Formal Administrative Hearing will be convened with a single administrator, typically the Dean of Students. (Not applicable in Title IX cases)

3. Formal Panel Hearing: A formal hearing before the Formal Hearing Panel is to determine if a policy has been violated and sanctions, if appropriate. For more information on the procedures, see the "Formal Hearing Procedures." (Not applicable to Title IX cases)

H. Investigation Findings

1. Not Responsible (not a violation of policy): In these cases, the Investigator has determined that insufficient evidence exists for a finding of Responsible for the allegation(s). The case is closed and a record of the Not Responsible finding(s) is retained.
2. Responsible (a violation of policy): The Investigator determines that sufficient evidence exists for a finding of Responsible for the violation(s). In this case, the Responding Party may opt to resolve the case and acknowledge both the finding and sanctions.
3. Referral to Formal Hearing: When the Investigator determines that there is sufficient evidence for a finding of "Responsible" for any of the allegations, and the Responding Party does not acknowledge/accept the finding and/or sanctions – in whole or in part – then the case may be referred for a Formal Hearing.

I. Formal Hearing Procedures Prior to the Hearing

1. The Formal Panel Hearing (FPH) shall consist of three members. The FPH is a pool of students, faculty and staff selected by the CSSO or designee and trained to deliberate on cases that involve allegations of violations of University policies.
2. Notice of Allegations and Hearing

The Student Conduct Office will send a letter to the parties with the following information:

- a. A description of the alleged violation(s), a description of the applicable policies and a statement of the potential sanctions/responsive actions that could result;
- b. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Dean or designee may reschedule the hearing.

3. Prior to the Formal Hearing:

a. The FPH members, the Responding Party and the Reporting Party, may be provided access to copies of all appropriate documentation. This will include, but is not limited to:

- i. The investigation report.
- ii. A list of any witnesses who will be available for the hearing, should their testimony be necessary.
- iii. The names of the FPH members to allow for any Responding Party challenges for cause/bias to be made to the Dean or designee.
- iiii. The Dean of Students and Chair (or designee) will consider all challenges and the parties will be notified as to the determination.

v. Any other supporting documentation.

4. Role of the Advisor: The reporting party or responding party is entitled to only one advisor of his or her choosing to guide and accompany him/her throughout the campus investigation, adjudication, and/or resolution process. The advisor may not be another person named or involved in the conduct violation reported. The advisor may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise him/her. Parties must notify the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases) of their advisor of record before the first meeting or hearing. If requested, a student may (not must) be granted advisor status for both parents by the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases).

Note: To view the complete advisor policy, consult the Portal under the Resources Tab in the Title IX Compliance and Sexual Harassment box and look for the "Advisors" link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/support/advisor-questions.html>).

5. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to University consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisors.

6. In hearings involving more than one Responding Party or in which two Reporting Parties have accused the same individual of substantially similar conduct, the standard procedure will be to hear the complaints jointly; however, the Dean and/or Title IX Coordinator or Assistant Coordinator may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate determinations of responsibility will be made for each respondent.

7. In Preparation for the Hearing

a. The proceedings may be audio recorded, with the exceptions of deliberations. Persons given access to the recording will be required to sign an agreement confirming that they will protect the privacy of the information contained in the recording.

b. Formal rules of evidence will not apply. Any evidence that the panel believes is relevant and credible may be considered, including history and pattern of evidence and/or behavior. The Chair will address any evidentiary concerns prior to and/or during the hearing and may exclude irrelevant or immaterial evidence and may ask the panel to disregard evidence lacking in credibility. The Chair will determine all questions of procedure and evidence.

c. Character witnesses are not permitted to testify in the findings stage of the hearing, nor are statements of character to be introduced in the findings phase. Two letters of character support may be submitted for the sanctioning phase of the hearing.

d. "Impact statements," describing the effect that the incident has had on the Responding Party or the Reporting Party, will not be permitted in the findings phase of the hearing, but may be offered in person or in writing during the sanctioning phase of the hearing.

J. Hearing Procedures (Not applicable to Title IX cases)

1. Initial Administrative Resolution Meeting

a. The Conduct Officer will send a letter and/or email to the parties involved with the following information:

i. A description of the alleged violation(s), and a link to the Code of Student Conduct for further information; and

ii. The time, date and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. (If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Conduct Officer may reschedule the hearing. Hearings for possible violations that occur near or after the end of an academic term will be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the University.)

b. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to university consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisor.

c. Students may ask questions throughout the Initial Administrative Resolution Meeting.

d. The Conduct Officer will greet the student and review the Respondent's Rights of the Code of Student Conduct.

e. The Conduct Officer will briefly review the general conduct system and procedures for the meeting.

f. The Conduct Officer will review the specific alleged violation(s) and the documentation to support the charge(s). The student is allowed to view the documentation and may ask questions at any time.

g. The Conduct Officer will ask the student to respond to the alleged violation(s) by addressing the facts of the case, and whether the facts are in dispute or not. Both parties may ask questions to seek clarification.

h. The Conduct Officer will deliberate his/her decision. Typically, the decision of a finding is made during the Initial Administrative Resolution Meeting, unless further information or consultation is warranted at the discretion of the Conduct Officer.

i. The Conduct Officer will inform the student of the finding(s) and, if appropriate, sanction(s) to the student, or official notification of their formal resolution option.

***NOTE 1** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

2. Formal Panel Hearing

a. The Chair will call the hearing to order, and will explain the procedures, including having all parties introduce themselves, and then offering a prayer.

b. The Chair will ask the Investigator to present his/her report. This will include:

- i. A reading of the allegations/polices;
 - ii. A reading of the facts not in dispute; and
 - iii. A reading of the facts in dispute.
 - iiii. A reading of any prior records, only if they are relevant to the current case. (i.e. to establish a pattern of behavior)
- c. The Investigator will ask the parties if they have any comments or questions on the reading of the disputed and non-disputed facts.
- d. The Investigator will accept any questions from the FPH, including those to the parties that the FPH chooses to ask through the Investigator.
- e. The FPH may then ask the parties any relevant questions.
- f. The student will offer his/her testimony.
- g. The parties may ask relevant questions of the Investigator or one another when appropriate.
- h. The FPH and the parties may request the Investigator to call witnesses that are available.
- i. The Investigator, as the individual who interviewed all witnesses, should be questioned prior to calling a witness in for live testimony.
 - ii. If a witness is called, the requesting party may ask him/her questions first, followed by the Investigator and the FPH.
- i. The Chair will dismiss all parties and the FPH will deliberate on the findings.
- i. The deliberations are to be private and not recorded. All notes from deliberation are to be destroyed after the hearing.
 - ii. Should the members of the FPH have a procedural or other question for the Chair or the Investigator, they may ask the question to the Chair. The Investigator should communicate the nature of the question to the Responding Party and, when appropriate, the Reporting Party.
- NOTE:** In a sanctions-only hearing, after the reading of the allegations, the Responding Party will acknowledge responsibility for the violations. The hearing will then proceed to the sanctioning phase.
- j. Once the FPH has deliberated, they will reconvene and the Chair will read the findings into the record. If the Responding Party has been found in violation of any of the allegations, the hearing will proceed to the Sanctioning Phase. If the findings are Not Responsible on all allegations, then the Chair will dismiss all parties.
- k. The Sanctioning Phase of the Formal Panel Hearing
- i. The Chair (or the Investigator) will disclose the full prior record of the Respondent.
 - ii. The Chair will inform the FPH with the range of sanctions that would allow for institutional consistency.

iii. The Chair will ask the Responding Party to read his/her impact statement to the Panel.

iiii. The Chair will ask the Responding Party to read up to two letters of character support to the Panel.

v. The Chair will remind all parties that the sanctions determined by the FPH are recommendations to be made to the Dean of Students.

vi. The Chair will dismiss all parties for deliberation.

i. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the hearing, barring exigent circumstances.

K. Formal Hearing Findings

1. In a formal hearing, the FPH has the option of finding the Responding Party Responsible or Not Responsible. An FIO is not permitted as an outcome.
2. In a Sanctions Only hearing, the FPH will not be permitted to alter the findings as admitted by the Responding Party.

L. Sanctions Only Hearing Procedures

1. The Chair will call the Hearing to order, explain the procedures, conduct introductions, and offer a prayer.
2. The Chair (or Investigator on the case) will present the findings for the violation(s), read the applicable range of sanctions, and disclose the full prior record of the Responding Party.
3. The Responding Party will acknowledge responsibility and read his/her impact statement.
4. The Panel may ask questions of the Responding Party.
5. In cases where there is a victim, the Chair will ask the victim for his/her impact statement. Alternatively, the statement may be submitted in writing to the FPH. The Chair will determine if he/she or the Investigator will read the letter.
6. Two letters of character support for the Responding Party may be read into the record.
7. The Chair will dismiss all parties from the room to deliberate, with the exception of the members of the Panel.
8. The Panel will determine its recommendations for sanctions (modified or affirmed) and forward the recommendations to the Dean.
9. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the Hearing, barring exigent circumstances.

M. Sanctions for Individual Students

1. The following University-wide disciplinary sanctions may be imposed upon students found Responsible for a violation of the Code of Student Conduct. All sanctions may be imposed either singularly or in combination.
2. The purposes of imposing sanctions are twofold: 1) to protect the University community from behavior which is detrimental to the community and/or the educational mission of the University; and 2) to assist students in identifying acceptable parameters and consequences of future behavior. The sanction(s) imposed is/are intended to correspond with the severity or frequency of violations, as well as the student's willingness to recommit himself/herself to behaviors that fall within the Code of Student Conduct of the

University and are consistent with the mission and values of the University. Other factors that may affect the sanctions are:

- a. The nature, severity of, and circumstances surrounding the violation;
- b. An individual's disciplinary history;
- c. Previous complaints or allegations involving similar conduct;
- d. The need for sanctions/responsive actions to bring an end to the actions that were in violation of the Code;
- e. The need for sanctions/responsive actions to prevent the future recurrence of the actions that were in violation of the Code; and
- f. The need to remedy the effects of the actions that were in violation of the Code on the victim and the community.

3. Sanction Options:

- a. Expulsion: Dismissal from the University without the ability to apply for re-admittance.

NOTE: Any student expelled for disciplinary reasons must vacate the campus within the period of time noted in the notice of expulsion (typically immediately). The student may not return to campus or University property without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass.

- b. Suspension: Denial of enrollment, attendance, and other privileges at the University for a specified period of time. Students will be subject to complete a period of disciplinary probation upon their return to the University.

NOTE 1: Any student suspended for disciplinary reasons must vacate the campus within the period of time noted in the notice of suspension (typically immediately). The student may not return to campus or University property during the term of the suspension without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass.

NOTE 2: Students who are readmitted following University or Housing suspension may be immediately subject to suspension should they violate policies upon return, per the discretion of the CSSO or designee.

- c. University Probation: A period of review and observation during which a student is under an official notice that subsequent violations of University rules, regulations, or policies are likely to result in a more severe sanction including suspension or expulsion from the University. While on conduct probation, a student may be considered to be "not in good standing" and may face specific limitations on his or her behavior and/or University privileges (see Conditions/Restrictions below).

- d. Conditions/Restrictions: Limitations upon a student's behavior and/or University privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to restricted access to the campus or parts of campus, denial of the right to represent the University in any way, denial of extra-curricular activities include denial of

housing or parking privileges, required attendance at a workshop, or participation in public service.

- e. Written Warning: An official reprimand that makes the misconduct a matter of record in University files. Any further misconduct could result in further disciplinary action.

- f. Fee/Restitution: An order may be issued to make restitution or to pay a fee when a student has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of payment, community service, or other special activities designated by the hearing authority. Additional fees may be assessed as a punitive measure for any conduct violation.

- g. Withholding Diploma: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a complaint pending, or as a sanction if the student is found responsible for an alleged violation.

- h. Revocation of Degree: The University reserves the right to revoke a degree awarded from the University for fraud, misrepresentation, or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed prior to the awarding of the degree.

- i. Other sanctions: The University reserves the right to impose other sanctions as necessary to remain consistent with the mission and vision of the University. These may include, but are not limited to mandated psychological assessment, research projects, drug/alcohol classes or testing, online educational classes, proof of employment or attendance at classes, and/or apology letter, etc.

4. Residence Life Specific Sanctions:

- a. Permanent Housing Removal: Immediate removal from University housing with no ability to return.

NOTE: Any student permanently removed from University housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

- b. Temporary Housing Removal: Immediate removal from university housing for a set period of time with an ability to reapply to return to university housing.

NOTE: Any student removed from university housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary

reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

c. Housing Relocation: Immediate removal from a specific hall, room, or floor within University housing, and reassignment to another hall, room, or floor.

NOTE 1: Any student removed from any specific hall within University housing for disciplinary reasons must vacate that hall within the period of time noted in the notice of relocation (typically immediately). The student may not return to the residence hall from which they were removed without prior written permission by the CSSO or designee. Failure to comply with this request may constitute criminal trespass and will result in more severe disciplinary action.

NOTE 2: The CSSO or designee reserves the right to charge the student for the housing relocation.

N. Sanctions for Student Organizations

Student organizations are part of Concordia University and are required to follow the doctrine of the Lutheran Church-Missouri Synod.

The following disciplinary sanctions may be imposed upon student organizations or their membership when they have been found Responsible for violating the Code of Student Conduct. All sanctions may be imposed either individually or in combination. Disciplinary sanctions are imposed for the purpose of holding student organizations and their membership accountable for their actions and the actions of their guest(s), whether on campus or at any organization-sponsored function.

1. Permanent Revocation of Organizational Charter: "Permanent revocation" of the organization's registration charter means revocation without the ability to apply for new registration. Any organization whose registration is permanently revoked must cease all organizational activities upon receipt of the notice of permanent revocation. Any member of an organization whose registration has been permanently revoked shall relinquish any appointed or elected office held with that organization's governing body. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSSO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to revocation may be reassigned to other eligible University organizations.
2. Suspension: Suspension means denial of rights and privileges of a registered organization for a specified period of time. Any organization whose registration is suspended or revoked must cease all organizational activities upon receipt of the notice of revocation or suspension. Any member of a suspended organization may not hold an appointed or elected office with that organization's governing body for the duration of the organization's period of suspension. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSSO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to suspension may be reassigned to other eligible University organizations. Leave to reapply for registration as a

student organization may be granted with or without qualifications. Office or housing space assigned prior to suspension will not automatically be reassigned. The organization may reapply for a space assignment, subject to availability. Suspended organizations will automatically be placed on probationary status for a minimum of one academic year following their renewed registration.

3. Probation: A period of review and observation during which a student organization is under official notice that subsequent violations of University rules, regulations, or policies could result in a more severe sanction including suspension. During the probationary period, a student organization is deemed "not in good standing" with the University and may be subject to one or any combination of the following conditions and/or restrictions:

- a. Denial of the right to represent the University;
- b. Denial of the right to maintain an office or other assigned space on University property
- c. Denial of the privileges of:
 - i. Receiving or retaining funding;
 - ii. Participating in intramurals;
 - ii. Sponsoring or co-sponsoring any social event or other activity;
 - iii. Sponsoring any speaker or guest on campus; and
 - v. Participating in any social event.

4. Conditions/Restrictions: Limitations upon a student organization's privileges for a period of time or an active obligation to complete a specified activity or activities. This sanction may include, for example, denial of housing or social privileges, etc.

5. Written Warning: An official written reprimand making the misconduct a matter of record in University files for a specified period of time. Any further misconduct may result in further disciplinary action.

6. Restitution/Fines: An organization may be ordered to make restitution or to pay a fine when the organization has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent or disruptive behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of financial payment, public service, or other special activities designated by the hearing authority. Additional fines may be assessed as a punitive measure.

O. Sanctioning Guidelines

A point system, university fee, educational sanction, and probation period are employed for the level of offenses identified in this Code. Under normal circumstances the University will follow the schedule listed below. However, the University does reserve the right to impose harsher discipline for those offenses judged as involving extraordinary circumstances. As outlined in this code, the student may appeal sanctions which exceed the parameters below. The following sanctions may be imposed upon any student found to have violated this Code. Fees, at the discretion of the Conduct Administrator, can be substituted with Community Restitution (assigned work hours). The number of work

hours shall be calculated by dividing the fee by the minimum student worker hourly wage and rounded up to the nearest ½ hour.

Alcohol Policy Violations

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Violation PBT = 0	\$0 to \$15	0-1		AoD Assessment and/or Education when appropriate
1st Violation PBT = 0 or > 0	\$100	5		AoD Assessment and Education
2nd Violation PBT = 0 or > 0	\$200	7	Probation = 7 months	AoD Assessment, Education, and Notice to Parents
3rd Violation PBT = 0 or > 0	<p>Residence students who incur a third violation within 18 calendar months are subject to Resident Hall Suspension.</p> <p>Commuter students who incur a third violation within 18 calendar months are subject to Conditions/ Restrictions that limit time on the campus.</p> <p>Violations beyond the 3rd alcohol violation make a student eligible to be suspended from the University or other appropriate sanctions. This meeting will be held with the Dean of Students.</p>			

NOTE 1: If alcohol is found in a resident's room or common area, and PBT = 0, all residents and guests will be subject to the student code of conduct.

NOTE 2: If an on campus drinking citation is issued by the police, the hearing officer reserves the right to enforce or waive the fine above.

NOTE 3: The fine above may be waived with proof of payment to the Municipality in which an off- campus drinking citation was issued. If a student is found Responsible for hosting an off- campus event in which underage persons received citations, CU will treat hosts of the event who violate the alcohol policy as a second violation. CU will enforce the above fine for hosts regardless of Municipal consequences.

NOTE 4: A combination of one alcohol violation and one drug violation on a students' record may also result in the equivalent sanction to a third alcohol violation.

Drug Policy Violations

NOTE 1: Because drugs can manifest itself in a range of severity, the University has established 2 levels of severity (see below). The sanctioning administrator reserves the right to evaluate the gravity of the student's behavior (Severity Level 1 or 2) and impose any of the sanctions listed below to remediate the violation, as deemed appropriate.

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Possession or Use Violation Severity Level 1	\$50-200	7-12	Probation = 9 months With possible Housing Suspension	AoD Assessment; Notice to parents; AoD Counseling
Possession or Use Violation Severity Level 2		none	One full semester suspension from the University with possible Expulsion	AoD Counseling to return; Notice to parents
Sale or Distribution		none	1 year Suspension or Expulsion	AoD Counseling to return; Notice to parents

NOTE 1: A combination of one alcohol violation and one drug violation on a students' record may also result in the equivalent sanction to a third alcohol violation.

Violence Policy Violations – Code Policy #'s 33, 34, 35, 44, 51

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Severity Level 1	\$50 to \$100	2-5	Up to 5 months' Probation	Online education program as appropriate; counseling as appropriate; mediation as appropriate; apology to victim; letter of reprimand

Severity Level 2	\$100 to \$200	6-9	6-12 months' Probation	Housing relocation for residents; restricted campus access for commuters; counseling as appropriate; apology to victim; letter of reprimand; loss of privilege's; student worker position revoked; additional restrictions/ conditions as appropriate	Level D	\$100 - \$200	9-12	6-12 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate
Severity Level 3	None	University Suspension or Expulsion	Apology to the victim; loss of privileges; student worker position revoked; documentation of a completed program through a licensed agency with agency's recommendation for return		Level E			Residence Hall Suspension or Expulsion; University Suspension or Expulsion	Conditions may be imposed as a condition to be readmitted

Break Period Violations - Students found responsible for violating the student conduct code on campus during periods of hall closures (Christmas and Spring Break) will have all student conduct sanctions and points doubled.

Summer Housing: Living on campus in the summer is a privilege. Therefore, CUWAA maintains a zero-tolerance practice regarding violations of the code of student conduct and students may be asked to leave summer housing without a conduct case hearing if student violates the code of conduct.

Probation Violation- Students who are on Probation and violate the Student Conduct Code and are not suspended or removed from University Housing are subject to doubling of fines, points, and sanctions.

Points: The accumulations of student conduct points have the effect(s) as described below.

Yearly Conduct Points - Student conduct points awarded for violations occurring after room selection of the current year carry over to the next academic year until the next room selection.

Resident Students - Current resident students who accumulate more than 19 student conduct points in the current year are not eligible to participate in the following year's room selection process.

Note: All accumulated points affect a student's housing priority.

All Students - Students who accumulate a yearly student conduct point total of more than 24 points are subject to immediate resident hall suspension or expulsion or University suspension or expulsion.

P. Appeals

1. General Outline

a. There are two types of appeals that a student can request during the Initial Administrative Hearing (IAH).

b. The first appeal is called the **Outcome Appeal**, which a student can request if the student refuses to take responsibility for the conduct violation or disagrees with the sanctions recommended by the Conduct Officer.

***NOTE** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

All Other Policy Violations (see specific policy number)

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Level A	\$0-\$15	0-1		
Level B	\$35-\$50	2-4	2 months' Probation as appropriate for repeated offenses	
Level C	\$70-\$85	5-9	5 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate

c. After a student has requested an Outcome Appeal, s/he will be given the Outcome Appeal Form by the Conduct Officer overseeing the case. The student will complete the Outcome Appeal Form within three (3) business days of the conclusion of the IAH, barring exigent circumstances, and then submit the form to the Dean of Students who will review the form.

d. Once the Dean of Students has reviewed the form and noted whether the student requested either a Formal Administrative Hearing or Formal Panel Hearing (see Frequently Asked Questions for definitions), the Dean of Students will determine the time and meeting of the hearing.

e. The decisions made in both the Formal Administrative Hearing and Formal Panel Hearing are final.

f. The second appeal is called a **Procedural/Omission Appeal**, which can be requested in the following cases:

i. If a student believes that a procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc.)

ii. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

iii. The sanctions fall outside the range of sanctions the University has designated for the offense. As the Dean of Students or the Dean of Students and Title IX Coordinator reviews all sanctions, this ground for appeal is only appropriate when this review has not taken place.

g. The Procedural/Omission Appeal must be submitted to the Vice President of Student Success by completing the form "Request for Appeal," which can be found on the Portal under the Resource Tab.

h. The Procedural/Omission Appeal must be submitted within three (3) business days after the IAH.

Frequently Asked Questions

1. What are the Formal Administrative Hearing and Formal Panel Hearing?

The Formal Administrative Hearing is a hearing including the Dean of Students (and/or) appointed representative and the student requesting the appeal. The student appealing will have this opportunity to discuss the conduct charges and/or sanctions with the Dean of Students/appointed representative. Decisions made by the Dean of Students and/appointed representative in this meeting are final.

The Formal Panel Hearing is a hearing that includes the student appealing and a panel made up of one faculty member, one student and one staff member. The student will have the opportunity to discuss the conduct charges and/or sanctions with the panel and the panel will then inform the Dean of Students on the decision that the panel has reached and this decision is final.

2. Does a Formal Administrative Hearing/Formal Panel Hearing take the Conduct Officer's decision into account?

The presumptive stance of the Dean of Students/the Panel is that the original hearing body was correct in its initial finding. The burden is on the appellant to convincingly communicate otherwise.

In the case of a Procedural/Omission Appeal, the appellant must show that either policy was not followed or that new information changes the decision that was made.

Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal. No interviewing of or testimony by the parties is appropriate.

3. Will sanctions be paused until the appeal is complete?

All sanctions instituted by the original hearing body are to be implemented, barring extreme exigent circumstances. Final exams, graduation-related events, and/or proximity to the end of a term are not considered exigent circumstances.

4. Who can request a Procedural/Omission Appeal?

Any party to a complaint (Reporting Party or Responding Party) may submit a Request for Appeal (RFA) form to the Vice President of Student Success or designee who will review the appeal (Hereinafter the "RFA Reviewer"). Any party to a complaint may only file one appeal per incident, exigent circumstances notwithstanding.

5. What is the General Outline of the Procedural/Omission Appeal?

a. Request for Appeal must be submitted in writing to the RFA Reviewer within three (3) business days of notification of the outcome of the Formal Hearing. All outcomes are assumed received by all parties three business (3) days after sent via e-mail.

b. Any Request for Appeal not filed in a timely fashion will be denied. No exceptions to this timeline are permissible without the express permission of the RFA Reviewer.

c. The RFA Reviewer, who was not involved in the investigation, will review all Requests for Appeal to insure the request has standing.

d. The RFA Reviewer, reviewing the Request, may consider credibility, plausibility, and weight in his/her assessment of the Request.

e. Any Request for Appeal will be shared with all parties (Reporting Party, Responding Party, Investigator and Formal Hearing Panel Chair) who may respond to the Request in a "Response Memorandum."

f. All Response Memorandums must be submitted to the RFA Reviewer for consideration within three (3) days of the notification of the Request for Appeal.

g. All Response Memorandums will be shared with all parties.

h. The RFA Reviewer, after considering all Requests and Response Memorandums, will make and communicate one of the following determinations within three (3) business days of receiving the final response Memorandum:

1) The findings of the original hearing panel are affirmed, therefore, the Request for Appeal is denied. This decision is final and there is no appeal to this decision permitted by any party.

2) The Request for Appeal is denied in part and being forwarded in part for consideration.

3) The Request for Appeal is being considered.

i. Forwarded Requests for appeals will be considered and decisions will be communicated to all parties in writing within five (5) business days of receipt from the RFA Reviewer.

j. The decisions are limited to the following:

1) Affirming the decision of the original hearing body.

2) In cases where it is determined that the procedural error did significantly impact the finding or sanction, it will either:

i) Remand the case back to be reheard by a new Formal Hearing Panel/Hearing Officer.

This is typically done in cases where the procedural error is so profound as to render the original panel too biased or influenced. Or,

ii) Remand the case back to the original hearing body with instruction to repair the procedural error.

k. In cases where it is determined that the new evidence, unavailable during the original hearing or investigation, is now available and could substantially impact the original finding or sanction it will either:

1) Remand the case back to the original hearing body with instruction to consider the new evidence.

2) In these cases, the original hearing body will convene solely to consider the new evidence. Whether all parties are required to be in attendance is at the discretion of the Chair/Original Hearing Officer.

3) Remand the case back to be reheard in its entirety by a new Formal Hearing Panel/Hearing Officer. This is typically done in cases where the new evidence is accompanied by a procedural error so profound as to render the original panel too biased or influenced.

4) In rare cases, the decision may be to alter the finding or sanction based on the new evidence. This will only be done in cases where reconvening the Panel would put an undue burden on the parties (e.g., the Panel is not available).

5) In cases where a new panel is convened or the original hearing panel is reconvened, the appellate process may still be available to the parties, but only on the outcomes and proceedings of the most recent hearing, and subject to the same grounds and restrictions. There are no appeals procedures applicable to a decision affirming the original findings.

Flowcharts

Resource Lists

Alcohol Laws:

Wisconsin state law can be found at:

<http://docs.legis.wisconsin.gov/statutes/statutes/125/I/07> (<http://docs.legis.wisconsin.gov/statutes/statutes/125/I/07/>)

Michigan state laws can be found at:

<http://legislature.mi.gov/doc.aspx?mcl-Article-IV-40>

Drug Laws:

Wisconsin laws can be found at:

<http://docs.legis.wi.gov/statutes/statutes/961/IV/41>
(<http://docs.legis.wi.gov/statutes/statutes/961/IV/41/>)

Michigan laws can be found at:

<http://legislature.mi.gov/doc.aspx?mcl-333-7401>

<http://legislature.mi.gov/doc.aspx?mcl-333-7402>
(<http://legislature.mi.gov/doc.aspx?mcl-333-7403>)

<http://legislature.mi.gov/doc.aspx?mcl-333-7403>
(<http://legislature.mi.gov/doc.aspx?mcl-333-7404>)

<http://legislature.mi.gov/doc.aspx?mcl-333-7404>
(<http://legislature.mi.gov/doc.aspx?mcl-333-7410>)

<http://legislature.mi.gov/doc.aspx?mcl-333-7410>
(<http://legislature.mi.gov/doc.aspx?mcl-333-7411>)

<http://legislature.mi.gov/doc.aspx?mcl-333-7411>

Emergency Contact Information: To enter or update the emergency go to the portal (<http://my.cuw.edu> or <http://my.cuaa.edu>). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. "Add my Emergency Contact Information" is the middle link available.

Hazing Laws:

Wisconsin hazing law can be found at: <http://docs.legis.wi.gov/statutes/statutes/948/51> (<http://docs.legis.wi.gov/statutes/statutes/948/51/>)

Michigan hazing laws can be found at: <http://legislature.mi.gov/doc.aspx?mcl-750-411t>

Office Resources

Accessibility Office:

Mequon Campus:

Contact Person: Director of Academic Resource Center & Accessibility Services

Room: Rinker 206

Phone: (262)243-4299

Email: arc@cuw.edu

Ann Arbor Campus:

Contact Person: Director of Academic Resource Center & Accessibility Services at CUW

North Campus Location: North Building Room 125

Phone: (262)243-4299

Email: arc@cuaa.edu

Posting Approval:

<u>Mequon Campus:</u>	<u>Location:</u>
Student Success	AL107
Academics	LU 128
Student Activities	AL108D
Marketing	Luther
Advising and Career Services	S 101
Residence Life (can approve)	AL 107 (Res. Halls only & RD's can approve)
<u>Ann Arbor Campus:</u>	<u>Location:</u>
Student Service Center	SSC 101
Student Events	SSC 135
Career Engagement Studio	SSC 135
Residence Life	SSC 106

Reporting (Violation of Policy and/or Crime)

Contact Information for Mequon Campuses:

Email: campus.safety@cuw.edu

Office: Rinker Room 023

Off Campus Phone: (262) 243-4344

On Campus Phone Extension: 4344

Tip Form (<https://www.cuw.edu/academics/services/campus-safety/anonymous-tip-form.html>)

Contact Information for Ann Arbor Campus:

Email: security@cuaa.edu

Office: Student Services Building Room 114 and North Building Room 120

Off Campus Phone: (734) 358-1340

On Campus Phone Extension: 7502

Tip Form (<https://www.cuaa.edu/life/campus-safety/anonymous-tips.html>)

Course Descriptions

A

- Accounting (ACCT) (p. 129)
- Athletic Training (AT) (p. 130)

B

- Biology (BIO) (p. 132)
- Business (BUS) (p. 132)
- Business Analytics (BUAN) (p. 139)

C

- Chemistry (CHEM) (p. 139)
- Computer Science (CSC) (p. 139)
- Concordia Center for Bioethics (CCB) (p. 140)
- Counseling-Graduate (COUN) (p. 141)

D

- Digital Humanities (DH) (p. 144)

E

- Education - CUA (EDU) (p. 144)
- Education Family Life (EFL) (p. 147)
- Education-Cert Elem Ed (EDC) (p. 148)
- Education-Graduate (EDG) (p. 151)
- Educational Technology (EDT) (p. 162)

I

- Interprofessional Education (IPE) (p. 163)

L

- Leadership (LDR) (p. 163)

M

- Music (MUS) (p. 164)

N

- Natural Products Science (NPS) (p. 165)
- Nursing - Grad (NURS) (p. 166)

O

- Occupational Therapy-Grad (OT) (p. 170)

P

- Pharmacy (PHAR) (p. 176)
- Physical Therapy (PT) (p. 185)
- Physician Assistant (PHAS) (p. 194)

S

- Social Work (SW) (p. 198)
- Speech-Language Pathology (SLP) (p. 201)
- Student Personnel-Graduate (SPA) (p. 203)

Accounting (ACCT)

ACCT 5100. Advanced Auditing. (3 Credits)

This course builds on the theory, concepts and techniques utilized by independent auditors that are covered in the undergraduate Principles of Auditing course. Content covers integrated audits of public companies, advanced topics concerning complex auditing judgments, and the auditor's responsibility for detecting fraud in a financial statement audit. Task based simulations and conceptual quizzes will be utilized throughout the course to prepare students for the AUD portion of the CPA exam. Note: Students must have acceptance into the MSA program or permission of the MSA program director to take this course.

ACCT 5200. Advanced Taxation. (3 Credits)

This course builds on the individual and corporate taxation concepts that are covered in the undergraduate tax courses, and includes advanced topics such as Partnership, S Corporation, and LLC taxation. Task-based simulations and conceptual quizzes will be utilized throughout the course to prepare students for the REG portion of the CPA exam. Note: Students must have acceptance into the MSA program or permission of the MSA program director to take this course.

ACCT 5300. Excel Based Decisions in Managerial Accounting. (3 Credits)

This course has a primary focus on using Excel as a basis for analyzing managerial accounting decisions and performing basic analytic procedures and calculations. The course covers managerial accounting topics such as activity-based costing, allocating service department costs, CVP analysis, and variance analysis. Excel functions include formatting and sorting data, simple regression, templates, graphs, what-if analysis, and pivot tables.

ACCT 5400. Financial Accounting Theory I. (3 Credits)

This course is the first in a two-part series taking a deep dive into financial accounting theory. Topics include financial statement presentation, accounting transactions and events, and accounting for NFP and governmental entities. Critical thinking and analytic skills will be honed through task-based simulations and case studies.

ACCT 5410. Financial Accounting Theory II. (3 Credits)

This course is the second in a two part series taking a deep dive into financial accounting theory. Topics include financial statement presentation, accounting for transactions and events, and accounting for NFP and governmental entities. Critical thinking and analytic skills will be honed through task-based simulations and case studies.

Prerequisites: (ACCT 540, 540, 5400 or 5400).

ACCT 5500. Accounting Data Analytics. (3 Credits)

This course introduces and reinforces many concepts in accounting data analytics and covers topics such as logical thinking, extract-transform-load processes, analysis of financial data, visualization, communicating accounting data results, and data ethics. This course serves as the culmination of the MSA core courses and requires the completion of a comprehensive accounting data analytics project.

ACCT 6100. Information Systems Assurance & Advisory I. (3 Credits)

This course is the first in a two part series covering advanced concepts in Information Systems and Internal Controls. Topics may include IT governance and risk assessment, performing tests of internal controls, SOC engagements, utilization and management of data, and information security. Case studies and task-based simulations will be used to enhance student learning.

ACCT 6110. Information Systems Assurance & Advisory II. (3 Credits)

This course is the second in a two part series covering advanced concepts in Information Systems and Internal Controls. Topics may include IT governance and risk assessment, performing tests of internal controls, SOC engagements, utilization and management of data, and information security. Case studies and task-based simulations will be used to enhance student learning.

ACCT 6200. Individual Tax Compliance & Planning. (3 Credits)

This course provides students with the skills to engage in individual tax compliance and planning. Topics include fundamentals of tax planning for individuals, tax research, and personal financial advisory services.

Prerequisites: (ACCT 350 or 3500).

ACCT 6210. Entity Tax Compliance & Planning. (3 Credits)

This course provides students with the skills to engage in entity tax compliance and planning. Topics include federal taxation of entities, tax planning for entities, multijurisdictional tax basics, and tax research.

Prerequisites: (ACCT 360 or 3510).

ACCT 6400. Advanced Financial Accounting. (3 Credits)

This course covers challenging financial accounting concepts required of senior-level accountants. Topics include accounting research, notes to the financial statements, consolidations and business combinations, public company reporting, derivatives and hedging, and foreign currency translation. Financial statements analysis, forecasting, and governmental accounting topics will also be covered.

ACCT 6500. Advanced Data Analytics. (3 Credits)

This course will help students to evaluate stakeholders' interests and recommend courses of action through using advanced critical thinking and data analytics skills. Topics build on the logical thinking, data mining, data analysis, visualization, and communication skills acquired in the MSA core. The course will also focus on the ethical responsibilities of data analytics, included identifying misleading visual and evaluating data models for appropriate checks and balances.

Prerequisites: (ACCT 550 or 5500).

Athletic Training (AT)

AT 5500. Patient Centered Care. (3 Credits)

This course is designed to prepare students in the Master of Science in Athletic Training program for providing patient centered care. This course will explore health care delivery, cultural competence, ethical and legal obligations, documentation, communication skills, and professionalism, in the field of athletic training.

AT 5510. Psychosocial Aspects of Athletic Training. (3 Credits)

This course is designed to define the role of the athletic trainer within the psychosocial aspect of athletic injuries. Beyond the recognition of common psychological stressors associated with the athletic population, this course will analyze and critically assess the psychosocial ramifications of athletic injuries. Discussion on the impact of the athlete's psyche as it relates to injury, rehabilitation and return to play will be addressed with a focus on educating the athlete and athletic training professional through this process.

AT 5520. Athletic Training Foundations. (3 Credits)

This course is designed to give the student an understanding of the foundational knowledge and skills related to the athletic training profession. The lab component is designed to give the student the opportunity to practically apply everyday skills related to the athletic training profession. Must be accepted to MSAT program or have instructor consent.

AT 5530. Athletic Training Clinical I. (1 Credit)

This course is designed to formally structure clinical experience specific to the first or second semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

AT 5540. Professional Development. (1 Credit)

This course is designed to prepare students in the Master of Science in Athletic Training program for the process of seeking credentialing and employment upon graduation. Students will learn how to prepare a professional cover letter and resume, refine their interview skills, and obtain certification as an athletic trainer.

AT 5550. Recognition & Evaluation of Orthopedic Injuries I. (4 Credits)

This course involves the in-depth study of the orthopedic assessment of the head and face, foot, ankle, lower leg, and knee. Specifically, course information will include taking a complete medical history, inspecting the area, measuring range of motion, proper performance and interpretation of neurologic and special tests, determining a differential diagnosis, proper documentation, and coming to a clinical diagnosis based on the information obtained.

AT 5560. Emergency Care in Athletic Training. (3 Credits)

This course will prepare students to make appropriate decisions regarding acute injury and emergency care management, and to act proficiently on those decisions. Students will review concepts associated with American Heart Association (AHA) Basic Life Support (BLS) and first aid certification, including adult, child and infant CPR and AED. Additionally, special concerns seen in athletic populations will be addressed and practiced as they apply to the profession of athletic training.

AT 5570. Athletic Training Clinical II. (2 Credits)

This course is designed to formally structure clinical experience specific to the second semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

AT 5600. Administration & Management in Athletic Training. (4 Credits)

This course is designed to prepare students for the administrative and management responsibilities of an entry-level athletic trainer. This course will explore payor systems, systems of quality assurance and quality improvement, health informatics, resource management, policies and procedures, advocacy, and professional growth.

AT 5610. Rehabilitation Techniques of Orthopedic Injuries I. (3 Credits)

This course involves the study, methods, and application of rehabilitation techniques as they relate to orthopedic injuries.

AT 5620. Recognition & Evaluation of Orthopedic Injuries II. (4 Credits)

This course involves the in-depth study of the orthopedic assessment of the shoulder, upper arm, elbow, forearm, wrist, and hand. Specifically, course information will include taking a complete medical history, inspecting the area, measuring range of motion, proper performance and interpretation of neurologic and special tests, determining a differential diagnosis, proper documentation, and coming to a clinical diagnosis based on the information obtained.

AT 5630. Athletic Training Clinical III. (3 Credits)

This course is designed to formally structure clinical experience specific to the third semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

AT 5640. Therapeutic Modalities. (3 Credits)

This course involves the study of the principles and applications of cryotherapy, thermotherapy, ultrasound, laser, diathermy, traction, and electrical stimulation. This course will explore the various applications of modalities as they relate to pain management and orthopedic injuries.

AT 6510. Rehabilitation Techniques of Orthopedic Injuries II. (3 Credits)

This course expounds on the student's knowledge of the study, methods, and application of rehabilitation techniques as they relate to orthopedic injuries. It involves an examination of human movement mechanics in applied settings.

AT 6520. Recognition & Evaluation of Orthopedic Injuries III. (4 Credits)

This course involves the in-depth study of the orthopedic assessment of the spine, pelvis and related structures. Specifically, course information will include taking a complete medical history, inspecting the area, measuring range of motion, proper performance and interpretation of neurologic and special tests, determining a differential diagnosis, proper documentation, and coming to a clinical diagnosis based on the information obtained.

AT 6530. Athletic Training Clinical IV. (3 Credits)

This course is designed to formally structure clinical experience specific to the fourth or fifth semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

AT 6540. General Medical Conditions. (4 Credits)

This course is designed to provide the learner with information regarding the pathophysiology of diseases and conditions encountered in the profession of athletic training. Classroom and laboratory experiences will encompass addressing illness/condition recognition, assessment, differential diagnosis, referral, and treatment of a variety of patient populations. Additionally, the course will examine pharmaceutical drug applications, interactions, and their value to the injury-healing process and athletic performance.

AT 6575. Seminar in Athletic Training III. (3 Credits)

This course is designed to formally prepare the student for the transition into the workforce. The course will focus on preparing the student for the Board of Certification Examination. It will also focus on professional development and strategies for obtaining viable employment post-graduation, such as cover letter and resume refinement, employment search and application strategies, and interview strategies.

AT 6600. Research Methods. (3 Credits)

This course explores methods commonly used to design, implement and appraise sports medicine research including a review of statistical methods, epidemiology, and evidence-based practice. The course includes examination of descriptive, quantitative and qualitative research methods. Students will complete a literature review of a sports medicine-related topic.

AT 6610. Case Studies in Athletic Training. (3 Credits)

This course is designed to allow students to employ their knowledge base and data-gathering skills gained during clinical education and coursework. Students will analyze and evaluate the management of healthcare related patient cases. The course will utilize both self-directed and peer group based learning.

AT 6620. Advanced Musculoskeletal Anatomy. (3 Credits)

This course is designed for students seeking to gain a higher level understanding of human anatomy. The course will provide a comprehensive review of human cadaver anatomy for health professionals. Major muscles, skin, bones and joints, internal organs, blood vessels, the brain, spinal cord and major nerves will be covered. The students will use dissected cadavers to study anatomical variations, pathologies, and changes due to disease/injury. The students enrolled in the course will attend clinical lectures followed by cadaver exploration and identification.

AT 6630. Athletic Training Clinical V. (3 Credits)

This course is designed to formally structure clinical experience specific to the fifth or sixth semester of enrollment in the Master of Science in Athletic Training program. Students will observe and gain hands-on experience in recognition, diagnosis, and management of injuries and illnesses at Concordia University affiliated clinical sites under the supervision of a preceptor. The purpose of this course is to incorporate specific clinical proficiencies with real life injury situations.

AT 7500. Internship in Athletic Training. (1-3 Credits)

This course is designed to expose students to various aspects involved with health care and rehabilitation in either a clinical or non-clinical setting. Although the student is only at the pre-professional level, he/she can be involved in the observation, assistance, and discussion of patients' treatment and care, as the experienced professional deems appropriate.

AT 7800. Immersion Experience in Athletic Training. (6 Credits)

This course is designed to formally structure clinical experience specific to the last year of enrollment in the Master of Science in Athletic Training program. Students will be fully immersed in the responsibilities of the clinical site, gaining hands-on experience with recognition, diagnosis, and management of injuries and illnesses and daily setting-specific administrative tasks at Concordia University affiliated clinical sites under the supervision of a preceptor.

Biology (BIO)

BIO 4990. Undergraduate Research. (1-4 Credits)

This course provides students with the opportunity to work with members of the faculty conducting research in the biological sciences. Students must submit appropriate form to the Department Chair for approval. Note: Students may enroll in this course multiple times, up to a maximum of 4 total credits.

BIO 5100. Ecology. (3 Credits)

This course is a study of the interactions between organisms and their environment. Ecology surveys biotic and abiotic factors in the environment, ecosystem types, population ecology, community structure, aquatic ecology, and succession.

BIO 5300. Pharmacology. (3 Credits)

This course focuses on the principles of drug action. These principles will then be invoked in the discussion of various therapeutic interventions for diseases associated with selected organ systems. Treatments of pathogenic diseases and cancer will be discussed as well as the use of natural products.

Business (BUS)

BUS 5000. Graduate School Success. (3 Credits)

This course is designed to ensure that the student has the necessary foundation in academic writing and research skills to be successful in completing the expectations of the graduate program. Course work will position incoming students to understand the Concordia University graduate learning environment, learn to conduct research, and write for the academic community.

BUS 5005. Business Foundations for Administrative Professions. (3 Credits)

This course covers the four prerequisite requirements to enter the MBA program. It can also be taken by any student who would like a refresher of fundamental business principles. This course provides an integration of management, accounting, finance, and business statistics foundations to help prepare students for the rigors of the MBA program.

BUS 5100. Ethical Leadership for Dynamic Organizations. (3 Credits)

Take an intensive journey and gain a deep sense of virtuous behavior that creates and deploys people-focused organizations for the betterment of society. This course will analyze foundational ethic principles that can ignite organizational growth.

BUS 5110. People-Focused Management. (3 Credits)

Discover how to create people-focused organizations that achieve growth, build brands and generate exceptional experiences for employees and customers. This course will provide initiatives and tools for motivating organizations to maximize the triple bottom line: people, profit and planet.

Prerequisites: (MBA 519 or BUS 5100).

BUS 5120. Financial Analyses to Drive Business Growth. (3 Credits)

Learn accounting and financial insight to drive business decisions that result in profitable and sustainable growth for an organization. Students will interpret financial reports, evaluate investments and understand the implications of financing strategies.

Prerequisites: (MBA 519 or BUS 5100).

BUS 5130. Mastering Analytics and Decision Making. (3 Credits)

In this course, students will learn how to use statistics for practical business applications and apply the bulletproof problem-solving approach to business challenges. Students will be able to tell a story with data and interpret and present Tableau visualizations.

Prerequisites: (MBA 519 or BUS 5100).

BUS 5140. Managerial Economics & Econometrics. (3 Credits)

This course provides a clear and balanced presentation of relevant economic practices, analytics, theories and concepts. The focus of this course will be on the application of modeling and predictive analytics, relevant theories and the tools of analysis in the decision-making sciences to examine how managers make optimal economic choices in the face of constrained resources. The course should be thought of as applied analytical economics, emphasizing those topics of the greatest interest and importance to decision-making managers and economists, including demand, production, cost, pricing, market structure and government regulations.

Prerequisites: (MBA 534 or BUS 5130).

BUS 5500. Fraud Management. (3 Credits)

This course is designed to provide students with a basic understanding of the principles of occupational fraud, emphasizing circumstances with which any management team may ultimately be confronted. The course covers fraud in the areas of skimming, cash larceny, check fraud; register schemes, and misappropriation of cash and assets. A brief overview of corruption and interviewing of employees when a fraud is suspected is also included.

BUS 5600. Publicity and Public Relations. (3 Credits)

This course examines the techniques and strategies used to gain public support for an individual or organization. How spokespersons are selected and used to project policy are examined along with the use of techniques, such as interview and speech opportunities. A special emphasis is placed on integrating strategies and tools used by professionals to market a product or idea, increase sales, or change an organization's positioning or reputation. Campaigns are analyzed through a management approach that stresses strategic planning and implementation techniques.

BUS 5610. Managerial Communication. (3 Credits)

This course presents major approaches to management, focusing on theories of employee motivation, morale, resource management, communication network, upward and downward messages, and superior-subordinate relationships. Diagnostic instruments are utilized in analyses and evaluation of managerial communication, identifying strengths and limitations. The focus is on setting behavioral goals for improving communication skills.

BUS 5620. Public Speaking: Professional Reports & Presentations. (3 Credits)

This course addresses the development of proficiency in organizing, researching, structuring, editing, and presenting oral presentations. It covers a diverse range of topics from delivery, visual aids, nonverbal communication, and voice, to argumentation, evidence and emotional appeal.

BUS 5700. Corporate Finance. (3 Credits)

This course is a study of the function of finance and the flow of funds within the corporation. This course emphasizes financial analysis, decision-making, planning and controlling, capital acquisition and use, and strategic planning. This is a 3-credit course. It is required that students have had an undergraduate finance class or equivalent prior to attempting this class. This course focuses on three competencies within the MBA program: numeracy, decision-making, and communication. The financial and calculatory elements represent numeracy. This skill is then used to improve the decision-making ability of the financial manager. The decisions are then communicated, in this class, in written format to the end user (board, shareholders, and other stakeholders). It is also expected that financial practitioners will make decisions based upon ethical practices, therefore, ethical and spiritual development is also involved.

BUS 5710. International Finance. (3 Credits)

This course presents the study of financial management in the global market-place. Topics will include foreign exchange, decisions relating to capital budgeting in relation to the flow of funds, and the investment alternatives for management and investors. The course also covers causes for foreign direct investment, international trade and balance of payments, foreign exchange and exchange risk management, and international capital budgeting. It provides a conceptual framework within which the key financial decisions of the multinational firm can be analyzed.

BUS 5720. Financial Institutions Management. (3 Credits)

This course provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept.

BUS 5730. Securities Analysis. (3 Credits)

This course is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate those using financial spreadsheets and internet applications toward making a capital decision is emphasized.

BUS 5800. Healthcare Transformation & Leadership. (3 Credits)

This course covers five areas of healthcare leadership; including leadership in healthcare, leadership skills, organizational culture building, leading people, and health care delivery.

BUS 5810. Healthcare Quality and Legal Regulation. (3 Credits)

Healthcare Quality and Legal Regulation examines the legal aspects of health care administration and provides a strong foundation in health law and ethics including liability and contract law related to health care; licensing, staff privileges, and peer review; informed consent, patient rights and privacy; anti-kickback and fraud regulations; malpractice risk and insurance; and human resources functions related to health care.

BUS 5820. Innovation in Global Health. (3 Credits)

A comprehensive overview of healthcare access and delivery in 11 developing and industrialized countries. An integrated approach and synthesis-based organizational framework is explored to develop leadership strategies for analysis and envision creative solutions to current healthcare crises.

BUS 5830. Healthcare Strategy & Operations Management. (3 Credits)

Focuses on principles of strategic management and competitive analysis to support strategy development for health care organizations. Provides an understanding of how current business and management knowledge is applied to health care organizations to promote future success and competitive advantage.

BUS 5840. Economics and Public Policy of Health Care. (3 Credits)

This course is a study of the demand for health care compared to the supply of providers of health care services. Consideration is given to an economic analysis of health care policies with emphasis on the ethical implications of policy decisions.

BUS 5850. Special Topics in Health Care. (3 Credits)

This course will offer students the opportunity to explore many of the issues that are confronted in healthcare today. Healthcare has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues.

BUS 5900. Human Resource Management and Administration. (3 Credits)

This course provides a broad overview of the human resource management and administration function, with a focus on the relationship between human resources and the organization's strategy. Students will complete several self-assessments, engage in human resource simulations, and complete video case studies. Topics include the human resource environment, acquisition and preparation of human resources, assessment and development, compensation, and strategic management of the HR function.

BUS 5910. Training and Development. (3 Credits)

This course provides an in-depth examination of the training and development practices that support organizational growth and employee career advancement. Aligned with SHRM (Society for Human Resource Management) guidelines, students will explore the needs assessment process, the design and implementation of training programs, and the evaluation of training effectiveness. The course also examines traditional and technology-based training programs, as well as social responsibility issues related to legal compliance, managing diversity, and career development. Future trends and developments in the training and development field are also discussed. Throughout the course, students will have the opportunity to apply course concepts and theories to real-world situations through case studies, simulations, and other experiential/application-based learning activities.

BUS 5920. Risk Management. (3 Credits)

This course is aligned with SHRM (Society for Human Resource Management) guidelines regarding risk management in human resources. Topics covered include: disaster preparation, business continuity, and recover planning, financial implications of managing risk, human resource audits, and legal compliance.

BUS 5930. Human Capital Analytics. (3 Credits)

This course covers the forms, types, applications, interpretations, and capabilities of human capital analytics. Students will learn to ask insightful questions, understand key terms, and intelligently apply data. This course provides a practical approach to using data to solve human resource challenges and presenting data through visualization and storytelling.

BUS 6000. Strategic Innovation. (3 Credits)

This course is designed to introduce students to the practices necessary to stimulate and manage innovation in an organization. Students are given frameworks and methods for designing, developing, and implementing innovation in real work situations. The aim of the course is to provide the learner with the perspective and skill base necessary to lead innovation-focused projects, people, and ventures. How to create an organizational culture for innovation and commensurate competencies will also be introduced. This course will emphasize how innovation tools and methods can be successfully employed in real work situations. Each module is designed to engage in a conceptual and experiential application of innovation practices.

BUS 6010. New Venture Formation and Business Development. (3 Credits)

This course focuses on the process of writing a business plan suited to a new venture, as well as on business development. Students are guided through the process of writing their own business plan. Students also gain an understanding of the business development process, associated with commercializing a product or service within a company.

BUS 6020. Intellectual Property and Regulatory Issues. (3 Credits)

This course provides lectures and case studies on various aspect of intellectual property and regulatory matters as they relate to product development and commercialization. An overview is provided of the major forms of intellectual property (IP): patent, trademark, copyright and trade secret. IP issues as they pertain to the business of product development are presented through case studies and lectures.

BUS 6300. Management Information Systems. (3 Credits)

This course introduces students to managing the use of technology and information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving.

BUS 6310. Data Communications and Networking. (3 Credits)

This course presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail, along with local/hybrid/cloud and software defined WAN. Network management objectives and techniques are presented.

BUS 6320. Systems Analysis and Design. (3 Credits)

This course presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Development Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites.

BUS 6330. IT Governance and Cybersecurity. (3 Credits)

Course covers current topics in cybersecurity, including security culture, physical and digital attack vectors, and IT governance frameworks. This course also provides introductory coverage of many of the topics in the CISSP certification path, such as security and risk management, security architecture and engineering, communications and network security, identity and access management, security assessment and testing, and security operations.

BUS 6340. Artificial Intelligence in Business. (3 Credits)

This course will introduce the building blocks/concepts of artificial intelligence, machine learning, and deep learning. Students will understand the impact of artificial intelligence in various businesses and learn how organizations leverage artificial intelligence in their business solutions. Students will apply various techniques and tools related to AI solutions.

BUS 6400. Nonprofit Fundraising and Grant Writing. (3 Credits)

Students will explore and learn to apply the most current best practices in the area of fundraising and grant writing for nonprofit organizations. Given the vital nature of fundraising and grant writing for almost all nonprofits, this course will provide the tools necessary for success in this field. All major and current aspects of fund development will be covered, with special emphasis given to the development of the case of mission support. Students will learn to approach fundraising from an ethical perspective consistent with Christian values and integrity. Upon successful completion of this course the student will be well equipped for entry into a career as a fundraising professional.

BUS 6500. Introduction to Lean. (3 Credits)

This course introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused.

BUS 6510. Global Production and Operations. (3 Credits)

This course is a study of production and operations as directly linked to global supply chain management. Topics included address operations and supply chain resilience, quality management systems and metrics, understanding, analysis, and mitigation of risk, anticipating and planning for environmental conditions, handling disruptions, and sustainability. As part of this course, tools such as the failure modes and effects analysis, risk matrix, and process capability will be covered.

BUS 6520. Management Science and Analytics. (3 Credits)

This course introduces techniques and methods used in business management to analyze and solve business problems. The course will also explore the reasoning behind the use of management science techniques. We will explore various practices from the field of management science that can be applied in spreadsheet models to help in the decision-analysis and decision making process. The course will also present techniques to assist managers with planning, organizing, leading and controlling projects.

BUS 6700. Strategic Marketing. (3 Credits)

This course is a study of the planning, implementation and control of the marketing function. Topics covered include: market segmentation, use of marketing research in decision-making, use of media and promotion, budgeting, and marketing program evaluation.

BUS 6710. Digital & Social Media Marketing Strategies. (3 Credits)

This course is designed to help the student understand the social media and digital revolution; the concepts, tools and applications. This course will provide students with the practical knowledge and insights needed to successfully plan, implement, manage, and measure digital and social media marketing efforts.

BUS 6720. Consumer Behavior. (3 Credits)

This course explores how and why consumers behave as they do. Students will analyze the external and internal influences that affect consumer purchase behavior, investigate how these are filtered through a consumer's core identity and sense of self, and will try to understand and parse out all the variables that can change a purchase decision. Students will use these learnings to create a final project that attempts to reposition and increase sales for a well-known American brand.

BUS 6730. Advertising & Integrated Marketing Communication. (3 Credits)

This course is the study of advertising in a context of marketing communication and integrated marketing. It covers all forms of promotion which exist to inform and persuade the diverse and fragmented audiences that seek goods, services and ideas. The course places the advertising function within a marketing framework while recognizing that advertising is both an art and a science. Prerequisites: (MBA 550 or BUS 6700).

BUS 6740. Marketing Research and Intelligence. (3 Credits)

The purpose of this class is to understand market research concepts, methodologies, segmentation, sampling, interpretation and analysis of data, questionnaire writing and design, and how to present findings in a manner that benefit an organization and aid in strategic decisions. Research trends and ethics within market research will also be covered. The class will culminate in a final project and presentation.

BUS 6800. Sustainability and Social Entrepreneurship. (3 Credits)

The adoption of the tenets of sustainability in all sectors of the economy continues to gain traction. This course introduces the graduate student to the triple bottom line of Sustainability (People, Planet and Profit) as related to the development of products and to Social Entrepreneurship concepts that guide how such a business is run. The course is designed to provide a student from any discipline a foundation on the key competencies embedded in sustainability and sustainable development. The focus of the course is on balancing a company's need to maximize profits while also minimizing negative impact on the environment and maximizing positive social impact. Industry-relevant examples from the areas of healthcare and natural sciences are used to illustrate these concepts in a practical way.

BUS 7000. Industry Leaders Seminar Series. (3 Credits)

This course introduces the graduate student to best practices in business administration from the perspective of organizational leaders who give guest lectures for the students. Students get exposed to the culture, business and technical aspects of various industry types, and hone their professional networking skills. Series delivered over two semesters and combines on-campus and online components.

BUS 7010. MBA Internship / Intraship. (1-3 Credits)

The internship experience provides the student with a practical application experience that cannot be duplicated in the classroom. Curricular emphasis is placed on student use of learned skills and exposure to hands-on business techniques. Students must work in an approved business site for a minimum of 120 hours to practice skills discussed in other MBA classes. All sites are to be approved by the MBA internship instructor. International students must have their I-20s signed by the school's designated school official before they begin this experience.

BUS 7020. Business Coaching. (3 Credits)

This course takes a practical Coaching approach to exploring the student's lifelong learning mindset toward professional development while discovering personal and professional strengths that can impact business interactions, behavior, and decisions. No matter where a student is in their learning journey or professional career, this course is designed to invite self-discovery and appreciative inquiry to forefront. Students will assess goals and strategies for upskilling, enhanced performance management, and career advancement.

BUS 7030. Service Learning. (3 Credits)

Students will explore how they can best use their God-given talents in service to Christ in the Church and in the world through participating in readings, discussions, weekly reflections, and volunteer activities. Students will volunteer 15 hours of their time at an organization of their choosing. By the end of this course, students will understand what it means to "Live Uncommon" and be ready to apply these principles as Christian business leaders.

BUS 7040. Study Abroad. (3 Credits)

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

BUS 7050. Project Management. (3 Credits)

This course presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous career examples are considered to help explain how to apply proven project management tools in different disciplines. Students will actively use techniques to manage a group project and focus on each stage of a project's life#cycle. Software tools for project design and management are also presented and used.

BUS 7060. Introduction to Six Sigma. (3 Credits)

This course introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. This is an "application project course" and the project will be the most significant mediator of success and the final grade.

BUS 7090. Special Topics: Business & Industry. (3 Credits)

This course covers a wide range of emerging and existing topics and is designed to be flexible as to capture commercial and industrial innovation as they develop. One such example is water. By collaborating with the 123 organizations in SE Wisconsin that are in water as well as the Water Council, Water Institute and the New School of Fresh Water Sciences, we can prepare students for employment in specialty sectors. Another example is energy but, specific to employment in the SE Wisconsin's industrial and commercial energy sector.

BUS 7500. Strategic Management. (3 Credits)

This is a course incorporating utilization of a textbook, Capstone Foundation simulation, and other resources such as Internet and workplace materials.

BUS 9101. Christian Faith, Business, and Values. (3 Credits)

Christian Faith, Business and Values: With the assistance of parables, this course will examine emerging business practices through the lens of Christian ethics, which are important for organizational success and sustainability. Students in this course will continue to develop practices that help establish scholarly and practical applications toward ethical leadership. This allows for a healthy integration of Christian values and viable business practices conducive to producing quality outcomes.

BUS 9102. Business Intelligence and Predictive Analytics. (3 Credits)

This course is the application of machine learning, artificial intelligence, and statistical algorithms to uncover hidden patterns in Big Data. It is widely used to solve real-world problems in business, government, economics, and even science. This course provides students with an insight into how predictive analytics can be used to help organizations make better decisions. Through analyzing real datasets, students learn how to identify situations where predictive analytics in business intelligence could be used, as well as learn tools and acquire skills for data definition, extraction, transformation, analytical modeling, and exploiting patterns found in historical, transactional, structured, and unstructured data for identifying risks and opportunities.

BUS 9131. Quality Management and Productivity. (3 Credits)

BUS 9131 is a case study-based course to evaluate Quality Management and Operational Excellence Frameworks that helped companies with developing core competencies to achieve market leadership positions in their respective industries. We will survey approaches to TQM in various industries and apply concepts of Quality as defined by external and internal stakeholders. The course will conclude with infamous case studies where this went terribly wrong, and learn how these failures reshaped corporate responsibility and legislation.

BUS 9300. Doctoral Research and Writing (Chapter 2). (3 Credits)

This course will provide guidance for doctoral of business administration students in writing Chapter 2, the Literature Review, of the dissertation. Students will engage in the writing process as a foundation for preparing their Literature Review and will become acquainted with identifying, organizing, and synthesizing resources to engage in scholarly writing. Prerequisites: (DBA 9010 or BUS 9420).

BUS 9301. Doctoral Research and Writing (Chapter 1). (3 Credits)

BUS 9301 Doctoral Research and Writing Chapter 1 is the second part of a series of courses designed to guide students through the development of their research and dissertation. The course will provide a foundation for writing Chapter One in the student's Doctor of Business Administration dissertation. The major key elements that will be included are the background, problem statement, research purpose, significance of the student, research questions, hypotheses (if applicable), definition of terms, delimitations of the study, limitations and assumptions of the study, and the researcher's perspective. Upon completion of the course, a draft of Chapter One will be completed for students to review with their dissertation advisors/research chairs.

BUS 9302. Doctoral Research and Writing (Chapter 3). (3 Credits)

BUS 9302 Doctoral Research and Writing Chapter 3 requires doctoral students to demonstrate they have developed all the components of a professional dissertation research methodology from conceptualization to analysis. BUS 9302 is the third part of a series of courses designed to guide students through the development of their research and dissertation. The methodology development process includes selecting the most appropriate research methods to address specific research questions; quantitative, qualitative, and mixed-methods approaches to research; designing the data collection; identifying and applying ethical considerations to research; preparing to conduct quantitative and qualitative empirical analyses; developing a plan to report and disseminate the results; and preparing to deliver a formal research proposal to the dissertation committee.

BUS 9310. Managing Human Capital in Healthcare. (3 Credits)

This course is required for the Healthcare Administration concentration for the Doctor of Business Administration (DBA) degree and will focus on healthcare strategy, employment law and employee relations, healthcare professionals, credentialing, diversity, job analysis and design, recruitment, retention, performance management, compensation, benefits, organized labor, workforce planning, nursing workforce, quality and patient safety, workplace vitality, and human resource metrics. Throughout this course, students will utilize university resources, technologies, policies, dissertation research process, and scholarly writing presented in previous coursework. Prerequisites: (DBA 9010 or BUS 9420).

BUS 9313. Healthcare Financial Management and Economics. (3 Credits)

This course offers scholarly practitioners the financial framework necessary to investigate, diagnose, and enhance organizational financial health in an evolving and changing economic landscape in the healthcare industry. The financial framework will explore the foundation of financial/managerial accounting and financial management for application in the current healthcare environment.

BUS 9315. Healthcare Technology and Analytics. (3 Credits)

This course is required for the Healthcare Administration concentration for the Doctor of Business Administration (DBA) degree and will focus on the health information technology (IT) and information systems (IS), healthcare data and analytics, healthcare IS, IS to support population health management, system acquisition, system implementation and support, achieving value in healthcare IS, organizing IT/IS services, privacy and security, performance standards and measures, system standards, alignment and strategic planning, governance and management, and healthcare IT/IS leadership. ##Throughout this course, students will utilize university resources, technologies, policies, dissertation research process, and scholarly writing presented in previous coursework.

BUS 9317. The United States Healthcare Delivery System. (3 Credits)

This course is required for the Healthcare Administration concentration for the Doctor of Business Administration (DBA) degree and will focus on the components and analysis of the healthcare delivery system, including programs, providers, policies, payment systems, cost, quality, and access.

BUS 9319. Population Health and Social Determinants. (3 Credits)

This course provides a foundational understanding of Population Health and Social Determinants, exploring the multifaceted factors influencing the health and well-being of communities. Students will delve into the core principles of population health, examining how social, economic, and environmental factors contribute to health outcomes on a large scale.

BUS 9320. Leading Transformation and Change. (3 Credits)

This course is required for the students in the Organizational Performance and Change concentration who are the Doctor of Business Administration (DBA) program. The course will focus on change initiatives that target strategy, culture, learning organizations, as well as change programs at various levels of an organization. We will study the processes of designing change interventions as practiced in Organization Development. In addition, we will consider many of the factors that affect the success of change interventions. Change continues to be a major dynamic in organization life. Organizations are looking for leaders who can understand, lead and support organizational transformation. We will strive to get at the heart of transformational change at the individual, team and organizational level. By learning to anticipate and plan for change, we can strategically build strong, flexible, capable organizations that achieve transformation and change.

BUS 9321. Scenario Planning. (3 Credits)

This course will prepare learners to develop an awareness of critical uncertainties in dynamic organizations. Learn how to model, predict, and prepare for alternative futures and their impact on organizations. Students will create and apply scenarios in a practical application through active learning, theory, and practice.

BUS 9323. Contemporary Topics in Organizational Performance and Change. (3 Credits)

This course will provide a foundation for contemporary performance and change as the content provides a dynamic array of current topics from human resource development, change management, organizational management, human resources management and more. Current topics, relevant organizations, must-read books and more will make up this ever-changing course as we stay current on the most relevant issues in organizational performance and change.

Prerequisites: (DBA 9010 or BUS 9420) and (DBA 9320 or BUS 9320).

BUS 9325. Talent Management and Development. (3 Credits)

BUS 9325 Talent Management and Development is an Organizational Performance and Change (OPC) concentration class in the Doctor of Administration (DBA) program. The course will provide a foundation for both Talent Management and Talent Development. Written with the scholar-practitioner lens, BUS 9325 will include both practitioner based practicality with the peer-reviewed academic perspectives. The focus will be how to gain a competitive workplace culture advantage by acquiring, identifying, developing and promoting the best people. Topics will include Using Talent Management to Build a High-Performance Workplace, Talent Management Building Blocks including Competencies, Performance Management, Talent Forecasting, Succession Planning, Talent Mobility, and Key Components of Talent Development.

BUS 9327. Reframing Organizations. (3 Credits)

Explore the dynamic world of organizational dynamics and leadership through our course on reframing organizations. Gain insights into different perspectives and frameworks that help you navigate the complexities of modern organizations.

BUS 9328. HRD in Action: Driving Change and Performance. (3 Credits)

This doctoral-level course explores the critical link between organizational performance, change initiatives, and the strategic role of Human Resource Development (HRD) in driving both. You'll gain a comprehensive understanding of how HRD practices can be leveraged to assess an organization's effectiveness, design and implement successful change strategies, and ensure those changes lead to lasting performance improvements.

BUS 9329. Building an Innovative Organizational Culture. (3 Credits)

This doctoral-level course explores the critical link between organizational performance, change initiatives, and the strategic role of Human Resource Development (HRD) in driving both. You'll gain a comprehensive understanding of how HRD practices can be leveraged to assess an organization's effectiveness, design and implement successful change strategies, and ensure those changes lead to lasting performance improvements.

BUS 9330. Economic Theory and Business Effectiveness. (3 Credits)

This course will introduce students to the powerful and practical applications of micro and macroeconomic theory. This course will address the importance of understanding the framework of economics and how its tools can be used to develop solutions to the problems encountered in the management of complex organizations. Micro-level topics covered will include demand and consumer behavior, empirical cost analysis, pricing practices, and market structures. The macroeconomic environment in which a business operates will also be analyzed; including, aggregate income, unemployment, inflation, interest rates and exchange rates and how these factors effect organizational performance and strategy. The course will conclude with a capstone business environment plan which invites students to apply the empirical tools and economic theories they have become proficient with to create a comprehensive analysis of the microeconomic and macroeconomic environment for a business. Course assessments will include reviews of scholarly journal articles, case studies, quizzes and a capstone project.

BUS 9331. Financial Theory and Decision Making. (3 Credits)

This course develops students in management skills of decision-making and problem-solving of a business, using knowledge of ratios and financial statements. Using case studies of real-world circumstances, students are challenged to evaluate financial and managerial situations, recommend actions, and then evaluate decisions in light of the many issues faced in business organizations.

BUS 9333. Applied Economics. (3 Credits)

The course covers a number of topics in applied economics. Specifically, it covers the topics of evaluating various social, economic, and business policies. It introduces a set of advanced methods of impact evaluation, such as Instrumental Variables, Regression Discontinuity Design, Difference-in-Difference, and Matching. Combined, this set of applied methods allows for developing complex data-driven decision-making. The course also covers a number of ethical challenges associated with conducting research in social studies. The students will learn how to recognize them and how Christian moral values can be helpful in navigating these challenges.

BUS 9335. Corporate Finance. (3 Credits)

Delve into the fundamental concepts that drive financial decision-making within corporations. This course covers the essential tools and strategies to optimize financial performance.

BUS 9338. Financial Analysis for Organizational Performance. (3 Credits)

This course covers the analysis and interpretation of accounting data and its use in planning and performance management of organizations. Topics include cost concepts and management, budgeting and controlling, financial statement analysis, and the balanced scorecard. Students will develop an understanding of key performance measures relevant to the strategic planning of organizations.

BUS 9339. Free Enterprise Principals. (3 Credits)

This course is designed to provide a comprehensive understanding of how free markets operate, fostering innovation, competition, and economic growth.

BUS 9341. Ecological Economics and Sustainable Development. (3 Credits)

The Ecological Economics and Sustainable Development course applies the foundations of ecological economics to address environmental challenges facing businesses in the competitive global market. It uses multiple methods of cost-benefit analysis and impact analysis to evaluate the incentives and constraints driving sustainable business practices. The course explores the newest strategies in decision sciences, ESG, EEE/PPP triple bottom line, circular economies, stewardship planning, and changing patterns of production and consumption. Ecological micro economics topics for this course include supply chain management, energy supply management, supply v. demand-side change, consumer behavior, and regional market structures. Ecological macro economics topics for this course include foreign investment, global development, strategies to finance green infrastructure and up-scale green initiatives, natural resource capital, and commodity tracking systems. In a culminating project-based experience, the main tenants of ecological economics are applied to actual corporate cases to generate growth strategies that support corporate responsibility and finance transitions to sustainable development practices.

BUS 9345. Environmental Stewardship Plan Development. (3 Credits)

The Environmental Stewardship Plan Development course is an applied experience in strategic leadership and environmental management. Advanced students develop environmental stewardship plans with corporate partners or conduct environmental consultancy practicum projects. The development process includes using multiple methods to assess environmental risks, conduct stakeholder outreach, understand ESG context, collect and analyze ecological and operational data, and measure progress and impact. Students learn how to align environmental stewardship plans with businesses' master strategic plans, ESG/EEE/PPP goals, and SDG corporate responsibility goals. Through the project-based learning experiences, students gain applied knowledge in sustaining vital ecosystem services, generating value, and supporting corporate responsibility through environmental stewardship.

BUS 9350. Scholar Practitioner Approach to Mentorship. (3 Credits)

In this course, DBA students will learn to both find and maintain healthy mentors for their career while simultaneously serving as a mentor for others. They will examine the importance of a mentor/mentors in their personal and professional lives, develop trusting relationships amongst one another, and learn the transformational process of mentorship.

BUS 9360. Organizational Consulting. (3 Credits)

Elevate your consulting skills and empower organizations to thrive in a rapidly evolving business environment. This course covers practical tools to drive positive transformation.

BUS 9365. DBA Special Topics. (3 Credits)

This course provides specialized topics within the ever-changing business field. The content will vary from class to class, allowing for flexibility in learning about current and future trends in business.

BUS 9400. Dissertation Advising. (1 Credit)

This course will provide students a structured opportunity to work with their Research Advisor every semester. In BUS 9400, students will find resources and be required to submit all major steps in the dissertation writing process from beginning to dissertation completion. At the end of this continual, self-paced, pass/fail course, students will have completed and submitted their proposal, preliminary examination, dissertation, IRB approval, as well as their peer reviewed journal article or approved conference proceedings, in addition to all required forms needed for graduation. BUS 9319, 9327, 9335, 9339, 9360 were all cut when we did the specialization consolidation.

BUS 9420. Introduction to Scholarship. (3 Credits)

This course will provide an introduction to academic scholarship and doctoral studies for doctoral of business administration students. Students will become acquainted with university resources, technologies, policies, the dissertation research process and scholarly writing.

BUS 9421. Statistics for Research. (3 Credits)

Survey of quantitative data analytics methodologies and tools to aide in complex problem solving across large variety of industries and business settings. Topics covered will include, but are not limited to, descriptive and inferential statistics, tools such as SPSS or R, data visualization, and case studies, applying methods and tools to real world problems.

BUS 9422. Quantitative Research Design. (3 Credits)

Students in this course apply their knowledge of statistics as they analyze and interpret quantitative data within a research design related to business administration. Students develop and evaluate a quantitative research design, use SPSS to complete various types of analyses, and develop the skills to write the methods and results sections of a quantitative research article.

Prerequisites: (DBA 9115 or BUS 9421).

BUS 9423. Scholarship Inquiry. (3 Credits)

The objective of the course is to provide an introduction to research inquiry for applied research. This course offers an overview of paradigms and techniques used in social science by examining their essential core elements. Students will utilize common research lenses to shape and view their research topic.

BUS 9424. Qualitative Research Design. (3 Credits)

This course will provide guidance for Doctoral of Business Administration students in understanding Qualitative Research Design. Students will engage in qualitative research. Students will develop a core foundation from the beginning to end of the process on how to conduct a qualitative research study, how to write up a study for a dissertation, as well as discover the five most common qualitative research study approaches. Prerequisites: (DBA 9010 or BUS 9420) and (DBA 9120 or BUS 9423).

BUS 9425. Mixed Methods Research. (3 Credits)

Students in this course will explore mixed method approaches which combine inductive and deductive thinking in offsetting limitations of exclusively quantitative and qualitative research through a complementary approach which maximizes the strengths of each data type and facilitates a more comprehensive understanding of business issues and potential resolutions.

Prerequisites: (BUS 9421 or DBA 9115) and (BUS 9422 or DBA 9210) and (BUS 9424 or DBA 9215).

BUS 9426. Advanced Qualitative Research. (3 Credits)

Students in this course will gain a comprehensive understanding of complex issues in qualitative research and how qualitative analysis advances knowledge through theory-building. The course focuses on the conceptual alignment of research aims, data collection, analysis, and development of findings responsive to the aims. Students will engage in hands-on analysis of qualitative data triangulated with diverse data sources and types, learn about quality checks, and have the opportunity to pilot test research instruments within a framework of ethical research practices.

Prerequisite: BUS 9424.

BUS 9427. Advanced Quantitative Research. (3 Credits)

Students in this course apply their statistical knowledge in creating deeper patterns for analysis of both exploratory and explanatory phenomena. Students will build upon skills learned in BUS 9422 by synthesizing and interpreting quantitative data within a research design related to business administration and will be able to produce advanced analysis incorporating the use of Qualtrics as well as SPSS software.

Prerequisites: BUS 9421 and 94422.

BUS 9428. Emerging Qualitative Research Design and Methods. (3 Credits)

This course will cover how participatory photography research methods can be used by scholarly researchers to gain a deeper understanding and knowledge of topics related to business applications. Students will learn how to develop and implement a research study that includes participant photography as the research method.

Prerequisite: BUS 9424.

BUS 9499. Doctoral Capstone. (3 Credits)

The capstone class is an opportunity for doctoral students to reflect upon their doctoral journey from a faith driven, Christian perspective. With their newfound status as a researcher, students will create a personal future research plan in their area of specialization. They will also create a future faith plan to identify how they will live out CUW's mission as graduates.

Business Analytics (BUAN)

BUAN 5000. Introduction to Coding, Programming, and Databases for Analytics. (3 Credits)

In this course, students will be introduced to the topics of business analytics, data management, and programming. Topics covered include data visualization, regression analysis, supervised and unsupervised data mining, decision trees, and programming with R.

Chemistry (CHEM)

CHEM 4990. Undergraduate Research. (1-4 Credits)

This course provides the student the opportunity to work on a research topic under the direction of a member of the chemistry faculty. The experience must be approved in advance by the Department Chair. Note: Students must have completed 8 credits of chemistry and have the consent of the instructor prior to enrollment.

CHEM 5334. Advanced Organic Chemistry. (4 Credits)

This course is an advanced survey of modern organic chemistry focusing on synthesis using the retrosynthetic approach. Selected topics include classical organic syntheses in addition to pharmaceutical drug applications and process development synthesis.

CHEM 5524. Instrumental Analysis. (4 Credits)

This course is an in depth study of the use of instruments in chemical analysis. Topics include the basic theory and techniques of instrumental methods of analysis, with emphasis on spectrophotometry, NMR, and gas and liquid chromatography. 2 hours lecture, 4 hours lab.

Prerequisites: (CHEM 225 or 2204).

Computer Science (CSC)

CSC 5010. Vocation and Ethical Computing. (3 Credits)

This course provides the foundation for professional ethics in the field of Information Technology. Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors within IT. They also learn the history of computer ethics and the codes of practice proposed by professional societies such as the Association for Computing Machinery and the Institute for the Management of Information Systems. As our society becomes increasingly dependent on IT, it is imperative that students see their work as a means of service with social responsibilities that go far beyond the immediate legal and business-related requirements of their employer. Students learn that although the field of IT poses some unique ethical problems and challenges, these can be evaluated with the same moral criteria that apply in other walks of life. Specific topics studied include: serving the user's needs; developing sustainable solutions; creating ethical products; the unintended power of computing solutions; computer security and privacy (including the problems of malicious software, hacking and identity disclosure); intellectual property rights; and the ethical implications of an electronic global community. Relevant moral criteria are presented and applied to contemporary case studies.

CSC 5015. Applied Artificial Intelligence. (3 Credits)

Applied Artificial Intelligence presents the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course will offer a practical approach to incorporating artificial intelligence into useful applications. It includes such topics as: face recognition, speech recognition, and robotic construction. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective.

CSC 5020. User Experience. (3 Credits)

User Experience (UX) - an advanced course in current trends involving how humans use technology and the appropriate and changing interfaces required. This is an extension of the undergraduate Human Computer Interaction course (CSC 3020) which emphasizes fundamental user experience theory. CSC 5020 tackles emerging technologies and their unique interface requirements with human beings.

CSC 5025. Data Security and Information Assurance. (3 Credits)

This course is a survey and overview of methods available to safeguard the information technology used in an enterprise today. IT systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important to the IT practitioner. The IT practitioner must comprehend and manage assurance and security measures within the enterprise. Topics include: operational issues, policies and procedures, attacks and related defense measures, risk analysis, backup and recovery, and the security of information.

CSC 5035. Mobile Computer Architecture. (3 Credits)

An advanced course in current trends in Computer Architecture with a specific emphasis put on decisions related to mobile devices that needs to weigh battery life, heat, and performance more critically than traditional computer systems.

CSC 5040. Applied Computer Networking. (3 Credits)

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

CSC 6000. Database Administration. (3 Credits)

This course provides students with solid theoretical and practical knowledge for developing database management systems. Students will plan, design, implement, maintain, and use database management systems and review the use of databases in small and large commercial organizations. The course addresses concepts, database structures, database architecture, understanding user requirements, user views, functions, and evaluation of database management systems. The course focuses on the relational database model, standard SQL language, database structure normalization, conceptual data modeling, and the entity-relationship data model. Students will work with real world applications and databases. Concepts of data integrity, security, privacy, ethical use, and concurrence control are included.

CSC 6200. Advanced Algorithms. (3 Credits)

This is an advanced course in current trends in Problem Solving and Algorithms that builds on our undergraduate courses data structure (CSC 4400) and CS Theory (CSC 4200). This course will look at emerging algorithms across the grand ideas of computer science. As new technologies emerge, new algorithms must be explored to support them.

CSC 6210. Applied Restful APIs and Integrations. (3 Credits)

From eCommerce to data mining, web systems are the primary information repository of 21st century information technology. This course focuses on: web technologies, information architecture, digital media, web design and development, vulnerabilities and social software.

CSC 6220. Language Theory. (3 Credits)

This is an advanced course in current trends of programming language design and implementation. Students will create a modern trends inspired programming language and solve traditional problems using their creation. This course builds on our undergraduate language theory class (CSC 3210).

CSC 6400. System Administration and Maintenance. (3 Credits)

This course presents concepts and skills the professional system administrator must understand to effectively maintain enterprise information technology. Topics include: operating systems, application packages, administrative activities, and administrative domains.

CSC 6410. Advanced Networking. (3 Credits)

This is an advanced course which focuses on modern trends in computer networking technology. While this course will be related to the other networking course in this curriculum, it takes a different approach. Focus is placed on advanced topics related to emerging computer networking concepts.

CSC 6420. System Analysis and Design. (3 Credits)

Systems Analysis and Design allows students to investigate the theory, practice, and application of systems analysis and design in the context of information technology. This course emphasizes the vital and various roles played by people during the analysis and design of problem-solving systems. Key topics include requirements, acquisition and sourcing, integration, management, quality assurance, organizational context, and architecture. The tools and techniques of systems analysis and design are covered along with the information technology problem-solving model and appropriate documentation. Prototyping, process and data modeling, feasibility and reliability issues, and user interaction are studied. Current state-of-the-art topics in IT are used as illustrative examples. A project relating to a large IT system allows students to implement analysis and design techniques in a realistic setting.

CSC 7050. Internship in IT. (1 Credit)

The internship provides students with an opportunity to gain valuable practical experience under the guidance of a supervisor/mentor in the work setting, as well as a professor in the academic setting. The goal is to integrate practical work experience with the cumulative knowledge and skills obtained during the students' education. It is expected that students will develop personal, professional and additional academic competencies during the internship. In order to accomplish this, students will need to go beyond the common experiences of a normal employee. Study, reasoning, reflection and theoretical and conceptual exploration will be required for students to develop new skills and knowledge to get the most of the internship experience. All students in the Information Technology program are highly encouraged to obtain relevant work experience in the information technology field before graduation.

Concordia Center for Bioethics (CCB)

CCB 5000. Moral Reasoning & Bioethics. (3 Credits)

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

CCB 5200. Clinical Issues in Bioethics. (3 Credits)

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

CCB 5400. Bioethics & Biotechnology. (3 Credits)

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

CCB 5600. Bioethics and the Law. (3 Credits)

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

Counseling-Graduate (COUN)

COUN 5000. Counseling Theories and Issues. (3 Credits)

This course provides both the historical and current perspectives of various theories of counseling, as well as introducing the student to the profession of counseling. The ethics of working as a counselor is a primary underpinning of the field. Both American Counseling Association (ACA) and American School Counseling Association (ASCA) ethical guidelines for counseling, as well as legal concerns, are discussed and integrated into all assignments. This course also introduces the student to specific requirements of the graduate program. The portfolio requirement for school counselors, APA writing style are also reviewed.

COUN 5010. Professional Ethics. (3 Credits)

This course deals with philosophical issues affecting practice. Special attention is given to ethics and the nature of humankind. Professional ethical behavior and adherence to ethical standards is a foundational cornerstone to the profession of counseling. Issues such as confidentiality, malpractice, the law, and the counselor as witness will be discussed. Both the American Counseling Association (ACA) and the American School Counseling Association (ASCA) codes of ethics will be the primary foci of the course.

COUN 5020. Human Development. (3 Credits)

This course offers students an opportunity to explore issues in the stages of human development over the life span. Various issues related to human development in the biological, cognitive, psychosocial, and spiritual spheres will be discussed. Further, students will also become more familiar with the major psychological theories pertaining to human development.

COUN 5030. Models and Methods of Family Counseling. (3 Credits)

This course will offer the student opportunities to explore various schools of thought and treatment techniques related to the practice of family counseling. The role of the professional in diverse settings and with traditional and nontraditional families will be discussed. Research on the effectiveness of working with families as well as the assessment of family dynamics will be explored.

COUN 5035. Models and Methods of Christian Family Counseling. (3 Credits)

This course will offer the student opportunities to explore various aspects of family development and family dynamics. The role of the church worker with traditional and nontraditional families will be discussed, as well as current research in the church regarding the dynamics of a family. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

COUN 5040. Social Cultural Foundations in Counseling. (3 Credits)

Social/Cultural Foundations in Counseling is an exploration of various cultures and their impact on human behavior. The focus of the course is on the powerful impact that cultural background may have on the mental health field, and on how biases may affect therapeutic relationships. Current issues and therapeutic techniques are addressed keeping in mind our multicultural society.

COUN 5045. Social/Cultural Theological Foundations. (3 Credits)

Social/Cultural Theological Foundations an exploration of diversity issues that impact the church and the world beyond. How the Christian church-worker supports those of different backgrounds and ministers to those individuals while increasing their own understanding of various cultures and beliefs. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

COUN 5100. Consultation Strategies. (3 Credits)

This course is designed to provide an overview of the consultation process and insight into the various roles that consultants may play. Theoretical approaches and principles of consultation, planned change, and organizational development will be discussed as well as counselors as consultants within the organization and within the community.

COUN 5105. Consultation Strategies within the Church. (3 Credits)

This course is designed to give the church worker skills and insight into the various roles a consultant may play, as well as how to improve consultation within the community and organization. This class will be taught by an ordained or commissioned minister of religion who is a licensed mental health counselor.

COUN 5110. Tests and Measurements. (3 Credits)

This course provides the graduate student with an understanding of test analysis and design. Special emphasis is placed on evaluating the validity and reliability of commercially available and self-created test instruments.

COUN 5120. Career Counseling Foundations. (3 Credits)

This course refers to the life-long process of developing knowledge about the world of work. Skills and aptitudes, interests, personality characteristics, beliefs and values are all important aspects of career counseling. This course introduces a variety of theories and practices in career development and career counseling using career assessments and information sources.

COUN 5130. Trauma Counseling. (3 Credits)

This course affords the student the opportunity to learn how to work with victims and survivors of trauma. The student will discuss skills for dealing with trauma survivors and families, and trauma victims. Students will also discuss suicide risk assessment and intervention. Additional topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families, trauma in children, and risk assessment.

COUN 5200. Individual Counseling. (3 Credits)

Individual Counseling provides the graduate student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into the dynamics of one-to-one counseling and the role of the counselor. The course requirements include practice of counseling techniques, small-group activities, and audio or video-taped counseling sessions designed to promote self-awareness, skill development, and development of intentional competencies. Note: This course is required to be taken face to face.

Prerequisites: (COUN 543 or 5000) and (COUN 592 or 5010) and (COUN 584 or 5020) and (COUN 552 or 5040) and (COUN 582 or 5130).

COUN 5210. Group Counseling. (3 Credits)

Group Counseling discusses the purpose, types, functions and principles of group counseling. The course encourages students to develop an understanding of the ability to engage in and evaluate small group processes and relationships. Group counseling techniques, group development, and group stages are also addressed. Note: This course is required to be taken face to face.

Prerequisites: (COUN 543 or 5000) and (COUN 592 or 5010) and (COUN 584 or 5020) and (COUN 552 or 5040) and (COUN 582 or 5130) and (COUN 593 or 5200).

COUN 5300. Design, Implementation, and Evaluation of Counseling Programs. (3 Credits)

This course explores the planning, establishing, administering and evaluating of counseling / consultation programs that are supported in the literature as Evidence Based Practices. The student will utilize knowledge of basic statistics and data collection to design a program within her / his own special area of interest. The students will utilize data they have gathered to establish the steps to implement the program within their school or community. Further, the students will use data driven information to evaluate the efficacy of the program they have designed and implemented. Note: This is the required capstone course in the Graduate Counseling program. This is generally one of the last courses taken as a student in the Counseling program at Concordia University.

COUN 6010. Scripture and the Christian Counselor. (3 Credits)

This course will use an LCMS scriptural world view in the integration of faith-based principles into a holistic counseling approach.

COUN 6020. Christian Reconciliation. (3 Credits)

This course is an introduction to Christian Reconciliation. Students will gain a basic knowledge about what causes conflict and various responses to conflicted situations. A theological framework for Christian Reconciliation will be presented that will introduce students to the concept of sin and forgiveness. Students will explore their own responses to personal conflict while learning skills to assist others who are struggling with conflicted interpersonal situations.

COUN 6030. Current Support Issues for Christian Pastors and Church Workers. (3 Credits)

This course will look at a range of topics such as physical and sexual abuse, pornography, various addictions, Christian reconciliation, and other topics that churches and Christian agencies experience in their service to members and non-members.

COUN 6040. Psychopharmacology. (3 Credits)

This course provides a thorough overview of alcohol and other drugs, the rationale for their use and abuse in schools and the community. Emphasis will be placed on the major categories of medications, drugs and alcohol with case overviews outlining the process of making the best possible referral and counseling practices. This course is required of all counseling students who wish to pursue the Clinical Substance Abuse Counselor certificate through the state of Wisconsin.

COUN 6050. Theories of Personality. (3 Credits)

This course focuses on six general approaches to explaining personality. These approaches are the psychoanalytic approach, the trait approach, the biologic approach, the humanistic approach, the behavioral/social approach, and the cognitive approach. Emphasis will be placed on ways the student will use these theories to be helping professionals in their field of study. Students will also be asked to write a paper incorporating their own beliefs in this study of personality.

COUN 6200. Psychopathology. (3 Credits)

This course views how human and scientific aspects of normal / abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment.

COUN 6210. Foundations of Clinical Mental Health Counseling. (3 Credits)

This course reviews the history of mental health counseling, as well as reviewing various models, theories and principles of mental health counseling in a clinical setting. Various options for treatment, as well as various responsibilities which are a part of clinical mental health counseling are addressed. Further, the following aspects of clinical work are addressed: advocacy, consultation, collaboration and ethics.

COUN 6220. Addictions Counseling. (3 Credits)

In addition to Alcohol and Drug concerns, this course will also address behavioral addictions such as: gambling, shopping, gaming, sex and hoarding. The course will address treatment and relapse plans and goals, as well as the impact of addiction on family, friends and support systems. Developmental issues, as well as comorbidity, are addressed in the addiction process as therapeutic models are discussed.

COUN 6230. Advanced Theory and Skills in Professional Counseling. (3 Credits)

This course addresses specific issues related to working with clients, including those who may have substance abuse concerns. Coursework addresses the diagnostic process, including differential diagnosis and the use of diagnostic classification systems (DSM ICD); training on administration of the intake interview, mental status evaluation, biopsychosocial history; mental health history, and psychological assessment for treatment planning and caseload management; and techniques and interventions related to a broad range of mental health issues.' (Wisconsin Legislature: Chapter MPSW 14.01(2) (f) 1). Students must have completed 33 credit hours in the counseling program, including the prerequisite coursework, prior to this course. Prerequisites: (COUN 593 or 5200) and (COUN 594 or 5210).

COUN 6400. Portfolio - Introduction. (0 Credits)

Graduate programs in education at Concordia University Wisconsin utilize a portfolio-based assessment process. Students earning a Master's in Education-School Counseling must complete a professional portfolio to fulfill graduation requirements. The portfolio is part of the licensing process required by the Wisconsin Department of Public Instruction. In addition, the student should be registered for COUN 5000 Theories and Issues.

Prerequisite: COUN 5000*.

* May be taken concurrently.

COUN 6410. Portfolio - Pre-Practicum. (0 Credits)

Graduate programs in education at Concordia University Wisconsin utilize a portfolio-based assessment process. Students earning a Master's in Education-School Counseling must complete a professional portfolio to fulfill graduation requirements. The portfolio is part of the licensing process required by the Wisconsin Department of Public Instruction.

COUN 6420. Management for Counselors. (3 Credits)

This course focuses on characteristics that make a counselor effective within a school setting. This course emphasizes instructional design, content objectives, lesson and unit plan instruction and implementation, instructional strategy, classroom management techniques, learning styles, and school policies, laws, and trends. This course is designed specifically for school counselors.

COUN 7200. Practicum for Professional Counselors. (3 Credits)

This is a field-based experience designed to introduce the student to the area of professional counseling. Orientation to the profession is reviewed. Ongoing goals include the development of professional levels of competency and successful integration into the day-to-day operation and expectations of the clinical setting. The student completes 100 hours of clinical work under the supervision of an approved site supervisor and approved supervisor from Concordia. A minimum of 40 hours of face to face client contact is documented, as well as engaging in and documenting supervision. Supervision must consist of: 1) a minimum of 1 hour per week of individual or triadic supervision per week by a CU supervisor, approved student supervisor, or site supervisor; and 2) an average of 1.5 hours weekly of group supervision through the site supervisor, approved student supervisor or CU supervisor.

COUN 7210. Internship I - Professional Counselor. (3 Credits)

This is a 300 hour field-based internship experience designed to introduce student practitioners to the form and content of their discipline. The experience continues to be supervised by an approved site supervisor and approved supervisor from Concordia who both hold an appropriate current license issued by WI DSPS, or the equivalent of the license in the state of the experience. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate and document an average of 1.5 hours weekly of group supervision provided by the site supervisor, an approved student supervisor or a CU supervisor. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staff sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop, demonstrate, and be evaluated on professional levels of competency in the various areas of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. Prerequisites: (COUN 606 or 7200).

COUN 7220. Internship II - Professional Counselor. (3 Credits)

This is a 300 hour field-based internship experience designed to further develop the skills of the student practitioners. This is a continuation of the work started in Practicum in the development of professional levels of competency of clinical practice recommended and described by the American Counseling Association and the National Board of Certified Counselors. The experience continues to be supervised by an appropriately credentialed mental health professional holding a current license in Wisconsin, or the state in which the student is engaged in their internship hours. A minimum of 120 hours of face to face client contact is expected, as well as one hour per week of individual or triadic supervision by the onsite and/or university supervisor. Further, the student will participate in and document an average of 1.5 hours weekly of group supervision provided by the onsite supervisor, an approved student supervisor or a CU supervisor.

Prerequisites: (COUN 607 or 7210).

COUN 7400. Elementary School Practicum/Portfolio. (3 Credits)

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the Elementary School Portfolio is a step in the required assessment process in which the student submits artifacts from their elementary school practicum experience demonstrating their knowledge and application of the DPI standards.

Prerequisite: COUN 6410.

COUN 7410. Middle School Practicum/Portfolio. (3 Credits)

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the Middle School Portfolio is a step in the required assessment process in which the student submits artifacts from their middle school practicum experience demonstrating their knowledge and application of the DPI standards.

Prerequisite: COUN 6410.

COUN 7420. High School Practicum/Portfolio. (3 Credits)

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the High School Portfolio is a step in the required assessment process in which the student submits artifacts from their high school practicum experience demonstrating their knowledge and application of the DPI standards.

Prerequisite: COUN 6410.

COUN 7579. Practicum Elementary School. (2 Credits)

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the student should register for and begin work in COUN 7630 Portfolio - Elementary while enrolled in this class.

COUN 7590. Practicum Middle School. (2 Credits)

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the student should register for and begin work in COUN 7631 Portfolio - Middle School while enrolled in this class.

COUN 7591. Practicum High School. (2 Credits)

This is a 200 hour experience designed to introduce students to the form and content of their discipline. The student has exposure to the day-to-day realities of school counseling practice, i.e., social/emotional, academic, and career domains. Students are to develop and demonstrate professional levels of competency as determined by the Wisconsin Department of Instruction. In addition, the student should register for and begin work in COUN 7632 Portfolio - High School while enrolled in this class.

COUN 7630. Portfolio Elementary School. (0 Credits)

This is a step in the required assessment process in which the student submits artifacts from their elementary school practicum experience demonstrating their knowledge and application of the DPI standards.

COUN 7631. Portfolio Middle School. (0 Credits)

This is a step in the required assessment process in which the student submits artifacts from their middle school practicum experience demonstrating their knowledge and application of the DPI standards.

COUN 7632. Portfolio High School. (0 Credits)

This is a step in the required assessment process in which the student submits artifacts from their high school practicum experience demonstrating their knowledge and application of the DPI standards.

Digital Humanities (DH)

DH 5500. Archival Research. (3 Credits)

Students will learn best practices for locating, organizing, and disseminating archives to a variety of audiences. Students will also learn how to use current archival software systems.

Prerequisite: DH 540.

DH 5900. Special Topics in Digital Humanities. (3 Credits)

This course will focus on special topics in the digital humanities. It may be repeated, provided the topics are different.

DH 6000. Digital Humanities Practicum. (3 Credits)

The practicum consists of supervised work in a variety of areas such as digital archiving, digital pedagogy, web research and design, art curator, library studies, etc. The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student. Students are responsible for completing weekly analyses in which they connect their practicums to relevant course content and creating a final research project due at the end of the session. They are also required to document 75 hours of supervised work in order to meet the course requirements. Note: The student must complete all 5000-level coursework before beginning the practicum.

DH 6010. Thesis I. (3 Credits)

Proposal and Literature Review: This course is the first in a two-course sequence for students who wish to write a thesis. Students will prepare a proposal for their thesis. Once the proposal is approved by the advisor, students will write the literature review in a traditional paper or digital format. This course is a pre-requisite for DH 6020 Thesis II.

DH 6020. Thesis II. (3 Credits)

Writing and Defense: This course is the second part in a two-course sequence required for students who wish to write a thesis. Students will develop the remaining sections of their thesis based on the proposal and literature review created in DH 6010 (Thesis I). In addition, students are required to present their work (paper or multimodal composition) before the end of the semester in which Thesis II is taken. Depending on a students' geographical location, the defense may be presented in person or via an online modality.

Prerequisites: (DH 610 or 6010).

Education - CUAA (EDU)

EDU 5000. Growth and Development of School Aged Children. (3 Credits)

In this course, candidates will make critical examinations of physical, cognitive, moral and social developmental theories, methods and findings on human growth and development during childhood with emphasis on social personality and problems of adjustment as they relate to educational experiences. Candidates will explore typical versus atypical development of children and the implications development has on educational, social, cognitive and moral experiences.

EDU 5010. Designing Instruction. (3 Credits)

Candidates will understand best practices as they relate to instructional planning, aligning assessment to effective teaching, the use of technology to enhance teaching and learning, pedagogical theories and skills, and classroom management. Candidates will further gain knowledge in student motivation, building relationships with various entities and the dispositions required of an effective educator that lead to individual student success.

EDU 5020. Differentiated Instruction. (3 Credits)

Candidates will create challenging, standards-based instruction aligned with curriculum that reflects learners' needs, assets, and interests and connects the learners' language, culture, and experiences to their learning. Candidates will also design and enact appropriate instruction that leverages the strengths and contributions of all learners including the unique developmental needs and related instructional and behavioral goals of adolescents with disabilities, gifted students and English language learners.

EDU 5030. Assessment for Educators. (3 Credits)

Candidates will explore the various modes of assessment, including formative and summative, while understanding how assessment forms a vital piece to educational instruction. Data collection, analyzation and feedback to both students and caregivers will be addressed.

EDU 5040. Technology Instruction for Educators. (3 Credits)

Candidates will explore the benefits and pitfalls of using technology in the classroom as well as discern how best to use technology for student learning and growth. Candidates will identify, develop and apply a variety of technological skills congruent to current teachings in educational technology for both themselves and their students.

EDU 5050. Special Education Instruction. (3 Credits)

Candidates will design and enact inclusive instruction that addresses the developmental needs of students with disabilities. Candidates will further apply a variety of strategies, instructional approaches, behavioral assessments and positive behavioral interventions to promote the full participation of students with disabilities.

EDU 5100. Educational Leadership: Theory and Practice. (3 Credits)

An exploration of the basic principles of educational leadership within the sociopolitical context of schools. An analysis of the beliefs and practices required for high levels of performance.

EDU 5110. Organizational Theory in Educational Settings. (3 Credits)

This course presents traditional and contemporary theories, research and practices related to the behavior of human beings in formal organizations; particularly within the context of school as an institution.

EDU 5120. Research Methods in Education. (3 Credits)

This course provides a broad introduction to educational research and the various traditions found within the community of educational researchers. Attention will be given to the central role of data collection and interpretation in curricular, programmatic, and leadership decision-making. The student will examine the moral, legal, and ethical issues that arise when conducting research. The coursework leads to the development of the initial research project design for meeting the degree requirements of the Master of Science in Educational Leadership and Master of Science in Curriculum and Instruction.

EDU 5130. Professional Learning Communities in a Pluralistic Society. (3 Credits)

This course provides an overview of the development of learning communities within the school system. The emphasis in this course is that the school system reflects the community it serves. This includes developing partnerships with parents, the business community, and local/state/federal agencies that serve the community.

EDU 5140. Curriculum Development and Instructional Supervision. (3 Credits)

Candidates examine the criteria and development of effective instructional programs, including the dynamics involved in planning, implementation and evaluation of programs; the implications of personnel and resource development to the overall instructional model; and the skills necessary to effectively and positively impact personnel in order to create and sustain a positive learning environment.

EDU 5200. Cross Cultural Communications. (3 Credits)

Students will examine the cultural diversity that exists locally and globally in order to develop a positive appreciation for the contributions of other cultures, society, and traditions. Students will gain appreciation for their interactions with diverse cultures, heritages and traditions while acquiring intercultural and interpersonal communication skills for the progressive, unique and diverse world in which we live. This course will assist educators in understanding and recognizing the emotional and psychological challenges for ELL/ESL and Bilingual/Bicultural students.

EDU 5210. Linguistics for ESL Teachers. (3 Credits)

The course is centered on an analysis of language systems, phonology, syntax, morphology, from the perspective of linguists and teachers of English language learners. The graduate students have an opportunity to engage in systematic applications and study of the complex phenomenon of language and different aspects of the English language: phonetics, phonology, morphology, semantics, dialects, and social context that determine changes in language and how these changes affect the students' language acquisition.

EDU 5220. ESL Literacy: Reading, Writing, and Grammar. (3 Credits)

This course is centered on practical strategies and practices for teaching reading, writing, listening, speaking, and grammar to English learners. Students will gain from the course a better understanding of the unique needs of ELs as they relate to literacy, and develop a repertoire of teaching tools to differentiate instruction and meet student needs.

EDU 5230. Integration of Language and Content. (3 Credits)

This course will equip graduate students with the knowledge, strategies, and ability to develop, integrate, and implement ESL literacy strategies within the core content.

EDU 5240. Assessment in ESL. (3 Credits)

Assessment in ESL is a course designed in conjunction with other courses to achieve an endorsement in English as a Second Language (NS). Assessment in ESL will prepare students to make assessment decisions that are age, level, and language appropriate as well as accommodate assessments for diverse learners, utilizing many research-based methods of assessment. Students will learn to interpret and analyze assessment results on both language proficiency assessments and other assessments for identification and placement of English learners, and to inform instructional practices.

EDU 5250. Methods of Teaching ESL. (3 Credits)

Students will learn effective teaching methods for teaching English language learners. The students will view and practice activities for reading, writing, listening and speaking that are considered best practices for developing English language skills that align with the Michigan English Proficiency standards.

EDU 5300. Introduction to Learning Disabilities. (3 Credits)

The course provides an introduction to the field of learning disabilities. Students will investigate academic, functional, and social characteristics of learners found eligible for special education services as learning disabled. Historical perspectives, definitions, service delivery systems, evaluation procedures, and current issues will be examined. This knowledge will prepare students to help others understand the needs of individuals with learning disabilities and to advocate for educational policy, appropriate resources, and evidence based practices.

EDU 5310. Special Education Legislation and Legal Guidelines. (3 Credits)

This course will provide candidates with a deep understanding of the history of special education, current legal and ethical standards, and emerging issues which will provide them with a strong base to advocate for educational policy and appropriate resources to support high quality education and legal rights of individuals with exceptional learning needs.

EDU 5320. Meeting the Social, Emotional, and Behavioral Needs of the Learner. (3 Credits)

This course will provide candidates with proficiency in understanding and managing the diverse social/emotional and behavioral needs of students with Learning Disabilities. Candidates will apply a thorough understanding of research-based strategies to develop intervention plans using current database assessment and practices. Candidates will be able to apply knowledge to create positive learning environments for all students.

EDU 5330. Collaboration with Parents, Students, and Other Professionals. (3 Credits)

This course will provide candidates advanced understanding of the educational and societal needs of students with Learning Disabilities as well as skills to advocate for educational policy, services, programs, and resources to support high quality education. Candidates will apply deep understanding to promote ethical, legal, and evidence-based practices for collaboration and professional development with stakeholders.

EDU 5340. Determining Eligibility and Designing Educational Programs. (3 Credits)

This course will provide candidates with expertise in the assessment procedures required to identify a specific learning disability. Candidates will demonstrate skill in using assessment data to develop individualized educational plans which take into account a full continuum of program options and services. Candidates will demonstrate the ability to provide extensive information regarding the results of assessments and educational recommendations to all stakeholders.

EDU 5350. Language and Literacy. (3 Credits)

This course will provide candidates with expertise in the teaching of language and literacy to children with learning disabilities. Candidates will demonstrate the skills in language and literacy assessments and development of instructional strategies designed to meet the individual needs of each student with learning disabilities. The candidates will also demonstrate the expertise in the area of Response to Intervention (RTI) and the role of the special education teacher in this process.

EDU 5360. Math Strategies for Special Learning Needs. (3 Credits)

The purpose of this course is to provide candidates with expertise in the teaching of mathematics to children with learning disabilities. Candidates will develop expertise in the area of NCTM Standards for PreK-12 grade, RTI as it applies to students with learning disabilities, curriculum-based measures and progress monitoring tools to develop appropriate programs, and strategies to modify and adapt mathematics curriculum to meet the needs of students with learning disabilities.

EDU 5370. Instruction Across the Content Areas for Students with Learning Disabilities. (3 Credits)

This course will provide candidates with the knowledge and skill required to assist general educators with understanding the educational and emotional needs of students with disabilities along with the ability to implement accommodations, modifications and best practice instructional strategies in the general education setting.

EDU 5800. Strategies for Struggling Readers & Writers in the Elementary Classroom. (3 Credits)

This course focuses on the assessment and remediation of reading disabilities and appropriate instructional intervention strategies for elementary in-service teachers. Content will include: interest inventories, English language learning screening, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling and writing assessment tools, and instructional strategies.

EDU 5805. Teaching Struggling Readers & Writers in the Secondary Classroom. (3 Credits)

This course focuses on assessment and instructional strategies for students struggling with reading and writing in secondary classrooms. Teachers will research "best practices" in literacy instruction and will assess students through multiple perspectives including interest inventories, learning styles, English language learning, visual and auditory discrimination, decoding skills that include phonetic analysis, syntactic analysis, semantic analysis, sight word vocabulary, and fluency. Reading comprehension and the significance of a learner's prior knowledge in the understanding of content area reading will be addressed as well as writing assessments. Differentiated instructional strategies will be embedded into lesson and unit plans to accommodate varying learning needs.

EDU 6010. Literacy Instruction for Lower Elementary. (3 Credits)

Candidates will identify and address literacy challenges for readers and writers in the lower elementary classroom. Candidates will create literacy specific assessments and further learn how to use assessment data to adjust instructional strategies, monitor student progress and modify pedagogy to meet the unique needs of every student.

EDU 6015. Instructional Methods for Lower Elementary. (3 Credits)

Candidates will discover methodologies and develop skills for planning, teaching and assessing students in the lower elementary classroom with an emphasis on integration of all content areas. Candidates will learn how to apply concepts of differentiation as well as implement research based strategies for effective teaching.

EDU 6020. Literacy Instruction for Upper Elementary. (3 Credits)

Candidates will identify and address literacy challenges for readers and writers in the upper elementary classroom. Candidates will create literacy specific assessments and further learn how to use assessment data to adjust instructional strategies, monitor student progress and modify pedagogy to meet the unique needs of every student.

EDU 6025. Instructional Methods for Upper Elementary. (3 Credits)

Candidates will discover methodologies and develop skills for planning, teaching and assessing students in the upper elementary classroom with an emphasis on integration of all content areas. Candidates will learn how to apply concepts of differentiation as well as implement research based strategies for effective teaching.

EDU 6030. Literacy Instruction for Middle Levels. (3 Credits)

Candidates will take a comprehensive approach to literacy instruction through instructional strategies, specific to students in grades 5-9, which use reading, writing, speaking and listening skills to learn content matter in their specific content area. Candidates will further explore language development as well as how contextual factors of students and their environment influence literacy acquisition.

EDU 6035. Instructional Methods for Middle Levels. (3 Credits)

Candidates will understand effective approaches to address the cognitive, physical, behavioral, social, and emotional development of middle level (grades 5-9) learners through a wide lens of teaching and learning. Candidates will further incorporate reflective practices to design, monitor and adapt instruction in order to develop professionally.

EDU 6040. Literacy Instruction for Upper Levels. (3 Credits)

Candidates will take a comprehensive approach to literacy instruction through instructional strategies, specific to students in grades 7-12, which use reading, writing, speaking and listening skills to learn content matter in their specific content area. Candidates will further explore language development as well as how contextual factors of students and their environment influence literacy acquisition.

EDU 6045. Instructional Methods for Upper Levels. (3 Credits)

Candidates will understand effective approaches to address the cognitive, physical, behavioral, social, and emotional development of upper level (grades 7-12) learners through a wide lens of teaching and learning. Candidates will further incorporate reflective practices to design, monitor and adapt instruction in order to develop professionally.

EDU 6100. Legal, Ethical & Policy Issues for School Leaders. (3 Credits)

Candidates examine legal and ethical issues related to Educational Administration, including questions of liability and negligence, teacher and student rights, certification and accreditation, and disciplinary policies and practices. Particular attention will be given to the role and impact of local, state and federal stakeholders on the development and implementation of school policies.

EDU 6110. The Principal: Current Issues & Trends. (3 Credits)

Participants examine the changing, multi-faceted role of servant leadership within schools and as it extends to the community. Course topics will include research on strategies and innovative programs to improve school operations and enhance achievement for all students.

EDU 6120. Personnel Management and Professional Development. (3 Credits)

Participants explore and learn to apply leadership skills and dispositions related to the development and supervision of effective learning environments. The process and function of various leadership roles are explored as they contribute to the overall success of the instructional program, particularly through the ongoing evaluation and improvement of personnel, facilities, programs, schedules, services, and staff development.

EDU 6130. Funding and Financing Schools. (3 Credits)

This course traces the history and current realities of school funding within America public and private schools. Participants will examine state aid formulas, tax structures and federal aid, along with the use of tuition, grants and third-source funding. This course will include a practical application of the development of school budgets.

EDU 6910. Secondary Literacy Instruction. (3 Credits)

Candidates will examine and create instructional strategies in which students use reading, writing, speaking and listening to learn subject matter in their chosen content area. Candidates will focus on instructional tools that effectively develop content knowledge. Candidates will further learn to integrate literacy as an integral part of their instructional methods.

EDU 6915. Secondary Instructional Methods. (3 Credits)

Candidates gain an understanding of the content, methods, and materials for teaching in the secondary school setting. Candidates will focus on Core Practices as well as the Danielson Evaluation model as means of instructional assessment. Candidates will further work to address content specific standards in teacher preparation.

EDU 7010. Lower Elementary Student Teaching. (6 Credits)

Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.

EDU 7020. Upper Elementary Student Teaching. (6 Credits)

Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.

EDU 7030. Middle Levels Student Teaching. (6 Credits)

Candidate will design and deliver instruction and assessments to students in a middle level (grades 5-9) classroom. Candidates will further develop and improve instructional skills and practice, through self-reflection and feedback from a mentor teacher and a university supervisor, managing the classroom and all related activities.

EDU 7040. Upper Levels Student Teaching. (6 Credits)

Candidate will design and deliver instruction and assessments to students in an upper level (grades 7-12) classroom. Candidates will further develop and improve instructional skills and practice, through self-reflection and feedback from a mentor teacher and a university supervisor, managing the classroom and all related activities.

EDU 7100. Seminar on Guided Research and Practice. (3 Credits)

The graduate student will work with his/her university research supervisor to write and submit the final Action Research Report. The focus of this course is the completion of the research report. This report is written according to Concordia University's prescribed format and writing style.

Prerequisites: (EDU 550 or 5120).

EDU 7120. Internship for Educational Leadership. (2 Credits)

The Internship in Educational Leadership is completed in a school under the supervision of a school building administrator and CUAA Internship Coordinator. This course is designed to provide candidates with practical experiences related to Michigan's Standards for the Preparation of School Principals. Practicum hours can be completed before, during and after the school day across a broad array of activities that reflect all aspects of the principal's role in education.

EDU 7200. Observation, Analysis and Practicum. (3 Credits)

This course is the capstone for the ESL certificate program. Students will develop skills and techniques with ELL students in general education classrooms or in ESL classrooms. Observation analysis and feedback will be provided by host teachers. Students will report in to an online weekly discussion board to discuss their experiences and the relationship to the state standards. A digital journal will be created by each student to document their experiences and to show progress in the teaching of ELL students.

EDU 7300. Directed Student Teaching in Special Education with Seminar. (6 Credits)

Candidates will complete 8 weeks of Directed Student Teaching under the direction of a certified special education teacher along with a student teaching seminar to include weekly online journals and lesson plan submissions. Note: All course requirements for the LD Endorsement program must be fulfilled prior to student teaching.

EDU 7910. Student Teaching in the Secondary Classroom. (6 Credits)

Candidates will design, deliver and implement innovative lessons rooted in Core Teaching Practices and the Danielson Framework. Candidates will use reflective practice and formative assessment methods to create authentic summative assessments. Candidates will also use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated and have a positive effect on student learning.

Education Family Life (EFL)

EFL 5100. The Family Today. (3 Credits)

This course presents both an historical and current view of the family. The course explores both internal and external issues facing the family as well as a global view of families.

EFL 5110. Family Resource Management. (3 Credits)

This course provides students with an understanding of the decision-making process of families concerning the utilization of financial, personal, environmental, and social resources. In particular, this class focuses on how families develop, exchange, and allocate resources throughout the lifespan with the expectation that the most effective resource-management decisions are made from positions of knowledge and understanding.

EFL 5120. Marriage and Family Relations. (3 Credits)

This course provides students with an understanding of marriages and families within the ecological contexts in which they exist. Students connect their own experiences with biblical studies and current secular trends to formulate new perspectives. They apply their insights to the enrichment of marriages and families in their own personal and professional contexts.

EFL 5130. Human Sexuality. (3 Credits)

This course provides Biblical and scientific understanding of the historical, biological, psychological, relational, and social/cultural influences on human sexuality and its expression. Information about human sexuality across the lifespan is included. This course provides information about sexual identity, orientation, the biological and psychological causes of sexual dysfunction and their treatments, methods of contraception, the prevention and treatment of sexually transmitted infections, sexual coercion, and the impact of pornography.

EFL 5140. Contemporary Issues of Family and Parenting. (3 Credits)

Recognizing that the composition of the family today varies greatly and that the challenges faced are complex, this course will examine various parenting philosophies from the eyes of God's Word, noting their strengths and weaknesses. Students will explore parenting practices and processes, various parenting solutions, and changes in the dynamics of the parent/child relationship from a systems approach and across the lifespan. Emphasis will be placed on practical strategies to increase versatility to meet the diverse challenges faced by children and families today.

EFL 5150. Family Law and Public Policy. (3 Credits)

This course addresses the influence of the family on the law and the impact of the law on families. It focuses on policy construction and change in family centered organizations and the legal system. Development and application of policy relating to marriage, divorce, family support, child custody, child protection and rights, and family planning will be examined.

EFL 5160. Curriculum and Methods in Family Life. (3 Credits)

This course provides the student with the basic curricular framework for the development of parent, family and societal programming.

EFL 5300. The Family in Society and Culture. (3 Credits)**EFL 5310. Development of the Family. (3 Credits)****EFL 5320. Relationships in Marriage and Family. (3 Credits)****EFL 5330. Human Sexuality and Culture. (3 Credits)****EFL 5340. Issues of Family and Parenting - Childhood. (3 Credits)****EFL 5350. Issues of Family and Parenting - Adolescence. (3 Credits)****EFL 5360. Family Law within Current Society. (3 Credits)****EFL 5370. Family Therapy. (3 Credits)****EFL 5380. Family Education Curriculum and Methods. (3 Credits)****EFL 7100. Family Life Capstone. (3 Credits)**

This course provides an opportunity for the Family Life student to complete issues related to the practicum, CFLE certification, and other issues related to the field. The seminar focuses on student papers, projects and reports related his or her professional development through the practicum. This course should be taken at the end of the Family Life program requirements.

Education-Cert Elem Ed (EDC)

EDC 5400. Foundations of the Teaching Profession. (3 Credits)

This is the initial course within the teacher licensure program offering a framework for historical, philosophical, theological, social, ethical, scientific, and technological contributions that have influenced the American public and parochial educational systems. Students will explore contemporary issues in American education as they consider their own personal philosophy of teaching and their future role in the teaching profession in a school community. Additionally, students will consider many of the dilemmas facing a classroom teacher within rural, urban and/or suburban cultures today with respect to current state and federal school law, legal rights, responsibilities and educator expectations.

EDC 5405. Educational Psychology: Understanding Theory of Teaching and Learning. (3 Credits)

This course explores cognitive and behavioral theories in respect to student learning, motivation and instructional strategies to meet the needs of all students. Planned supports such as trauma sensitive classrooms, teacher impact, and the importance of student/teacher relationships are explored as best practices in teaching and learning.

EDC 5410. Interdisciplinary Instruction: Teaching in the Middle School. (3 Credits)

This course will delve into the unique considerations of the middle-level classrooms. Discussion will center upon the adolescent learner, the middle-school design, and the curricular approaches most impactful at this level. Consideration will be given to approaches of integrating curriculum between traditional core content and specialized curriculum. Students will learn how to integrate fine arts curriculum such as imagination and creativity into core content areas. Ideas of how teachers can deepen student engagement by integrating the arts across the curriculum using activities that incorporate dance, theatre, music, storytelling, poetry and the visual arts into the everyday classroom will be explored. Additionally, this course will stress learning through body-kinesthetic learning throughout the curriculum.

EDC 5415. Analysis of Instruction and Assessment. (3 Credits)

This course will examine a variety of instructional strategies and introduce the student to the assessment and evaluation processes. Students will explore the processes of both formative and summative assessments for instruction and learn; analyzing the results in relation to learning, effective instruction and student success.

EDC 5420. Teaching Diverse Students, Families, and Classrooms. (3 Credits)

This course is designed to give the learner the knowledge, tools, and dispositions to effectively facilitate a diverse classroom. This course explores the cultural, physical, socially constructed, and psychological differences in people. An emphasis in this course is on understanding how students' learning is influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values.

EDC 5425. Co-Planning and Planning for all Students. (3 Credits)

This course is designed for the student to explore alternative ways of viewing, understanding, and teaching the exceptional child. Specifically, this course provides instruction in the teaching of the following areas for students with disabilities; differentiation, classroom management, co-planning and instructional strategies, technology for learning and understanding special education while meeting the needs of all students.

EDC 5430. From Phonemes to Fluency: Science-Based Reading Instruction. (3 Credits)

This course explores the science behind effective literacy instruction, equipping educators with research-based strategies to support diverse learners in mastering reading skills. Students will examine foundational reading components, including phonemic awareness, phonics, vocabulary, fluency, and comprehension, while gaining practical skills in assessment and instructional design. Through hands-on activities, students will learn to tailor instruction to foster literacy development across varied learning contexts.

EDC 5435. Curriculum and Methods: Language Arts and Social Studies. (3 Credits)

This course is designed to introduce participants to the theories of and the framework for the skills and strategies to be used in the field of language arts. Strategic reading and writing will be the focus with speaking, listening, and literature integrated throughout the course. Differentiated instruction in teaching literacy will be surveyed with practical applications made to all grade levels. Participants will have the opportunity to explore research, discuss, observe and apply strategies, resources, and processes involved with literacy learning. Additionally, students will explore the topics pedagogy necessary to construct a comprehensive social studies curriculum while integrating strategies of literacy. Emphasis will be placed on content aligned to the Wisconsin Model Academic Standards. A specific focus will be the Native American tribes of Wisconsin.

EDC 5440. Curriculum and Methods: STEAM. (3 Credits)

This course will focus on Science and Technology to be analyzed and developed through Engineering and the Arts, with the knowledge that everything is based in elements of Mathematics. Participants will learn to develop, create, implement, and assess a STEAM (Science, Technology, Engineering, Arts, and Mathematics) program, lessons and units. A variety of frameworks will be reviewed and discussed to allow for easy replication of STEAM units and activities. Inquiry-based lessons for instruction and assessment will be explored to help gain a better understanding of possible classroom applications and projects. Educators will leave the course with a roadmap to better implement STEAM into their classroom, promote STEAM questioning, and develop STEAM PBL (Project Based Learning) units. This framework not only includes the art of aesthetics and design, but also the divisions of the liberal, language, musical, physical and manual arts.

EDC 5441. Curriculum and Methods: Social Studies. (1 Credit)

This course introduces participants to the essential topics and pedagogy necessary to construct a comprehensive social studies curriculum. Emphasis will be placed on content aligned with the Wisconsin Model Academic Standards, including a specific focus on the Native American tribes of Wisconsin. Participants will also explore how to integrate literacy strategies into the social studies curriculum, enhancing students' understanding and engagement with the material.

EDC 5442. Curriculum and Methods: Language Arts. (2 Credits)

This course is designed to introduce participants to the theories, framework, skills, and strategies used in the field of language arts. Strategic reading and writing will be the primary focus, with speaking, listening, and literature integrated throughout the course. Participants will explore differentiated instruction in teaching literacy across all grade levels, with practical applications and opportunities to research, discuss, observe, and apply strategies, resources, and processes involved in literacy learning.

EDC 5445. Curriculum and Methods of Mathematics. (3 Credits)

This course will examine the requisite math topics and skills of the early childhood, elementary and middle-level classroom. Attention will be given to multiple means of explanation for math concepts, the use of manipulatives, and connections to the Wisconsin Standards for Mathematics.

EDC 5480. Math in the Middle School. (3 Credits)

In this course, students learn methods and content appropriate for teaching mathematics to middle school students. National trends and current philosophy of teaching mathematics at this level are discussed.

EDC 5485. Teaching Writing. (3 Credits)

The purpose of this course is to introduce and immerse students in writing, offering opportunities to explore what being a writer and teaching writing looks like, feels like, and sounds like in the 21st century, and at the K-12 level. This course will examine both the theory and practice of the composing process and the teaching of writing in schools. It will also consider the multiple ways in which writers compose (think technology), writing's connection to reading and other language arts topics, like speaking and listening, and word study. Specific foci will include the rhetorical modes, state standards and assessment, instructional strategies, writing in the disciplines, public, professional and business writing, the writing conference, plagiarism citation, and working with exceptional writers. Seminar participants will also design and implement writing lessons for real student writers. This should be practical, in other words.

EDC 6400. Disciplinary Literacy in Secondary Education. (3 Credits)

This course examines and provides instruction in the understanding of language within individual / specific content areas. Students will explore how to use literature within the given content across all curricula.

EDC 6405. Secondary Teaching Methods. (2 Credits)

This course will explore the overall guiding themes and developmental levels of secondary education. It is designed to run in conjunction with a content area methods course. Students will be exposed to and explore weekly educational themes in this course and will then apply that knowledge for a deeper understanding within their own content area through the partner course.

EDC 6410. English Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching English in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching English. Students will experience a multi-week pre-student teaching clinical during this course.

EDC 6411. Social Studies Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching social studies in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching social studies. Students will experience a multi-week pre-student teaching clinical during this course.

EDC 6412. Mathematics Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching mathematics in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching mathematics. Students will experience a multi-week pre-student teaching clinical during this course.

EDC 6413. Science Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching science in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching science. Students will experience a multi-week pre-student teaching clinical during this course.

EDC 6414. Business Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching business education in the middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching business education. Students will experience a multi-week pre-student teaching clinical during this course.

EDC 6415. World Languages Methods. (1 Credit)

This course provides the students with an opportunity to familiarize themselves with the theoretical foundations and variety of practices in language acquisition. Students explore what different language methods have accomplished in the past, examine the standards and current practices in the teaching/learning of world languages, and attempt to clarify their own beliefs and vision of the world language classroom. Students will experience a multi-week pre-student teaching clinical during this course.

EDC 6416. Art Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching art in the elementary, middle and high school levels. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching art. Students will experience a multi-week pre-student teaching clinical during this course.

EDC 6417. Physical Education and Health Education Teaching Methods. (1 Credit)

This course presents curriculum, methods, and special concerns for teaching physical education and health education in the K-12 classroom. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Topics which will be emphasized include curriculum planning, assessment strategies, instructional materials, teaching and learning strategies, and effective instruction as it relates to teaching physical education and health education. Students will experience a multi-week pre-student teaching clinical during this course.

EDC 6470. Writing with Young Children. (3 Credits)

This course examines the development of children as writers. Strategies for writing instruction and planning are also explored resulting in an understanding of the process writing approach.

EDC 6472. Early Childhood Literacy. (3 Credits)

This course examines the importance of story in the language development of young children. This course also examines the use of mentor texts and digital literacy as well as integration of pop culture and faith when teaching literacy. Action research is considered as students examine their current practice and determine ways to become more effective teachers of literacy.

EDC 6474. Curriculum for Early Childhood Education. (3 Credits)

This course examines developmentally appropriate practices including play, and the development of optimal learning experiences and environments based on research and theory. Collaboration and reflective practice are also examined as components of professional practice.

EDC 6480. Practicum. (1 Credit)

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

EDC 7405. Pre-Student Teaching Clinical Experience. (1 Credit)

This course provides candidates with a multi-week supervised, hands-on teaching experience at the elementary, middle, or high school level. Designed to build on prior fieldwork, this course allows candidates to further develop and refine their skills in planning, delivering, assessing, and adjusting instruction in classrooms aligned with their licensure area. As the final pre-student teaching course, this culminating experience equips candidates with the practical expertise necessary for a successful transition to student teaching.

EDC 7410. Student Teaching Placement 1. (3 Credits)

This course is the first of two consecutive phases of the final licensure component in the CAPTL Program. This student teaching experience allows candidates to apply and refine the variety of theories and practices studied throughout the program. Candidates will engage in planning, delivering, assessing, and adjusting instruction within their licensure area, developing the skills necessary to meet the diverse needs of learners. All CAPTL coursework, licensure requirements, and Portfolio I and II submissions must be successfully completed prior to enrollment. Director approval is required.

EDC 7415. Student Teaching Placement 2. (3 Credits)

This course is the second of two consecutive phases of the final licensure component in the CAPTL Program. This student teaching experience allows candidates to apply and refine the variety of theories and practices studied throughout the program. Candidates will engage in planning, delivering, assessing, and adjusting instruction within their licensure area, developing the skills necessary to meet the diverse needs of learners. All CAPTL coursework, licensure requirements, and Portfolio I and II submissions must be successfully completed prior to enrollment. Director approval is required.

EDC 7416. Student Teaching. (3,6 Credits)

This course provides a single culminating clinical experience for graduate students pursuing initial teaching licensure. Conducted in a school setting, teacher candidates work under the guidance of a cooperating teacher within the specific licensure area they are pursuing. Candidates actively engage in planning lessons, delivering instruction, assessing student learning, and modifying lessons to meet diverse learning needs. Through observations, reflective practices, discussions, and participation in professional development meetings, candidates gain practical experience and mentorship to prepare for the responsibilities and expectations of their future teaching roles.

EDC 7418. CAPTL Student Teaching Add-On. (1 Credit)

This course is the final component in the CAPTL Program for students completing an add-on license. Student teaching allows candidates to apply and practice the variety of theories they have studied throughout the program. Candidates will engage in planning, delivering, assessing, and adjusting instruction within their licensure area, developing the skills necessary to meet the diverse needs of learners.

EDC 7420. CAPTL Portfolio I. (0 Credits)

The portfolio is a compilation of materials that showcase a candidate's progress toward achieving diverse learning goals throughout the licensure journey. As candidates actively collect and refine artifacts for their working portfolios, they set personal learning goals and engage in self-assessment, highlighting their professional growth. This is the first of two portfolios completed as part of the graduate initial licensure program.

EDC 7421. CAPTL Portfolio II. (0 Credits)

The portfolio is a compilation of materials that showcase a candidate's progress toward achieving diverse learning goals throughout the licensure journey. As candidates actively collect and refine artifacts for their working portfolios, they set personal learning goals and engage in self-assessment, highlighting their professional growth. This is the second of two portfolios completed as part of the graduate initial licensure program.

EDC 7440. CAPTL Capstone Research. (2 Credits)

The CAPTL Capstone Research course is the first of two related courses that are the final courses in the CAPTL Licensure Program. The second related course is the CAPTL Capstone Project. In EDC 7440, students will identify an educational problem, issue, or need on a topic of interest and begin the process of writing and developing the Capstone project. It consists of both virtual sessions and independent work. Completion of the course relies upon the graduate student's participation in four virtual sessions and the successful completion of all assignments including the first two chapters of the Capstone project.

EDC 7445. CAPTL Capstone Project. (1 Credit)

The CAPTL Capstone Project course is the second of two related courses in the CAPTL Licensure Program with the first course being EDC 7440. EDC 7440 and EDC 7445 are the final courses in the CAPTL Licensure Program. The Capstone Project course consists of independent work. Completion relies upon the graduate student developing and writing chapters three and four of the Capstone Project and submitting and presenting the final Capstone Project in a methodical and systematic way.

Education-Graduate (EDG)

EDG 5000. Assessment for Special Education. (3 Credits)

This course provides a foundation in utilizing formal and informal evaluation and assessment concepts, tools and reporting which impact eligibility, placement, and instructional decisions for students who may be eligible for special education services. Topics include FBA/BIP; IEP; selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments; among others.

EDG 5005. Principles of Behavior Management. (3 Credits)

This course introduces concepts of behavior management for exceptional students. Topics include developing appropriate academic and social behaviors, decreasing challenging behaviors and creating positive learning environments that facilitate student learning and effective social interaction. Principles of applied behavior analysis (ABA), functional behavior assessments (FBA), behavior intervention plans (BIP) and manifestation determination review (MDR), and other topics are examined.

EDG 5010. Legal Issues in Special Education. (3 Credits)

This course is designed to provide students with an overview of children and youth with disabilities and the legal requirements of providing an education for those students. Students will examine the components of IDEA (Individuals with Disabilities Education Act) and how they ensure students with disabilities appropriate educational and related services. Other case studies and laws regarding the education and treatment of students with disabilities will also be examined.

EDG 5015. Literacy for Diverse Students. (3 Credits)

This course provides instruction in teaching literacy to diverse students including those with disabilities. Content includes developmentally appropriate practices in the teaching of phonological awareness, phonics, vocabulary, reading comprehension, fluency, theoretical models of evidence-based instructional approaches, literacy in the content areas, curriculum development, and literacy assessment within the focus of culturally responsive teaching of diverse students, including students with disabilities who need adaptations. Student videos of literacy teaching segments with coaching and feedback are also included in the course.

EDG 5020. Assistive Technology for Special Education. (3 Credits)

This course introduces assistive technology (AT) for students with disabilities. Topics include AT frameworks and assessments, AT in schools, AT devices and services, AT for accommodations, and other topics as technology progresses.

EDG 5025. Collaboration in Special Education. (3 Credits)

This course presents the literature reflecting the importance and process of professional staff including administrators, teachers, assistants, special educators, and service staff collaborating for the successful inclusion of children with disabilities. This course also introduces students to state and federal laws impacting the education of students with disabilities, which prepare them to work collaboratively with other professionals and parents. Students become familiar with the special organizations, associations and other resources that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Issues of communication, planning, role clarity, initiative, reporting, responsibility and administrative support are considered and analyzed in case studies and during team activities.

EDG 5030. Teaching Methods for Exceptional Students. (3 Credits)

This course examines teaching methods for exceptional students related to interventions, adaptations, and collaboration for the successful inclusion and transition of exceptional students. Characteristics of exceptional students, Universal Design for Learning (UDL), and the development of Individual Education Plans (IEP) are also explored.

EDG 5035. Language and Communication Disorders. (3 Credits)

This course introduces language and communication disorders. Issues in assessment, treatment, and classroom intervention strategies are explored and applied to the full range of language and communication skills with an emphasis on oral and written language abilities, among other topics.

EDG 5040. Reading Diagnosis and Instruction in Special Education. (3 Credits)

This course is designed to provide an overview of the various theories about teaching reading and language arts to students with disabilities. This course provides an understanding of processes, principles, and practices of literacy development and the study of the major components of literacy instruction for special education students with modifications and adaptations to achieve a balanced literacy curriculum.

EDG 5045. Low Incidence Sensory Disabilities. (3 Credits)

This course explores the low incidence sensory disabilities of vision impairment: degrees of low vision and blindness; hearing impairment: deafness and hard of hearing; and deafblindness. The course is a prerequisite for the visual impairment program and is an elective for other programs.

EDG 5050. Curricular Adaptations in Special Education. (3 Credits)

This course covers historical perspective, philosophies, current issues and practices, and curriculum models. Developing and adapting curriculum materials for learners with a variety of disabilities including learning disabilities, developmental disabilities, emotional/behavioral disorders, physical/health associated with impairments, traumatic brain injury, and cultural barriers is emphasized. The course also includes identification of characteristics and educational programs, service models, trends, research, theories and practice for SLD, LD, CD, and gifted students.

EDG 5055. Faith and Worship for Children and Youth with Disabilities. (3 Credits)

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

EDG 5065. Strategies for Teaching At-Risk Youth. (3 Credits)

This course will address effective interventions for at-risk youth with a focus on children in poverty and children suffering social and emotional risks. Students explore general issues regarding laws, inclusion, and suggestions for how teachers can modify, accommodate, and adapt their classrooms and instruction for at-risk students. The course will consider not only whether these initiatives ameliorate deficits and troubles, but whether they nurture strengths and resiliency, and students will examine new models of resiliency. Attention will be given to the different sources and different expression of risk and resilience across race, class, and culture.

EDG 5070. Teaching Methods for Students with Autism. (3 Credits)

This class examines medical and educational diagnostic models, characteristics of, and teaching methods for students with autism spectrum disorders with an emphasis on students' educational needs. The development of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP) and Individual Transition Plans (ITP) will also be covered.

EDG 5075. Intervention Strategies in Special Education. (3 Credits)

Intervention Strategies in Special Education provides an overview of strategies used from early intervention programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues for students with specific disabilities are also considered. The main focus of this course is to assist student in linking assessment to service delivery. More specific interventions are covered in the following areas: cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; personal competence; and program evaluation. This course will also provide a thorough study of the philosophical and practical base of effective assessment and intervention for students with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention and transition planning and implementation in various service delivery settings, family participation, and progress monitoring.

EDG 5100. Educational Research Methods. (3 Credits)

This course examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, as well as techniques of literature review and the reporting of research. After successful completion of the course, students will have a draft of the first three chapters for either a thesis or graduate seminar project.

EDG 5130. Leadership for Curriculum and Instruction. (3 Credits)

This course will develop awareness of the role and responsibilities of a Director of Instruction as a leader within a learning institution. While defining the purpose of the position, students will also consider how to foster collaborative relationships while developing curriculum. The construction of a continuous improvement plan for curriculum will require students to consider elements such as: modalities of instruction and learning; strategies to encourage community engagement for curriculum development; approaches to selecting resources that are aligned to school/district missions; assuring curriculum and resources are culturally relevant and equitable to all students, for the purpose of improving student learning and achievement.

EDG 5135. Curriculum Development. (3 Credits)

This course considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. Additionally, the course will focus on K-12 curriculum and how to support all content area curriculum development at the district and school level.

EDG 5200. Disciplinary Literacy. (3 Credits)

This course focuses on the transfer of beginning and intermediate reading skills to content areas, and on higher level comprehension skills for secondary students. As a required course in the graduate reading program which leads to certification as a reading teacher (Wisconsin DPI 316 certification), EDG 5200 includes methods, strategies, and resources for teaching students in grades 6-12 to read complex disciplinary texts. It addresses the Common Core Standards for grades 6-12 in English Language Arts and the Common Core Disciplinary Literacy Standards for History/Social Studies, Science, Technical Subjects for grades 6-12.

EDG 5205. Language and Literacy Development. (3 Credits)

This course studies the English language, including English phonology and how children's language develops from childhood through adolescence and examines interrelationships of speaking, listening, writing, and reading.

EDG 5210. Literature for Children K-12. (3 Credits)

This course presents a wide selection of primary readings for students from kindergarten through the twelfth grade, criteria for selecting texts, practical methods for engaging the students' interest in books, and tools for curriculum development and integration. The course emphasizes the historical background and foundations of the literature.

EDG 5220. Literacy Assessment for Instructors. (3 Credits)

This course examines the design, development, implementation, and evaluation of kindergarten through grade 12 reading programs and their interrelationships with other language arts instruction and other curricular areas.

EDG 5225. Curriculum Leadership. (3 Credits)

This course considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Literacy programs.

EDG 5230. Improvement in Literacy Instruction. (3 Credits)

This course concentrates on the methodologies in literacy instruction and the role of the literacy teacher in education. The course follows the history of research and politics and their influence on classroom practice. Students will research to identify the best practices and then use this foundation to develop a personal philosophy of reading instruction in order to evaluate current programs. Students will also create literacy instruction professional development to share in a leadership capacity in their practice.

EDG 5240. Current Topics and Research in Literacy. (3 Credits)

This course allows the student to propose topics in literacy about which he or she wishes to explore more deeply. It also provides the framework for managing life-long acquisition of information within the field of reading. The course focus is twofold: qualitative research and readings in literacy.

EDG 5245. Supervision of Instruction for Literacy. (3 Credits)

This course is designed to provide an orientation to the field of instructional supervision. The course will focus on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior.

EDG 5301. Trauma Informed Practices. (3 Credits)

Trauma Informed Practices provides foundational knowledge about the impact of trauma on the brain and learning, how trauma affects the physical, social, emotional, and academic development of children and adolescents, and trauma informed practices to promote trust. Students will learn to recognize and de-escalate behaviors related to fight, flight, and freeze responses to stress. In addition, students will practice non-violent crisis intervention skills. Self-care to prevent and mitigate secondary traumatic stress will also be addressed.

EDG 5302. Social Emotional Learning. (3 Credits)

Social Emotional Learning prepares students to identify and develop tools to nurture skills like compassion, leadership, conflict resolution, self-awareness, and resilience. Students will examine strategies to help children and adolescents understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

EDG 5304. Compassion Care Skill Development. (3 Credits)

In this course, students will learn why compassionate caregiving skills are vital to many vocations, strategies to avoid and transverse the awkward zone, and the art and science of compassion. Students will apply the skills they are developing in a field experience that may involve working with Concordia University Wisconsin's Comfort Dogs or other community partners.

EDG 5305. Compassion Care Practicum. (3 Credits)

This course is the capstone for the Compassion Care Certificate and provides students the opportunity to apply the skills learned in this certificate. Students will design, implement, and evaluate the effectiveness of educational programs that meet a research-based need for a specific population. Programs may involve one of Concordia University Wisconsin's Comfort Dogs.

EDG 5310. Human Learning and Motivation. (3 Credits)

This course will examine how emotion impacts educational outcomes. It will equip learners to critically evaluate theory and practice as it relates to their professional role. We will analyze tenets of human motivation and engagement, and utilize them effectively in a setting focused on teaching and learning.

EDG 5315. Instructional Strategies for Effective Teaching. (3 Credits)

This course focuses on examining one's personal pedagogy in order to reflect upon and expand one's repertoire of effective instructional strategies. Participants in this course will consider contemporary research on learning, including work by Gardner, Pink, Campbell, and others, in order to grow in understanding of its biological and cultural origins. This course will provide for practical application while still requiring a critical analysis of one's own worldview. The course is designed to be constructivist, and it is largely grounded in the concept of experiential learning as defined by Johnson and Johnson (1975, 1994).

EDG 5320. Assessment for Learning. (3 Credits)

This course is designed to provide the student with a focus on the myriad of types and methods of assessment in educational settings. The emphasis will be the application of assessment to professional classroom teaching practice or those of an administrative position in a school or district. Using data obtained from assessments to inform instruction and continuous improvement will be explored. Assessment related to educator effectiveness and accountability will also be studied.

EDG 5330. The Adult Learner. (3 Credits)

This course emphasizes adult developmental and the social context of learning within formal, non-formal and informal settings.

EDG 5335. Strategies for Teaching and Learning with Adults. (3 Credits)

This course emphasizes approaches to instruction and facilitation of learning in adult and community contexts. Given a particular learning need, students develop a portion of a program for a specific adult population.

EDG 5505. Developmentally Appropriate Assessment Practices in Early Childhood Education. (3 Credits)

Developmentally appropriate assessment is essential to the practice of early childhood professionals. This course examines the purpose and appropriate uses of assessment tools and data while promoting responsible use of information to support families. The importance of utilizing assessment results for the development of appropriate learning experiences for child development in all areas: social, physical, emotional, cognitive and spiritual is also explored.

EDG 5510. Developmentally Appropriate Practice in Early Childhood Education. (3 Credits)

This course examines developmentally appropriate practices including play, cultural competence and the development of optimal learning experiences and environments based on research and theory. Collaboration and reflective practice are also examined as components of professional practice.

EDG 5515. Curriculum, Design and Development in Early Childhood Education. (3 Credits)

In this course students will design, implement and evaluate curriculum. Current research in curriculum as well as pedagogy will also be examined.

EDG 5600. Educating Students at Risk. (3 Credits)

This course examines students who are or may become at risk due to academic, social, emotional, behavioral, physical, personal, cultural, socio-economic, environmental, or other issues or circumstances. The course also explores prevention, and the attitudes, skills, and strategies needed to be effective teachers of students who are at-risk.

EDG 5605. Alternative Education. (3 Credits)

This course explores the nature of alternative education programs in public schools, and other alternative educational settings, studying delivery systems, collaboration, transition, and role of the teacher or program leader including compliance with legislative statutes and policies. Current trends and issues are discussed. Note: successful completion of EDG 5600 or permission from the professor are required for registration.

Prerequisite: EDG 5600.

EDG 5610. Alternative Education Portfolio. (0 Credits)

A professional portfolio demonstrating student competence in the alternative education standards is the required assessment process for licensure. Steps include initial setup of the portfolio, rationale for each standard, three artifacts and description for each standard, and other tasks.

EDG 6000. Teaching Methods for Young Children with Disabilities. (3 Credits)

This course examines pedagogy used in programming for young children with disabilities. Adapting learning environments, curriculum, and materials; developmentally appropriate practice; and accommodations are explored, among other topics through Individualized Family Service Plans (IFSP), and Individual Education Plans (IEP).

EDG 6005. Assessment for Young Children with Disabilities. (3 Credits)

This course provides a foundation in utilizing formal and informal evaluation and assessment concepts, tools and reporting which impact eligibility, placement, and instructional decisions for young children with developmental disabilities who may be eligible for birth to 3 and/or special education services. Topics include selecting, administering, scoring, and interpreting norm- and criterion-referenced assessments; the IFSP and IEP; among other topics.

EDG 6010. Language and Literacy Development in Young Children with Disabilities. (3 Credits)

This course introduces language acquisition and literacy development of children from birth to age eight through the IFSP and IEP. Oral and written language is explored as a basis for curriculum planning and adaptations. Literacy skills and early intervention strategies necessary to support literacy development are also included.

EDG 6015. Lifespan Development and Disabilities. (3 Credits)

This course presents a study of the growth and development of children, youth, and adults including those with exceptionalities. Physical, cognitive, social, emotional, and moral development are explored with attention to how exceptionalities influence development throughout the life span. Diversity and bias in and outside of school is explored with regard to gender, race and ethnicity, culture and language, and how they affect the teaching and learning process throughout the developmental stages of life.

EDG 6020. Teaching Methods for Students with Significant Disabilities. (3 Credits)

This course examines the characteristics of, and effective instruction, assessment, and intervention for students with moderate to severe disabilities, including multiple disabilities. The course also focuses on skills and issues relevant to transitions in school and from school to adult life. The development of Individual Education Plans (IEP), Individualized Family Service Plans (IFSP) and Individual Transition Plans (ITP) will also be covered.

EDG 6098. Partnering with Families of Exceptional Children. (3 Credits)

Examines the relationships between families of children with disabilities and special education professionals. To increase understanding of family perspectives, the impact of exceptionality on the family is studied in the framework of family systems theory, functions, and the life cycle. Strategies for establishing collaborative partnerships with families resulting in a family centered approach to service delivery are emphasized. The course requires students to examine their values and beliefs about working with families, to challenge their assumptions, and to critically analyze their professional roles in working with families.

EDG 6100. Leadership in Administration and Cultures of Change. (3 Credits)

This course is a foundations course in educational administration and leadership. Students will gain a broader, more complex and accurate understanding of the school administrator's leadership in today's learning communities while presenting an expansive view of leadership within schools not limited to the responsibilities of the principal, but including those of assistant principal, administrators, teachers and students. Major topics include decision-making, authority, communication, conflict management, and leadership for change. Additionally, this course explores the nature and processes of change that affect everyone associated with schools and provides an overview of the sources, processes, and outcomes of change and the implications for facilitating change.

EDG 6102. Christian Leadership Foundations. (3 Credits)

Building upon the foundational leadership principles explored in EDG 6100, this course focuses on leadership within Christian schools, emphasizing a Christ-centered approach to administration. Grounded in Lutheran theological principles, students will deepen their understanding of servant leadership, decision-making, and school culture through a biblical lens. The course will further explore the roles of principals, assistant principals, teachers, students, and other administrators, examining how faith informs leadership practices in communication, conflict resolution, and leading transformational change. By integrating strategic planning, team leadership, and vision-building with a Christian worldview, students will develop the skills necessary to cultivate a faith-filled learning environment supporting academic excellence and spiritual growth.

Prerequisite: EDG 6100.

EDG 6105. Legal and Ethical Leadership in Schools. (3 Credits)

This course addresses the authority and liability of school personnel operating in both private and public educational institutions. Court decisions affecting curriculum, instruction, administration, and student and teacher rights are emphasized. The law as it relates to education is presented within the context of the Christian moral and ethical behavior of students, teachers, and administrators.

EDG 6110. Financial and Human Resource Management for School Leaders. (3 Credits)

This course is designed for administrators and other school personnel who desire to learn the principles, concepts and procedures of budgeting and financial planning, school finance and accounting, as well as human resource issues.

EDG 6112. Legal and Ethical Decision-Making in Christian Leadership. (3 Credits)

This course explores Christian school leaders' legal, ethical, and faith-based responsibilities. Topics encompass education law, employment policies, student rights, health and safety regulations, and religious liberty protections. The focus is on ethical decision-making, servant leadership, and financial stewardship, ensuring compliance with legal requirements and biblical values. Through case studies, students will devise strategies to navigate legal challenges while maintaining a Christ-centered, mission-driven school environment.

EDG 6115. Teacher Development, Supervision, and Continuous Improvement. (3 Credits)

This course is designed to provide the student with an orientation to the field of instructional supervision. The course will focus on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior.

EDG 6120. Teacher and Leader Assessment Designed for Continuous Learning. (3 Credits)

This course is designed to provide the student with a focus on the myriad of types and methods of assessment in educational setting. The emphasis will be the application of assessment to professional classroom teaching practice or those of an administrative position in a school or district. Using data obtained from assessments to inform instruction and continuous improvement will be explored. Assessment related to educator effectiveness and accountability will also be studied.

EDG 6125. Compensation and Benefits. (3 Credits)

Students will study various options for providing compensation and benefits for school district teachers, staff, and other professionals. The class will review the history of employment compensation and how school law, including Act 10, has impacted compensation models. Students will also get an opportunity to plan for the processing of compensation and benefits through the payroll procedure.

EDG 6130. School Business Management Auxiliary Services. (3 Credits)

This graduate level course will concentrate on the management of services such as food services, buildings and grounds, transportation and other support services. This course recognizes the importance of auxiliary services in the success of the schools. It is common for auxiliary services to be handled by a director/manager that reports to the business administrator or alternatively be partially or completely outsourced to a private vendor.

EDG 6135. School Bus Mgmt Strategy. (3 Credits)

This graduate level course will concentrate on the budget development process required to pass a preliminary budget for use in the upcoming fiscal year starting July 1. Students will develop the ability to project future enrollment and revenue. Projecting increases to salaries and benefits as well as other expenditure will be explored. Finally, techniques to balance the budget will also be examined. Throughout the course students will develop methods of communicating this information to various stakeholders.

EDG 6140. School Business Management Strategy II. (3 Credits)

This graduate level course will focus on the process required to take the budget from the preliminary stage to the final approved budget. This will involve estimating equalization aid and property taxes. Special education funding will also be estimated and allocated. These estimates, once developed, will be prepared for presentation at the annual meeting. Following the annual meeting, final budget numbers received from the state will then be applied to finalize the budget and tax levy for final Board approval. Emphasis will be on presenting and explaining the school finance topics explored in this course.

EDG 6145. Foundations of Budgeting, Finance and Planning in Athletic Administration. (3 Credits)

This course will introduce students to the school athletic administration role. Student will develop a philosophy of educational athletics and learn the accepted management practices and strategies to develop a strong athletic program. Additionally, students will understand the budget management as demonstrated by developing a budget model that includes timelines and long-range planning.

EDG 6147. Strategies for Organizational Management in Athletic Administration. (3 Credits)

This course will further students' knowledge in the fundamentals and methods of athletic administration. Students will explore potential problems and possible solutions in areas such as chain of command, scheduling, contest management, and personnel management. Additionally, students will begin to recognize the potential challenges regarding eligibility, critical incident planning, financial responsibilities, legal, law, liability, equipment and facilities. The organizational management in regards to special events, public relations, awards, fundraising, and Booster Clubs will also be assessed, as well as ways to improve citizenship and sportsmanship through positive initiatives.

EDG 6149. Legal Issues in Athletic Administration. (3 Credits)

This course will focus on the legal aspects regarding athletic programs. Topics will include liability for sports injuries and risk management, Title IX, sexual harassment and other topics that will require careful attention of a school athletic administrator. Strategies will be developed to provided for developing, implementing, and documenting an effective risk management program for interscholastic athletics.

EDG 6150. The Superintendency. (3 Credits)

Using a practical application approach based on research and theory, this course explores the role and responsibility of the 21st century superintendent. Students will analyze the interconnections between the superintendent, school board, other educational authorities and the public in order to examine how to build positive relationships. Students will also examine the characteristics of and best practices associated with high performing superintendents in order to learn how to perform the role of superintendent effectively and efficiently in order to promote positive change that improves school operations and increases student achievement.

EDG 6155. Professional Ethics in Leadership. (3 Credits)

To prepare students for engaging in ethical decision-making, this course provides an overview of the basic concepts, theories, and philosophies that form the basis for responsible leadership behavior. Using a practical application approach based on research and theory, the course focuses on obtaining a deeper understanding of the importance of a code of ethics and standards for school superintendents. Superintendents and all school leaders they supervise promote student success by acting with integrity, fairness, and in an ethical manner. Guiding standards for a superintendent include making the well-being and success of students the fundamental value in all decision making and actions, to fulfill professional responsibilities with honesty and integrity, and to support the principles of due process and the protection of the civil and human rights of all individuals.

EDG 6160. Organizational and Policy Development. (3 Credits)

Organizational and policy development is crucial to the effective and impactful work of an educational leader. This course will examine theoretical constructs as well as their practical implementation. Contemporary and controversial issues will be discussed directly as all inform and affect the work of the superintendent. Collaboration and critical conversations between course members and the instructor will be essential in the development of new ideas and applications. In the end, the aspiring superintendent course participant will possess solid knowledge, skills, and dispositions to lead and manage a district for the optimal good of the students served as well as the team with which one is engaged.

EDG 6165. School Improvement and Data Analysis. (3 Credits)

This course guides students through the process of developing a Continuous District-Wide Improvement Plan (CDIP), which is specific to the district of the individual student. Students will apply what they learn about examining data to design and build a powerful learning community through the use of data analysis, the creation of a shared vision, and the development of processes that will lead to improved teacher performance and increased achievement for all students.

EDG 6170. Public Relations. (3 Credits)

Public relations includes the principles, philosophies, and strategies which may be utilized to improve school and community relations. This course focuses on the use of effective communication to improve school quality and enhance student achievement. It also examines best practices for responding to the educational, political, social, and cultural dynamics associated with a district's unique setting.

EDG 6175. Facility Planning. (3 Credits)

The curriculum of this course will include capital budgeting, developing a needs assessment, on site review of facilities, a literature search, oversight of facility remodeling, the bidding process, referendums, staff and community input to facility projects, and state and federal facility standards. The course will include onsite experience with facility planning. Students will participate in a systematic course of study to research, study, replicate and implement good and professional facility planning methodology.

EDG 6180. Leadership for Inclusive Instruction, Classrooms and Schools. (3 Credits)

This course is intended to enhance the leadership skills of candidates in the Director of Special Education Pupil Services program in order to prepare them for the many responsibilities of the position. Focusing on the consideration of diversity and equity in public education, and how educational leaders can enable schools to address and promote these aspects through the selection and implementation of curriculum, pedagogical practices, and an inclusive climate as well as by the utilization of pupil services staff and community agencies. An effective Director must be prepared to lead in specific areas such as Title Programs, ELL, McKinney-Vento Homeless Assistance Act, ADA, 504, Gifted and Talented, At-risk, truancy, mandatory reporting, staff development, instructional practices, hiring practices, and special education. Students will consider their local practices, develop action plans, and to the extent allowed by their district, implement practices from this course as part of their growth as leaders.

EDG 6185. Legal and Financial Foundations for Special Education and Pupil Services. (3 Credits)

This course will address two critical topics for a Director of Special Education and Pupil Services: Law and Finance. The legislative and judicial legal history at the federal and state level will be studied as it pertains to critical topics such as IDEA, 504, FERPA, ESSA, and At-risk students, in addition to case law concerned with the education of students with disabilities. The course will further examine various federal funding mechanisms, including IDEA and Title 1, along with state funding formulas for general revenue and categorical aids while gaining knowledge and skills for application of financing of Special Education and Pupil Services. Areas of emphasis will include the coordination of funding source to maximize revenue to service delivery while understanding the impact on overall school funding, as well as aid professionals in making informed and ethical decisions and practices relative to special education and pupil services issues.

EDG 6190. Advanced Research in Special Education. (3 Credits)

A course in topics of current interest in special education. This course will provide students with various viewpoints and opposing positions to provoke critical thinking and discussion while providing a starting point for graduate students to research issues in-depth as thesis or capstone topics.

Prerequisite: EDG 5100.

EDG 6195. Analysis, Evaluation and Application of SPED Research Analysis, Evaluation and Application of SPED. (3 Credits)

This course will continue to develop students' ability to critically evaluate research within educational literature for the purpose of applying best practice and develop new systems or practices that best enhance our educational system and improve learning for all students. This course will include extensive practice of critical analysis of research reports and synthesis of bodies of research information and application of the research. This course should be taken at the end of the student's graduate program, just prior to completion of the thesis or Capstone in special education.

Prerequisite: EDG 6190.

EDG 6312. History, Politics, and Methodology of Second Language Acquisition. (3 Credits)

This is an introduction to the history and education policies of bilingual education. This course will provide a background in theories and best practices of bilingual education. Students will become familiar with the different types of bilingual education, while investigating effective teaching and learning methods in bilingual classrooms. Students will be provided with the opportunity to become familiar with first and second language acquisition and theory and develop philosophical beliefs of bilingual education.

EDG 6314. Observation, Analysis, and Practicum in Bilingual Classrooms. (3 Credits)

This capstone course provides students with observation and analysis skills to apply to their own bilingual teaching in their practicum experience, as well as with techniques for working with paraprofessionals in bilingual classrooms in schools. Portfolio's will be created in this course to be used as a final assessment for the Bilingual Minor that highlights a student's understanding of the WI teacher standards and knowledge of Bilingual Education.

EDG 6500. Books & Pictures. (3 Credits)

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

EDG 6505. Language Development and Language Arts in Early Childhood Education. (3 Credits)

This course examines the importance of story in the language development of young children. The course also examines the use of mentor texts and digital literacy as well as integration of pop culture and faith when teaching literacy. Action research is considered as students examine their current practice and determine ways to become more effective teachers of literacy.

EDG 6760. SLED - School Leadership Development Practicum. (3 Credits)

This course is designed to provide the student with resources, practices, and professional experiences in specific elementary administration, leadership, and supervision skills. The course will focus on goal setting, decision making, conflict resolution, self and professional management, communication skills, developing a servant life, faith commitment, and self evaluation.

EDG 7001. Special Education Portfolio I. (0 Credits)

This is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program. Note: Permission from the graduate special education program director is required for registration.

EDG 7002. Special Education Portfolio II. (0 Credits)

This is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio. Note: Successful completion of Portfolio I and permission from the graduate special education program director is required for registration.

Prerequisite: EDG 7001.

EDG 7003. Special Education Portfolio III. (0 Credits)

This is the third step in the required assessment process for licensure and the Master of Science in Education degree. Students add additional artifacts for each standard into their portfolio, among other tasks. Note: Successful completion of Portfolios I and II, and permission from the graduate special education program director, are required for registration.

Prerequisites: EDG 7001 and 7002.

EDG 7010. Cross Categorical Special Education Student Teaching and Seminar. (1 Credit)

Each practicum will be individualized to meet the needs of the graduate student; therefore, practicum hours and placement levels will be determined by CUW special education faculty after a thorough review of the applicant's file and practicum application. Prerequisite: All licensure coursework.

EDG 7040. Special Education Capstone Project Seminar. (3 Credits)

This course examines a range of problems and solutions related to students with disabilities, teachers, families, and/or schools. The capstone focuses on a student project creating a product to solve a problem related to special education and/or students with disabilities. A formal capstone paper and capstone product are the culminating activities of the course. This course is the final requirement for the degree of Master of Science in Education with a focus in special education. Note: successful completion of a minimum of 30 graduate credits and the approval of the graduate special education program director is required for registration.

EDG 7100. Ed Admin Practicum. (3 Credits)

This course provides opportunities for aspiring or practicing administrators to relate educational administrative theory to the applied administrative profession at the elementary, middle or secondary level. Students are required to complete a practicum experience within the school setting under the supervision of the practicum instructor from Concordia University and a licensed administrator in the school district. The practicum experience is designed by the university instructor and the student in cooperation with the school administrator.

EDG 7110. Ed Admin Practicum - Additional Licensure. (1 Credit)

Additional practicum for students returning for the #5010 license.

EDG 7120. Ed Admin Portfolio I. (0 Credits)

Portfolio I is the first in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio II is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio I students will provide a written statement of application to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard.

EDG 7121. Ed Admin Portfolio II. (0 Credits)

Portfolio II is the second in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio II is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio II students will provide an artifact to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard.

EDG 7122. Ed Admin Portfolio III. (0 Credits)

Portfolio III is the final in a series of three portfolio submissions for the Educational Administration program. The purpose of the portfolio is to demonstrate mastery of the (12) program standards. The purpose of Portfolio III is to provide a continuation of students' knowledge and understanding of the Wisconsin State Administration Standards (11) and Concordia University's Christian Servant Leadership standard. (1). Within Portfolio III students will provide two-three artifacts to each of the twelve standards to demonstrate their understanding of the standard and assessments to demonstrate knowledge of each standard. Additionally, students will demonstrate proficiency by completing a written self-assessment of reflective statements in relationship to his/her leadership on each disposition as part of their requirement for Portfolio III.

EDG 7130. Advanced Internship in Superintendency I. (1 Credit)

Using a practical application approach based on research and theory, this course is designed to give the student hands on experiences with the actions and activities of a Superintendent of Schools. The course explores real life strategies utilized by a current, successful Superintendent to provide effective leadership to a school district. Students will observe a Superintendent and engage in administrative activities as assigned by the onsite Superintendent. A series of four reflection papers along with other assignments will be used to capture how the Superintendent maximized learning, managerial, educational and leadership characteristics during the internship period. The student will also be required to attend an reflect upon at least two School Board meetings.

EDG 7131. Advanced Internship in Superintendency II. (2 Credits)

Using a practical application approach based on research and theory, this course is designed to give the student hands on experiences with the actions and activities of a Superintendent of Schools. The course explores real life strategies utilized by a current, successful Superintendent to provide effective leadership to a school district. Students will observe a Superintendent and engage in administrative activities as assigned by the onsite Superintendent. A series of four reflection papers along with other assignments will be used to capture how the Superintendent maximized learning, managerial, educational and leadership characteristics during the internship period. The student will also be required to attend an reflect upon at least two School Board meetings.

EDG 7135. Superintendency Portfolio. (0 Credits)

The EDG Portfolio is designed to provide a thorough representation of the candidate including a resume with objectives/goals, employment record, college/university information, education certificates and licensures, professional memberships, and references. The candidate will also complete a self-assessment including artifacts and extensive reflections representing their demonstration of each of the 8 administrative standards.

EDG 7140. Ed Admin Capstone. (3 Credits)

This course provides an opportunity to examine a range of problems in teaching, school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related his or her professional development.

EDG 7201. Literacy Portfolio I. (0 Credits)

This is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program.

EDG 7202. Literacy Portfolio II. (0 Credits)

This is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio.

EDG 7203. Literacy Portfolio III. (0 Credits)

This is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio.

EDG 7216. Literacy Practicum. (3 Credits)

This course is the culmination of the literacy curriculum for DPI #1316 certification. Teachers work with elementary, middle and secondary level students with a variety of abilities in one-to-one and small group contexts.

EDG 7217. Literacy Internship. (3 Credits)

This course provides opportunities for each aspiring literacy specialist to relate reading and administrative theory to the applied professional understanding of the position of literacy specialist.

EDG 7240. Literacy Capstone. (3 Credits)

This course provides an opportunity to examine a range of problems in teaching, school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related his or her professional development.

EDG 7320. Teaching and Learning Portfolio I. (0 Credits)

This is the first step in the required assessment process for the Masters in Education degree.

EDG 7321. Teaching and Learning Portfolio II. (0 Credits)

This is the second step in the required assessment process for the Masters in Education degree.

EDG 7322. Teaching and Learning Portfolio III. (0 Credits)

This is the culmination of the required assessment process for the Masters in Education degree.

EDG 7323. Instructional Leadership Portfolio: ESL. (0 Credits)

This course is the capstone assessment for the ESL minor that highlights a student's understanding of the WI teacher standards and ESL knowledge. The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the ESL Minor. As teacher education students become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals and self-assessments demonstrate their professional growth.

EDG 7324. Instructional Leadership Portfolio: Bilingual. (0 Credits)

This course is the capstone assessment for the Bilingual minor that highlights a student's understanding of the Wisconsin teacher standards and bilingual education knowledge. The portfolio is a collection of materials reflective of student progress toward a variety of learning goals throughout the Bilingual Education Concentration. As teacher education student become actively involved in acquiring and refining artifacts for their working portfolios, personal learning goals and self-assessments demonstrate their professional growth.

EDG 7326. Instructional Leadership Portfolio I. (0 Credits)

This is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program.

EDG 7327. Instructional Leadership Portfolio II. (0 Credits)

This is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio.

EDG 7328. Instructional Leadership Portfolio III. (0 Credits)

This is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio.

EDG 7330. Teaching Pharmacy Students I. (3 Credits)

Teaching Pharmacy Students I provides the pharmacy resident learner with a supervised and rigorous teaching experience within the School of Pharmacy (SOP). The pharmacy resident learner will practice and be evaluated on small-group teaching skills within the Applied Patient Care (APC) lab course series and develop, practice, and deliver a lecture on a pharmacotherapeutic topic to SOP students. The pharmacy resident learner will also engage in instructor-facilitated weekly discussions of their teaching experiences, issues in pharmacy education, and connections to educational theory and assessment strategies.

EDG 7331. Teaching Pharmacy Students II. (3 Credits)

Teaching Pharmacy Students II provides the pharmacy resident learner with a supervised and rigorous teaching experience within the School of Pharmacy (SOP). The pharmacy resident learner will practice and be evaluated on small-group teaching skills within the Applied Patient Care (APC) lab course series; develop, practice, and deliver a lecture on a pharmacotherapeutic topic to SOP students; and coordinate the content for therapeutic module within a course. The pharmacy resident learner will also engage in instructor-facilitated weekly discussions of their teaching experiences, issues in pharmacy education, and connections to educational theory and assessment strategies.

EDG 7332. Teaching Pharmacy Students III. (3 Credits)

Teaching Pharmacy Students III provides the pharmacy resident learner with a supervised and rigorous teaching experience within the School of Pharmacy (SOP). The pharmacy resident learner will practice and be evaluated on small-group teaching skills within the Applied Patient Care (APC) lab course series; develop, practice, and deliver a lecture on a pharmacotherapeutic topic to SOP students; and coordinate the content for therapeutic module within a course or co-coordinate a lab course. The pharmacy resident learner will also engage in instructor-facilitated weekly discussions of their teaching experiences, issues in pharmacy education, and connections to educational theory and assessment strategies.

EDG 7340. Teaching and Learning Capstone. (3 Credits)

This course provides an opportunity to examine a range of problems in teaching, school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related his or her professional development.

EDG 7345. Instructional Leadership Capstone. (3 Credits)

This capstone provides an opportunity to examine a range of problems in teaching, school administration, curriculum, planning, organizing and evaluating. It focuses on student projects and problems related his or her professional development.

EDG 7600. Graduate Education Thesis Seminar. (3 Credits)

As true research, the Graduate Education Thesis Seminar (for Ed Admin, Teaching Learning, Special Education, Family Life, Early Childhood Graduate Programs) is an independent, highly individualized course. Completion relies upon the graduate student taking on the role of researcher, and moving thru the chapters in a methodical, systematic way. As an authentic research study in our field, the Grad Ed Thesis identifies an educational issue or concern, expresses it as a problem, develops a research question, and sets out to answer it. It will have a well-designed research methodology; with a research instrument for collecting data; and also research participants or subjects.

EDG 9000. Advanced Leadership Theory and Practice. (3 Credits)

In this three-credit course, students will examine leading leadership theories, analyze the affordances and limitations of each theory, and apply the theories to a diverse set of real-world leadership challenges and opportunities. Learners will complete this course with a solid grounding in leadership theories that will serve as a foundation for future courses in the program. They will also shift their understanding of leadership theory from popular texts and notions about leadership to a deeper understanding that is rooted in the most robust and current research on the subject.

EDG 9010. Exemplary Leadership Case Studies. (3 Credits)

In this course, participants experience a case-based approach to examining critical and pressing issues related to organizational leadership. Participants study in-depth case studies that challenge learners to analyze complex leadership challenges, apply insights from diverse theories and research, as well as propose and defend decisions related to the case study. In addition to studying existing case studies, learners also have the challenge of researching and writing a relevant leadership case study and using it to facilitate dialogue about relevant issue.

EDG 9020. Innovative and Entrepreneurial Leadership. (3 Credits)

This course offers learners a grounding in the research on innovation and the entrepreneurial mindset. The diffusion of innovation, disruption innovation, the testable hypothesis approach to innovation, and the role of design thinking in innovation will be among central themes in the class. In addition, research and insights from entrepreneurial studies will be examined and applied to diverse contexts.

EDG 9030. Servant and Ethical Leadership. (3 Credits)

This course offers learners an in-depth and applied analysis of servant leadership as illustrated in both the Christian scriptures and current scholarly literature. In addition, participants will examine a Christian approach to ethics in leadership and apply these concepts to a variety of real-world case studies and models. While rooted in scholarly literature, this class also challenges learners to engage in self-reflection about core beliefs and values as well as how those inform one's leadership practice. Participants should conclude the course with a deeper knowledge, skill set, and application experiences in servant and ethical leadership and be even better equipped for leadership in innovation and continuous improvement.

EDG 9040. Intro to Doctoral Program and Research Methods. (3 Credits)

In this course, students are introduced to the Doctorate of Leadership in Innovation and Continuous Improvement (LICI) program and to its foundational educational concentrations (leadership, research, innovation and improvement science, and elective/individual). Students will review program outcomes as a roadmap for successful program completion, and they will also be introduced to the technology associated with program delivery and with university and community resources to supplement learning. In addition, they will formulate potential ideas for relevant dissertation research consistent with Concordia's mission for service to Christ in the Church and the world. This course will provide students with a comprehensive overview of the research requirements of the program, an introductory overview of research methods and scholarly research in general, and an unpacking of the dissertation process. Students will learn to identify and implement research methodologies such as correlational, experimental, survey, longitudinal, cross-sectional, causal-comparative, quasi-experimental, descriptive, and evaluative. The course emphasizes the basics of research planning and design in a practicum setting.

EDG 9050. Quantitative Research Seminar. (3 Credits)

This course is a survey of basic statistical methods including descriptive statistics, z-tests and t-tests of means, chi-square analyses, correlation and regression analyses, and analysis of variance. The Statistical Package for the Social Sciences (SPSS) will also be used. In this course, students will compare, contrast, and analyze various quantitative research methodologies listed above; and learn how to use them based on context and research question or inquiry.

EDG 9060. Qualitative Research Seminar. (3 Credits)

Students in this course will focus on identifying and implementing research methodologies such as case study, ethnographic, biographical, historical, content analysis, phenomenological, narrative, constant comparative, and grounded theory. Students will compare, contrast, and analyze the various qualitative research methodologies and learn how to use them based on context and research question or inquiry.

EDG 9070. Advanced Research and Statistics. (3 Credits)

This course provides background in statistical techniques building on students' prior knowledge. Advanced statistical topics are discussed including a variety of non-parametric tests, bivariate, multiple, and logistic regression, ANOVA with repeated measures, ANCOVA, multivariate tests, factor analysis, and structural equation modeling. It focuses on understanding what a given technique accomplishes statistically, the types of conclusions which can be reached using a technique, and how the results are reported in research articles and dissertations. Students will also refine their own research practice and skills and come away with a more comprehensive appreciation of the research process.

EDG 9080. Research Seminar 1. (1 Credit)

In this course, students will begin and complete their search for a research question or research problem they wish to solve. They will also identify key components and begin an outline on chapter one of their dissertation. In addition, students will select a dissertation chair. This seminar is conducted collaboratively in a cohort format.

EDG 9170. Branding Strategy in Education. (3 Credits)

In every field, strong brands outperform weak brands. The purpose of this course is to help you identify and address problems of practice in the area of strategic brand development that are particularly pertinent in educational contexts. You will discover problem solving ideas and strategies that will positively impact your work and leadership. The course specifically focuses on strategic brand development, that is — the research, planning, and construction necessary either to refresh an existing educational brand or to create a new one. The course covers related topics stemming from this central focus including brand management (pricing, distribution, placement, and partnerships) and brand marketing. We begin by understanding what makes brands strong, through research, case examples, and models. With this foundation, we explore the strategies and tactics that are required to build strong educational brands. An array of active discussion, expert presentations, case studies and research will guide you to recognize and apply key principles of strategic branding, such as brand elements, architecture, visual and written expression, and brand extensions that impact organizational strategy as well as business and cultural outcomes.

EDG 9180. Organizational Learning, Performance, and Change. (3 Credits)

This course introduces students to the fundamentals of different theories, principles, and roles that are related to performance, learning, and change at the individual, group, and organization level.

EDG 9185. Futures Thinking and Change in Education. (3 Credits)

In this course, participants learn to analyze current and emerging trends in education. In addition, they will develop knowledge and skills in scenario planning, forecasting, and related tools used in futures studies, with a special focus upon the factors that influence the growth and adoption of innovations in education.

EDG 9190. Innovation and Design Thinking. (3 Credits)

Design Thinking enables the designer to become the agent of change in organizations and to act as a lever of transformation in this new way of working, enabling innovation in processes, products, services, communication, and business strategy. In this course, learners will develop a deep understanding of how to use design thinking to lead organizational innovation, solve problems, and pursue promising possibilities.

EDG 9200. Six Sigma Applications. (3 Credits)

This course employs a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations. This is an "application project course" and the project will be the most significant mediator of success and the final grade.

EDG 9210. Lean Systems Analysis. (3 Credits)

This course utilizes a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused.

EDG 9215. LICI Seminar Topics. (3 Credits)

This course introduces students to the basic fundamentals of leadership in innovation and continuous improvement. Topics of organizational performance, learning, and change management are covered.

EDG 9225. Other Duties as Assigned - Innovative and Essential Business Practices in School Leadership. (3 Credits)

This course will focus on building awareness, knowledge (the hidden curriculum of school leadership), skills, dispositions, and habits administrators and heads of school must effectively use to lead and fund their schools in an ever-changing world. Units will focus on the best and new practices in visioning, building relationships, fundraising and advancement, human resource development and management, financial management, communication, academic innovation, admission and enrollment practices. In addition, throughout the course, students will also explore and implement time management, health and wellness strategies. While this course is designed for parochial, private, and charter school leadership in particular, public school administrators will also benefit greatly from the material and topics at hand.

EDG 9250. Leading Non-Profit Organizations. (3 Credits)

This course provides broad coverage of major elements and issues critical to the success of a nonprofit organization including: historical and current context, leadership, strategic planning, operational planning, financial planning, funding, promotion, and accountability and social impact.

EDG 9260. Special Topics in Healthcare: The Business of Healthcare. (3 Credits)

This course offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues.

EDG 9270. Business Informatics. (3 Credits)

This course provides the learner with a skill set in the use of analytical tools used in business. These skills enable the informatics professional to effectively communicate business needs and successfully manage projects across an organization. The course will focus on the analysis of big data for internal and external analysis of an organization and its use in long-range planning, and managing by objectives. Monte Carlo Simulation and the use of Artificial Intelligence will be integrated into the course for real-time application. The course culminates in a comprehensive project in data-mining and analysis for application in a continuous improvement project.

EDG 9280. The Business and Sustainability of Social Entrepreneurship. (3 Credits)

The adoption of the tenets of sustainability in all sectors of the economy continues to gain traction. This course introduces the graduate student to the triple bottom line of Sustainability (People, Planet and Profit) as related to the development of products; and, to Social Entrepreneurship concepts that guide how such a business is run. The course is designed to provide a student from any discipline a foundation on the key competencies embedded in sustainability and sustainable development. The focus of the course is on balancing a company's need to maximize profits, while also minimizing negative impact on the environment, and maximizing positive social impact. Industry-relevant examples from the areas of healthcare and natural sciences are used, to illustrate these concepts in a practical way.

EDG 9290. Diversity, Belonging, and Culturally Responsive Leadership. (3 Credits)

This course is designed to prepare emerging leadership scholars with evidence-based knowledge and skills for assessing, developing, and managing a culturally diverse workplace. The course will provide innovative strategies for the effective and responsible leadership, management, and improvement of diverse organizations.

EDG 9300. Educating the Adult Learner. (3 Credits)

This course will focus on major learning theories and education practice for postsecondary instruction. Students will analyze elements of effective teaching and learning in higher education, including teaching styles, instructional models, and the use of technology. The course concepts will address teaching practices in the traditional, online and blended environments.

EDG 9305. The Christian Leader Journey Colloquium. (3 Credits)

The goal of this course is to examine the journey of the Christian Leader. Central to this will be in-depth readings, reflection, and discussion in five areas: 1) Origin: Where do we come from? 2) Identity: Who are we? 3) Meaning/Purpose: Why are we here? 4) Morality: How should we live? 5) Destiny: Where are we going? Here, the focus is less on the "doing" aspects of leadership, and more on the "being" of who the leader is. The course culminates in a formal presentation of their plan for practice. The course is designed for students from all faith traditions and backgrounds.

EDG 9315. 360 Thinking and Analysis Colloquium: Thinking Critically about Research. (3 Credits)

The goal of this course is to survey important methods, issues, research designs, and other topics relevant and specific to research as well as to sharpen your scientific skills like critical thought, evaluation of research, and writing. For example, we will discuss topics such as ethics in research, writing and reviewing research, evaluating design and methodology, analytic issues, and the application of research. The readings, assignments, and class discussions are important tools.

EDG 9320. Professional Practice to Higher Education. (3 Credits)

This course is designed to prepare the student for employment in higher education. What it means to be an effective teacher will be identified and discussed. Accreditation bodies, policies, and issues related to higher education will be explored. General expectations of entry level faculty at public and private institutions will be identified. This course will review innovative curriculum development, strategic planning, and program evaluation including quality improvement processes.

EDG 9325. Education and Learning Colloquium. (3 Credits)

The goal of this course is to examine personal beliefs about teaching and learning and discuss current teaching and learning research through the lenses of continuous improvement and leadership. Students are expected to participate in scholarly discussions and reflection related to their held beliefs and the assigned readings. Students are expected to prepare for and lead at least one colloquium discussion. Through this experience, students will improve their communication skills, develop respect for differing opinions, and gain a deeper understanding of the theories, research and practices of leading for teaching and learning.

EDG 9330. Instructional Design for Higher Education. (3 Credits)

This course will focus on the instructional design process and applying adult learning theory, communication media, and technology to develop interactive, collaborative educational experiences for higher education courses. Established and upcoming instructional design models will be used to assist future higher education faculty develop effective courses in face-to-face, online, and/or blended formats.

EDG 9335. Psychology and Human Behavior Colloquium. (3 Credits)

The goal of this course is to survey important topics surrounding psychology and human behavior. The topics include social processes, cognition, and development. In addition to broadening your understanding about human behavior, this course will help you sharpen your scientific skills like critical thought, evaluation of research, and writing. The readings, assignments, and class discussions are important tools.

EDG 9345. Dissertation Research Seminars. (1-10 Credits)

Students work individually with their dissertation chair on the research process and writing the dissertation. Students will complete 8 research seminar units in order (Research Seminars 2 through 9) which guide the dissertation process.

EDG 9350. Dissertation. (1,3 Credits)

In this course, students will work individually with their dissertation chair in completing the dissertation process. Students will submit their final, completed dissertation and also submit at least one scholarly article from their dissertation to a peer-reviewed journal or publication.

EDG 9410. LICl Special Topics Independent Study. (1 Credit)

The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICl program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.

EDG 9420. LICl Special Topics Independent Study. (2 Credits)

The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICl program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.

EDG 9430. LICl Special Topics Independent Study. (3 Credits)

The goal of the independent study is to allow students to delve more deeply into a topic of study, and the topic may be related to pillars of the LICl program (leadership, innovation and continuous improvement, research, business, education) or to a student's own scholarly interests and/or dissertation topic.

Educational Technology (EDT)

EDT 5000. Digital Citizenship and Ethics. (3 Credits)

This course explores the ethical issues involved in technology in education and everyday life. Students will analyze resources to create a plan for implementing digital citizenship education in their professional contexts.

EDT 5005. Leadership, Collaboration, and Coaching. (3 Credits)

Effective leadership in education is often not a top-down process but rather an experience by which leaders come along side educators as learning professionals. In this course, participants will investigate leadership models that focus on working together toward common goals for their organization through collaboration, coaching, and related strategies. Both peer-reviewed and practical research will be utilized to help the participant build their own strategies for effective leadership within their current, and potentially future, educational roles.

EDT 5015. Theories of Learning and Design. (3 Credits)

In this course, participants will explore learning theories and emerging research related to effective teaching and learning in technology-rich learning environments. Special attention will be given to reviewing four major learning theories; brain-based learning; instructional design; as well as refining skills in finding, analyzing, and utilizing current research.

EDT 5020. Instructional Design. (3 Credits)

This course analyzes a variety of current and emerging instructional design models. Students learn to select and apply one or more of these models to the design of effective and engaging digital learning experiences, and gain firsthand experience with virtual teaming and other current approaches to collective knowledge and team-based instructional design.

EDT 5025. Research in Educational Technology. (3 Credits)

This course provides students with a broad introduction to educational research. The basics of conducting research will be explored and applied for developing an informed thesis or capstone project in the use of technology in education.

EDT 6000. Modalities of Digital Learning. (3 Credits)

This course provides educators with opportunities to explore the different facets of digital teaching and learning. Students will compare and contrast digital with traditional teaching and learning and use that knowledge to build activities and lessons for digital learning environments. Students will develop activities for online or blended learning environments that help facilitate differentiation and UDL practices. Identifying the affordances and potential challenges of different modalities will facilitate decision-making. This course will equip educators with the knowledge and skills necessary to transform their classrooms and become educational leaders.

EDT 6025. Support and Troubleshooting. (3 Credits)

This course is specifically designed for Technology Coordinators and others involved with the integration of technology in educational settings. A project-based service learning model is utilized, providing you with hands-on practical training in planning, supporting, and troubleshooting technology in education.

EDT 6030. Applying Technology in Content Areas. (3 Credits)

This course provides an opportunity to explore a variety of current and emerging educational technologies and collaborate heavily with peers around technology and pedagogy topics. Expect to learn dozens of strategies for using these technologies to develop rich, engaging, and effective learning activities in a content area of choice. This course is designed so that each participant will leave with a portfolio of technology-rich learning activities to use in the classroom.

EDT 6040. Multimedia for the Classroom. (3 Credits)

This course will introduce teachers to multimedia resources on the Internet. Teachers will identify, explore and plan classroom activities using a variety of multimedia sources. Emphasis will be on activities that promote critical thinking and visual literacy skills in the K-12 classroom. Resources explored will include photos, sound and video.

EDT 6050. Building Online Learning Communities. (3 Credits)

This course introduces educators to online collaborative tools. The educational applications of blogs, wikis, RSS feeds, social bookmarking, as well as a wide variety of current and emerging Web 2.0 tools will be investigated. The focus will be on the use of these tools for the purposes of improving student learning, increasing the productivity of educators, facilitating collaboration, and engaging in virtual teaming. Students will discuss with, collaborate with, and provide constructive feedback to classmates using these tools.

EDT 6055. Crash Course in Online Design. (3 Credits)

This course is designed for students that are preparing to develop and teach an online course for the first time. It covers learning design strategy and support for online courses, as well as online course structure and organization, assessment and feedback strategies, online discussions, and using a learning management system. During this course, the student will be building their own online course.

EDT 6060. Educators as Game Designers. (3 Credits)

The role of educator is constantly evolving in this connected age. One emerging role is that of educator as game designer. This involves creating rich and engaging game-based and gamified learning experiences that increase student learning and student engagement. In this class, participants will learn game design basics and the psychology of game design. They will explore a variety of game types and focus upon the research, design, and development of one or more educational game prototypes.

EDT 6075. LMS Administration. (3 Credits)

With the proliferation of online learning in K-12 and Higher Education, as well as the corporate world, the Learning Management System (LMS) has become a very important software tool. This course gives a general overview of the LMS landscape, as well as covering selection of the right system, LMS integration, security and data privacy, and advanced use of the LMS to offer high-quality learning experiences.

EDT 7001. Educational Design and Technology Portfolio I. (0 Credits)

Portfolio I is the first in a series of three portfolio submissions for the Educational Design and Technology program. The purpose of the portfolio is to demonstrate mastery of the 8 program standards. Prerequisite: EDT 5000*.

* May be taken concurrently.

EDT 7002. Educational Design and Technology Portfolio II. (0 Credits)

Portfolio II is the second in a series of three portfolio submissions for the Educational Design and Technology program. The purpose of the portfolio is to demonstrate mastery of the 8 program standards.

EDT 7003. Educational Design and Technology Portfolio III. (0 Credits)

Portfolio III is the third in a series of three portfolio submissions for the Educational Design and Technology program. The purpose of the portfolio is to demonstrate mastery of the 8 program standards.

EDT 7010. Practicum in Educational Design & Technology. (1-3 Credits)

This practicum is completed in a context approved by the Educational Design and Technology Program Director and under the direction of a Supervisor/Mentor at the internship site. This course is designed to provide students with practical experiences related to careers in Educational Design and Technology. Practicum hours should cover a broad array of activities that reflect all aspects of a role in the field.

EDT 7030. Thesis Completion Seminar. (3 Credits)**EDT 7040. Ed Tech Capstone Project. (3 Credits)**

This course provides an opportunity to examine a problem, challenge or opportunity related to educational design and technology. This is an independent or small group project where the student(s) identifies the problem, challenge or opportunity; reviews the relevant peer-reviewed literature; develops a blueprint for addressing the issue; creates a culminating project; and provides a written reflection of the process of developing this project. This is typically the last course to be completed in the M.S. in Education - Educational Design and Technology.

Interprofessional Education (IPE)

IPE 5100. Global Education. (3 Credits)

This elective course provides the student with an opportunity for a cultural experience in a host country. Each student will learn to appreciate differences and similarities between cultures, and develop skills that will foster cross cultural interaction, and appreciation and respect for other cultures. The experience will focus on interacting with individuals at the host site to develop professional skills and effective interactions with others outside of their own culture.

IPE 5200. Interprofessional Education Capstone. (1 Credit)

The course will expose students to a variety of elements related to effective, collaborative team-based practice within the context of current health and social care environments. Through opportunities for critical reflection of assigned readings and videos, students will develop an articulated view of interprofessional practice in their future careers. The course emphasizes the development of the student in mind, body, and spirit as they explore the many facets of collaborative care in the health and social professions. This course is a required component of the CUW Interprofessional Education (IPE) Certificate.

IPE 5550. Spirituality in Healthcare. (2 Credits)

This course will have several modules that will focus on the intersection of healthcare and spirituality. Initially we will explore the history of healthcare and religion. We will then discuss medical literature in a scientific review of religion, spirituality and health. In addition, we will examine other faith/spiritual cultures and how each one interacts with the principles of modern western medicine. As pharmacists we are called to a very special vocation. We will explore the meaning of vocation. We will also discuss the intersection of the Christian faith and healthcare through a variety of means including case studies, spiritual histories and patient encounters.

IPE 5560. Applied Improvisation for Health Profession Students. (1 Credit)

This course is designed to use improvisational theater training exercises which have been adapted to health care to improve and strengthen communication and teamwork skills. Armed with strong teamwork and patient-centered communication skills, students who complete this course will be poised to improve clinical outcomes, chronic disease management, and patient satisfaction while avoiding serious medical errors associated with communication breakdown. Successful completion of Pharmacy P2 or consent of course coordinator for other Health Profession programs is required prior to registration. No previous theater or improvisation experience is necessary.

IPE 5900. Special Topics. (1 Credit)

This course provides brief lectures on uses of High-Pressure Liquid Chromatography. Separation and analytical technology (principles and theory of separation science). Sample preparation, solvent extraction, high performance liquid chromatography HPLC. The majority of the class will not be taught in the classroom, but we will meet in Lab 228 and we will do hands-on experience using the HPLC. Students will be asked to perform a project utilizing the HPLC equipment.

Leadership (LDR)

LDR 5100. Theories, Strategy, and Visioning for Leaders. (3 Credits)

This course provides an overview of modern leadership approaches and theories as they developed over the past half a century, such as Trait Theories, Behavioral Theories, Contingency Theories, Cognitive Theories, Power and Influence Theories, Culture and Gender Theories, and more recently developed Integrative Theories. Building upon a strong understanding of leadership theory, students develop short and longer term visions and plans (strategic and operational) around well-defined KPIs.

LDR 5200. Self-Leadership. (3 Credits)

This course provides the student with tools and insights about how we as humans, think, feel, view the world, make decisions, set goals, relate to others, and receive feedback. Students will inventory their own leadership attitudes and skills.

Prerequisites: (MSL 505 or LDR 5100).

LDR 5250. Organizational Communication and Negotiation. (3 Credits)

This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural, and competitive communication situations.

LDR 5300. Leading Change. (3 Credits)

This course focuses on theories of organizational communication and current issues in ethical, interpersonal, cross cultural and competitive communication situations.

LDR 5350. Financial Analysis & Budgeting. (3 Credits)

This course introduces information and tools essential to understanding corporate financial management.

LDR 6000. Ethical Dimensions of Leadership. (3 Credits)

This course prepares students to understand and apply what is required to strengthen Christian ethics in organizational cultures.

LDR 6150. The Relational Leader. (3 Credits)

This course focuses on collaboration, managing conflict, building commitment, and team building through a coaching framework. Also, students will inventory their own leadership attitudes and skills in relation to others.

Prerequisites: (MSL 505 or LDR 5100) and (MSL 510 or LDR 5200).

LDR 6200. Leadership in Diverse Communities. (3 Credits)

This course provides students with an intergenerational approach to the implications of equity, diversity and inclusion through the examination of the drivers of successful engagement initiatives. Also, the student will learn behaviors and skills needed to create an inclusive environment. Students complete a project identifying equity, diversity and inclusion gaps in a group or organization.

LDR 7050. Leadership Competencies. (3 Credits)

In this course, students develop an inventory of competencies and skills, shadow a supervisory leader to assess the leader's unique leadership habits, and then evaluate the leader's habits based on leadership theories.

Prerequisites: (MSL 505 or LDR 5100) and (MSL 510 or LDR 5200) and (MSL 520 or LDR 6150).

LDR 7100. Contemporary Concepts and Practices of Leadership. (1-3 Credits)

This course provides new trends and innovations in leadership concepts and practices. It focuses on application through tools, techniques, and technologies that transform people and organizations to fulfill strategic vision. It is designed to be flexible and highly participatory to meet student needs for skill development.

LDR 7200. Leadership Ethics and Organizational Culture. (3 Credits)

This course introduces students to Leadership Ethics as a distinct area of ethics that involves leadership decision-making, justifications and outcomes, the effect on the organization and its cultural values, as well as power dynamics and potential conflict with ethical frames of followers. Students will have the opportunity to learn about heroes, villains, and everyday leaders and the moral foundations of values in organizational work. The course includes cases of ethical dilemmas and development of a personal leadership ethics statement.

LDR 7800. MSL Graduate Research Project. (3 Credits)

Students will learn how to focus a topic and submit a prospectus including a time line to finalize the project and complete Project Defense. Students meet with their instructor, culminating in the defense.

Prerequisites: (MSL 505 or LDR 5100) and (MSL 510 or LDR 5200) and (MSL 520 or LDR 6150) and (MSL 550 or LDR 7050).

Music (MUS)

MUS 5511. Applied Voice. (1,2 Credits)

Applied Voice is private instruction in voice, including sacred repertoire for service and concert and vocal techniques.

MUS 5521. Applied Organ. (1-2 Credits)

Applied Organ is private instruction in organ either one private, half hour a week or one hour every two weeks. Advanced repertoire for service and concert, registration, performance practices, and performance readiness.

MUS 5522. Organ Literature. (3 Credits)

Organ Literature surveys the vast and varied gamut of organ literature, especially music appropriate for worship, including discussion of registration and performance practice.

MUS 5541. Graduate Theory Review. (3 Credits)

Graduate Music Theory Survey enables students to explore and expand their knowledge of musical concepts through practical analysis, sight-singing, aural training, and composition.

MUS 5545. Composing & Arranging. (3 Credits)

This course explores the role of the church musician as composer and arranger. Assignments related to the specific needs of the parish: orchestration, hymn reharmonizations, arranging hymnody and the composition of original material.

MUS 5551. Choral Conducting. (3 Credits)

Choral Conducting further develops conducting skills with emphasis on specific problems associated with the choral repertoire. The course includes discussion of the choral rehearsal, plus work on specific advanced techniques.

MUS 5552. Choral Literature. (3 Credits)

Choral Literature surveys the field of choral music from about 1450 AD to the present, including discussions of stylistic tendencies and performance practice. Emphasis is placed on sacred choral music.

MUS 5565. Survey of Christian Hymnody. (3 Credits)

This course explores the development of hymnody from Bible times to the present and helps develop knowledge of the large scope of hymnic literature and its ever-changing usage in worship.

MUS 5569. Issues in Church Music. (3 Credits)

This course identifies current significant worship issues facing church musicians, provides opportunities for comparing and contrasting approaches to dealing with these issues, and acquaints the student with important resources for making effective decisions in the current American worship milieu.

MUS 5571. Music Heritage of the Church. (3 Credits)

Musical Heritage of the Church presents the music of the church from early times through the 19th century. Analytical listening, singing, and playing of church music are included in this course.

MUS 5585. Handbell Methods. (3 Credits)

This course provides basic techniques of handbell ringing; experience in performing handbell music, and planning and organizing a handbell choir.

MUS 5586. Conducting Handbells. (3 Credits)

In this course, the student receives individual coaching with a conducting class 'handbell choir,' with a specific regard to physical rationale, hand posture, field of beating, and musical considerations unique to handbells. Each student will be videotaped frequently.

MUS 5596. Independent Study. (1-3 Credits)

Course will be developed by the instructor and student.

MUS 5599. Recital, Service, Concert. (3 Credits)

MUS 5599 provides a culminating experience in applied music. This course is taken in place of the student's applied music course in the semester during which the recital is given.

MUS 5642. Form and Analysis. (3 Credits)

This course is a study of standard musical forms and structures and their organizing principles. It will familiarize students with the musical events that indicate important points in the design of a composition.

Natural Products Science (NPS)

NPS 5000. Pharmacognosy. (3 Credits)

Pharmacognosy is the study of natural product compounds that have been used for their medicinal, ecological, chemical and other uses. Concepts in this course will include but are not limited to understanding the source of natural products from the different kingdoms including plants, fungi, bacteria and marine organisms. This course will discuss the scientific disciplines that Pharmacognosy unifies such as Social Sciences as Ethnobotany; Chemistry and Pharmacology such as drug discovery, medicinal properties of natural products; Clinical Pharmacy, Medicine and Toxicology such as bioactivity; and Molecular Biology and Genetics such as the genetic manipulation of organisms and Microorganisms.

NPS 5010. Plant Biochemistry. (3 Credits)

Understanding the fundamentals of molecular mechanisms, genetics and physiology among the plant world. Concepts will include but are not limited to understanding plant biological functions (photosynthesis, energy production), and applications of specialized (secondary) plant metabolites. Exploration of plant derived vitamins, minerals, hormones and their influences in food and animal health.

NPS 5500. Natural Products Seminar I. (1 Credit)

The main objective of this seminar series is to illustrate the past, present, and future of Natural Products Sciences and Research (NPSR). This task will be accomplished by combining weekly readings of milestone scientific papers, as well as inviting known scientists in this area of research for seminars and discussion on the recent development of natural products and drug discovery. This seminar series is designed to educate and disseminate the knowledge of NPSR. This series will include, but is not limited to the following areas of interest: Chemistry of Bioactive Natural Products, Medicinal Chemistry, and/or Pharmaceutical Chemistry and Pharmacognosy.

NPS 6110. Medical Cannabis I - History of Medical Cannabis in the World. (3 Credits)

This course is dedicated to understanding how the Cannabis species influenced world history. This course will prepare students for future courses that will expand on the pharmacology and pharmacotherapy of the plant and its products. Topics will cover anthropology, ethnopharmacology, and pharmacology/toxicology. Students will compare and contrast how different peoples have used cannabis throughout history, including medicinal, recreational, and spiritual uses. Finally, we will cover the impacts that medical cannabis has had on public health. Upon successful completion of this course, students will be able to contextualize the use of cannabis across diverse contexts, and differentiate between the therapeutic and adverse effects of the plant and plant products.

Prerequisites: (NPS 500* or 5000*) and (NPS 501 or 5010).

* May be taken concurrently.

NPS 6120. Medical Cannabis II - Cannabis Science. (3 Credits)

The course is dedicated to understanding the mechanisms by which medical cannabis generates its therapeutic and adverse pharmacologic effects. This course builds upon the historical background introduced in the first course, and prepares students to understand the therapeutic effects of cannabis products in future courses. Topics will cover neurochemistry, neuropharmacology, phytochemistry, and drug delivery. Students will understand how the constituents of the cannabis plant operate on a molecular level. Upon successful completion of this course, students will be able to communicate the mechanisms by which cannabis products produce their therapeutic and adverse effects.

NPS 6130. Medical Cannabis III - Clinical Efficacy of Cannabis. (3 Credits)

This course is dedicated to understanding the clinical evidence behind the therapeutic and adverse effects of medical cannabis products. This course builds upon the pharmacologic basis introduced in the second course, and prepares students to critically evaluate the literature in the fourth course. Topics will cover pharmacotherapy and clinical pharmacology of medical cannabis products in: stress and anxiety; neurologic disorders and epilepsy; pain and inflammation; cancer and chemotherapy; nausea and vomiting. Upon successful completion of this course, students will be able to communicate the clinical evidence surrounding the medical use of cannabis products.

NPS 6140. Medical Cannabis IV - Cannabis in the Interprofessional Setting. (3 Credits)

This course is dedicated to critically evaluating the literature surrounding the use of medical cannabis in various settings. This course applies the history, science, and clinical efficacy background gained in the previous courses toward case studies dealing with medical cannabis products. We will discuss issues relevant to pharmacy, medicine/PA, dentistry, and nursing fields. Guest speakers from the respective fields will be invited to provide their expertise to the discussion. This course will include an active learning component that will encourage students to work together to solve problems. Upon successful completion of this course, students will be able to work with stakeholders from various disciplines to evaluate cases concerning medical cannabis products.

NPS 6210. Nutraceuticals I. (3 Credits)

This course provides and introduction into nutraceuticals, their classification and scope. Students will be introduced to the various classifications of nutraceuticals and compare them to drug and biologic classifications. We will then delve into the phytochemical (i.e. bioactive component) of nutraceuticals and their role in health while highlighting the most popular therapeutic areas where nutraceuticals provide the most health benefits. Students will be introduced to multiple examples of nutraceuticals being sold on the market and the pharmacological mechanism of action of the bioactive component that results in health benefits. Although nutraceuticals provide numerous health benefits, safety and toxicity are important considerations which will be discussed in this course.

Prerequisites: (NPS 500 or 5000) and (NPS 501 or 5010).

NPS 6220. Nutraceuticals II. (3 Credits)

This course will focus on discovery and development strategies and consideration for nutraceuticals development. The course will provide students an overview of the processes involved in progressing a nutraceutical from an idea to market. Students will consider what they learned in pharmacognosy, plant biochemistry and nutraceuticals I courses, apply that knowledge in discovery strategies while building upon that knowledge to include development and manufacturing strategies that will allow for successful market sustainability and safety of nutraceuticals. In this course, students will learn about good manufacturing practices (GMP), Good laboratory practices (GLP), SOPs /Good Documentation practices, Quality Assurance and Quality Control (QC) to ensure consistency and safety of nutraceuticals. We will also highlight the role of regulatory agencies around the world with an emphasis on US regulatory agency in nutraceutical development and commercialization.

NPS 6230. Nutraceuticals III. (3 Credits)

Building upon Nutraceuticals II, which introduced discovery and development processes, we will introduce the science of distribution of the active components, which informs the efficacy and safety of the nutraceuticals. Students will also learn of various formularies, their components and their utility.

NPS 6240. Nutraceuticals IV. (3 Credits)

This course will cover the business aspect of the nutraceutical industry, regulation and intellectual property. This course is designed to assist and guide students to navigate the business world of nutraceuticals that includes, the current regulatory framework, global market and demand trends, intellectual property considerations and sourcing of nutraceuticals. Thus, we will highlight and analyze the global leaders in the industry to demonstrate these core learning concepts. A large component of this course will involve students completing a business plan considering regulations, market trends / marketing, intellectual property, etc., that is a continuation of their capstone project.

NPS 6500. Natural Products Seminar II. (1 Credit)

The main objective of this seminar series is to illustrate the past, present, and future of Natural Products Sciences and Research (NPSR). This task will be accomplished by combining weekly readings of milestone scientific papers, as well as inviting known scientists in this area of research for seminars and discussion on the recent development of natural products and drug discovery. This seminar series is designed to educate and disseminate the knowledge of NPSR. This series will include, but is not limited to the following areas of interest: Chemistry of Bioactive Natural Products, Medicinal Chemistry, and/or Pharmaceutical Chemistry and Pharmacognosy.

NPS 7010. Toxic Natural Products. (3 Credits)

Natural products have great medicinal, spiritual, and cultural value; however, the natural defense systems of many plants, animals, and fungi have strong central and peripheral toxic effects that can cause great harm to those that threaten them. The misconception that "natural equals safe" has been responsible for countless instances of illness and death for centuries and continues to this day. In this course, we will examine the mechanisms that different organisms use to protect themselves from harm. We will discuss the ways in which organisms cause damage to various organ systems, highlight some key examples of organisms that contaminate products, and determine strategies for overcoming those toxicities.

NPS 7020. A Historical Perspective on Natural Products in the Marketplace. (3 Credits)

The progression of natural products from traditional medicine sources to drug identification to commercialization is presented. Both successful and unsuccessful examples are presented, along with principles of product development.

Prerequisites: (NPS 606, 6140, 626 or 6240).

NPS 7030. Natural Products from Microorganisms: Bacteria, Fungi, Algae. (3 Credits)

The microbiome has been a rich source of biotherapeutic products, and presents a significant opportunity for entrepreneurs to exploit. Discovery, identification, and production techniques are discussed.

NPS 7040. Research Design, Methods, and Ethics. (3 Credits)

The course will introduce graduate students to the processes involved in research design. This class will introduce the approach to generating a research question, conducting scientific inquiry (i.e. Literature Review), choosing a research design methodology that adequately addresses the research question, data collection and management methods, sound approaches to optimize the reproducibility of research and reporting relevant to basic pharmaceutical sciences, social/behavioral, and health services research. We will also discuss the purpose of review bodies such as IRB and IACUC. Lastly, we will discuss guiding principles of conducting ethical research. At the end of the course, each student should develop a research proposal that must be approved by a faculty mentor and evaluated by the course coordinators.

NPS 7500. Natural Products Seminar III. (1 Credit)

The main objective of this seminar series is to illustrate the past, present, and future of Natural Products Sciences and Research (NPSR). This task will be accomplished by combining weekly readings of milestone scientific papers, as well as inviting known scientists in this area of research for seminars and discussion on the recent development of natural products and drug discovery. This seminar series is designed to educate and disseminate the knowledge of NPSR. This series will include, but is not limited to the following areas of interest: Chemistry of Bioactive Natural Products, Medicinal Chemistry, and/or Pharmaceutical Chemistry and Pharmacognosy.

Prerequisite: NPS 6500.

Nursing - Grad (NURS)

NURS 5020. Basic Statistics for the Health Care Professions. (3 Credits)

This core course provides learners with a basic understanding of methods commonly used in clinical research and nursing education. Learners are introduced to types of research designs and how to define research questions and form hypotheses. Key statistical concepts are reviewed including sampling, level of measurement, descriptive statistics, probability correlation and hypothesis testing. Inferential statistical tests including chi square, independent and dependent samples t-tests, simple linear regression, analysis of variance and nonparametric tests are also reviewed.

NURS 5030. Healthcare Policy & Issues in Advanced Nursing. (3 Credits)

Students will explore a variety of healthcare issues facing advanced nursing practice by becoming involved at a personal and collaborative level in healthcare policy. Students will analyze national and local nursing organizations and advocacy initiatives, evaluate the pros and cons of public and private reimbursement policies, and explore healthcare quality and the influence of emerging technologies, economic, political, sociocultural, and ethical factors on healthcare outcomes.

NURS 5034. Theoretical Foundations for Advanced Nursing Roles and Interprofessional Collaboration. (3 Credits)

In this course, students explore and evaluate leadership theory, models of care delivery and interprofessional collaboration. Theoretical foundations are analyzed within a Christian framework related to conflict management, leadership, and education to improve health outcomes. The role of interprofessional collaboration in delivering safe patient care is examined.

NURS 5040. Evidence Based Nursing Practice. (3 Credits)

In this course the student will gain increased understanding of the research process and beginning competence in: identifying researchable nursing education or clinical practice problems, searching databases for research evidence, analyzing the significance of quantitative and qualitative data, critiquing research studies, translating evidence into practice, and synthesizing research findings related to a nursing problem.

NURS 5050. Genetics, Immunology, & Microbiology for Advanced Nursing. (3 Credits)

This course is a review of the basic concepts in the structure and function of cells and how the breakdown of these functions lead to human disease. Students will learn how genetics is central to understanding human health and disease and will gain new insights into the role and interactions between microorganisms and the human immune system.

NURS 5060. Fundamentals of Health Care Informatics. (3 Credits)

This course provides an overview of health informatics with emphasis on the factors that helped create and sustain this field, the key players involved, and the impact health information technology is having on the delivery of care in a rapidly changing healthcare marketplace.

NURS 6036. Advanced Pathophysiology Across the Lifespan. (3 Credits)

The student will gain increased understanding of various physiological systems and the pathophysiology of frequently encountered primary care conditions across the lifespan and in special populations. In-depth case analysis of risk factors, pathophysiological changes, and associated clusters of signs and symptoms are investigated. Pathophysiological theories and evidence-based research as a basis for advanced nursing practice are studied.

NURS 6038. Advanced Health Assessment. (3 Credits)

This course is designed to provide the nurse practitioner student with knowledge and skills in advanced health assessment techniques and diagnostic reasoning. The focus of this course is on advanced clinical history, taking and physical and psychosocial assessment of individuals/families across the lifespan. Differentiation of normal variations and pathophysiologic changes are emphasized integrating advanced clinical reasoning within the scope of advanced practice nursing.

NURS 6042. Pharmacotherapeutics. (3 Credits)

This course covers clinical application of pharmacology and pharmacotherapeutics for common disease conditions encountered in primary care settings. Principles of altered pharmacodynamics relative to age, race, and ethnic groups are explored.

NURS 6045. Role Transition for the APN. (2 Credits)

Role Transition for the Advanced Practice Nurse explores the history of advanced practice nursing and the role of nurse practitioners in providing high-value primary health care and their role as community leaders.

This course explores the transition of the student from registered nurse to the advanced practice nurse role with topics that include family-focused care, clinical education, case presentations, clinical placement, professionalism, ethics, and reimbursement.

NURS 6092. Global Perspectives/Primary Care. (3 Credits)

This course is designed to provide students with an opportunity to examine their own cultural beliefs, biases, and practices while learning about a culture different from their own. Graduate students will explore the opportunities and challenges present in the country they visit, and the beliefs, customs, and practices of the people who reside there in order to develop a global perspective of culture.

NURS 6377. Evaluation and Testing in Nursing Education. (3 Credits)

In this course, students develop competency in assessing learning in the classroom, laboratory, online environment, and clinical setting. Students learn how to construct different types of test questions including those that measure higher level thinking, develop test items similar to NCLEX and certification examinations, prepare assessment methods for courses, evaluate written assignments, plan for and construct tests, analyze tests and items, interpret test results, and develop clinical evaluation strategies. The course also explores grading and other concepts of assessment and evaluation in nursing education. This course is applicable for nurses in any setting who are involved in evaluating students, nurses, or other health care professionals.

NURS 6500. Neuropathophysiology & Psychopharmacology for Advanced Nursing. (3 Credits)

This course is designed to provide advanced practice nurses with knowledge of the fundamental neuropathophysiology of mental illness as well as advanced concepts in neuroscience, pharmacokinetics and pharmacodynamics across the lifespan. This course includes clinical management of targeted psychiatric illness and the use of psychotropic medications for treatment of symptoms.

NURS 6510. Psychiatric Mental Health Theory I. (3 Credits)

This course provides the theoretical content and clinical practice guidelines for assessing, diagnosing, and intervening in dysfunctional coping patterns and psychiatric disorders of individuals across the lifespan. The DSM-5 (Diagnostic Statistical Manual of Mental Disorders) will be used as the basis for diagnostic nomenclature. Emphasis will be placed on the assessment, diagnosis, and evidence-based non-pharmacological treatment of mental health disorders.

NURS 6515. Psychiatric Mental Health Theory II. (3 Credits)

This course provides theoretical basis for psychotherapeutic interventions across the life span while focusing on cognitive treatment and evidence-based therapy techniques. This course focuses on management of common psychiatric disorders using clinical practice guidelines.

Prerequisites: NURS 6500 and 6510.

NURS 6520. Psychiatric Mental Health Theory III. (3 Credits)

This course addresses issues and roles essential to the psychiatric mental health nurse practitioner. Promotes skill refinement in assessment, diagnostic formulation, and evidence-based treatment planning.

Prerequisite: NURS 6515.

NURS 7013. Diagnostic Skills for APRN. (3 Credits)

Evidenced based clinical decision making for selection of and interpretation of diagnostic tests are reviewed in this course. Commonly performed office procedures, diagnostic laboratory and imaging tests utilized in primary care will be explored. There is an emphasis on ordering appropriate labs and diagnostics to assist the APRN in the medical decision making process.

NURS 7110. Health Promotion and Disease Prevention in Primary Care for the Family Nurse Practitioner. (3 Credits)

This first health care management course focuses on the role of the Family Advanced Practice Nurse in care of diverse populations across the lifespan. This course emphasizes the use of evidence based-practice as the framework for health promotion and disease prevention strategies and introduces the role of the advanced practice nurse in diagnosis and management of common episodic and chronic conditions.

NURS 7111. Adult Chronic and Acute Disease Management - FNP. (3 Credits)

This second didactic course builds upon the previous health care management course and focuses on the role of the Family Nurse Practitioner in the care of diverse adolescent and adult patients. This course emphasizes the use of evidence-based guidelines as a framework for the diagnosis and management of acute and chronic health conditions and restorative health in addition to formulating differential diagnoses.

Prerequisites: (NURS 7110 or 710).

NURS 7112. Pediatrics, Women's Health, and the Older Adult - FNP. (3 Credits)

This didactic course builds upon the two prior health care management courses and focuses on the role of the Family Nurse Practitioner in providing complex care for diverse patients with a focus on pediatric, women's health, and the older adult populations. This course emphasizes the use of evidence based-practice as the framework for health promotion and disease prevention strategies and furthers the role of the advanced practice nurse in diagnosis and management of common episodic and chronic conditions, and restorative health.

Prerequisites: (NURS 7111 or 711).

NURS 7151. Advanced Primary Care Clinical I - FNP. (4 Credits)

This didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. This course emphasizes evidence-based practice, health promotion and disease prevention as well as illness.

Prerequisites: (MSN 538, NURS 638 or 6038).

NURS 7152. Advanced Primary Care Clinical II - FNP. (4 Credits)

In this graduate didactic and clinical nursing course, the focus is on the assessment and treatment of individuals presenting with episodic and chronic health conditions in primary health care settings with an emphasis on common health problems across the life span. Integration of pathophysiology, advanced health assessment and pharmacotherapeutics with an emphasis on preventative evidenced based nursing interventions is incorporated into didactic and clinical learning experiences. Students gain experiences with community partnerships in developing prevention interventions at the community level.

Prerequisites: (MSN 851, NURS 751 or 7151).

NURS 7153. Advanced Primary Care Clinical III - FNP. (4 Credits)

This didactic and clinical course explores symptoms, differential diagnoses, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the lifespan. Integration of theory, pathophysiology, health assessment and pharmacotherapeutics for the pediatric and older adult population along with women's health issues will be highlighted. This course emphasizes evidence based practice, health promotion and disease prevention.

Prerequisites: (MSN 852, NURS 752 or 7152).

NURS 7220. Health Promotion and Disease Prevention in Primary Care for the Adult Gerontology Nurse Practitioner. (3 Credits)

This first health care management course will focus on the role of the Adult Gerontology Advanced Practice Nurse in care of diverse populations from adolescence through older adulthood. This course emphasizes the use of evidence based-practice as the framework for health promotion and disease prevention strategies and introduces the role of the advanced practice nurse in diagnosis and management of common episodic and chronic conditions.

NURS 7221. Adult Chronic and Acute Disease Management - AGPCNP. (3 Credits)

This second didactic course builds upon the previous health care management course and focuses on the role of the Adult/Gerontology Primary Care Nurse Practitioner in the care of diverse adolescent and adult patients. This course emphasizes the use of evidence-based guidelines as a framework for the diagnosis and management of acute and chronic health conditions and restorative health in addition to formulating differential diagnoses.

Prerequisites: (NURS 7220 or 720).

NURS 7222. Women's Health and the Older Adult - AGPCNP. (3 Credits)

This third didactic course builds upon the two prior health care management courses and focuses on the role of the Adult/Gerontology Primary Care in providing complex care for diverse patients with a focus on women's health and the older adult populations. This course emphasizes the use of evidence based-practice as the framework for health promotion and disease prevention strategies and furthers the role of the advanced practice nurse in diagnosis and management of common episodic and chronic conditions, restorative health and palliative and supportive care.

Prerequisites: (NURS 7221 or 721).

NURS 7265. Advanced Primary Care Clinical I - AGPCNP. (4 Credits)

This didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. This course emphasizes evidence-based practice, health promotion and disease prevention as well as illness.

Prerequisites: (MSN 538, NURS 638 or 6038).

NURS 7266. Advanced Primary Care Clinical II - AGPCNP. (4 Credits)

In this graduate didactic and clinical nursing course, the focus is on the assessment and treatment of individuals presenting with episodic and chronic health conditions in primary health care settings with an emphasis on common health problems across the life span. Integration of pathophysiology, advanced health assessment and pharmacotherapeutics with an emphasis on preventative evidenced based nursing interventions is incorporated into didactic and clinical learning experiences. Students gain experiences with community partnerships in developing prevention interventions at the community level.

Prerequisites: (MSN 865, NURS 765 or 7265).

NURS 7267. Advanced Primary Care Clinical III - AGPCNP. (4 Credits)

This didactic and clinical course explores symptoms, differential diagnosis, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. Integration of theory, pathophysiology, health assessment, and pharmacotherapeutics for the older adult in the outpatient setting will be highlighted. This course emphasizes evidence based practice, health promotion and disease prevention.

Prerequisites: (MSN 866, NURS 766 or 7266).

NURS 7372. NE II: Instructional Design in Nursing Education - Didactic Teaching. (3 Credits)

The course focus is on the development of teaching/learning strategies and methods for educating associate or baccalaureate degree nursing students in the classroom setting (which may include simulation learning environments and skills labs). Multiple theories of learning and effective classroom instruction are explored and applied in course assignments. Consideration is given to diverse student learning needs, use of technology in teaching and needs of students related to generational differences. Assessment and evaluation of teaching effectiveness, curriculum development and program evaluation are discussed in detail with students, who then apply this new knowledge at their practicum setting via site assessment.

NURS 7374. NE III: Instructional Design In Nursing Education - Clinical Teaching. (3 Credits)

In this course, emphasis is on developing skills in effective teaching, assessment and evaluation of learning, and patient safety in the clinical environment. This may include simulation learning environments and skills labs. Theoretical and scientific underpinnings for practice are used to socialize students into the nurse educator role. The nurse educator student will develop skills in teaching clinical reasoning, priority setting, and transfer of knowledge from the didactic setting to the patient care setting. Assessment and evaluation of student learning, student and patient safety, and teaching effectiveness are discussed in detail.

NURS 7375. Nurse Educator Capstone. (1 Credit)

The capstone course is a culminating experience that provides students with an opportunity to synthesize and apply new knowledge gained from theoretical and practicum experiences in the MSN Nurse Educator program. Under the guidance of a faculty mentor, students are expected to write a scholarly literature review on a question or problem of their choice related to nursing education or the clinical setting.

NURS 7510. Psychiatric Mental Health Practicum I. (2 Credits)

Supervised clinical practicum focuses on the development and application of advanced assessment and clinical management skills of patients with psychiatric disorders.

NURS 7515. Psychiatric Mental Health Practicum II. (2 Credits)

Supervised clinical practicum focuses on the diagnosis and treatment of patients with complex psychiatric disorders.

Prerequisite: NURS 7510.

NURS 7520. Psychiatric Mental Health Practicum III. (2 Credits)

This is the third of a three-sequence practicum. This supervised clinical practicum focuses on developing progressive competence in diagnosis and treatment of patients and families with complex needs.

Prerequisite: NURS 7515.

NURS 8003. Biostatistics & Epidemiology. (4 Credits)

This course will introduce students to tools and concepts in the fields of epidemiology and biostatistics. Students will learn to use these resources to improve outcomes in their clinical practice through experiential applications in quality improvement, population health, prevention, and critical appraisal of the health literature.

NURS 8010. Business Management for the Doctor of Nursing Practice. (3 Credits)

This course is designed to apply knowledge and skills related to health care finance, business, and economic decision making in the health care environment. Topics covered include reimbursement, insurance, budgeting, strategic planning, and grant writing to support the DNP in the practice environment.

NURS 8015. Advanced Evidence-Based Practice. (3 Credits)

The purpose of this course is to introduce concepts associated with evidence-based nursing practice theories and models. Strategies for creating a culture of evidence based practice both for individuals and systems will be discussed. Proposed evidence-based practice changes are based on an understanding of the cultural, financial, and legal and human resource needs of the health care environment. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming healthcare and educational environments.

NURS 8021. Healthcare Informatics. (3 Credits)

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

NURS 8123. FNP Primary Care Clinical Residency I. (1 Credit)

In the first of three practicum courses, students will develop the skills required to conduct comprehensive history and physical examinations on patients across the lifespan. Using an evidence-based framework, students will focus on developing a diagnostic approach to performing a detailed history and physical exam.

Prerequisites: (BIO 542 or NURS 6042) and (NURS 536 or 6036) and (NURS 638 or 6038).

NURS 8124. FNP Primary Care Clinical Residency II. (5 Credits)

In the second of three practicum courses, students will integrate assessment and diagnostic skills when performing comprehensive health evaluations of patients across the lifespan. Using an evidenced-based framework, students will apply concepts of health promotion and disease prevention to assess and manage patients with acute and chronic health conditions.

Prerequisites: (NURS 8123 or 923).

NURS 8125. FNP Primary Care Clinical Residency III. (5 Credits)

In the third and final practicum course, students will demonstrate proficiency when performing comprehensive health evaluation and management of patients with complex acute and chronic health conditions across the lifespan. Students will integrate leadership and systems-based practice with increasingly independent decision making while improving clinical, diagnostic, and procedural skills.

Prerequisites: (NURS 8124 or 924).

NURS 8226. AGPCNP Primary Care Clinical Residency I. (1 Credit)

In the first of three practicum courses, students will demonstrate the skills required to conduct comprehensive history and physical examinations on patients from adolescence through older adulthood. Using an evidence-based framework, students will focus on developing a diagnostic approach to performing a detailed history and physical exam.

Prerequisites: (BIO 542 or NURS 6042) and (NURS 536 or 6036) and (NURS 638 or 6038).

NURS 8227. AGPCNP Primary Care Clinical Residency II. (5 Credits)

In the second of three practicum courses, students will integrate assessment and diagnostic skills when performing comprehensive health evaluations of patients from adolescence through older adulthood. Using an evidenced-based framework, students will apply concepts of health promotion and disease prevention to assess and manage patients with acute and chronic health conditions.

Prerequisites: (NURS 8226 or 926).

NURS 8228. AGPCNP Primary Care Clinical Residency III. (5 Credits)

In this third and final practicum course, student will demonstrate proficiency when performing comprehensive health evaluation and management of patients with complex acute and chronic health conditions from adolescence through older adulthood. Students will integrate leadership and systems-based practice with increasingly independent decision making while improving clinical, diagnostic, and procedural skills.

Prerequisites: (NURS 8227 or 927).

NURS 9030. DNP Project Practicum Immersion I. (1 Credit)

This is the first of three sequential courses to develop and complete the DNP project. In this course, students will solidify the focus of the project and lay groundwork for the culminating DNP project. The course emphasizes using assessment data and available literature to identify a nursing practice issue focused on a population of interest to support change and involvement. Students work with a mentor from a selected health care agency, along with stakeholders, as part of an interdisciplinary team to increase leadership competencies and business practice interventions. The student also collaborates with their faculty chairperson to review the project progress.

Prerequisites: (NURS 540 or 5040) and (NURS 915 or 8015) and (NURS 940 or 9040).

NURS 9031. DNP Project Practicum Immersion II. (1 Credit)

This is the second of three sequential courses to develop and complete the DNP project. The focus of this course is on designing a scholarly project that addresses a specific problem of interest. Students use evidence-based findings from the literature to identify a theoretical framework to support the project intervention. Students will apply practice inquiry skills to synthesize and integrate knowledge to design the steps of the project implementation. Students continue to work with a mentor from the selected health care agency, along with stakeholders, as part of an interdisciplinary team to increase leadership competencies and business practice interventions. Students also collaborate with their faculty chairperson to review the DNP project progress.

Prerequisites: (NURS 9030 or 930).

NURS 9032. DNP Project Practicum Immersion III. (1 Credit)

This is the third of three sequential courses in the development of the DNP project. This course focuses on the implementation of the proposed plan with evidence-based interventions to address the selected problem of interest. The student continues to work within a selected health care agency along with an identified mentor to increase competencies in areas such as leadership and business practice.

Prerequisites: (NURS 9031 or 931).

NURS 9040. DNP Project I. (4 Credits)

In this course, students build upon prior knowledge and coursework to prepare for the role of the DNP prepared advanced nurse and develop a foundation for the DNP Project. Students attain knowledge of the quality improvement process, apply knowledge when conducting an organizational needs assessment, use strategies to prioritize organizational needs, and learn a foundation for applying research and other evidence to support change and improvement in practice. Students complete practicum hours in relation to the DNP Project for planned change.

NURS 9041. DNP Project II. (4 Credits)

The DNP capstone project is a scholarly experience that implements the principles of evidence-based practice and translation under the guidance of a faculty mentor. The outcome of the DNP capstone Translational Research Project courses will be a tangible and deliverable academic product that is derived from the practice immersion experience and will be reviewed and evaluated by an academic committee.

Occupational Therapy-Grad (OT)

OT 5520. Concepts of Occupation. (3 Credits)

This course is intended to ground the first semester students in both theoretical concepts important to occupational therapy practice and practical knowledge about the profession. Theoretically, students will be introduced to those fundamental concepts of occupation-based models of Ecology of Human Performance (EHP) and Occupational Adaptation (OA), as well as the tenants of the CUW OT Program curriculum.

OT 5530. Functional Anatomy. (4 Credits)

Functional Anatomy is an integrated approach to the gross anatomy of the human body, with particular emphasis on the musculoskeletal and peripheral nervous systems. Consideration will also be given to the study of cells, tissues, and organ systems. The laboratory portion of the course includes examination of prosected human cadavers. The students will use clinical reasoning to connect human anatomy to occupational performance and relate impairments in body structure and function to activity limitations. Course Prerequisites: Matriculation in the CUW's Occupational Therapy Program, or consent of instructor.

OT 5550. Research in Practice I. (4 Credits)

This course will assist students in learning the basic skills of clinical research and scientific writing. Students will learn about evidence-based practice, research methodology, and how to retrieve, organize and synthesize information to effectively support an argument statement or research question in APA style and format.

OT 5560. Occupations Across the Lifespan. (3 Credits)

This course provides the necessary understanding to the development of the human lifespan beginning at conceptions and ending at death through an occupational lens. This course will cover the physical, cognitive, and emotional changes that occur across the eight major stages of development: prenatal, infancy, early childhood, mid-late childhood, adolescence, early adulthood, middle adulthood, and late adulthood.

OT 5575. Community Clinic Foundations. (5 Credits)

This course is the first of three clinical courses and will focus on the OT process and clinical skills needed to assist clients in occupational performance. Students in this course will be mentored by and establish rapport with students in the third clinical course as they interact with community clinic clients during pediatric and adult rotations. Students will learn and apply TeamSTEPPS principles including giving and receiving feedback while developing effective communication and professional skills. Students will identify and explain the role of OT and the OT process in action while developing their observation skills. Students will complete occupational performance analysis while learning to grade/modify activities. Students will learn to train others in assistive equipment, ADLs, and adaptive techniques. Basic transfer techniques, client handling skills, introduction to a wheelchair, and bed mobility will also be explored. Students will develop an understanding of their own faith and how it impacts their vocation.

OT 5590. Functional Neuroscience and Neurorehabilitation I. (4 Credits)

This course is an integrated approach to human nervous system structure and function, and the application of these principles to occupation and occupational therapy assessment following neurological injury or disease. Additionally neuroplasticity and implications for learning, memory, and recovery will be addressed. The course will cover sensory (somatic and special), motor (somatic and autonomic), limbic, cognitive, visual, vestibular, and ventricular systems and their interactions. Common neurological diagnoses and OT assessment of the sensory, motor, and postural systems in a neurological population will be introduced. The laboratory portion of the course includes gross examination of the human nervous system as well as activities designed to integrate neurological concepts.

Prerequisite: OT 5530.

OT 5600. Research in Practice II. (3 Credits)

This course is an introduction to the evidence-based practice process. Students will perform the first 3 steps of the evidence-based practice process, including asking a focused question, locating the best evidence, and critically appraising the evidence. Students will also create scholarly reports based on their appraisal of the literature.

Prerequisite: OT 5550.

OT 5620. Clinical Reasoning: Behavioral Health. (3 Credits)

This course covers the diagnosis and treatment of psychiatric disorders commonly seen in occupational therapy practice. Contemporary treatment approaches including interdisciplinary and occupational therapy models, assessment and treatment intervention will be explored. Students will practice leading and participating in group interventions as a primary mode of treatment for mental and behavioral health settings. Students will be exposed to community programs and resources providing mental health treatment in a variety of contexts. Students will develop documentation skills including note writing and treatment/intervention plans.

OT 5630. Occupational Kinesiology and Orthopedic Rehabilitation I. (4 Credits)

This course teaches how concepts of biomechanics, human anatomy, and movement affect occupational performance and guide therapeutic intervention. Students will also develop assessment skills and begin to differentiate common pathologies.

Prerequisites: OT 5530 and 5550.

OT 6121. Integration & Practice I. (1 Credit)

The first of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6122. Occupation as Meaning. (2 Credits)

Explores the use of occupation as a healing modality, the historical development of the profession of occupational therapy, and the foundations of occupational science. The concept of occupation as both an outcome and a modality of assessment and intervention will be emphasized.

OT 6123. Foundations of an OT Professional. (2 Credits)

Introduces the student to culture and expectations of the program and the profession of occupational therapy. Provides an overview of ethics, therapeutic use of self, principles of critical reasoning, and documentation skills.

OT 6124. OT Process. (2 Credits)

Introduces students to the Occupational Therapy Practice Framework: Domain Process and the role of theory in occupational therapy practice. Students utilize the Occupational Therapy Intervention Process Model (OTIPM) to develop a true top-down reasoning approach to occupational therapy evaluation, intervention, and outcome phases of service delivery. Intervention focuses including compensation, acquisition, and restoration are introduced.

OT 6125. Scientific Inquiry in OT: Evidence-based Practice. (1 Credit)

The first of five research-focused courses. Students are introduced to scientific inquiry and provided with tools to effectively locate, analyze, and use evidence. APA writing style is emphasized. The skills necessary to critically evaluate specific evaluation and intervention methods are taught and practiced, building a foundation from which students can confidently prepare for upcoming treatment courses.

OT 6211. Integration & Practice II. (1 Credit)

The second of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6212. Anatomical Structures Underlying Occupational Performance. (4 Credits)

An in-depth study of the musculoskeletal and nervous system of the human body as it relates to structure and function. The major body systems are discussed in a regional presentation. Surface anatomy is incorporated throughout the course. Materials will be presented in lecture/lab format with the use of cadaver, anatomical models, and human skeletal materials.

OT 6213. Lifespan Perspective of Occupation. (2 Credits)

Explores occupation from birth through death, taking into consideration human growth development and societal influences on the meaning of occupational participation. Explores typical roles and routines across developmental milestones and the impact of occupational disruption on health, well-being, and quality of life at the individual, family, and societal level. Also begins to introduce students to the impact of culture, sociopolitical climate, and policy development on occupation across the lifespan.

OT 6214. Occupational Analysis. (2 Credits)

The ability to analyze tasks and activities is foundational to facilitating the client's occupational engagement and participation. Students will develop their observational, critical evaluation, and documentation skills to analyze occupational demands including objects used and their properties, space demands, social demands, sequencing and timing, required actions and performance skills, and required underlying body functions and body structures. The basis of activity and occupational analysis as the foundation to treatment planning will be introduced.

OT 6219. Introduction to Capstone. (1 Credit)

Provides an overview on the purpose and process of the entry-level doctoral capstone, including both the capstone experience and the capstone project. The doctoral capstone provides an in-depth exposure to a concentrated area in one or more of the following areas: clinical practice skills, research skills, scholarship, administration, leadership, program and policy development, advocacy, education, and theory development. Students will be oriented to the process and timeline of the capstone throughout CUAA's OT Program and begin to explore topic areas of interest.

OT 6221. Integration & Practice III. (1 Credit)

The third of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6222. Assessment of Person Factors. (2 Credits)

Knowledge and hands-on skill development of evaluation and analysis techniques for human performance factors that underlie occupational performance. Students will learn to apply knowledge gained from OT 6212 Anatomical Structures Underlying Occupational Performance to assess range of motion, strength, gross and fine motor coordination, sensation, functional mobility, and vision/perception. A variety of assessment tools will be utilized including clinical observation, functional performance, and standardized assessment. Documentation, analysis, and application to treatment planning will also be addressed.

OT 6223. Assessment of Occupational Roles. (2 Credits)

This course explores the relationship between person factors, occupational tasks, and context and how they combine to form occupational roles. Students will apply theory and critical reasoning to select and administer standardized and non-standardized screening and assessment tools, interpret evaluation findings, and develop occupation-based intervention plans and strategies.

OT 6311. Integration & Practice IV. (1 Credit)

The fourth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6312. Healthcare Continuums. (2 Credits)

Examines traditional and nontraditional practice environments and how occupational therapy intersects with quality service provision in each. Emphasizes the role of the interprofessional team to plan, deliver, and evaluate patient- and population-centered care. Students will gain understanding of the influence of policy, legislation, and funding on service delivery, evaluate available resources, and practice communication and documentation skills to optimize occupational performance of clients across all healthcare and community settings.

OT 6313. Neuroanatomy, Learning & Behavior's Role in Occupation. (2 Credits)

An in-depth study of the anatomy and function of the brain and central nervous system. Includes a focus on cognition, personality, learning theory, and behavior across the lifespan and how these systems and functions impact occupational performance.

OT 6314. Preparatory Intervention Strategies. (3 Credits)

Students will engage in a series of skill-focused labs to design and implement preparatory interventions according to current theory and evidence. By the conclusion of the course, students will demonstrate basic competency in biomechanical approaches, transfers and mobility, splinting and orthotics, physical agent modalities, and wheelchair seating and positioning.

OT 6321. Integration & Practice V. (1 Credit)

The fifth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 6322. Motor Learning. (2 Credits)

This course examines occupational therapy's role in assessing, developing, and remediating motor performance in order to support participation in meaningful occupation. Common pathophysiology including cerebral palsy, cardiovascular accident (CVA), and traumatic brain injury will be studied and evidence-based theories of motor learning will be applied.

OT 6323. Psychosocial & Emotional Aspects of Occupation. (3 Credits)

Provides an in-depth study of psychological, emotional, and social interaction skills that impact occupational performance. Common pathophysiology including mental illness and autism will be studied. The holistic nature of occupational therapy which requires that these aspects of occupation be of concern in all clients, regardless of the nature of their health status or care setting, is emphasized.

OT 6325. Scientific Inquiry in OT: Quantitative Design. (2 Credits)

The second of five research-focused courses. Having previously learned to analyze and use evidence, students now examine scientific inquiry in greater detail. Students will select, apply, and interpret quantitative methods for data analysis. Basic descriptive, correlational, and inferential quantitative statistics will be practiced.

OT 6520. Clinical Reasoning: Pediatrics. (3 Credits)

This course will lay the foundation for the study of occupational therapy in pediatric settings through exposure to a variety of developmental disabilities, pediatric assessment tools, treatment interventions, and areas of practice. Application of a variety of common pediatric frames of references will occur through case studies. Students will demonstrate clinical reasoning through the occupational therapy process of evaluation and treatment.

Prerequisites: (OT 5590 or 509).

OT 6550. Level 1 Fieldwork Experience. (1 Credit)

This course provides students with hands-on experience under the supervision of an occupational therapy fieldwork educator or related professional. Students will observe and practice assessments, guided interventions, and OT management processes in a clinical setting. Students will be given an opportunity to translate classroom learning into real world practice. The Level I fieldwork experience is repeatable to allow students experiences with a variety of client populations; occupational therapy students are required to take this course at least 1 time, with a focus on behavioral/mental health.

OT 6580. Clinical Reasoning: Adult Practice Areas. (3 Credits)

This course provides students with a client-centered, evidence-based forum to integrate the evaluation, theory, and treatment of individuals with orthopedic, neurologic, and multiple physical disabilities within different contexts of service delivery (e.g., home health, subacute, case management, etc.). This course is intended to transition the student to fieldwork, so emphasis is placed on independent learning and decision making.

OT 6610. Clinical Reasoning: Orthopedic Rehabilitation II. (3 Credits)

This course is designed to teach evaluation, treatment planning, and documentation for orthopedic injuries, including occupation-based interventions and adjunctive/preparatory interventions (exercise, orthotic intervention, physical agents). By the end of the course, students will identify and apply indications, precautions, and contraindications for various interventions.

Prerequisite: OT 5630.

OT 6620. Community Advocacy and Leadership. (3 Credits)

This course is designed to develop students as community advocates, while continuing to promote growth in personal advocacy and leadership. Students will build the skills necessary for effective community advocacy, including identifying needs, finding resources, communicating professionally, increasing legislative and regulatory literacy, and using innovation to address occupational injustice within communities.

Prerequisite: OT 5610.

OT 6630. Occupations of Health and Wellness. (3 Credits)

This course will introduce the student to health promotion. The concept of health promotion will be discussed through the exploration of wellness models and key components of health promotion and wellness. The student will be able to discuss the difference between rehabilitation and health promotion. This course will provide learning experiences that will enable the student to identify opportunities for the provision of health promotion services as an occupational therapist. Environments for health promotion will be explored that include traditional and nontraditional environments such as school systems and social systems in the community.

OT 6650. Community Clinic: Leading the OT Process. (3 Credits)

This course will offer students hands-on experience with both evaluating and implementing interventions. 3rd semester OT students will be paired with 1st semester OT students, in order to enhance their leadership skills. This course will prepare OT students for the final pro bono clinic semester, in which they will utilize leadership skills.

Prerequisite: OT 5580.

OT 6710. Research in Practice III. (3 Credits)

This course prepares students to integrate theory and evidence with a client-centered perspective, implementing the five steps of evidence-based practice in a specific clinical context. Students will build on skills learned in Research Practice I and Research in Practice II, and apply this knowledge in a specific clinical context to address a question or need posed by a partnering community occupational therapist or occupational therapy practice setting. Students will elaborate on the fourth and fifth steps by contributing to the research process to generate new knowledge to fuel best practice and the steps of evidence-based practice. Students will work directly with a community site to write a clinical question linked to practice, review existing literature, create a plan to gather and analyze evidence to address the clinical question, and begin to formulate a plan for dissemination of results.

Prerequisite: OT 5600.

OT 6740. Community Clinic Administration. (4 Credits)

Learning didactic content including administration, management and the professionalism skills necessary for entry level practice in the current healthcare system. Applying these essential skills through clinical experiences involving evaluating, treating, managing care and documentation for adult and pediatric clients. Mentoring a second semester student to provide supervision of clinical skills.

Prerequisite: OT 6650.

OT 6760. Professional Advocacy & Leadership. (2 Credits)

This course is designed to develop students as advocates for the profession of occupational therapy, while continuing to promote growth in personal advocacy and leadership. Students will build the skills necessary to communicate and advocate for issues that influence practice, specifically promoting occupational therapy as an evidence-based and science-driven profession.

Prerequisite: OT 6620.

OT 6800. Clinical Reasoning: Gerontology. (3 Credits)

This course examines the impact of the aging process on engagement in occupation. The role of OT in rehabilitation, habilitation, and promotion of health and wellness for older adults will be explored, along with special considerations when working with this population. A secondary focus of the course is to learn the role of assistive technology in supporting participation in occupations throughout the adult lifespan.

OT 6850. Clinical Reasoning: Neurorehabilitation II. (3 Credits)

This course is a professional skills course using the principles begun in Functional Neuroscience and Neurorehabilitation I. This course integrates principles of human nervous system structure and function to inform and advance understanding of occupational therapy assessment and treatment of individuals with neurological injury or disease. Principles of sensorimotor and contemporary treatment approaches to common neurological diagnoses, including cerebral vascular accident, traumatic brain injury, spinal cord injury, multiple sclerosis, Parkinson disease, concussion, and feeding and swallowing disorders will be examined. The course will include the practical application of occupational theories and frames of reference to treatment planning, along with practice in the patient handling skills and documentation required for client-centered care. Elements of activity analysis learned in previous semesters will be incorporated throughout.

Prerequisite: OT 5590.

OT 6870. Clinical Reasoning: Work/Ergo. (3 Credits)

This course is designed to introduce students to issues related to work performance, including work conditioning, work hardening, functional evaluation, supported employment, job coaching, job analysis, and basic ergonomic principles.

OT 7111. Integration & Practice VI. (1 Credit)

The sixth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7112. Occupation-Centered Practice for Children I. (3 Credits)

The first of two pediatric-focused courses, students will apply clinical reasoning to a variety of case studies focused on birth to adolescence to design and implement client-centered assessment and intervention grounded in theory and evidence.

OT 7113. Spirituality & Occupation. (2 Credits)

Spirituality is recognized as a client factor that influences performance in occupations, and religious and spiritual expression is identified as a distinct instrumental activity of daily living (IADL). Students will examine spirituality from a variety of perspectives and gain skills in evaluation and intervention planning to support full integration of spirituality into occupational therapy practice.

OT 7121. Integration & Practice VII. (1 Credit)

The seventh of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7122. Occupation-Centered Practice for Children II. (3 Credits)

The second of two pediatric-focused courses, students will apply clinical reasoning to a variety of case studies focused on birth to adolescence to design and implement client-centered assessment and intervention grounded in theory and evidence.

OT 7123. The Intentional Practitioner. (2 Credits)

Therapeutic use of self is one of the most important tools at the therapist's disposal. Students will continue to explore concepts of effective interpersonal skills, examining their personal strengths and areas of growth. A personal plan of development will be created.

OT 7125. Scientific Inquiry in OT: Qualitative Design. (2 Credits)

The third of five research-focused courses. Students will select, apply, and interpret qualitative methods. Analysis and synthesis of qualitative data will be practiced.

OT 7211. Integration & Practice VIII. (1 Credit)

The eighth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7212. Occupation-Centered Practice for Adults I. (3 Credits)

The first of two adult-focused courses, students will apply clinical reasoning to a variety of case studies focused on young adult to end of life to design and implement client-centered assessment and intervention grounded in theory and evidence.

OT 7213. Wellness & Population Health. (2 Credits)

An exploration of concepts related to health, wellness, disability, and quality of life. Students will explore social determinants of health for persons, groups, and populations, and analyze epidemiological factors that impact the public health and welfare of populations. The role of occupation in the promotion of health and the prevention of disease, illness, and dysfunctions will be emphasized. Provides students with the theory, process and skills to evaluate and design effective and evidence-based occupational therapy services at the group and population level.

OT 7214. Environment & Occupation. (2 Credits)

Occupation occurs within and is shaped by a variety of contexts, including the physical environment. Students will explore relevant characteristics of the physical environment and practice hands-on skills to assess and modify environmental structures. Applicable legislation and policy, as well as funding resources, will also be applied.

OT 7221. Integration & Practice IX. (1 Credit)

The ninth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7222. Occupation-Centered Practice for Adults II. (3 Credits)

The second of two adult-focused courses, students will apply clinical reasoning to a variety of case studies focused on young adult to end of life to design and implement client-centered assessment and intervention grounded in theory and evidence.

OT 7225. Scientific Inquiry in OT: Applied Research. (3 Credits)

The fourth of five research-focused courses. Students will work in small groups and with faculty supervision to design and implement a research project with Institutional Review Board (IRB) oversight. Quantitative, qualitative, or mixed methods studies may be chosen, with a focus on scholarship of application.

OT 7311. Integration & Practice X. (1 Credit)

The tenth of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7312. Community-Based Intervention. (2 Credits)

This course reviews theory and skill development within occupational therapy to serve the needs of the community. Students will evaluate access to community resources and design community or primary care programs to support occupational performance for persons, groups, and populations.

OT 7313. Case-based Critical Reasoning & Practice. (3 Credits)

This competency-based course will allow the student to demonstrate integration of all previously learned professional knowledge, skills, and attitudes. Students will develop thorough plans for assessment, intervention, and discharge management for a series of complex cases across the lifespan and practice areas.

OT 7314. Innovation in Intervention. (2 Credits)

The rapidly changing healthcare environment requires that occupational therapists remain flexible and creative when designing occupation-based interventions. This course encourages students to explore the latest trends in practice, as well as critically review the evidence behind them. Emerging practice areas, and the resources available to support them, are also examined.

OT 7321. Integration & Practice XI. (1 Credit)

The eleventh of regular seminars designed to integrate concepts from all courses offered during the current semester. A variety of teaching methodology including case studies, simulation, field experiences, and interprofessional education activities will be used to facilitate a deeper understanding of occupational therapy practice. Key knowledge, skills, and attitudes required of an occupational therapist will be evaluated through competency-based assessment. Level I fieldwork is imbedded within Integration Practice seminars throughout the Program.

OT 7322. Professional Roles & Responsibilities. (2 Credits)

Occupational therapists have many roles beyond practitioner, from advocate to consultant to manager. Students will explore those roles and the responsibilities inherent in them for ethical practice. Utilizes key documents from the American Occupational Therapy Association to review the requirements of certification and licensure, supervision of occupational therapy personnel, student supervision and mentorship, and lifelong professional development.

OT 7323. Specialty Topics in OT. (2 Credits)

Occupational therapy is a diverse field with a wide variety of practice areas. The focus of entry-level education is preparing a generalist therapist, however many students have a specific area of interest or are preparing for fieldwork and capstone experiences that are specialized. This course consists of a series of seminars that allow deeper exploration of areas such as upper extremity rehab/splinting, neurorehabilitation, pediatrics, private practice, education, geriatrics/dementia, or assistive technology. Specific topic offerings will vary depending on student and faculty interests.

OT 7325. Scientific Inquiry in OT: Dissemination & Translation. (2 Credits)

The final of five research-focused courses. Students will explore options for dissemination of research. Utilizing quantitative and qualitative data obtained in previous courses, students will create scholarly products appropriate for presentation or publication in a peer-reviewed journal that support skills of clinical practice. Knowledge translation to both clinical and community audiences will also be applied.

OT 7329. Capstone Proposal. (1 Credit)

Under the guidance of the Capstone Coordinator, students will prepare a written proposal for capstone experience and project including a literature review, needs assessment, goals/objectives, and an evaluation plan. Faculty mentor will be identified and a list of potential sites and capstone mentors will be prepared.

OT 7550. Level II Fieldwork A. (6 Credits)

This course is designed to promote clinical reasoning and reflective practice, while developing a repertoire of assessment/treatment interventions related to human performance. Development of professionalism will emphasize application of ethical principles and Christian values. A minimum of three months full-time or six months half-time will be required for this course; each with a minimum of 408 hours (unless otherwise approved prior to clinical placement and following AOTA guidance).

OT 7580. Level II Fieldwork B. (6 Credits)

This course is designed to promote clinical reasoning and reflective practice, while developing a repertoire of assessment/treatment interventions related to human performance. Development of professionalism will emphasize application of ethical principles and Christian values. A minimum of three months full-time or six months half-time will be required for this course; each with a minimum of 408 hours (unless otherwise approved prior to clinical placement and following AOTA guidance).

OT 8111. Fieldwork Level IIA. (6 Credits)

Full-time, twelve week internship under the guidance of a licensed and experienced occupational therapist in a traditional and/or emerging practice area, designed to develop competence in entry-level, generalist occupational therapy practice skills.

OT 8122. Advanced Occupation-based Assessment & Treatment. (2 Credits)

Utilizing practical clinical experience gained in Fieldwork Level II, students will apply critical reasoning and evidence-based practice to explore supports and barriers to occupation-based assessment and treatment.

OT 8129. Capstone Plan & Process I. (1 Credit)

Under the guidance of the Capstone Coordinator and the Faculty Capstone Mentor, students will advance their completed capstone proposal to the operational stage. Site Mentor will be confirmed and Memorandum of Understanding will be prepared, including individualized learning objectives, plans for supervision and mentoring, and responsibilities of all parties.

OT 8211. Fieldwork Level IIB. (6 Credits)

Full-time, twelve week internship under the guidance of a licensed and experienced occupational therapist in a traditional and/or emerging practice area, designed to develop competence in entry-level, generalist occupational therapy practice skills.

OT 8222. Communication & Advocacy for Strategic Change. (2 Credits)

Effective communication and leadership are key to managing change in today's complex practice environments. Students will explore theories related to advocacy, empowerment, and engagement in order to be positive agents of change. Examines the principles and processes of quality program design, implementation, assessment, and quality improvement. Personal development plans will continue to be refined as a tool to prepare the student for upcoming capstone experiences.

OT 8229. Capstone Plan & Process II. (1 Credit)

Under the guidance of the Capstone Coordinator and the Faculty Capstone Mentor, students will advance their completed capstone proposal to the operational stage. Site Mentor will be confirmed and Memorandum of Understanding will be prepared, including individualized learning objectives, plans for supervision and mentoring, and responsibilities of all parties.

Prerequisite: OT 8129.

OT 8550. Research in Practice IV: Capstone Planning. (3 Credits)

This course prepares students to apply the knowledge gained in Research in Practice I-III to plan their capstone experience. ACOTE standard C.2.0 indicates the capstone may vary by student and site interests and needs. The student will design an appropriate capstone project that integrates research practice skills to meet the need of the setting.

Prerequisite: OT 6710.

OT 8600. Capstone Experience. (7 Credits)

This course will provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development. The doctoral capstone consists of two parts: a 14 week capstone experience at a community site and a capstone project. The student will complete an individual capstone project to demonstrate synthesis and application of knowledge gained, which will be disseminated.

OT 9319. Experiential Capstone. (6 Credits)

Full-time, fourteen week internship under the mentorship of a qualified individual with expertise consistent with the student's area of focus. The doctoral capstone experience provides an in-depth exposure to a concentrated area in one or more of the following areas: clinical practice skills, research skills, scholarship, administration, leadership, program and policy development, advocacy, education, and theory development.

Prerequisites: OT 8229 and 8211.

OT 9329. Capstone Dissemination. (1 Credit)

Upon completion of the Experiential Capstone and in accordance with the student's specified plan, an individual doctoral capstone project demonstrating synthesis of in-depth knowledge in the focused area of study will be developed and disseminated to the local practice community.

Pharmacy (PHAR)

PHAR 5110. Pharmacy Biochemistry. (3 Credits)

Pharmacy Biochemistry is a one-semester course covering how atoms and molecules interact to produce life processes. Topics include, but are not limited to, biological synthesis of macromolecules, the chemistry of biological molecules, protein structure and function, enzyme mechanisms and kinetics, carbohydrate and lipid metabolic processes, nucleic acid chemistry and protein synthesis, cell communication, and biochemical regulation. Pharmacy Biochemistry is limited to CUW School of Pharmacy students.

PHAR 5120. Cell and Molecular Fundamentals. (2 Credits)

Cell and Molecular Fundamentals for Pharmacology students is a 2 credit, one-semester study of essential cell and molecular mechanisms underlying processes essential to life and instrumental in understanding disease and drug mechanisms. Topics will include, but are not limited to the cellular basis of living organisms, macromolecular structure function, bioenergetics, protein function control, internal cell structure and cytoskeleton, endomembrane sorting and transport, protein contributions to cell and organelle function, cell communication mechanisms, cell cycle and apoptosis, structural organization of genomes, control of gene expression, and differentiation mechanisms facilitating tissue form and function. The course is designed specifically to complement PHAR 5110 Pharmacy Biochemistry and to support CUW School of Pharmacy (SOP) student progression into pharmacology. Thus, enrollment is limited to SOP students only.

PHAR 5130. Pharmacy Anatomy and Physiology. (4 Credits)

This course will be divided into separate units, each consisting of an in-depth description and analysis of the human body. Anatomic structures will be presented from the molecular level (molecular biology) and the microscopic level (histology) to the gross anatomic level. Diagrams, illustrations, and photographs showing the anatomic relationships will be complemented with radiographic modalities including X-ray, CT, MRI, and Ultrasound images. When pertinent, photographs and video of surgical specimens and procedures will be presented. Each student must participate in one small-group interactive session in the CUW Human Cadaver lab later in the semester. Understanding the physiologic regulation of each organ system and the interaction between organ systems will be an expectation for the students. Demonstration of physiologic responses will be complemented via special in-class exercises including basic physical examination skills and other diagnostics modalities such as ECG, Echocardiogram, Pulmonary Function Testing, and basic hematologic and blood chemistry analysis. Students will not participate in any invasive procedure or examination skill such as phlebotomy, but will be expected to understand those invasive procedures which were demonstrated on medical videos during class time. Included in the topics will be an introduction to Pregnancy and Fetal Development.

PHAR 5140. Pharmacy Microbiology, Immunology, & Molecular Biology. (4 Credits)

This course introduces the pharmacy student to the fundamentals of microbiology and immunology, especially as it relates to clinical applications. Organisms of interest include bacteria, viruses, fungi, and parasites, as well as the immunological responses of the host, and the molecular mechanisms of transfer of genetic information and drug resistance within pathogenic microbes. The primary goal is to assist each student to (i) acquire and integrate the knowledge necessary to make scientifically based judgments concerning immune and microbial diseases, and (ii) apply new findings gained by personal observation or by informed reading of the current literature.

Prerequisites: (PHAR 312 or 5130).

PHAR 5210. Pharmaceutics I. (2 Credits)

This course covers the theory of physicochemical and kinetics principles applicable to pharmaceutical systems, states of matter, with emphasis on aqueous solution chemistry, including solubility, acid-base systems, buffer systems, partition coefficient/distribution, along with diffusion, drug release, dissolution processes, and pharmaceutical kinetics/stability.

PHAR 5220. Pharmaceutics II. (4 Credits)

Building upon the content of Pharmaceutics I, this course expands the knowledge base within the domain of drug delivery. Pharmaceutical dosage forms are introduced, along with their rationale for delivering optimal therapeutic benefit. A survey of the various sites available for drug administration, anatomic, physiologic and pathophysiologic considerations of those sites, and drug product requirements are covered. Oral, pulmonary, ocular, otic, buccal, sublingual, inserted, dermal, specialty, innovative dosage forms and device/drug product combinations, ETC., are included. Students taking this course will develop competency in the principles upon which dosage forms act on or within the human body, thus fulfilling the University's core curriculum goal of scientific literacy. (Includes patient care skills teaching laboratory.) Prerequisites: (PHAR 320 or 5210).

PHAR 5310. Pharmacology & Medicinal Chemistry I. (3 Credits)

This course introduces the pharmacy student to the fundamentals of pharmacology, toxicology, and medicinal chemistry. Included are more comprehensive overviews of Autonomic and Central nervous system pharmacology. The theme of xenobiotics is used to keep an initial focus on the broad spectrum of pharmacologic and toxicologic properties of external compounds (drugs and toxins) that affect the nervous system. This first course of three Pharmacology / Medicinal Chemistry courses will emphasize target organ effects, dose/response, and the molecular basis of drug action so that students can fully understand basic pharmacologic principles of drug and xenobiotic handling. Neuropharmacology and analgesic drugs that act on the Central nervous System are the organ system of focus. Neurotoxicology-related topics that are discussed in this course include substance abuse and treatment, poison control support of emergency medicine, and public health / preventive medicine frameworks. Topics in medicinal chemistry provide the basis for understanding how drug structure affects function, and how pharmaceutical products are designed and developed. Prerequisites: (PHAR 310 or 5110) and (PHAR 312 or 5130) and (PHAR 320 or 5210).

PHAR 5410. Pharmacy and the Healthcare System. (3 Credits)

This course will cover the major concepts related to the structure and functioning of the U.S. health care system. Emphasis will be placed on analyzing issues associated with health care systems and personnel and the way health care is organized, financed, and regulated. The course will also examine the provision of drugs and pharmacy services in the context of the health care enterprise.

PHAR 5510. Pharmacotherapy I: Self Care. (2 Credits)

Pharmacotherapy I: Self-Care is the first of five courses in which you will learn about pharmacotherapy, which is the treatment of disease through the use of drugs. This course will discuss the pathophysiology, epidemiology, and treatment of common, self-limiting conditions.

PHAR 5560. Pharmacy Calculations. (1 Credit)

Accurately performing pharmaceutical calculations is a critical component in providing patient care in every pharmacy practice environment. Consequently, pharmaceutical calculations are a vital part of any pharmacy curriculum. Although most pharmaceutical calculations are not 'rocket science', it is a topic that deserves attention because it requires virtually flawless accuracy. Before students are able to become optimally proficient at performing pharmaceutical calculations, they must understand approaches to pharmaceutical calculations that help minimize error and maximize accuracy. Their pre#course perceptions of pharmaceutical calculations must also be openly addressed so that these perceptions do not hinder the students' focus on pharmaceutical calculations.

PHAR 5710. Applied Patient Care I. (2 Credits)

APC I is the first of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient#centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, communication with patients and health care professionals, and critical thinking in the context of pharmacy's multiple disciplines. This course series integrates knowledge from multiple disciplines in the curriculum and provides a chance for students to apply this knowledge while developing their patient care skills and professional attitudes for utilization during subsequent coursework in Applied Patient Care, experiential education (IPPEs) and pharmacy practice.

PHAR 5720. Applied Patient Care II. (2 Credits)

APC II is the second of six integrated patient care skill development courses in the School of Pharmacy curriculum. The series aims to teach students critical thinking and to provide patient-centered care by utilizing the Pharmacists' Patient Care Process (PPCP), and this course is focused on the specific direct patient care skills of gathering a medication list (collect), and providing patient education (implement), with an introduction to assessment, plan, and documentation as related to pharmaceutical assessment, care plan delivery, and EHRGo documentation, and ISBAR notes. This course series integrates knowledge from multiple disciplines in the curriculum and provides a chance for students to apply this knowledge while developing their communication skills, including health literacy, cultural competency, prescription drug processing and drug information foundations, as well as their professional attitudes for utilization during subsequent coursework in Applied Patient Care, experiential education (IPPEs) and pharmacy practice. This accomplished through case studies and patient care simulations that focus on basic science, pharmaceutical science, clinical science, and patient care concepts in one course. Prerequisites: (PHAR 370 or 5710).

PHAR 5810. Introductory Pharmacy Practice Experience 1. (3 Credits)

During the first semester of Introductory Pharmacy Practice Experience (IPPE#1), students are exposed to the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. An emphasis will also be placed on beginning to understand the role that cultural differences play in health care. Experiential rotations at off campus pharmacies will include a minimum of 40 hours each in a community and hospital setting. Legal, ethical, and practice issues in pharmacy are discussed during classroom and experiential activities.

PHAR 5820. Introductory Pharmacy Practice Experience 2. (3 Credits)

During the second semester of Introductory Pharmacy Practice Experience (IPPE#2), students continue to explore the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include a minimum of 40 hours each in a community and hospital setting where students apply skills and knowledge from the didactic curriculum. Course content focuses on communication, professional development, medication safety, and working in healthcare teams. Prerequisites: (PHAR 380 or 5810).

PHAR 5910. Public Health Microbiology. (2 Credits)

Public Health Microbiology describes the methods that industrialized countries use to ensure the safety of their populations from infectious disease. Topics covered include water and wastewater treatment, food microbiology, vaccines, sexually transmitted diseases, biostatistics, and epidemiology. Prerequisites: (PHAR 314 or 5140).

PHAR 5920. Pharmaceutical Biotechnology. (2 Credits)

This course will introduce basic techniques of modern biotechnology related to biological processes with emphasis on those salient to the realm of drug discovery and drug therapy. Applications to monoclonal antibody products, interferons, interleukins, vaccines, hematopoietic growth factors, and growth factors are included, along with gene knockout technology, in vivo fluorescent labeling, flow cytometry, and stem cells. Future prospects for utilization in organ replacement, gene therapy, in utero cell repair are discussed.

Prerequisites: (PHAR 434 or 6330).

PHAR 5930. Research Design, Methods and Ethics. (2 Credits)

The course will introduce graduate students to the processes involved in research design. This class will introduce the approach to generating a research question, conducting scientific inquiry (i.e. Literature Review), choosing a research design methodology that adequately addresses the research question, data collection and management methods, sound approaches to optimize the reproducibility of research and reporting relevant to basic pharmaceutical sciences, social/behavioral, and health services research. We will also discuss the purpose of review bodies such as IRB and IACUC. Lastly, we will discuss guiding principles of conducting ethical research. At the end of the course, each student should develop a research proposal that must be approved by a faculty mentor and evaluated by the course coordinators.

PHAR 5940. Global Pharmacy Experience - Japan. (3 Credits)

This experience is designed to allow students to study and experience the history, culture, and health beliefs of a developing country with a culture different from their own in order to expand their understanding of culture's influence on the health care experience in another part of the world. Pharmacists serve in diverse cultures, so the need for skills in cultural competence is important. This course provides the opportunity for "hands on" study of pharmacy (both traditional and modern) in the Japanese culture.

PHAR 5950. Global Pharmacy Experience - Amazon Rainforest. (3 Credits)

This experience is designed to allow students to study and experience the history, culture, and health beliefs of a developing country with a culture different from their own in order to expand their understanding of culture's influence on the health care experience in another part of the world. The pre-trip will involve lectures, discussions and assignments that will help students to gain a better understanding of these attributes. Visiting the country will enable participants to get a firsthand view of the health care system available and potential roles of pharmacists during a 2-week trip to the country. Pharmacists serve in diverse cultures, so the need for skills in cultural competence is important. This course provides the opportunity for "hands on" study in the rainforest of Peru. Students will live on a reserve, and travel to meet with botanists, taxonomists, pharmacists, shamans, and farmers. Time in the classroom will focus on the pharmacology, physical chemistry, and ethnobotany of a variety of indigenous plants. Note: Successful completion of all P-1 courses or permission of instructor is required for enrollment.

PHAR 5960. Global Pharmacy Experience - Jamaica. (3 Credits)

This course is designed to develop the cultural awareness and sensitivity of students by providing the opportunity to experience the history, culture, and health beliefs of Jamaica. Students will gain in-depth awareness of the healthcare system, pharmacy practice, natural medicines, and drug regulation in Jamaica through firsthand experiences exploring hospitals, retail pharmacies, and pharmaceutical companies while in Jamaica. Students will also have the opportunity to visit the top-ranked Universities on the island such as the University of Technology School of Pharmacy, the University of the West Indies, and labs where natural product research is being conducted. At the end of this experience, we hope that students will enhance their creativity, boost morale, learn to work as a team, make new connections internationally, and boost self-confidence in their own ability as healthcare providers.

PHAR 5970. Global Pharmacy Experience - Spain. (2 Credits)

In Spanish World of Pharmacy students have the opportunity to learn and experience pharmacy practice, education, and culture in Spain. During the study abroad trip, students will attend classes in both English (relating to the formation and practice of pharmacy in Spain), and in Spanish (relating to Spanish language and culture) at CEU Universidad San Pablo in Madrid. In addition to learning about pharmacy practice and culture, students will be able to experience them first hand through selected pharmacy experiences such as visiting local pharmacies, hospitals, and pharmaceutical companies, and cultural experiences like taking a day trip to Toledo, touring the Prado museum, and attending a flamenco show.

PHAR 6230. Advanced Pharmaceutical Preparations. (2 Credits)

This course is a continuation of the non-sterile and sterile product preparation skill development from the Pharmaceutics II course and laboratory. Topics emphasized will include aseptic technique, incompatibilities, cytotoxic preparations, parenteral nutrition and continued proficiency in common sterile preparations.

Prerequisites: (PHAR 322 or 5220).

PHAR 6240. Applied Pharmacokinetics/Therapeutic Drug Monitoring. (3 Credits)

This course expands on the previous teaching regarding absorption, distribution, metabolism, and elimination/excretion (ADME/ADE). Students will need to draw on their previous coursework to understand fundamental concepts in ADME/ADE and readily apply this knowledge. Further examination of pharmacokinetic (PK) models will assist students' conceptual understanding of ADME/ADE. Using this conceptual framework, students will simultaneously develop and hone skills in PK dosing and therapeutic drug monitoring. Students should be prepared to not only acquire new knowledge but also readily apply their new and existing PK knowledge to optimize doses and solve complex PK dosing problems. To accomplish these tasks the course will move rapidly and students must contact instructors immediately with problems in keeping pace.

Prerequisites: (PHAR 322 or 5220) and (PHAR 330 or 5310) and (PHAR 352 or 5560).

PHAR 6320. Pharmacology & Medicinal Chemistry II. (4 Credits)

This course continues to expand the pharmacy student's knowledge of the fundamentals of pharmacology and toxicology, re-emphasizing critical objectives with regard to drug Mechanism of Action, Absorption, Distribution, Metabolism, and Elimination. Extensive review of drug structure, receptor binding, and Medicinal Chemistry will be a focal point for the course plus new drug discovery and development. The Medicinal Chemistry sections of this course will emphasize drug structure as a determinant of receptor binding, receptor activation, and receptor antagonism. The logic of drug design will be presented, with a focus on how variations to chemical structure can lead to changes in drug efficacy, as well as altered toxicity and bioavailability.

Prerequisites: (PHAR 330 or 5310).

PHAR 6330. Pharmacology & Medicinal Chemistry III. (4 Credits)

This course continues to expand the pharmacy student's knowledge of the fundamentals of pharmacology and toxicology, re-emphasizing critical objectives with regard to drug Mechanism of Action, Absorption, Distribution, Metabolism, and Elimination. Extensive review of drug structure, receptor binding, and Medicinal Chemistry will be a focal point for the course. The Medicinal Chemistry sections of this course will emphasize drug structure as a determinant of receptor binding, receptor activation, and receptor antagonism. The students will have to be able to draw basic structures. The students will also continue their drug-drug interaction project from the previous semester.

Prerequisites: (PHAR 432 or 6320).

PHAR 6420. Social and Behavioral Pharmacy. (2 Credits)

This course is a survey of topics in the social and behavioral sciences as applied to pharmacy. The goal of the course is to give students a better understanding of how social, psychological, and socio-cultural factors explain and relate to disease processes, patients and pharmacist's orientation to the health care system, and patient-pharmacist encounters. Topics covered include (but are not limited to) the relationship between the mind and the body, the nature and experience of chronic illness, mental illness, substance use, patient counseling and communication, pharmacist-physician interaction, medication adherence, and medication errors.

PHAR 6430. Servant Leadership and Public Health. (2 Credits)

This course is the fourth of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. Students will learn new skills in provider communication and will have an opportunity to further develop documentation skills. The course will also continue to develop students' skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series.

PHAR 6520. Pharmacotherapy II. (3 Credits)

This required course is the second of five courses in pharmacotherapy. Pharmacotherapy II is designed to teach students the epidemiology, etiology, pathophysiology, clinical presentation, treatment options and evaluation of therapeutic outcomes of many renal, fluid and electrolyte, acid-base, and cardiovascular disorders. The course aims to develop pharmacists with the clinical knowledge, skills, and judgment to make clinical decisions based on sound therapeutic principles of drug and disease state management, treatment guidelines, and relevant individual patient factors. Ultimately the goal of this course is to empower students to be able to provide evidence-based, safe, and appropriate medication use for patients with renal, fluid and electrolyte, acid-base, and cardiovascular disorders.

Prerequisites: (PHAR 330 or 5310) and (PHAR 350 or 5510).

PHAR 6530. Pharmacotherapy III. (4 Credits)

Pharmacotherapy III is the third of five courses in which students will learn about the treatment of diseases through the use of medications. The course focuses on the core content areas of infectious diseases, endocrine disorders, and inflammatory disorders. Students will develop the skills needed to make evidence-based, patient-specific medication use recommendations relative to the core content areas.

PHAR 6610. Medical Literature Evaluation I. (2 Credits)

Medical Literature Evaluation I is the first in a 2-course series focusing on the use of medical literature for patient care. This course will focus on the critical evaluation of primary literature, including principles of biomedical statistics, research design, literature evaluation, and application to patient care.

PHAR 6620. Medical Literature Evaluation II. (2 Credits)

Medical Literature Evaluation II is the second in a 2-course series focusing on the use of medical literature for patient care. This course will build upon primary literature evaluation skills gained in Medication Literature Evaluation I and further develop the critical evaluation of primary literature, including principles of biomedical statistics, research design, literature evaluation, and application to patient care.

Prerequisites: (PHAR 460 or 6610).

PHAR 6730. Applied Patient Care III. (2 Credits)

Applied Patient Care III is the third of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first two courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, and providing a verbal care plan to a patient with much of the therapeutic content coming from self-care topics. Applied Patient Care III continues to build on these skills while introducing the direct patient care skills of patient follow-up, clinical documentation, and patient-appropriate documentation, as well as introducing working with simulated interprofessional charts and multiple providers. It will also continue to develop students' skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series.

Prerequisites: (PHAR 372 or 5720).

PHAR 6740. Applied Patient Care IV. (2 Credits)

This course is the fourth of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. Students will learn new skills in provider communication and will have an opportunity to further develop documentation skills. The course will also continue to develop students' skills in drug information and health literacy while integrating with the didactic curriculum and the IPPE series.

Prerequisites: (PHAR 470 or 6730).

PHAR 6830. Introductory Pharmacy Practice Experience 3. (2 Credits)

During the third semester of Introductory Pharmacy Practice Experience (IPPE#3), students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include 40 hours each in a community and hospital setting. Legal, ethical and practice issues in pharmacy are discussed during classroom and experiential activities.

Prerequisites: (PHAR 382 or 5820).

PHAR 6840. Introductory Pharmacy Practice Experience 4. (2 Credits)

During the fourth semester of Introductory Pharmacy Practice Experience (IPPE-4), students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists, patients, and other healthcare providers. Off campus experiences will include 40 hours each in a community and hospital setting. Legal, ethical and practice issues in pharmacy are discussed during classroom and experiential activities.

Prerequisites: (PHAR 382 or 5820).

PHAR 7440. Patient Care Ethics. (3 Credits)

This course will cover basic concepts concerning the profession of pharmacy and the health care field. Topics to be covered include but are not limited to: genetic testing and therapy, organ transplantation, end-of-life care, human subject and animal research, and access to health care. Students will examine how contemporary principles address professional issues. The students will be enabled to articulate their perspectives and make informed decisions compatible with the profession.

PHAR 7450. Pharmacy Law. (2 Credits)

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

PHAR 7460. Quality and Performance Management in Healthcare. (3 Credits)

This course provides an introduction to concepts and topics related to quality and performance management principles in healthcare. Students are introduced to performance management principles including human resource, operational and financial management of healthcare. Additionally, students are introduced to quality and patient safety principles including topics in error reporting systems and disclosure, principles of human error and human factors engineering, and the ability to apply quality improvement initiatives within a health system. Students will apply the didactic knowledge learned in the course through interprofessional team activities that include: root cause analysis and failure mode effect analysis.

PHAR 7470. Epidemiology and Pharmacoeconomics. (2 Credits)

The course provides an overview of epidemiology and identifies principles and methods of pharmacoeconomic analyses including the strengths and weaknesses of specific methods. Practical examples for successful implementation of these concepts are discussed.

Prerequisites: (PHAR 462 or 6620).

PHAR 7540. Pharmacotherapy IV. (4 Credits)

This is the fourth of five courses in which students learn about pharmacotherapy (the treatment of disease through the use of medications). Pharmacotherapy IV is designed to teach students the pathophysiology, epidemiology, and treatment of certain oncologic, pulmonary, psychiatric, neurologic, and pain disorders.

Prerequisites: (PHAR 452 or 6530).

PHAR 7550. Pharmacotherapy V. (4 Credits)

Pharmacotherapy V is the last of five courses in the Pharmacotherapy series. The course is designed to teach students the epidemiology, etiology, pathophysiology, clinical presentation, treatment options and evaluation of therapeutic outcomes of a variety of diseases affecting men's and women's health, nutrition, solid organ transplant, liver and gastrointestinal diseases.

Prerequisites: (PHAR 550 or 7540).

PHAR 7750. Applied Patient Care V. (2 Credits)

Applied Patient Care V is the fifth of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first four courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, providing a verbal care plan to a patient, patient follow-up, clinical documentation, and provider communication with much of the therapeutic content coming from Pharmacotherapy I-III. Applied Patient Care V continues to build on these skills while incorporating skills from the concurrent Pharmacotherapy IV course. It will also continue to develop students' skills in drug information, cultural competence, and health literacy while integrating with the didactic curriculum and the IPPE series. Prerequisites for course include P3 Standing and concurrent registration in Pharmacotherapy IV or consent of instructor.

Prerequisites: (PHAR 472 or 6740).

PHAR 7760. Applied Patient Care VI. (2 Credits)

Applied Patient Care VI is the last of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first five courses in this series focused on the specific direct patient care skills of gathering a medication list, providing patient education, conducting a comprehensive interview of a new patient, providing a verbal care plan to a patient, patient follow-up, clinical documentation, and provider communication with much of the therapeutic content coming from Pharmacotherapy I-IV. Applied Patient Care VI continues to build on these skills while incorporating skills from the concurrent Pharmacotherapy V course. It will also continue to develop students' skills in drug information, cultural competence, and health literacy while integrating with the didactic curriculum. In addition, students will have the opportunity to continue to build skills in leading change within pharmacy and becoming servant leaders. (Includes patient care skills teaching laboratory.) Prerequisites: (PHAR 570 or 7750).

PHAR 8020. Veterinary Pharmacy Practice. (1 Credit)

This is an elective course designed to give students the opportunity to understand the basics of Veterinary Pharmaceutics. The course will provide as a foundation for clinical practice where pharmacists are increasingly asked to dispense medications for dogs and cats. The course will cover commonly used veterinary medications as well as human medications commonly used in veterinary medicine. The purpose is to give students a working knowledge of veterinary pharmaceutics to be better prepared for this growing field.

PHAR 8030. Medication Use in Public and Population Health. (2 Credits)

Medication Use in Public and Population Health is an elective interprofessional course that is open to any Concordia graduate or professional student. This course will explore basic principles surrounding the prevention, management, and consequences of intentional and unintentional medication exposure within areas of public and population health.

PHAR 8050. Managed Care Pharmacy Seminar. (1 Credit)

This course builds on concepts and topics introduced during required coursework that are related to managed care pharmacy and the healthcare system within the United States. Expert guest lectures, journal evaluation, reflective writing, and critical thinking activities may be utilized to enhance the learning experience of students within the online classroom. The course will address general principles of managed care pharmacy including, but not limited to: prescription drug benefits, formulary management, quality assurance programs utilized by managed care organizations (MCOs) and strategies to optimize clinical and economic outcomes. Additionally, students will be introduced to professional practice opportunities for pharmacists within managed care settings. Prerequisites: P3 standing or consent of instructor.

PHAR 8060. Clinical Toxicology. (2 Credits)

This course will focus on the clinical management of the "poisoned" patient. Students will be exposed to the clinical presentation and treatment of patients experiencing toxicity from medications and biologicals. This course will review and reinforce the student's knowledge of the fundamentals of pharmacology and toxicology. The course will re-emphasizing critical objectives with regard to the mechanisms of action, absorption, distribution, metabolism, elimination in addition to clinical practice and treatment. Prerequisites: Satisfactory completion of the Pharmacology and medicinal chemistry series. Prerequisites: (PHAR 434 or 6330).

PHAR 8070. Medicinal Natural Products. (2 Credits)

This course is designed to familiarize the student with the identification, application, and evaluation of pharmaceutical products originating from natural sources. The course will combine principles of basic science with pharmaceutical applications. Topics include: biodiversity and chemotaxonomy; biosynthesis; secondary metabolite-based drug development; social, legal, and harmful aspects of herbs and supplements; ethnopharmacology and cultural/traditional use of natural products. This course will provide students practical knowledge of the origins of medicines, so that they may better appreciate the complex world around them. The end goal is to engage students to learn in depth about ways nature is utilized to treat disease. This helps students to become more knowledgeable pharmacists and global citizens. Prerequisites: (PHAR 434 or 6330).

PHAR 8080. Pharmacogenomics. (2 Credits)

Driven by advances in genomics technology and the resultant increased capacity to understand an individual's genetic make-up, the emerging field of pharmacogenomics is increasingly informing clinical therapeutics and future drug design. This course is designed to provide students with an improved understanding of the complexities in identifying clinically significant genetic variation to predict the right choice and dose of medications for an individualized approach to medicine. Toward this end, the course will examine genetic principles and genomic technologies facilitating pharmacogenetic advances. Students will advance their knowledge of specific genetic principles inherent to non-disease states, disease states, ethnicity, and other factors known to impact drug response and individual patient outcomes. As the course advances, students will be guided to apply this knowledge to pharmacy practice through readings from the current literature, design of practice plans, and other relevant activities that will lead to an advanced understanding of how genetic variation influences pharmacologic principles, e.g. dose-response relationships and metabolism, and diseases including cardiovascular, CNS, hematologic, and immune systems as well as cancer. Consideration of the limitations of pharmacogenomics and ethical issues will also provide a complete perspective of the current and future impact of this important field. Prerequisites: (PHAR 434 or 6330).

PHAR 8100. Poisons Seminar. (1 Credit)

This course will focus on the clinical management of the "poisoned" patient through a series of selected cases. Students will be exposed to the clinical presentation and treatment of patients experiencing toxicity from medications, chemicals, and biologicals. This course will review and reinforce the student's knowledge of the fundamentals of pharmacology and toxicology, and medical literature evaluation. The course will re-emphasize critical objectives with regard to mechanism of action, absorption, distribution, metabolism, elimination, in addition to clinical practice and treatment. Prerequisites: (PHAR 434 or 6330).

PHAR 8110. Pharmacy and the Underserved. (2 Credits)

This course is meant to provide additional opportunities for pharmacy students to develop skills and knowledge in providing care to underserved patients. The class will consist of three different units focusing on issues related to caring for medically underserved individuals from an urban, rural, and global perspective. Each unit will contain central themes of policy and resources, patient care, and cultural competence. The capstone project of the semester will be an Underserved Project Summary which should outline how this elective impacted your APC 6 service project.

PHAR 8120. Big Pharma: Markets & Culture. (2 Credits)

The multi-national pharmaceutical industry grew exponentially in the 1990s, producing blockbuster drugs, new (global) markets, and, some would argue, new “disorders.” This course will explore the roots and tactics of this growth and trace pharmaceutical sales and marketing practices into the current era. Students will gain a deep understanding of how the industry markets products to prescribers, pharmacists, and medical consumers, from the activities of drug reps to direct-to-consumer advertising. A persistent theme of the course will be the cultural impact of modern pharmaceuticals on society and personhood.

PHAR 8130. Critical Care Pharmacy Practice. (1 Credit)

(LECTURE ONLY) This course provides an introduction to concepts and topics related to the care of a critically ill patient. Weekly lecture topics include the pathophysiology and management of selected diseases affecting major organ systems and requiring intensive care therapy. (This course is lecture based and does not include the journal club in the second hour.)

Prerequisites: (PHAR 434 or 6330) and (PHAR 452 or 6530).

PHAR 8140. Critical Care Pharmacy Practice Journal Club. (1 Credit)

(LECTURE AND JOURNAL CLUB) This course provides an introduction to concepts and topics related to the care of a critically ill patient. Weekly lecture topics include the pathophysiology and management of selected diseases affecting major organ systems and requiring intensive care therapy. The critical care journal club focuses on the review of primary literature related to critical care topics covered in the lecture hour. (This course registration includes both the lecture and the journal club.)

Prerequisites: (PHAR 434 or 6330) and (PHAR 452 or 6530).

PHAR 8150. The Diabetes Experience. (1 Credit)

This course is designed to enhance and expand student's knowledge base, empathy, and ability to effectively work people that have diabetes through hands on learning and personal experience with the cornerstones of Diabetes Management. The class approach will have each student participate in the management of diabetes as a patient and as a peer educator. Student activities will include attending education classes on the basics of diabetes care, self-recording various aspects of their daily lifestyle including food and exercise log, daily intake of “placebo” medications, blood glucose monitoring, and injection of placebo insulin (injections will be for 1 week of the class with the option of wearing a placebo insulin pump). Students will also get a firsthand experience of motivational interview and goal setting to make changes as if they were the person with diabetes. This course matches the CU Mission and SOP curricular goal to develop student pharmacists in mind and spirit to provide value-based patient centered care for service to the world.

Prerequisites: (PHAR 452 or 6530).

PHAR 8160. Ambulatory Care Pharmacy Practice. (2 Credits)

Ambulatory care is a growing aspect of pharmacy practice. Pharmacy graduates are given the clinical knowledge to manage chronic conditions and to assess patients with complex medication regimens through skills gained in clinical courses. This course will help students to further develop their clinical problem-solving skills and introduce the practice management skills needed to develop and maintain an ambulatory care practice.

Prerequisites: (PHAR 452 or 6530) and (PHAR 472 or 6740).

PHAR 8170. Oncology Practice Seminar. (1 Credit)

Oncology Practice Seminar is a seminar-based course that will provide an overview of the unique aspects of oncology pharmacy practice. Students will also gain experience in creating educational tools through completion of a longitudinal educational project. Students will learn about the complex issues facing patients with cancer and gain insight into providing care as an oncology pharmacy specialist.

Prerequisites: (PHAR 550 or 7540).

PHAR 8190. Specialty Pharmacy. (2 Credits)

The Specialty Pharmacy Elective course aims to prepare students for future interactions with the practice of specialty pharmacy. Our focus will center on three areas of this practice: (1.) The structure and the continued evolution of the specialty pharmacy model. (2.) The construction of effective clinical arguments to support access to specialty pharmacy medications. (3.) The current roles of specialty pharmacists in patient care. This course will discuss clinical care of different medical conditions to help expose students to skills that are unique to or highly utilized by specialty pharmacists. Topics covered will vary based on available speakers, class composition, and topic interest. Clinical conditions that have been covered in the past and could be revisited include Severe Asthma, Inflammatory diseases, Multiple Sclerosis, HIV, Hepatitis C, Migraines, Oncology, Fertility, and Cholesterol. Core topics covered will include the specialty pharmacy model, key stakeholders, drug pricing dynamics, specialty medication access to patients, providers and pharmacies, specialty pharmacy accreditation, and careers in specialty pharmacy. We will utilize a mix of lecture, simulation activities, student presentations, and clinical documentation activities to help prepare you for pharmacy careers directly within or outside this unique and rapidly growing segment of pharmacy practice.

PHAR 8200. Pharmaceutical Sciences Journal Club. (1 Credit)

This twice-monthly journal club serves to develop pharmacy students in the latest pharmaceutical science research and scholarship trends. Advanced reading and discussion skills of current pharmaceutical science literature will build skills useful for APPE rotations and practice settings and knowledge that can impact pharmacy practice. It will facilitate discussion of student ideas for scholarship projects and provide an opportunity for students to network with potential faculty mentors who will facilitate discussions. Students will be asked to prepare in advance and will be expected to come to journal club prepared to interact with the class and the facilitating faculty or student. Topics for discussion will be chosen based on CUW SOP faculty research, P3 and P4 Laboratory Research Pathway student projects, or other student interests.

Prerequisites: (PHAR 460 or 6610).

PHAR 8210. Geriatric Pharmacy. (2 Credits)

This course builds on concepts and topics from required coursework related to the care of the elderly patient. Expert guest lecturers, a broad variety of topics, and active learning techniques such as small group discussion, case evaluations, and simulation will be utilized to enhance the learning experience. The course will address general principles of aging and geriatric assessment skills, pharmacotherapy of selected disease states and syndromes common in the senior population, as well as other pertinent issues related to geriatric care. Additionally, students will complete a project in which course content and skills will be applied to patients in the community.

PHAR 8220. Medical Spanish for Pharmacists. (2 Credits)

In Medical Spanish for Pharmacists, students continue to explore and experience the roles and responsibilities of the professionally oriented pharmacist and the importance of effective communication between pharmacists and patients. Students will learn to perform patient education and medication list retrieval in Spanish as well as participate in a service learning opportunity, which will include a 4 hour volunteering experience with the Hispanic community. In this course, students will be required to speak, listen, and write in Spanish. A portion of most lectures will be taught in Spanish.

Prerequisites: (PHAR 372 or 5720).

PHAR 8230. Advanced Cardiology Topics. (1 Credit)

This course is designed to enhance and expand student's knowledge base in cardiology topics. This course will build upon the knowledge base obtained in pharmacotherapy and medical literature evaluation courses. Student will utilize literature evaluation skills to conduct a weekly journal club. Weekly lectures will focus on unique cardiology conditions that are not covered in depth in the core curriculum. In addition, students will be learning the basics of electrocardiogram interpretation through weekly study.

Prerequisites: (PHAR 550 or 7540).

PHAR 8240. Pediatric Pharmacology and Therapeutics. (2 Credits)

This course is intended to be an overview of the healthy, acutely ill, and chronic - complex pediatric patient. A focus of this course will be the preventative and supporting pharmaceutical therapies used in managing these types of patients. The approach taken will be by age group and organ system. The course covers pharmaceutical management in both ambulatory and inpatient settings. Age groups covered will include fetal, preterm, term infant, toddlers, preschool, school age, and teenage.

Prerequisites: (PHAR 452 or 6530).

PHAR 8250. Infectious Diseases Pharmacotherapy Seminar. (1 Credit)

This once-weekly seminar series serves to introduce timely Infectious Diseases (ID) Pharmacotherapy topics to the student, and it will facilitate a more detailed discussion of select ID conditions. The role of the pharmacist in ID state management will be emphasized using an interactive Grand Rounds type format. Students will be asked to prepare in advance and will be expected come to seminar with analytical questions for the speaker. In addition to presentations by CUW SOP faculty members, local expert pharmacists will present in their areas of expertise. Students will be assessed based upon participation and targeted assignments that correlate with select seminar presentations. Students will also complete a service project as part of this elective course.

Prerequisites: (PHAR 452 or 6530).

PHAR 8260. Special Topics. (1-4 Credits)

Also often referred to as independent study, a student and faculty pair submit a learning plan for self-directed, small group learning throughout the semester. Typical load is 45 hours of effort per credit. Requires consent instructor and Associate Dean for Academic Affairs.

PHAR 8270. Pharmacy Special Topics - Project. (1-4 Credits)

Also often referred to as independent study, a student and faculty pair submit a learning plan for self-directed, small group learning throughout the semester. Typical load is 45 hours of effort per credit. Requires consent instructor and Associate Dean for Academic Affairs. For more information, contact Dr. Mike Brown at michael.brown@cuw.edu

PHAR 8280. Pharmacy Practice Research. (1 Credit)

Pharmacy Practice Research is about engaging in scholarship and scholarly processes as a practicing pharmacist by turning one's observations into questions and researching them in a methodical process. Scholarly processes involve methodically gathering, analyzing, and using information to improve outcomes. These processes become scholarship when we disseminate what we learn for use by others. Scholarship includes an internal or external peer review process to validate the methods, analysis, and value of the information for others. As pharmacists in residency, practice, and/or education, the scholarly process and scholarship is often part of our expectations. This expectation could be within an organization as part of a quality assurance process or for dissemination to the broader profession. In this course, students will explore the scholarly process and turn their observations into research questions that will have plans to be answered. Types of practice-based and education-based research/scholarship as well as the venues for their dissemination will be explored, but the methods for designing and successfully conducting research through an intentional plan will be the focus of this course.

Prerequisites: (PHAR 462 or 6620).

PHAR 8290. Pharmacy Practice Journal Club. (2 Credits)

Medical literature evaluation in clinical settings and practitioner-driven journal clubs will be part of many APPE rotations and practice expectations as a pharmacist. Medical Literature Journal Club is an elective course designed to give students the opportunity to develop their medical literature evaluation skills in a journal club setting. Advanced beyond evaluation of literature in Medical Literature Evaluation I and II, Medical Literature Journal Club puts students in an independent role of lead presenter of journal club articles with their peer P3 students. Also beyond Medical Literature I and II, students serve a role as journal club facilitator for P2 students as part of the P2 students' introductory journal club experiences in Medical Literature Evaluation II. The course will also develop students' skills identifying which articles are most germane to their upcoming practice and warrant evaluation, realizing that the volume of literature in practice exceeds that which can be read and necessitates prioritization. Finally, the course introduces students to grand rounds and other in-service presentations and gives them the chance to retrieve, analyze, and apply the literature during the development and delivery of a grand rounds presentation.

Prerequisites: (PHAR 462 or 6620).

PHAR 8300. Advanced Mental Health Pharmacotherapy. (2 Credits)

This elective course serves to build upon mental health knowledge learned in Pharmacotherapy IV (Phar 7540) and to develop an even broader knowledge base of psychiatric and neurologic disease states. Lecture time will be divided between didactic teaching and case based learning. Students will learn to apply psychopharmacologic and therapeutic management strategies to treat these disorders through the use of interactive patient cases and clinical scenarios. Other methods of teaching and learning (videos, literature evaluation, patient counseling, expert panels, etc.) may also be used to illustrate key points and present material.

Prerequisites: (PHAR 550 or 7540).

PHAR 8320. Analytical Characterization of Drugs and Other Chemicals. (3 Credits)

This course provides brief lectures on the purification and spectral characterization of pharmacologically important molecules. The majority of the class is not taught in the classroom, but consists of lab work to be done using analytical instrumentation - especially NMR, but also IR, MS and HPLC. Weekly lab exercises are to be performed, and at the end of the semester the students provide a report that summarizes their experiments and results. Students will pursue a hands-on project of their choice: characterizing drug impurities during manufacturing, API or precursor integrity in various steps in the pharmaceutical supply chain, natural products from Lake Michigan or the Amazon rain forest (Peru), and pollutants or poisons identified by regional agencies (poison control; EPA). Students will be encouraged to think of projects relevant to their interests (ex. comparing generic vs. name brand drugs; drugs at or past their expiration date). Completion of the course makes students eligible for various paid summer internships.

Prerequisites: (PHAR 434 or 6330).

PHAR 8330. Community Compounding Practice. (2 Credits)

This course is designed to expose the student to dosage forms not seen in their previous required pharmaceuticals compounding labs and to challenge student's creative/analytical thinking through product creation and formulation development. An emphasis will be placed on quality assurance/quality control as well as product analysis. We will cover topics and create products unique to community extemporaneous compounding pharmacy practice. Dosage forms covered will focus on special populations such as: pediatric, veterinary, pain control, BHRT, cosmeceuticals, sterile compounding from non-sterile products and more. Each student will have the opportunity to create a lab and compound designed specifically to their interests. The goal of this course is to expand on the students' current knowledge of community extemporaneous compounding pharmacy and to discover and create innovative ways to treat patients in the community using extemporaneous compounding pharmacy skills and techniques.

Prerequisites: (PHAR 322 or 5220) and (PHAR 426 or 6230).

PHAR 8340. Advanced Diabetes Casework. (1 Credit)

This course provides an opportunity for students to further gain exposure and knowledge on the clinical management of complex cases involving persons with diabetes through a series of case discussions, and review of various available resources and perspectives via websites, online blogs, journal articles, and other sources of diabetes education to help inform decision making. This course will review and reinforce the student's knowledge of the foundations and applications of pharmacotherapy, guideline approaches to patient care, assessment of social determinants of health, and medical literature evaluation.

Prerequisites: (PHAR 6530 or 452).

PHAR 8850. Introductory Pharmacy Practice Experience 5. (4 Credits)

During the elective semesters of the experiential education curriculum, students will continue to explore and experience the roles and responsibilities of a professional pharmacist. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers and will apply knowledge obtained in the required curriculum. The course will consist of longitudinal off-campus rotation experiences in a variety of pharmacy practices, as well as on-campus discussions.

Prerequisites: (PHAR 462 or 6620) and (PHAR 482 or 6840).

PHAR 8860. Introductory Pharmacy Practice Experience 6. (3 Credits)

During the elective IPPE-6 course, students will continue to explore and experience the roles and responsibilities of a professional pharmacist. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers, applying knowledge and skills obtained in the required curriculum. Additionally, students will continue growing their project management skills by formulating a research question and then methodically gathering, analyzing, and using information to improve/change practice.

Prerequisites: (PHAR 581 or 8850).

PHAR 9810. Community Pharmacy APPE. (6 Credits)

During the required Community Pharmacy APPE, pharmacy students under the supervision of a Clinical Instructor will gain experience in community pharmacy practice including, but not limited to, dispensing procedures, pharmacy law, practice management, and OTC pharmacotherapy assessment. The student will perform medication list retrieval, patient education, clinical documentation, and other patient care skills as appropriate for their rotation site. The student will develop a philosophy of community pharmacy practice regarding the role of the pharmacist as a member of the health care team. (Full-time practice site-based learning.)

PHAR 9820. Acute Care Medicine APPE. (6 Credits)

The acute care medicine APPE rotation is a 6 week experiential rotation where the students learning will focus on applying didactic coursework and patient care skills to the care of acutely ill, hospitalized patients. Students will actively participate in the delivery of patient care by assuming their role in an interdisciplinary healthcare team. (Full-time practice site-based learning.)

PHAR 9830. Hospital/Health System Pharmacy APPE. (6 Credits)

During the required Hospital/Health System Pharmacy APPE, pharmacy students under the supervision of a Clinical Instructor will gain experience in a hospital's central pharmacy and distributive processes. Students will gain skill and experience in hospital pharmacy practice including, but not limited to, the medication use process, automation/computerization, sterile and nonsterile product preparation, quality assurance and medication safety, practice management, and interdisciplinary communication. The student will prepare and process medication orders, identify and resolve drug therapy problems, provide patient care, and participate in hospital pharmacy operations as appropriate for their rotation site. The student will develop a philosophy of hospital/health system pharmacy practice regarding the role of the pharmacist as a member of the health care team. (Full-time practice site-based learning.)

PHAR 9840. Ambulatory Care APPE. (6 Credits)

The ambulatory care APPE rotation occurs in a variety of practice settings, including, but not limited to, community retail pharmacies, hospital outpatient pharmacies, clinics and physician offices. During this experience, students learning will focus on applying didactic coursework and patient care skills to the care of ambulatory patients. Students will be active participants on the interdisciplinary team and engage in activities involving the delivery of quality, comprehensive pharmaceutical care, including clinical care conferences, patient education and interviewing, drug therapy monitoring, physical assessments, and drug information questions. The student will actively participate in the health care decision-making process, especially as it pertains to drug therapy. (Full-time practice site-based learning.)

PHAR 9850. Elective APPE. (6 Credits)

The CUWSOP experiential curriculum offers ample opportunities for students to customize and specialize their rotation experiences in the year of APPEs. Students may pick from a variety of elective opportunities, including advanced ambulatory care, management, drug information, government, academia, advanced internal medicine, intensive care, emergency medicine, poison center, industry, and international rotations just to name a few. (Full-time practice site-based learning.)

PHAR 9860. Emergency & Disaster Response APPE. (1-6 Credits)

During this course, pharmacy students completing their Advanced Pharmacy Practice Experiences (APPEs) will continue to explore the roles and responsibilities of a professional pharmacist and gain experience in the profession, specifically in the setting of emergency and disaster response. Students will participate in the practice of pharmacy with pharmacists, patients, and other healthcare providers and will apply knowledge obtained in the required curriculum.

PHAR 9870. Pharmacy Continuing Professional Development. (2 Credits)

Continuing professional development and life-long learning are central to success in the profession of pharmacy. This includes both clinical content and laws related to the practice of pharmacy. Building on the knowledge, skills, and attitudes from the earlier and concurrent coursework in the Doctor of Pharmacy program, this course further develops learners' abilities to be life-long learners in the profession of pharmacy.

Physical Therapy (PT)

PT 5221. Introduction to Professional Formation. (3 Credits)

Students explore the foundational principles related to becoming a professional, an overview of the professional curriculum, learning sciences, reflective practice, relational coordination, communication, evidence-based culture, and ambiguity in practice. Students use knowledge of emotional intelligence to recognize personal emotional reactions during communication. Students begin their portfolio documenting professional growth and reflection on experiences.

PT 5331. Health Literacy, Patient Education, and Prevention. (2 Credits)

The principles of teaching/learning, health literacy, and barriers/facilitators of learning are explored and applied to self and others. Students learn a patient-centered approach to patient education, including assessing readiness for learning, adapting instruction to the learner's needs, and evaluating learning outcomes. Students compare/contrast behavior change theories/models as they apply to individual patients or communities. Historical examples of prevention campaigns (seat belts, helmets, infant sleeping positions, masks) are evaluated. Legal/ethical issues surrounding patient education and physical therapist scope of practice is analyzed as related to screening, health promotion, prevention, and wellness services. Appropriate referral to community resources (smoking cessation, AA, exercise programs) is discussed through case vignettes and/or community experiences.

PT 5431. Foundations of Patient Management. (3 Credits)

This course introduces frameworks to help students create a schema for physical therapist practice and clinical reasoning, including the International Classification of Functioning, Disability, and Health Framework (ICF), Guide to Physical Therapist Practice (Guide), Patient/Client Management Model, Patient-centered Care, Lifespan Perspectives, Interprofessional Collaborative Practice, and the Movement System framework. Relational coordination as applied to healthcare systems are also discussed. Principles of pharmacology and imaging are also introduced, as are the categories of tests/measures and interventions described in the Guide to PT Practice. Students learn the fundamentals of documentation as a legal record of patient care.

PT 5432. Patient Encounter. (4 Credits)

Students engage as a novice in patient management, including physical therapy exam (history, systems review, and tests/measures of body structure/function, activity (gait speed, TUG, chair rise, 6MWT), and participation (i.e. quality of life measures, impact scales), evaluation (including prognosis and diagnosis), and interventions. Using a patient-centered and movement-oriented approach helps students integrate all domains of learning (cognitive, affective, psychomotor). Students learn the fundamentals of documentation of a patient encounter.

PT 5553. Foundational Science Seminar. (4 Credits)

Using dynamic lectures, anatomy/physiology 3D software, and active learning assignments, students learn to differentiate major anatomical tissues and cellular structures. This includes connective tissue - connective tissue proper, bone, cartilage, fascia, tendons, ligaments, and specialized connective tissue blood and adipose tissue; muscle - smooth, cardiac, and skeletal muscle; nerves both myelinated and unmyelinated in CNS and PNS; and epithelium, and organs. Palpation of key musculoskeletal structures is introduced using online videos and in synchronous lab sessions. The major physiological systems (nervous, endocrine, genitourinary, gastrointestinal, and supporting organs, musculoskeletal, cardiac, pulmonary, lymphatic, integumentary, and hematopoietic) are also presented. Pathologies related to each of the above tissues and systems are discussed. Students also analyze the impact of immobility, acute activity/exercise and chronic training on all body structures and physiological processes and explore the growing body of knowledge of exercise, epigenetics, and pain science.

PT 5561. Mobility Training. (2 Credits)

Students integrate principles of motor control and motor learning to the instruction of psychomotor skills to patients. This course focuses on mobility training, including gait training with/without assistive devices and with/without orthotics, and instruction of transitional movements including transfers, sit to stand, stand to sit, bed mobility, and wheelchair navigation. Students learn to document mobility interventions in a manner that demonstrates skilled intervention.

PT 6500. Introduction to Professional Practice. (1 Credit)

This course will include professional and personality assessments, discussion of a professional portfolio, and an introduction to clinical education. Professional ethics, licensure issues and supervision of physical therapy team members will also be introduced.

PT 6510. Foundations of Clinical Research. (2 Credits)

This course provides students with an opportunity to develop skills that are fundamental to making informed clinical decisions based upon the best available evidence. Students will learn the steps involved in making evidence-based decisions, use multiple resources to acquire published evidence, and develop the ability to understand basic statistics reported in the literature. Students will learn to make specific measurements germane to the practice of physical therapy and will understand concepts of reliability and validity as they apply to these measures. In addition, students will develop a searchable foreground question, acquire evidence to answer it, appraise the evidence, and articulate the answer to the question contrasting the relative strengths and limitations of the available evidence.

PT 6600. Tissue/Biomechanics/Histology. (3 Credits)

Tissue Biomechanics is an opportunity for students to continue their exploration of neuromusculoskeletal tissue. Biological tissues are examined from a structural and functional perspective. The histology and structure of bone, cartilage, dense connective tissue, peripheral nerves and skeletal muscle are described. Their response to loading, unloading, injury, immobilization and aging are investigated. In addition, fracture management, and the biomaterials used in surgical interventions are discussed. The influence of common prescription and over-the-counter medications observed in clinical practice is discussed as it relates to biological tissue stress.

PT 6610. Clinical Human Anatomy. (6 Credits)

Clinical Human Anatomy provides a comprehensive examination of the anatomy of the human body in preparation for the study of injuries and diseases commonly encountered in clinical practice. This course includes an emphasis on the musculoskeletal, circulatory, and peripheral nervous systems; with additional consideration given to the study of tissues and organ systems. The laboratory portion of the course includes supervised cadaveric dissection and/or examination of prosected human cadavers. Course Prerequisites: Matriculation in the CUW Doctor of Physical Therapy Program, or consent of instructor.

PT 6620. Clinical Neuroscience I. (3 Credits)

Clinical Neuroscience I is an integrated approach to the principles of human nervous system structure and function across the lifespan. This course begins with the study of cellular level anatomy and function and builds to include functional regions, information pathways, and circuits. Special emphasis will be placed on congenital or acquired disorders of the peripheral or spinal regions commonly seen in clinical practice, including the association of clinical presentation to anatomical location of pathology.

PT 6630. Pathophysiology/Pharmacology I. (4 Credits)

Pathophysiology is the study of human physiologic function in disease. It examines the etiology, morphology and pathogenesis of human disease with correlations to clinical manifestations and treatment regimes. Pathological processes are addressed on both a structural and functional level. Sufficient review of basic scientific foundations is included to promote their application to pathophysiologic concepts. Special emphasis is placed on cellular and subcellular mechanisms which have broad applicability to pathophysiology of all organ systems, and specific organ systems including hematologic, cardiovascular and respiratory. Pediatric and aging concepts are also considered. Pharmacology will be introduced and drugs will subsequently be classified according to their approved therapeutic uses. Tutorial group sessions will be used for problem-based learning. This will include the use of acquired knowledge and skills to recognize, develop and demonstrate qualities required to assume the role of a health care provider, including responsibility to a team as well as communication and leadership skills, and to effectively promote the learning process.

PT 6700. Foundations of Physical Therapy. (3 Credits)

Foundations of Physical Therapy introduces students to issues related to the profession of Physical Therapy and to basic examination and patient care skills. It examines the legal aspects of practice, supervision of support personnel, and relationships with other health care professionals. Students are provided with laboratory opportunities that allow them to develop effective communication with patients, personal and patient safety, and basic mobility skills. Special emphasis is placed on learning the principles and techniques of measuring and documenting joint motion, muscle strength and posture.

PT 6710. Kinesiology. (5 Credits)

Kinesiology is a foundation course that examines and analyzes human motion. Basic principles of osteokinematics, arthrokinematics, kinetics, levers, and moments are covered. Muscle mechanics and neural control of muscles and joints are also introduced. All joints of the extremities and the spine are then discussed with application of these principles. The concepts of joint dysfunction and muscle imbalance as related to clinical evaluation and treatment are introduced.

PT 6720. Clinical Neuroscience II. (2 Credits)

Clinical Neuroscience II is a continuation of Clinical Neuroscience I and is an integrated approach to human nervous system structure and function with an emphasis on the structures within the cranial region. The anatomy and functional components of the brainstem, cranial nerves, cerebellum and cerebrum will be studied in detail. Special emphasis will be placed on congenital or acquired disorders of the cranial region commonly seen in clinical practice, including the association of clinical presentation to anatomical location of pathology. This course will include the gross examination of the human nervous system and its surrounding connective tissues and blood supply in cadaveric prosections and/or images.

Prerequisite: PT 6620.

PT 6730. Pathophysiology/Pharmacology II. (4 Credits)

This course is the second in a two-course sequence that studies human physiologic functions in disease. It examines the etiology, morphology and pathogenesis of human disease with correlations to clinical manifestations and treatment regimes. Pathological processes are addressed on both a structural and functional level. Sufficient review of basic scientific foundations is included to promote their application to pathophysiologic concepts. Special emphasis is placed on specific organ systems including integumentary, musculoskeletal, neurologic, endocrine, renal/urologic, and digestive. Pediatric and aging concepts are also considered. Pharmacology relevant to these systems will be discussed and drugs will subsequently be classified according to their approved therapeutic uses.

PT 6740. Movement Science. (4 Credits)

Movement Science exposes students to current theory in motor control, motor learning, and motor development. The course reviews the processes and constraints that define acquisition, retention, and change of motor behavior across the lifespan. Students will be exposed to tools used to examine and describe movement in a clinical setting. The course is designed around four main topics: postural control, control of mobility, control of reach and grasp, and motor learning.

PT 7222. PTs as Moral Agents and Influencers. (3 Credits)

Moral agents are responsible to act on the behalf of others and to protect society's most vulnerable populations. Students learn to deeply value their professional obligation to become a moral agent, reflected in the profession's code of ethics, core values, standards of practice, practice acts, and the impact of professional misconduct on the profession and society. Case studies and ethical scenarios are used to stimulate curiosity, analysis, and deep learning about the process of becoming a moral agent and advocating for elimination of policies that perpetuate systemic racism and unequal access to healthcare for underrepresented minorities. Vignettes and active learning assignments stimulate students to enhance relational coordination skills and understand their role as an influencer in health care, policies, and in society. An evidence-based culture is introduced through exploration of evidence search strategies, research ethics, principles of measurement, and statistical analysis.

PT 7223. PTs as Coach and Collaborators. (3 Credits)

Students expand their ability to collaborate with others to provide patient-centered care, in addition, students practice relational coordination skills with co-workers, teams, and patients/families to co-produce patient outcomes. Students gain skills related to patient/client instruction, motivational interviewing, and coaching behavior change with individuals and communities. Students learn to apply principles of negotiation, conflict resolution, and relational leadership with patients, families, teams, and communities. Systems theory as applied to families and organizations provides a framework for navigating conflict and advocating for change. Class discussions and journal clubs guide students through the process of appraising diagnostic and prognostic evidence, comparing research methodologies, and interpreting systematic reviews, clinical practice guidelines (CPGs) and clinical prediction rules.

PT 7332. Health, Disease and Society. (3 Credits)

Students begin exploring biopsychosocial aspects of health, disease, and society through a personal assessment of their physical (physical activity, exercise, nutrition, social habits), mental (mindfulness, stress, anxiety), emotional, and spiritual health in order to identify priorities for personal change. Evidence-informed strategies for enhancing mindfulness and managing stress and anxiety are discussed. Societal issues and current resources related to illness and death, suicide, addiction, violence, and aging are explored. Students analyze US and global models of healthcare delivery, population health, and begin recognizing social determinants of health. Assignments and discussions facilitate deep understanding of the quadruple aim of healthcare, the economic burden of chronic disease, and the role of physical therapists in optimizing movement to transform the human condition is integrated throughout the course.

PT 7333. Healthcare Systems, Policy, Social Determinants. (3 Credits)

Students explore a variety of topics related to public health infrastructure, healthcare systems, accessibility to healthcare services, payment/insurance systems, value-based care, and growing movement towards preventive health. Social Determinants of Health (SDOH) are examined in context to the health of society and the provision of PT services, including the role of physical therapists to recognize and address the impact of structural racism on health and access to services. Students investigate and reflect on the impact of poverty, race, genetics, lifestyle, behavior, and the environment (air quality, global warming, water quality, pesticides, etc) on health and chronic disease. Students analyze the impact of health policies on the health of communities and populations, including rural, urban, and other entities (reservations, VA). Social justice and policy issues related to managing the health of people with chronic conditions across the lifespan are considered.

PT 7443. Musculoskeletal Upper Quarter I. (3 Credits)

This course first introduces students to patient management principles for individuals with musculoskeletal dysfunction. A focus on anatomy, biomechanics, movement dysfunction, and common conditions of the cervical and thoracic spine, craniofacial, and shoulder regions. Diagnostic testing, imaging, and pharmacological / surgical management are integrated with physical therapy patient management, including screening, examination, evaluation, diagnosis and prognosis, plan of care, and interventions. Students gain skills in clinical reasoning and psychomotor skills as applied to patient management across acute, sub-acute, and chronic stages of injury and healing.

PT 7444. Musculoskeletal Upper Quarter II. (3 Credits)

This course focuses on anatomy, biomechanics, movement dysfunction, and common conditions of the elbow, wrist, and hand regions. Diagnostic testing, imaging, and pharmacological / surgical management are integrated with patient management, including screening, examination, evaluation, diagnosis and prognosis, plan of care, and interventions. Students gain skills in clinical reasoning and psychomotor skills as applied to patient management across acute, sub-acute, and chronic stages of injury and healing. Lifespan perspectives unique to management of pediatric and geriatric patients are presented. The course concludes with a series of cases that tie together all aspects of patient management for the entire upper quarter.

PT 7445. Musculoskeletal Lower Quarter I. (3 Credits)

A focus on anatomy, biomechanics, movement dysfunction, and common conditions of the thoracic, lumbar, and sacral spine along with pelvic floor and hip regions. Diagnostic testing, imaging, and pharmacological / surgical management are integrated with physical therapy patient management, including screening, examination, evaluation, diagnosis and prognosis, plan of care, and interventions. Students gain skills in clinical reasoning and psychomotor skills as applied to patient management across acute, sub-acute, and chronic stages of injury and healing.

PT 7500. Management of Pediatric Disorders. (4 Credits)

Management of Pediatric Disorders is the first course in a three-semester sequence addressing evaluation and treatment of clients with primary neurological diagnoses. Other common pediatric diagnoses managed by physical therapy will also be discussed. Students are provided opportunity to expand clinical decision-making skills within the context of physical therapy management of children with congenital and acquired impairments. The psychosocial aspects of disability will be addressed as they relate to the management of client support systems, environmental modification, and community integration/reintegration.

PT 7510. Introduction to Management of Musculoskeletal Disorders. (2 Credits)

Management of Musculoskeletal Disorders develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan. The first semester of the sequence emphasizes examination/evaluation principles, systems review (medical screening), and the theories and techniques of mobilization. These principles will be incorporated into examination and intervention of the various joint complexes in the next two musculoskeletal courses. Students will be responsible for knowing muscle innervations, origins and insertions and components of a neurologic examination.

PT 7520. Introduction to Clinical Education. (2 Credits)

This clinical experience is the first in a sequence of clinical decision-making experiences completed in the clinical environment. This course expands upon the clinical decision-making skills introduced in the academic setting in semester one. The teaching model for this experience is a structured model which may be collaborative (2 or 3 students with one clinical instructor).

PT 7530. Therapeutic Exercise. (3 Credits)

This course provides students with basic concepts and principles that guide the development of appropriate therapeutic exercise interventions for patients/clients across the lifespan.

PT 7550. Community Clinic I. (1 Credit)

The Community Clinic course offers students an immersive learning experience that integrates current physical therapy practice, clinical decision-making, and hands-on practice. Under the direct supervision of a licensed Physical Therapist, students will provide healthcare services to individuals from the community, gaining valuable insight into real-world patient care. This course emphasizes the development of clinical reasoning skills, including the ability to assess and make informed decisions regarding patient treatment. Students will practice conducting thorough subjective interviews and analyzing examination data to guide treatment plans.

PT 7562. Exercise and Movement Science. (3 Credits)

Students gain knowledge and application of exercise as a critical PT intervention to enhance movement and function. This course focuses on addressing cardiovascular and pulmonary endurance, muscle endurance, strength / power training across the lifespan. Students learn to assess cardiovascular risk factors and to monitor physiological responses of the cardiovascular and pulmonary systems to exercise. Movement science principles applied to analyze movement and hypothesize impairments and restrictions in activities and participation.

PT 7563. Treating Impairments of Body Structure/Function. (2 Credits)

This course builds skills needed to select and perform interventions addressing pain, weakness, and loss of joint/muscle mobility across the lifespan. Interventions include strengthening, joint mobilization, stretching, and physical agents across the lifespan.

PT 7564. Treating Activity Restrictions. (2 Credits)

This course builds skills needed to select and perform interventions addressing activity restrictions related to bed mobility, sit-stand and transfers, gait, ADL's, and IADL's. Emphasis is on principles of motor learning including task-specific practice, types of instruction, practice schedules, variability of practice, and the use of auditory, visual, and tactile feedback.

PT 7600. Integumentary Therapeutics. (3 Credits)

Integumentary Therapeutics presents concepts and skills essential to physical therapist management of patients with integumentary system disorders and other clinical conditions amenable to biophysical agents. The anatomy and physiology of normal, abnormal, and aging tissue healing will be reviewed, with an emphasis on the skin. Students will apply content knowledge and skills to components of the patient/client management process related to pain, inflammation, edema/lymphedema, delayed tissue healing, seating and positioning, and common wound etiologies. Lab components will include hands-on practice of integumentary interventions, physical agents (e.g., traction), and electrotherapeutic agents (e.g., TENS) culminating in a lab practical. Additional in-class components in this course may include discussion, cases, and other active learning opportunities to supplement online lecture content.

PT 7610. Management of Musculoskeletal Disorders I. (4 Credits)

Management of Musculoskeletal Disorders I develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify a treatment intervention plan for the lumbar spine, pelvis and lower extremities. The second semester of the sequence emphasizes examination techniques, soft tissue mobilization and exercise progression. The principles of examination/evaluation, systems review (medical screening), and the theories and techniques of mobilization and massage will be incorporated into examination/evaluation and treatment intervention for the lumbar spine, pelvis and lower extremity dysfunction. The student is expected to apply previous knowledge and skills. Each student will also be responsible for performing manual muscle testing and goniometry to the spine and extremities. A component of the course involves examination, evaluation and intervention of clients with lower quadrant musculoskeletal problems.

PT 7620. Management of Neuromuscular Disorders - Adult I. (3 Credits)

Management of Neuromuscular Disorders I will introduce students to the basic concepts of neuro rehab that are not specific to specific medical diagnoses. This course will include the neuro exam, introduction to basic techniques like neural facilitation and inhibition, and common tests, measures, and interventions for postural control, reach and grasp, and mobility. Movement system diagnoses will be included and applied to cases.

PT 7630. Cardiopulmonary Systems/Acute Care. (4 Credits)

Cardiopulmonary Systems/Acute Care will address the physiology of the cardiovascular and pulmonary systems in healthy and diseased states. Students will learn to evaluate and design appropriate treatment regimes that relate to improving a client's physical well-being. These regimes will cover the spectrum of rehabilitation from the acute care team approach to long-term fitness management.

PT 7637. Therapeutic Modalities. (4 Credits)

This course teaches the use of biophysical agents / modalities in physical therapy practice from a physiological perspective. Students will learn to use modalities for inflammation control, tissue repair and healing, strengthening, motor control and pain management. Students will learn to incorporate the use of all categories of biophysical agents including thermal, mechanical, and electromagnetic (electromagnetic fields and electric currents) into a safe physical therapy plan of care and appropriately document their use.

PT 7640. Clinical Application of Movement Analysis. (3 Credits)

Movement Analysis II provides students with fundamental knowledge and skill required to understand and perform functional, biomechanical, and observational analysis of pathological human movement. The course develops student skill in observational analysis, integration of data into a physical therapy evaluation, and performing ergonomic assessments, and provides an understanding of the principles, prescription, and management of individuals requiring a UE or LE orthoses and prosthesis.

PT 7650. Community Clinic II. (1 Credit)

The Community Clinic course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes and skills into mentoring opportunities, service activities performed in various community settings including pro bono clinic, and inter-professional learning activities. The provision of service will focus on service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the fall semester of year two.

PT 7700. Medical Imaging. (3 Credits)

Medical Imaging presents an overview of basic (plain film) radiographic imaging with an emphasis on the role of the Physical Therapist in clinical decision-making regarding the utilization and interpretation of diagnostic images. Advanced imaging studies will also be addressed with a focus on the strengths and weaknesses of each modality. The course will emphasize imaging of the adult musculoskeletal system, as well as identification of normal anatomy and abnormalities through a routine search pattern. This topic is presented within the current legal and ethical scope of physical therapist practice.

PT 7710. Management of Musculoskeletal Disorders II. (4 Credits)

Management of Musculoskeletal Disorders II develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan. The second semester of the sequence utilizes the principles of examination/evaluation, systems review (medical screening), and the theories and techniques of mobilization and massage which are incorporated into examination and intervention of the temporomandibular joint, cervical and thoracic spine, shoulder, elbow, wrist, and hand. You will be responsible for the previous knowledge of muscle innervations, origins and insertions, and components of a neurologic examination. You will also be responsible for performing manual muscle testing and goniometry to the spine and extremities. A component of the course involves examination, evaluation and intervention of clients with upper quadrant musculoskeletal problems.

PT 7720. Management of Neuromuscular Disorders - Adult II. (3 Credits)

The course presents therapeutic intervention from a human movement perspective, emphasizing principles introduced in PT 6740 (Movement Science) and PT 7620 (Management of Neuromuscular Disorders - Adult I). Students are provided with opportunities to expand clinical decision-making skills in the physical therapy management of adults with acquired central nervous system dysfunction.

PT 7730. Exercise is Medicine. (4 Credits)

This course provides students with the basic concepts and principals that guide the development of comprehensive physical therapy patient/client management/population health. The course emphasizes adaptations brought on by acute and chronic exercise in both normal and abnormal physiological systems. Students will apply these foundational concepts to develop programs of health promotion, prevention and wellness in a culturally competent manner to defined population groups. Opportunities for students to incorporate evidence-based practice, educate community groups, demonstrate professional behaviors, and participate in advocacy activities will be made available throughout the course.

PT 7737. Exercise Science I. (3 Credits)

Exercise Science provides students with the basic concepts and principles that guide the development of comprehensive physical therapy patient/client management. The course emphasizes adaptations brought on by acute and chronic exercise in both normal and abnormal physiological systems.

PT 7740. Practice Management. (2 Credits)

Practice Management teaches students the leadership, administration, management and professionalism skills necessary for entry level Physical Therapy practice in the current health care system. The course focuses on the healthcare environment, the business of health care and professional development. Topics of study include characteristics of the US healthcare system, leadership, employment obligations, career planning, and professional development. Practice issues of documentation, billing/coding, case management, and legal/ethical considerations will be addressed. Business topics covered include strategic planning, payment/reimbursement, policies/procedures, risk management, outcomes, quality improvement, budgeting, and marketing.

PT 7750. Community Clinic III. (1 Credit)

The Community Clinic course will provide the student with opportunities to integrate current professional and personal knowledge, attitudes and skills into service activities performed in various community settings and into inter-professional learning activities. The provision of service will focus on service which positively impacts the health and wellness of defined community populations. Sections of the course will occur in every fall and spring semester of the Physical Therapy curriculum beginning in the fall semester of year two.

PT 7800. Clinical Education I. (4 Credits)

This is a full-time, eight-week clinical education experience supervised by a licensed physical therapist in a clinical setting which focuses on the basic musculoskeletal, cardiopulmonary, and integumentary diagnoses and practice patterns. Clinical interpretation and analysis of the interprofessional healthcare team are explored. Students gain experience in all aspects of patient management including examination, evaluation, diagnosis, prognoses and plan of care. Students are expected to practice with integrity, compassion and demonstrating moral agency in all areas of practice.

PT 8224. Leadership of Self, Teams, and Organizations. (3 Credits)

To begin their journey of leadership development, students navigate presentations, self-assessment tools, and engage in interactive sessions with peers and faculty to identify their personal leadership style and personal leadership plan. Activities include promoting mindfulness needed to support resilience and change. Students are challenged to seek feedback from others and to identify implicit biases and motivators impacting professional growth. Leadership skills needed to lead teams, organizations, and collaborate across organizations requires advanced skills and self-reflection. Students apply leadership principles to team and organizational behavior and policy analysis with an emphasis on influencing change and facilitating social justice. Unique skills sets required for rural, urban, and other distinct communities are discussed.

PT 8225. Leadership in Practice Management. (3 Credits)

Leadership, practice management, and continuous quality improvement are addressed through case scenarios, directed readings, and active learning assignments related to human resource and operations management, fiscal management and accountability, billing, coding, payer systems, project management, marketing management, and information technology management. Students gain leadership skills needed to address social inequalities and to become change agents in the community, profession, and society.

PT 8334. Community Needs Assessment and Program Planning. (3 Credits)

Students explore community health assessment and project planning, including the role of physical therapists in increasing physical activity/ exercise, decreasing obesity, minimizing work-related injury, and fall prevention. Through dynamic presentations and active learning assignments, students learn the steps of a thorough needs assessment prior to planning health programs and interventions. Student groups identify a community health issue related to a primary, secondary, or tertiary prevention problem, conduct a basic needs assessment, and based on the findings of the need's assessment develop a community program along with the plan for program evaluation.

PT 8446. Musculoskeletal Lower Quarter II. (3 Credits)

This course focuses on anatomy, biomechanics, movement dysfunction and common conditions of the knee, ankle, and foot regions. Diagnostic testing, imaging, and pharmacological / surgical management are integrated with patient management, including screening, examination, evaluation, diagnosis and prognosis, plan of care, and interventions. Students gain skills in clinical reasoning and psychomotor skills as applied to patient management across acute, sub-acute, and chronic stages of injury and healing. Lifespan perspectives unique to management of pediatric and geriatric patients are presented. The course concludes with a series of cases that tie together all aspects of patient management for the entire lower quarter.

PT 8451. Cardiovascular and Pulmonary I. (3 Credits)

Students relate the anatomical structure and physiological function of the cardiovascular and pulmonary systems to common cardiovascular and pulmonary disorders and their impact on human movement across the lifespan. Related cardiovascular and pulmonary diagnostic testing, imaging, and pharmacological/ surgical management across the lifespan are discussed. Students learn both clinical reasoning and psychomotor skills related to cardiovascular and pulmonary screening, history and review of systems; assessment of HR, BP, RR, breath sounds, hearts sounds, as well as the ability to differentiate normal from abnormal EKGs. Students explore continuum of acute to chronic disease, healthcare settings, and the spectrum of practice from health through palliative care related to cardiovascular and pulmonary systems.

PT 8452. Cardiovascular and Pulmonary II. (3 Credits)

Students advance their clinical reasoning and clinical skills in managing patients with cardiovascular and pulmonary dysfunction. Students focus on PT examination, evaluation (diagnosis and prognosis), interventions, and outcomes for patients with cardiovascular and pulmonary disorders across the lifespan and health-care settings. Students consider the range of practice from prevention through palliative care, from acute to chronic care, and relevant fiscal and regulatory resources or constraints. Cardiopulmonary clinical practice guidelines, available evidence, and interprofessional practice opportunities are incorporated.

PT 8453. Integumentary, Lymphatic, and Post Amputation. (4 Credits)

Students relate anatomical structure and physiological function of the integumentary, lymphatic, and endocrine systems to their impact on human movement and function. Etiology of limb length (amputation) disorders and resulting changes to biomechanics/kinesiology and function are also addressed. Students apply clinical reasoning and psychomotor skills to engage in patient management of complex system involvement, including patient history, review of systems, examination, evaluation, interventions, and outcomes of patient management. Relevant diagnostic testing, imaging, and pharmacological/ surgical management, and prevention are discussed. Considerations for managing patients across the lifespan as well as across the spectrum of health care settings, acute-chronic conditions, and simple to complex (multi-system) involvement utilizing clinical practice guidelines and emerging evidence is applied to patient management decision making.

PT 8462. Neuromuscular I. (4 Credits)

Students relate neuroanatomy and neurophysiology to existing knowledge on normal human movement, development, and function. Using patient cases across the lifespan, students explore the impact of peripheral and central nervous system disorders on motor control and function and on neuromotor development. Related diagnostic testing, imaging, and pharmacological/ surgical management are discussed. Students engage in movement analysis of patients with a variety of neurologic disorders to hypothesize underlying impairments, activity restrictions and participation restrictions across the lifespan.

PT 8463. Neuromuscular II. (4 Credits)

Students learn clinical reasoning, practice guidelines, and psychomotor skills related to patients with neuromuscular dysfunction, including history and review of systems, examination, evaluation, interventions, and outcomes. This course is organized by types of movement problems, including impaired strength and motor control, impaired balance and coordination, abnormal functional mobility and gait, and loss of life roles needed for self-care, play, and work. Progression across the continuum of care and managing varying levels of acuity is emphasized, as is practice across healthcare settings. Lab sessions include coordination and collaboration with interprofessional teams and working with assistive/ adaptive/orthotic devices. Clinical practice guidelines and emerging evidence in neurologic rehab is applied to patient management decision making.

PT 8500. Board Exam Preparation for the Student Physical Therapist. (1 Credit)

This course is a comprehensive review of content related to the Physical Therapy Licensing Examination and is designed to prepare the student physical therapist for the examination. Various physical therapy topics will be reviewed based on the distribution of topics on the licensing examination and needs of each cohort. Students will be assessed on content areas in a manner that simulates board examination questions.

PT 8517. Psychosocial Dimensions of Rehabilitation I. (1 Credit)

This course is the first in a 2-course sequence that provides students with an opportunity to examine psychological and social factors that influence the client-clinician interaction. Concepts that are discussed through the full sequence are related to personal and professional values, client-clinician relationships, communication, collaborative treatment planning, cultural sensitivity, motivation, adherence, spirituality, response/adjustment to disability and chronic illness, abuse, loss and grief. This first course focuses on issues of client-centered practice. The course is offered in relation to the student's previous clinical practice experiences and assignments encourage application of course content to clinical practice.

PT 8520. Intermediate Clinical Education. (6,9 Credits)

This clinical experience is the final course in the integrated clinical experiences, and the first longer-length clinical exposure for the students. The course follows the two-course sequence in management of the client with neuromuscular dysfunction and the three-course sequence in management of the client with musculoskeletal dysfunction. It is designed to integrate academic coursework in rehabilitation of adults with neurological and/or musculoskeletal dysfunction with clinical practice.

PT 8572. Participation in Life Roles & Sport. (2 Credits)

Students select appropriate participation standardized tests and interventions, including modifying activities or environments to assess and treat patient/client's ability to participate in life roles (work, play, sport, domestic, education, and social). Students use reasoning skills to write a letter of advocate for patients requiring specific equipment or services as well as to progress a plan of care in order to return a patient to sport using evidence-based interventions and a collaborative team approach.

PT 8573. Rehab and Cancer. (2 Credits)

Students explore patient/management of persons with cancer, including unique nutritional and exercise needs, precautions and contraindications, as well as the value of interprofessional teams collaborating to enhance function and quality of life for persons with cancer across the lifespan.

PT 8574. Progression of Care. (3 Credits)

Patient cases across multiple settings drive student learning regarding providing PT services across all healthcare settings, including the ICU, acute care, sub-acute and rehabilitation hospitals, skilled nursing and assisted living facilities, and home care as well as the use of telehealth. Students use clinical reasoning to adapt patient care skills to different settings and with patients across the lifespan and with varying degrees of mobility and independence, as well as progression in documentation skills using electronic medical records. Students apply interventions from Cardio-Pulmonary I-II in context of various settings and with a variety of teams.

PT 8575. Managing Complex Patients. (2 Credits)

Students apply clinical reasoning, patient management skills, delegation/supervision skills, time management, and interprofessional practice skills to work with patients with highly complex medical conditions. Emphasis is also on accurate, thorough, and concise documentation of patient care regardless of patient complexity, setting, and patient age. Students investigate community resources designed to support the management of complex cases at home or in residential living centers across the lifespan and diagnostic conditions.

PT 8617. Psychosocial Dimensions of Rehabilitation II. (1 Credit)

This course is the second in a 2-course sequence that provides students with an opportunity to examine psychological and social factors that influence the client-clinician interaction. Concepts that are discussed through the full sequence are related to personal and professional values, client-clinician relationships, communication, collaborative treatment planning, cultural sensitivity, motivation, adherence, spirituality, response/adjustment to disability and chronic illness, abuse, loss and grief. This course focuses on issues of loss, grief, and coping as it affects clients seen in clinical practice. The course is offered concurrent with a student clinical-practice experience and assignments encourage application of course content to clinical practice.

Prerequisites: (DPT 742 or PT 8517).

PT 8637. Exercise Science II. (2 Credits)

This seminar explores responses of the human body to exercise in the presence of pathological conditions. Students examine how common pathologies and exercise responses influence one another and learn precautions for certain medical diagnoses. Students independently explore and report on a topic of personal interest.

PT 8650. Clinical Problem Solving Elective. (1-6 Credits)

This elective course is designed to meet the learning needs of individual students who desire or require additional time to demonstrate expected knowledge and skill of curricular objectives. The course reviews relevant physical therapy topics across the lifespan to prepare students for entry-level practice. The course may include participation in an on-site or off-site clinical environment.

PT 8657. Health Promotion. (2 Credits)

This course explores the role of the Physical Therapist in the areas of health promotion, disability prevention, and wellness, and provides students with applied knowledge in these areas. In addition, students will develop skills in performing community health screenings. Students will demonstrate appropriate application of theories of behavior change and health literacy as they develop programs of health promotion, prevention and wellness in a culturally competent manner to defined population groups. Opportunities for students to incorporate evidence-based practice, educate community groups, demonstrate professional behaviors, and participate in advocacy activities will be made available throughout the course.

PT 8660. Topics in Orthopedic Manual PT. (3 Credits)

This course will expand on the application of entry level concepts, techniques, and motor skills required to perform safe and efficient musculoskeletal examinations and evidence-based manual therapy interventions for the lumbar, thoracic, and cervical spine, pelvis, and extremities. Participants will refine examination techniques and discuss best practice guidelines for the application of manual therapy interventions, exercise progressions, and pain neuroscience education principles. Participants will be required to demonstrate proficiency with essential skills in examination and intervention domains.

PT 8670. Topics in Sports Medicine PT. (3 Credits)

This lecture/ lab course is intended to expand the student understanding of higher-level movement disorders encountered in Orthopedic and Sports Physical Therapy. Movement disorders will be analyzed through a variety of evaluative methods. Sport-specific interventions will be discussed for prevention and return to sport.

PT 8680. Selective Topics in Pediatric Physical Therapy. (3 Credits)

This course will be appropriate for those students interested in working with pediatric clients. The class is designed to improve your ability to perform clinical and standardized evaluations; interpret and organize the data based on the ICF model and to develop evidence-based treatment plans and intervention strategies to address the impairments interfering with function and participation. The goal of this course is to expand and refine the clinical decision-making, observation, analysis and handling skills developed in previous courses. This will be accomplished through a variety of strategies including group discussion and problem solving, video analysis, task and movement analysis, and client practicum.

PT 8690. Selective Topics in Adult Neurological and Geriatric Physical Therapy. (3 Credits)

The Adult Neuro/Geriatrics elective is designed to improve students' ability to design and perform evaluations, data interpretation, and evidence-based treatment plans with implementation that addresses problems commonly seen in aging adults especially with neurological disorders. The course will expand and refine the clinical reasoning and treatment skills from previous courses. Learning strategies include lecture, group discussion and literature reviews, labs, guest speakers, field trips, and individual projects and presentations. Topics of focus will include normal and pathological changes in the geriatric client, psychosocial aspects of aging, cognitive changes and communication strategies, appropriate exercise prescriptions, falls prevention strategies, and health promotion for maintaining a high quality of life.

PT 8700. Clinical Practice I. (6 Credits)

Physical Therapy Clinical Practice I/II involve two 9-week full-time clinical education experiences or one full-time 18-week experience. They occur after all didactic coursework is complete and provide summative clinical practice opportunities for the students. The practice setting and patient population will be developed in conjunction with the student's academic advisor to meet student needs.

PT 8710. Clinical Practice II. (6 Credits)

Physical Therapy Clinical Practice I/II involve two 9-week full-time clinical education experiences or one full-time 18-week experience. They occur after all didactic coursework is complete and provide summative clinical practice opportunities for the students. The practice setting and patient population will be developed in conjunction with the student's academic advisor to meet student needs.

PT 8880. Clinical Education II. (4 Credits)

This is a full-time, eight-week clinical education experience supervised by a licensed physical therapist in a setting appropriate to allow synthesis of the musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experience with patient/client education, neuromuscular practice patterns, and practice management are also explored. Students participate in all aspects of patient management including examination, evaluation, diagnosis, prognoses and plan of care, as well as interventions and outcome assessment. Students utilize electronic documentation, improve time management, engage in delegation/supervision, and demonstrate the ability to work as a member of an interprofessional teams. Students are expected to practice with integrity, compassion and demonstrating moral agency in all areas of practice.

PT 8890. Clinical Education III. (8 Credits)

This is a full-time, sixteen-week clinical education experience supervised by a licensed physical therapist in a setting appropriate to allow synthesis of the neuromuscular, musculoskeletal, cardiopulmonary, and integumentary practice patterns. Experiences across a variety of health care settings including in-patient environments (acute, sub-acute, rehab, or skilled nursing) and out-patient settings (hospital out-patient, free-standing, and specialty clinics) and/or home health. Students are expected to become more independent with complex cases (management including examination, evaluation, diagnosis, prognoses and plan of care, as well as interventions and outcome assessment), document effectively, demonstrate accountability and effective time management, engage in delegation/supervision, and demonstrate the ability to work effectively with interprofessional teams. Students are expected to practice with integrity, internalizing the core values of the profession and demonstrating moral agency in all areas of practice. During clinical experiences, students apply their knowledge of management, finance, payer systems, regulatory requirements, and quality management to real-world scenarios in a variety of settings. As master adaptive learners, students will continually reassess their gaps in knowledge and seek ways to address the gaps.

PT 9500. Introduction to Clinical Mentoring for the Orthopedic Resident. (0.5 Credits)

PT 9500 is an introduction to the Physical Therapy Orthopedic mentoring experience. This course is designed to introduce the Resident to live clinic learning experiences through one-on-one, face-to-face observation and instruction between an approved clinical mentor and the Orthopedic Resident. This course will be followed by additional clinical mentoring courses spanning the duration of Concordia University Orthopedic Residency Program. During this course, the Resident will receive guidance from the mentor. However, the Resident will also receive learning opportunities based on their personal reflection of clinical performance. The Resident will also utilize patient outcomes to analyze their performance. Advanced clinical decision making using best available evidence will be accentuated throughout the mentoring process.

PT 9510. Medical Screening and Examination for the Orthopedic Resident. (1 Credit)

PT 9510 is designed to prepare the Resident for practicing collaboratively in a health care system allowing a seamless and effective communication with other health care providers. In addition, the Resident will acquire examination tools essential for interpretation of clinical examination data. These examination skills will enable a clinician to identify clinical scenarios requiring Physician referral through a sound, efficient clinical decision-making process. Content in the course will include: 1) screening for red flags in the spine and extremities; 2) reviewing medical images of the spine and extremities; 3) performing a subjective interview; 4) incorporating evidence-based practice; 5) understanding medication interactions and 6) and review of case studies.

PT 9520. Motor Control for the Orthopedic Patient. (2 Credits)

PT 9520 is an advanced Orthopedic Physical Therapy practice experience. This course incorporates motor control theories, motor learning, movement analysis, movement intervention, exercise prescription and functional testing for common upper extremity, lower extremity, and spine conditions seen in physical therapy practice. The primary goal of this course to develop the critical thinking and skill required to administer appropriate assessment and intervention to achieve a desired effect.

PT 9600. Clinical Mentoring for the Orthopedic Resident. (1 Credit)

PT 9600 is a Physical Therapy Orthopedic mentoring experience. This course is designed to include live clinic learning experiences through one-on-one, face-to-face observation and instruction between an approved clinical mentor and the Orthopedic Resident. The course will repeat multiple times during the Concordia University Orthopedic Residency Program to ensure the Resident accrues the necessary number of mentoring hours throughout the program duration. During this course, the Resident will receive guidance from the mentor. However, the Resident will also receive learning opportunities based on their personal reflection of clinical performance. The Resident will also utilize patient outcomes to analyze their performance. Advanced clinical decision making using best available evidence will be accentuated throughout the mentoring process.

PT 9610. Clinical Examination and Treatment of the Cervical Spine. (1 Credit)

PT 9610 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the cervical spine, and guide Orthopedic Clinical Practice related to orthopedic cervical spine disorders. The course includes information on the following: 1) examination and assessment of the cervical spine; 2) conservative interventions to address cervical spine pathologies; 3) medical imaging; 4) anatomy and kinesiology; 5) management of common post-operative cervical spine procedures; 6) incorporation of evidence-based practice; and 7) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9620. Clinical Examination and Treatment of the Thoracic Spine. (1 Credit)

PT 9620 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the thoracic spine, and guide Orthopedic Clinical Practice related to orthopedic thoracic spine disorders. The course includes information on the following: 1) examination and assessment of the thoracic spine; 2) conservative interventions to address thoracic spine pathologies; 3) medical imaging; 4) anatomy and kinesiology; 5) management of common post-operative thoracic spine procedures; 6) incorporation of evidence-based practice; and 7) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9630. Clinical Examination and Treatment of the Lumbar Spine. (1 Credit)

PT 9630 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the lumbar spine, and guide Orthopedic Clinical Practice related to orthopedic lumbar spine disorders. The course includes information on the following: 1) examination and assessment of the lumbar spine; 2) conservative interventions to address lumbar spine pathologies; 3) medical imaging; 4) anatomy and kinesiology; 5) management of common post-operative cervical spine procedures; 6) incorporation of evidence-based practice; and 7) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9640. Clinical Examination and Treatment of the Hip. (1 Credit)

PT 9640 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the lower extremity. The course specifically focuses on the hip region and will guide Orthopedic Clinical Practice related to disorders of the hip. The course includes information on the following: 1) examination and assessment of the hip; 2) conservative interventions to address hip region disorders; 3) use of external devices when appropriate; 4) medical imaging; 5) anatomy and kinesiology; 6) management of common post-operative conditions; 7) incorporation of evidence-based practice; and 8) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9650. Clinical Research for the Orthopedic Resident. (0.5 Credits)

PT 9650 is a course that uses principles of evidence-based practice. This course allows the Resident to design a clinical research study or case study that may include development of a research proposal for IRB approval. The Resident will be guided through the data collection process by a faculty member. Dissemination of research findings will be the culminating activity for the course.

PT 9710. Clinical Examination and Treatment of the Knee. (1 Credit)

PT 9710 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the lower extremity. The course specifically focuses on the knee and will guide Orthopedic Clinical Practice related to disorders of the knee. The course includes information on the following: 1) examination and assessment of the knee; 2) conservative interventions to address knee disorders; 3) use of external devices when appropriate; 4) medical imaging; 5) anatomy and kinesiology; 6) management of common post-operative conditions; 7) incorporation of evidence-based practice; and 8) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9720. Clinical Examination and Treatment of the Lower Leg. (1 Credit)

PT 9720 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the lower extremity. The course specifically focuses on the lower leg and foot, and will guide Orthopedic Clinical Practice related to disorders of the lower leg, ankle, and foot. The course includes information on the following: 1) examination and assessment of the lower leg and foot; 2) conservative interventions to address disorders of the lower leg, ankle and foot; 3) use of external devices when appropriate; 4) medical imaging; 5) anatomy and kinesiology; 6) management of common post-operative conditions; 7) incorporation of evidence-based practice; and 8) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9730. Clinical Examination and Treatment of the Shoulder. (1 Credit)

PT 9730 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the upper extremity. The course specifically focuses on the shoulder and will guide to Orthopedic Clinical Practice related to orthopedic shoulder disorders. The course includes information on the following: 1) examination and assessment of the shoulder; 2) interventions to address shoulder disorders; 3) medical imaging 4) anatomy and kinesiology; 5) management of common post-operative conditions; 6) incorporation of related evidence; and 7) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9740. Clinical Examination and Treatment of the Elbow. (1 Credit)

PT 9740 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the upper extremity. The course specifically focuses on the elbow and forearm and will guide Orthopedic Clinical Practice related to common orthopedic elbow and forearm disorders. The course includes information on the following: 1) examination and assessment of the elbow and forearm; 2) interventions to address elbow and forearm disorders; 3) medical imaging 4) anatomy and kinesiology; 5) management of common post-operative conditions; 6) incorporation of related evidence; and 7) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9800. Terminal Clinical Mentoring for the Orthopedic Resident. (0.5 Credits)

PT 9800 is the final clinical mentoring course for the Physical Therapy Orthopedic Resident. This course concludes the Resident's series of live clinic learning experiences through one-on-one, face-to-face observation and instruction between an approved clinical mentor and the Orthopedic Resident. During this course, the Resident continues to receive guidance as needed from the mentor. The Resident continues to receive learning opportunities based on their personal reflection of clinical performance. The Resident will also utilize patient outcomes to analyze their performance. Advanced clinical decision making using best available evidence will be accentuated throughout the mentoring process. The Resident will finalize requirements for the mentoring process during this course.

PT 9810. Clinical Examination and Treatment of the Wrist/Hand. (1 Credit)

PT 9810 is a course intended for the Resident in the Physical Therapy Orthopedic Residency Program to expand the Resident's understanding of Orthopedic Physical Therapy practice of the upper extremity. The course specifically focuses on the elbow and forearm and will guide Orthopedic Clinical Practice related to orthopedic wrist and hand disorders. The course includes information on the following: 1) examination and assessment of the wrist and hand; 2) interventions to address wrist and hand disorders; 3) medical imaging 4) anatomy and kinesiology; 5) management of common post-operative conditions; 6) incorporation of related evidence; and 7) examination and review of case studies. This course is designed to include traditional learning experiences through lecture, hands-on lab experiences, and independent acquisition of information associated with clinical practice in Physical Therapy. The delivery of content will include on-line and face-to-face instruction.

PT 9820. Orthopedic Clinical Specialist Preparatory Course. (1 Credit)

PT 9820 is designed to prepare the Resident for the Orthopedic Clinical Specialist (OCS) exam for advanced certification through the American Board of Physical Therapy Specialties (ABPTS). This course includes a variety of learning guides, reading material, mini lectures, and lab experiences. This is the final course in the Residency curriculum.

Physician Assistant (PHAS)

PHAS 5100. Primary Medicine I. (3 Credits)

Primary Medicine I will focus on the physiology and pathophysiology, epidemiology, clinical features, differential diagnosis of disease, and management of the most common disease states in the organ systems of dermatology, ophthalmology, ear, nose throat, hematology/oncology and HIV. The student will apply knowledge and understanding from organ system diseases in this course to other courses in the term to integrate the multiple perspectives on diagnosis and on the prevention of disease.

PHAS 5105. Labs & Diagnostics I. (2 Credits)

In this course, students will learn to appropriately select and interpret lab diagnostic testing utilizing laboratory method concepts and incorporate that data into medical decision making. Understand concepts of sensitivity and specificity; variants of normal; pitfalls in interpreting lab results, and identify specific labs diagnostics used in narrowing the differential diagnosis of patients with dermatologic, EENT, and hematologic/oncologic/coagulopathy disease presentations. Basics of radiology will be introduced in this course.

PHAS 5110. Patient Care I. (2 Credits)

This course will introduce the student to patient interviewing techniques, physical exam techniques, and documentation of medical notes. The student will focus on identification of normal physical exam findings, proper exam techniques, and the ability to compare and contrast normal findings to abnormal findings anticipated in a particular disease state. Content will include examination of each organ system covered in Primary Medicine I and skills in eliciting the history and documenting all history and physical exam findings in a SOAP format.

PHAS 5115. Pharmacotherapy I. (2 Credits)

This course will cover the basic principles of pharmacology including: mechanism of action and resistance, therapeutic toxicity, adverse drug reactions of the most common medications used in management of the content topics taught in Primary Medicine I. Students will apply prior knowledge from other coursework to the selection of the most appropriate therapeutic options for a particular patient, whether acute, chronic or preventive and in any clinical setting.

PHAS 5120. Skills for Primary Practice I. (1 Credit)

This course teaches students the basic skills needed for family medicine practice in obtaining informed consent, performing and documenting procedures, and providing appropriate discharge information to the patient. Skills taught will mirror the course content of Primary Medicine I. Students will learn and practice obtaining informed consent, basic sterile technique, local anesthesia administration, dermatologic procedures, minor procedural skills in EENT, and principles of wound management and suturing.

PHAS 5125. PA Professional Practice I. (1 Credit)

This course will focus on intellectual, academic and professional honesty and ethical conduct; the history of the PA profession, the healthcare delivery system in the U.S., and the changing role of the PA in the US medical system, as well as intro to evidence-based medicine. Students will be introduced to information about the national and state organizations for PA's, PA laws, licensure and advocacy for the profession. This content will be repeated in more depth during the End of Rotation (EOR) experiences in the clinical year closer to the time when students will be entering clinical practice. Students will be introduced to statistical analysis of medical literature, how to differentiate between types of studies, and discern study quality. Evidence-based medicine content will continue throughout the professional practice series of courses.

PHAS 5130. Medical Decision Making I. (1 Credit)

This course will integrate content from all coursework throughout this term, and educate the student in the process of making medical decisions from history and physical exam findings, interpreting lab and diagnostic test results, and incorporating epidemiologic information. This course builds on the process of learning to make medical decisions by developing a broad differential based on the chief complaint, then narrowing that differential and creating pharmacologic and non-pharmacologic treatment plans. Students will learn to effectively and consistently use both verbal communication and written documentation to facilitate collaboration and to enhance patient care. Students will draw relevant conclusions from this activity using an evidence-based approach while demonstrating professionalism and a commitment to advancing the practice of medicine through communications and interactions.

PHAS 5135. Molecular Basis of Disease. (2 Credits)

Molecular Basis of Disease provides PA students the foundational material for biochemistry, microbiology, cell biology, immunology and molecular genetics necessary for the assimilation of future content in the rest of the PA program curriculum. Goals are to review foundational concepts in the medical sciences in order to prepare the student for education in clinical medicine. The student will use this information as the foundation for pathophysiologic principles related to the molecular basis of disease.

PHAS 5200. Primary Medicine II. (3 Credits)

Primary Medicine II will focus on the physiology and pathophysiology, epidemiology, clinical features, differential diagnosis of disease, and management of the most common disease states in the organ systems of urology, nephrology, endocrinology and neurology. The student will apply knowledge and understanding from organ system diseases in this course to other courses in the term to integrate the multiple perspectives on diagnosis and treatment of disease. Health promotion and disease prevention related to disease states such as obesity, diabetes, and patients with renal disease will be taught in this course.

PHAS 5205. Labs & Diagnostics II. (2 Credits)

This course will follow the content of Primary Medicine II and provide the student with specific focus on patient evaluation using lab diagnostic testing of patients with clinical presentations involving urology, nephrology, neurology, and endocrinology. The student will collect clinical data based on knowledge of various organ systems obtained from other courses, laboratory tests, diagnostic imaging, and procedures to provide an accurate and comprehensive disease diagnosis. Students will be introduced to ECG interpretation in this course.

PHAS 5210. Patient Care II. (1 Credit)

This course is the second in a series of four courses encompassing all aspects of patient care. Students will learn the components of taking a complete medical history and perform and document a physical examination of a patient presenting with an endocrine, nephrologic, urologic and neurologic complaint. The second focus is on the integration of the pathophysiology of diabetes mellitus (DM) type 2 with an understanding on the disease process from Primary Medicine II. Students will learn to identify normal physical exam findings and compare and contrast these to abnormal exam findings. Students will also learn to elicit historical information for all aspects of a complete history for a preventive visit and for a complete history of a patient with a chronic disorder.

PHAS 5215. Pharmacotherapy II. (2 Credits)

This course will build on the basic principles of pharmacology such as mechanism of action and resistance, therapeutic toxicity, adverse drug reactions, and focus on therapeutics for specific medical topics in Primary Medicine II. Students will apply this understanding to the commonly used medications in those topics which are covered in Primary Medicine II, linking prior knowledge in other coursework with selection of most appropriate therapeutic options, and follow up of efficacy and management of adverse drug reactions.

PHAS 5220. Skills for Primary Practice II. (1 Credit)

This course provides students with the foundational skills needed for family medicine practice. Building on the concepts from Primary Medicine II, students will learn important procedures including, but not limited to, Foley catheter placement, lumbar puncture, and ultrasound. The course emphasizes the performance and documentation of these procedures, linking them to the clinical topics covered in Primary Medicine II. This structured, step-by-step approach is designed to enhance learning and retention, ensuring that students are well-prepared for real-world family medicine practice.

PHAS 5225. PA Professional Practice II. (1 Credit)

This course will encompass issues related to stereotyping, bias, conflicting health beliefs and values, PA and patient expectations. Diversity and culture will be discussed, and ways to include this information in PA clinical practice will be explored. Cases will be used, and this will be primarily a discussion and reflection focused course.

PHAS 5230. Medical Decision Making II. (2 Credits)

This course will integrate content from all coursework throughout this term, and educate the student in the process of making medical decisions from history and physical exam findings, interpreting lab and diagnostic test results, and incorporating epidemiologic information. This course builds on the process of learning to make medical decisions by developing a broad differential based on the chief complaint, then narrowing that differential and creating pharmacologic and non-pharmacologic treatment plans. Students will learn to effectively and consistently use both verbal communication and written documentation to facilitate collaboration and to enhance patient care. Students will draw relevant conclusions from this activity using an evidence-based approach while demonstrating professionalism and a commitment to advancing the practice of medicine through communications and interactions.

PHAS 5235. Anatomy. (5 Credits)

This course is will provide a solid foundation in functional human anatomy. The course will include lecture followed by a combination of supervised cadaver dissection, study of prosected specimens, and teaching models. This course will prepare students to apply anatomy to specific and advanced concepts in the courses that follow and translate that to the clinical setting. Students will gain an understanding of how to correlate anatomical structures to the knowledge of normal and abnormal physical exam findings necessary to clinical practice.

PHAS 5240. Behavioral Medicine. (2 Credits)

This course introduces the evaluation, diagnosis and treatment of psychiatric and behavioral medicine disorders. The course will prepare students for managing common presentations of mental health disorders in primary medicine as well as the general management of patients who present with acute or emergent behavioral medicine concerns. While this course will cover the management of patients of all ages, generally will focus on management of adult patients, including pharmacological and non-pharmacological treatment.

PHAS 5300. Primary Medicine III. (4 Credits)

Primary Medicine III will focus on the physiology and pathophysiology, epidemiology, differential diagnosis of disease, and management of the most common disease states in the organ systems of gastroenterology, orthopedics, rheumatology, infectious disease, pulmonology, and cardiology. The student will apply knowledge and understanding from organ system diseases in this course to other courses in the term to integrate the multiple perspectives on diagnosis, and on the promotion of health and prevention of disease related to cardiovascular risk reduction, smoking cessation strategies for pulmonology, and best practices in patients with chronic GI illnesses.

PHAS 5305. Labs & Diagnostics III. (3 Credits)

This course will remain focused on the appropriate selection and interpretation of lab radiologic diagnostic testing in patient care. This course will follow the content of Primary Medicine III with specific focus on patient evaluation with lab diagnostic testing of patients with pulmonic, cardiologic, gastrointestinal and orthopedic/rheumatologic acute and chronic disorders related to these organ systems.

PHAS 5310. Patient Care III. (2 Credits)

Patient Care III is the third course in this series which will focus on examining the organ systems covered in Primary Medicine III by linking anatomy with the physical exam findings of normal and the recognition of abnormal exam findings. In addition to the physical examination of the cardiac, pulmonary, GI, and orthopedic systems, students will continue to hone skills in eliciting the history from adult patients with continued practice in history-taking and documentation of SOAP notes and HP's in acute, chronic, and preventive disease states.

PHAS 5315. Pharmacotherapy III. (3 Credits)

This course focuses on identifying, correlating, and applying pharmacologic principles to select appropriate therapeutic treatments for specific disease states covered in Primary Medicine III. Students will use this knowledge to understand commonly prescribed medications for the conditions discussed in Primary Medicine III, integrating prior coursework to determine the most effective therapeutic options for each disease state.

PHAS 5320. Skills for Primary Practice III. (2 Credits)

This course will focus on procedural skills linked to Primary Medicine III including orthopedic, pulmonary, cardiac, and GI procedures. Instruction will include, but is not limited to, performing an EKG, spirometry and peak flow measurements, placing feeding and G-tubes, and splinting and casting. Besides performing the skill, students will learn how to document the procedure (and in the case of ECG, Radiology, Spirometry and PF's, learn to interpret results) and provide discharge information to the patient, including post-procedure education (if warranted).

PHAS 5325. PA Professional Practice III. (1 Credit)

PA Professional Practice III will focus on public health initiatives from the perspective of societal health. The curriculum will cover global health and emerging diseases, emergency preparedness; environmental hazards, safe food and drug programs. For individual patient care and prevention, the student will focus on nutrition, substance use disorders, and exercise and lifestyle management. This instruction will build upon topics taught in Primary Medicine III to provide patient education on health promotion and disease prevention guidelines. The course will also cover healthcare systems and evidence-based medicine to prepare students to evaluate the medical literature for patient care needs and evolving medicine.

PHAS 5330. Medical Decision Making III. (2 Credits)

This course will integrate content from all coursework throughout this term, and educate the student in the process of making medical decisions from history and physical exam findings, interpreting lab and diagnostic test results, and incorporating epidemiologic information. This course builds on the process of learning to make medical decisions by developing a broad differential based on the chief complaint, then narrowing that differential and creating pharmacologic and non-pharmacologic treatment plans. Students will learn to effectively and consistently use both verbal communication and written documentation to facilitate collaboration and to enhance patient care. Students will draw relevant conclusions from this activity using an evidence-based approach while demonstrating professionalism and a commitment to advancing the practice of medicine through communications and interactions.

PHAS 5400. Primary Medicine IV. (3 Credits)

Primary Medicine IV will focus on the physiology and pathophysiology, epidemiology, clinical presentation, differential diagnosis of disease, and management of the most common disease states specific to women's health, geriatrics, and pediatrics. Students will receive instruction in health promotion and disease prevention, including STI prevention, prenatal care, immunizations, anticipatory guidance in pediatrics, and fall prevention in geriatrics. Students will also learn how to identify and prevent abuse and neglect across the lifespan.

PHAS 5405. Labs & Diagnostics IV. (2 Credits)

This course will continue to focus on the appropriate selection and interpretation of laboratory and radiologic diagnostic testing, specifically for evaluating women's health. This course will focus specifically on patient evaluation with lab and diagnostic testing of gynecologic and obstetric patients and other women's health issues. Focus will be on identifying the differences in both selection of appropriate lab radiologic testing and variants of normal in the interpretation of testing in these particular patient populations.

PHAS 5410. Patient Care IV. (2 Credits)

Patient Care IV is the final course in this series which will encompass patient care, including eliciting the history and completing a physical exam on pregnant and non-pregnant women, pediatric patients from birth to 18 yr., and geriatric patients (>65 yr.). Students will continue to practice medical documentation of acute, chronic, and preventive health visits, focusing on these specific patient populations. Students will acquire experience in obtaining information from family/caregivers/interpreters and previous patient records in patients unable to provide their own historical information. The physical exam component of the course will have students contrast normal and abnormal findings, and document those findings in these specific patient populations. In linking with the surgery and emergency medicine courses in this term, the student will conclude the series with instruction on documentation of admission orders, in-patient progress notes, discharge summaries, and other documents utilized in ER, OR and in-patient hospital care of patients.

PHAS 5415. Pharmacotherapy IV. (2 Credits)

This course will continue with concepts in mechanism of action and resistance, therapeutic toxicity, adverse drug reactions, will a specific focus on treating pregnant women, geriatric patients, and pediatric patients. Students will apply this knowledge to the commonly used medications, as well as medications to avoid, in the topics covered in Primary Medicine IV: Women's Health, Geriatrics, and Pediatrics. Students will apply prior course content in interpretation of lab results for these populations, to provide appropriate dosing alteration as necessary. Unique prescribing will be considered in relation to these patient populations.

PHAS 5420. Skills for Primary Practice IV. (1 Credit)

Procedural skills in this course will link to content in the Emergency Medicine and Surgical Medicine courses. Advanced suturing techniques, procedures commonly provided in an ER setting, and those related to an OB-GYN and pediatric practice will be the focus. This course will include performing pelvic exams and male genitalia exams, pediatric exams, and geriatric exams. Students will continue more complicated suturing instruction. Students will continue to document procedures and practice providing discharge information to the patient, including post-procedure education.

PHAS 5425. PA Professional Practice IV. (1 Credit)

This course will focus on a variety of topics, including barriers to healthcare provision in correctional facilities and their impact on public health; violence and maltreatment as it relates to self, children, intimate partners, and elderly; management of work-related injuries and their impact on public health; and fall prevention in the elderly population as a public health initiative. Illnesses and conditions requiring rehabilitation and/or long-term care services, end of life planning, advance directives, a refusal for life-sustaining treatments, physiological changes associated with death and dying as well as providing physical and spiritual support to patients at end of life will also be covered.

PHAS 5435. Emergency Medicine for Primary Care. (3 Credits)

This course will enable the student to apply knowledge in the clinical topics learned thus far in Primary Medicine, specifically focusing on the most common emergent presentations of medical conditions. Emergency Medicine specific topics include the identification of criteria that suggests a life-threatening illness or event; acute intervention and management of emergent conditions; determining the need for hospital or ICU admission; and emergent medical or surgical referral will be included.

PHAS 5440. Surgical Medicine. (3 Credits)

This course will cover common surgical presentations to include pre-operative evaluation and preparation for surgery, basics of surgical intervention, and post-operative complication recognition and management. The focus will be primarily on adult surgical management, but pediatrics, pregnancy and management of the elderly surgical patient will be covered. The goal of the course is the pre-operative evaluation of the patient and risk assessment prior to the surgery; basic peri-operative management; and post-operative care. Introduction to anesthesia, fluid management; and post-operative complications will be included.

PHAS 6000. Family Medicine Clinical Rotation I. (4 Credits)

This Family Medicine clinical rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with diseases and conditions that occur in the practice of family medicine, to include acute and chronic medical disorders, and preventive medicine and patient education in health promotion and disease prevention. Medical care may be provided to patients of all ages, but will be focused on adult and elderly patients in an outpatient setting.

PHAS 6005. Family Medicine Clinical Rotation II. (4 Credits)

This Family Medicine clinical rotation will provide a continuation of Family Medicine I with application of knowledge and skills from the didactic year to evaluation and management of patients with diseases and conditions that occur in the practice of family medicine, to include acute and chronic medical disorders, and preventive medicine and patient education in health promotion and disease prevention. Medical care may be provided to patients of all ages, but will be focused on adult and elderly patients in an outpatient setting.

PHAS 6010. Internal Medicine Clinical Rotation I. (4 Credits)

This Internal Medicine clinical rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with acute and chronic conditions that occur in the practice of inpatient internal medicine, including recognition of potential complications and developing ongoing monitoring and treatment plans. Medical care will be provided to adult and elderly patients in an inpatient setting.

PHAS 6015. Internal Medicine Clinical Rotation II. (4 Credits)

This Internal Medicine clinical rotation will provide application of knowledge and skills from the didactic year to the evaluation and management of patients with diseases and conditions that occur in the practice of outpatient internal medicine, to include acute, and chronic medical conditions, and preventive medicine and patient education in health promotion and disease prevention. Medical care will be provided to adult and elderly patients in an outpatient setting.

PHAS 6020. Women's Health Clinical Rotation. (4 Credits)

This Women's Health clinical rotation will provide application of knowledge and skills from the didactic year to evaluation and management of adult patients in acute, chronic, and preventive health encounters in a women's health setting. This rotation will include exposure to both prenatal and gynecologic care.

PHAS 6025. Pediatric Clinical Rotation. (4 Credits)

This Pediatric clinical rotation will provide application of knowledge and skills from the didactic year to the evaluation and management of pediatric patients with diseases and conditions that occur in the practice of pediatrics, to include acute and preventive medicine encounters with patient education in health promotion and disease prevention. Medical care will be provided to pediatric patients, including infants, children, and adolescents.

PHAS 6030. Behavioral Medicine Clinical Rotation. (4 Credits)

This Behavioral Medicine clinical rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with behavioral and mental health conditions to include acute, and chronic disorders in adult patient population. This rotation may be inpatient, outpatient, or a combination of both.

PHAS 6035. Surgical Medicine Clinical Rotation. (4 Credits)

This Surgical Medicine clinical rotation is designed to allow the student exposure to a wide variety of surgical conditions. This rotation will provide application of knowledge and skills from the didactic year to evaluation and management of surgical patients with acute and chronic conditions. Students will participate in pre-operative, intra-operative, and post-operative care of adult patients in an outpatient, surgical, and/or inpatient setting.

PHAS 6040. Emergency Medicine Clinical Rotation. (4 Credits)

This Emergency Medicine clinical rotation will provide application of knowledge and skills from the didactic year to evaluation and management of patients with diseases and conditions who present to hospital-based emergency departments. Care will focus on evaluation and procedural and medical management of adult patients with acute and emergent conditions.

PHAS 6045. Elective Clinical Rotation I. (4 Credits)

This elective rotation is designed to provide students hands-on clinical exposure and experiences to build upon basic medical knowledge and competencies. Students may be assigned a specialty or a general area of medical practice to gain reinforcement of clinical acumen. Students will refine skills in obtaining medical histories, performing physical exams, ordering and interpreting diagnostic tests, and developing treatment plans in the elective setting.

PHAS 6050. Elective Clinical Rotation II. (4 Credits)

This elective rotation is designed to provide students hands-on clinical exposure and experiences to build upon basic medical knowledge and competencies. Students may be assigned a specialty or a general area of medical practice to gain reinforcement of clinical acumen. Students will refine skills in obtaining medical histories, performing physical exams, ordering and interpreting diagnostic tests, and developing treatment plans in the elective setting.

PHAS 6100. Summative Assessment. (2 Credits)

The Summative Assessment is a culmination of all student assessments designed for the students to demonstrate entry-level competency as a Physician Assistant in all aspects of primary medical care. Assessment will include demonstration of competency in each of the PA Competencies (PACs) required for successful completion of the PA program. These assessments will occur during the last semester of the program.

Social Work (SW)

SW 5000. Advanced Human Behavior in Social Environment. (3 Credits)

This course examines human development from birth to death through the systemic lens of the family and larger society. It examines the development of relationships and their effect on individual development. Utilizing a systemic perspective, students will learn how diversity, culture, changes in family patterns and life-styles, and expanding life expectations have impacted individuals, families, and the larger society.

SW 5100. Generalist Practice I: Individuals & Families. (3 Credits)

Students learn a variety of foundational skills, methods and theories needed to work with individuals at all systemic levels. Students will learn to use the Generalist Practice Model in assessment, planning, and implementation of services for clients, and the importance of evaluating the effectiveness of one's own practice. They engage in discussions of the ethical framework that guides social work practice, and the tensions encountered in practice. Among the knowledge established is a solid understanding of the Strengths Perspective, Systems Theory, and Solution focused interventions.

SW 5150. Generalist Practice II: Groups, Organizations & Communities. (3 Credits)

This course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths perspective.

SW 5200. Social Policy & Advocacy. (3 Credits)

This course helps students develop a framework for understanding social problems and social welfare policies so they may function as informed and competent practitioners in providing social services, and as committed participants in efforts to achieve change in social policies and programs. The course examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character. In particular, the course examines the ways in which discrimination and oppression have affected the structure of social welfare policies and the impact of those policies on the poor, minorities, women, the disabled, and other populations-at-risk. To facilitate understanding of the social welfare system, students will learn approaches to social policy analysis. The course explores the political process in the United States and how involvement in this process can advance the goals of the profession of social work. The historical development of the profession of social work and its role within the social welfare system is another focus of study. Students will examine the values and ethics of the profession, such as self-determination and respect for individuals and human diversity, in the context of the development and implementation of social policy. The course looks at how social policy and the institutions that implement that policy can be made more responsive to the needs of people.

SW 5350. Social Work and Social Welfare. (3 Credits)

This course is an elective in MSW program. It will assist students to begin the process of establishing a knowledge base for practice. Students will study the history of social work through the eyes of those who set out to change the world through the establishment of the profession of social work and their advocacy in the field of social welfare. They will be introduced to the roles and responsibilities of professional social workers, the mission of the profession as it relates to social and economic justice, and the importance of advocating for the poor and the disadvantaged. Students will learn skills of self-reflection and self-regulation in the management of personal values and professionalism. Students will learn the importance of ethical behavior. They will learn about advocacy and the importance of research and life-long learning. This course addresses the multitude of current and dynamic issues facing social workers today. It addresses the importance of professional social work in critical practice settings and how the profession is making a difference in changing the world through advocacy for social and economic justice.

SW 5450. Psychopathology in Social Work. (3 Credits)

This course provides a general introduction to the fields of clinical social work. Specifically, this course will acquaint students with the epidemiology, classification, and etiology, of the major forms of mental illness identified in the DSM 5. It is the primary aim of this course to develop the student's diagnostic skills in clinical settings. Specific attention is paid to the ethical and social work value-related problems associated with diagnosing and labeling clients with a psychiatric disorder, and issues of race, ethnicity, culture, class, gender, sexual orientation, religion, disabilities or illness, age and national origin as they influence the manifestations of behaviors that may be diagnosed as mental illness or affect the presentation of mental illness. Case studies and videos will be used to ensure that students have an effective working knowledge of: (a) the biological and psychosocial bases of the major mental disorders; (b) the behavioral symptomatology that characterizes them; and (c) their classification according to the American Psychiatric Association system of classification of mental illness and the World Health Organization (WHO) International Classification of Diseases (ICD).

SW 5500. Research Methodologies. (3 Credits)

This basic research methods course introduces students to the important role that research holds in social work practice. This course provides basic knowledge on the differences between qualitative and quantitative research designs and when mixed methods designs are utilized. The course examines the process of proposal development, the selection of a research question/hypothesis and a design appropriate for exploration and response to the question/hypothesis. Design methods include exploratory research, explanatory research, descriptive designs, evaluative designs, and single-subject designs. The course also examines survey research and instrument development. Students learn to read research articles and identify various components of the article that represent the design.

SW 5550. Social Work in Groups. (3 Credits)

This course develops knowledge and skills for social work practice with groups in agency and community systems. The course prepares students to use different types of groups as a helping resource for clients, and to effectively participate as a member of committees, interagency teams, and other task groups. The practice of work with groups and natural helping systems will be presented through role-plays, lecture and discussion, readings, and other assignments.

SW 5600. Advanced Trauma: Interventions for the Healing Process. (3 Credits)

This course is designed to help students build upon the skills and knowledge required for clinical work. This course will focus on persons who have been exposed to significant trauma and/early adversity. Trauma theory, impact of trauma and loss, and assessment of persons exposed to trauma will be explored. Factors such as the therapeutic relationship, working with caregivers, self-care for social workers, and the critical need for supervision will be examined. Skills will be developed to directly treat children and adults of trauma to assist with the management of their symptoms, healing from trauma/loss memories, and increasing coping skills to prepare for future challenges.

SW 5650. Drugs, Society and Human Behavior. (3 Credits)

The purpose of this course is to introduce students to the effects of drugs on the brain and how drugs affect cognition, personality, and behavior. Students will learn how drugs get into the body/brain and how they exert their psychoactive effects. The course will cover the role of drugs throughout history and in today's society; the biological actions of drugs and the influence on society and behavior; and drug treatments and prevention.

SW 6000. Administration, Organization & Supervision. (3 Credits)

This course provides students with the skills and knowledge that will assist them in their ability to work with groups in administrative Social Work positions in organizations and communities. Students learn about working with groups of people at the mezzo and macro level of practice. They learn about team building, communicating, and the development of skills such as mediation and negotiation. Students will learn how to plan, implement, manage, and evaluate projects designed to meet community needs. Students will learn about the implementation of policies into practice. They will integrate social work ethics into their knowledge base as it pertains to leadership roles, accountability, and professional supervision. Students will learn about strategic planning. They will learn about risk management, understanding and managing the decision-making processes, and actions needed to improve client experiences. They will learn about the everyday politics of organizational life, the importance of respectful conduct between colleagues, and the management of a continuously changing environment.

SW 6100. Advanced Practice: Individuals & Families. (3 Credits)

This course addresses the challenges individuals and families face in contemporary society. The primary emphasis is social work practice with families. Students learn and apply family theories as a framework for practice, and a lens through which to objectively engage, assess, intervene, and terminate practice with families. Students examine and reflect on the importance of evaluating practice, knowing what worked well and where professional change and growth need to occur. Students examine the importance of faith in the social environment. They explore, examine, discuss and reflect on the role of larger systems in society and the impact on family life.

SW 6150. Advanced Practice: Diverse and Vulnerable Populations. (3 Credits)

This course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. Readings and class discussions will cover serious life issues such as AIDS, Alcoholism, Personality Disorders, and Depression; and life circumstances and events that create vulnerabilities such as immigration, refugees, returning veterans, terrorism, homelessness, children in foster care, bullying, and others. Students will explore and discuss the problems facing social work professionals who work with vulnerable populations. The course presents social work theories and practice that support engagement, assessment, intervention, and evaluation of practice. Issues to be discussed will include the increasing difficulties social workers experience when providing services, changes in society, and what to expect in the coming years.

SW 6500. Research Project I. (3 Credits)

This course is the first in a series of two research classes designed for an agency-based evaluation of a social work program. The research will take place over two semesters through a series of two research classes. Students will select an appropriate social work program/agency to evaluate. During this first class students will identify a social work program to evaluate and conduct a literature review to educate themselves on the issues addressed by the social work program, providing a solid foundation for the development of a methodology. Student will also develop the research question.

SW 6520. Research Project II. (3 Credits)

This course is the second in a series of two research classes designed for an agency-based evaluation of a social work program. During this second class, students will complete a social work program evaluation and final presentation of findings.

SW 6900. SW Ethics & Christianity. (3 Credits)

This course will provide students with the ability to balance their own morals and values and Christianity with those of the social work profession using the NASW Code of Ethics as a foundational document. The study of social work values and ethics allows student to enhance the quality of services that are provided to clients and communities. Students will learn to reflect on their own values, analyze case situations, role-play social work-client interviews, and ponder over challenging ethical dilemmas. Students will learn that the correct response to an ethical dilemma is not always clear and that ethical decisions often are guided by existing policy, and practices, and balanced with one's own morals and value system. Students will study the NASW Code of Ethics, theory, decision-making frameworks, and the applicability of the Code of Ethics across all levels of practice, and balanced within the framework of the Christian faith.

SW 7100. Advanced Field Education I. (3 Credits)

This course is taken concurrently with SW 7110 Advanced Field Seminar I. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (16 weeks). It is designed for the master-level student and requires an average of 12-14 hours per week in the agency for a minimum of 200 hours.

SW 7110. Advanced Field Seminar I. (3 Credits)

This course is taken concurrently with Advanced Field Education I. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

SW 7200. Advanced Field Education II. (3 Credits)

This course is taken concurrently with SW 72210 Advanced Field Seminar II. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (16 weeks). It is designed for the master-level student and requires an average of 12-14 hours per week in the agency for a minimum of 200 hours.

SW 7210. Advanced Field Seminar II. (3 Credits)

This course is taken concurrently with MSW 7200 Advanced Field Education II. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

SW 7300. Advanced Field Education III. (3 Credits)

This course is taken concurrently with SW 7310 Advanced Field Seminar III. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (16 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 250 hours for the semester.

SW 7310. Advanced Field Seminar III. (3 Credits)

This course is taken concurrently with SW 7300 Advanced Field Education III. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

SW 7400. Advanced Field Education IV. (3 Credits)

This course is taken concurrently with SW 7410 Advanced Field Seminar IV. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (16 weeks). It is designed for the master-level student and requires an average of 16 hours per week in the agency for a minimum of 250 hours for a combined total of 500 hours over both semesters.

SW 7410. Advanced Field Seminar IV. (3 Credits)

This course is taken concurrently with MSW 7400 Advanced Field Education IV. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

Speech-Language Pathology (SLP)

SLP 5100. Fundamentals of Audiology for the SLP. (2 Credits)

This course, intended for prospective speech-language pathologists, is intended to help students identify clients with an auditory disorder or who may be at risk for sustaining an auditory disorder. Knowledge obtained as part of this course will enable students to provide (within their scope of practice) appropriate prevention, assessment, referrals, accommodations, and modifications to the client's treatment plan and activities. Additional course coverage will include disorders of the auditory system and accompanying hearing loss, implications of the audiogram, and communication assessment and management of children and adults with hearing impairment.

Prerequisites: (CSD 310 or 3500).

SLP 5150. Child Language Disorders I. (3 Credits)

This course focuses on assessment and intervention for preschool language disorders. Topics addressed include etiology and characteristics of language/communication disorders in infants and preschool children with an eye toward cultural and linguistic diversity, theoretical frameworks for assessment and intervention, evidence-based methods of assessment and intervention, connections between oral language and emergent literacy, and exploration of current issues in the research literature.

SLP 5200. Research Methods. (3 Credits)

This course focuses on developing foundational knowledge of the research process, becoming knowledgeable consumers of research, and increasing students' understanding of the role of research in enhancing clinical practice in Speech-Language Pathology. Students will learn about collection evidence-based, literature review, research design, and data analysis.

SLP 5250. Speech Sound Disorders. (3 Credits)

This course focuses on information regarding normal and disordered aspects of speech sound production including articulation and phonology. There is an emphasis placed on theoretical and practical considerations for clinical assessment and treatment.

SLP 5300. Aphasia & Related Disorders. (3 Credits)

This course focuses on the neuroanatomy and neurophysiology of aphasia and related disorders. This course will emphasize etiology, prevention, assessment and treatment of the different types of aphasia and related disorders. This course uses a case-based approach and stresses evidenced based practice.

SLP 5350. Dysphagia. (3 Credits)

This course provides an in-depth study of normal and disordered swallowing with a focus on the physiology of dysphagia. Current research related to prevention, evaluation and diagnosis, management and treatment of swallowing disorders across the life span is presented. Intervention and treatment strategies will be discussed at length. The purpose of this course is to help each student develop an analytical framework and approach to evaluation and treatment of dysphagia in children and adults.

SLP 5400. Child Language Disorders II. (3 Credits)

This course focuses on application of various theoretical models and research perspectives to the assessment and intervention of school aged children through adolescents with various language impairments. Emphasis is placed on underpinnings of language and related reading disorders and on evidence-based practice. Integration of curriculum-based standards in Individualized Education Plans, including language influences for diverse speakers and clinically significant etiologies (i.e. autism, etc.).

SLP 5450. Fluency Disorders. (3 Credits)

This course will provide a detailed introduction to the nature, assessment, and treatment of stuttering. This is likely to be the only course related to stuttering that many of you will complete prior to entering the Speech-Language Pathology profession. Many Speech-Language Pathologists have individuals with fluency problems on their caseload. You will be expected to know how to diagnose and treat this disorder population. Therefore, it is imperative that you are committed to learn as much as possible about stuttering and its clinical management in this course.

SLP 5500. Voice Disorders. (3 Credits)

This course will cover the entire output of vocal production mechanisms as reflected in the acoustic signal produced at the level of the vocal folds and modified by the vocal tract and nasal cavities. The major subsystems of vocal behavior will be covered including respiration for vocalization, glottal dynamics, and vocal tract resonance. Acoustic and aerodynamic properties of vocal production will be included. The basic approach to the study of voice and resonance disorders will be a physiologic one, with initial attention focusing on the physiologic and neurophysiologic mechanisms of normal vocal production and resonance. This understanding of normal production will serve as a foundation for discussions of voice and resonance disorders related to growth, neurological disease/disorders, and psychological or psychogenic factors. Prevention methods for voice disorders and vocal hygiene protocols for adults and children will be highlighted. Variations in voice and resonance related to varied cultures and regions will be described. In this course, the various types of voice and resonance disorders typically encountered by the speech-language pathologist in an ENT clinic, hospital in- and outpatient setting, and school will be discussed. Principles for the proper diagnosis of these voice problems and methods for assessing the function of the vocal folds and vocal tract will be included. The principles and specifics of various treatment approaches to voice and resonance disorders will be presented. An introduction to testing methods will incorporate areas of listening, visualization, testing, interpretation of the data and therapeutics. Various medical and surgical approaches to treatment will be explained. The course will prepare students to interpret, express orally and in writing the diagnostic findings and therapy progress to patients, multidisciplinary teams, family members, and other caregivers. Professional practice issues and standards of ethical conduct in the prevention, assessment and treatment of voice and resonance disorders will be assessed.

SLP 5550. Cognitive Communication Disorders. (3 Credits)

This course focuses on the etiology, prevention, assessment and treatment of cognitive communication disorders, including but not limited to: attention, memory, executive function, dementia, and traumatic brain injury. It will also include discussion of stroke, RHD and other medical conditions that impact cognitive communication function.

SLP 5600. Augmentative & Alternative Communication. (3 Credits)

This course focuses on a wide range of non-vocal communication systems. In this course, students will develop an understanding of the governmental and professional policies pertaining to augmentative communication; develop an understanding of the advantages and disadvantages of using non-vocal systems for communication; learn principles for assessing non-vocal clients and selecting appropriate non-vocal communication systems for those clients; explore the features of electronic and microcomputer based communication aids; review strategies for facilitating non-vocal communication in a variety of settings; and apply concepts and principles to a series of case examples.

SLP 5650. Professional Issues and Counseling. (3 Credits)

The purpose of this course is to provide understanding to SLP graduate students of the of knowledge and professional competencies that are expected for ASHA certification and necessary for success in our field. More specifically, we will examine professional ethics and issues, and review regulations/requirements for professional practice. In addition, counseling approaches from a variety of resources will be reviewed. When available we will have guest speakers reinforce specific content during the semester.

SLP 5700. Multicultural Considerations for Speech-Language Pathologists. (3 Credits)

This course focuses on the application of theoretical models and research perspectives to the assessment and treatment of communication disorders, specifically related to individuals from diverse backgrounds.

SLP 5750. Motor Speech Disorders. (3 Credits)

This course focuses on the specific neuro-anatomy and neuro-physiology involved in normal and disordered motor-speech production. Additionally, this course addresses the differential diagnosis of motor-speech disorders, specifically apraxia and the dysarthrias. This course also focuses on evidence-based assessment and intervention strategies for Motor Speech Disorders.

SLP 5800. Genetics of SLP Practice. (3 Credits)

This course introduces the graduate student to genetic inheritance and embryonic development and describes genetic conditions involving the craniofacial complex. Craniofacial anomalies (with emphasis on clefts of the lip and palate) and the impact of such anomalies on speech-language development and functioning are discussed. The specialized role of the speech-language pathologist in instrumental/clinical assessment and management of these disorders is covered. Pertinent theories, philosophies, and current research literature in the area of oral-facial anomalies is reviewed.

SLP 6000. Special Topics.. (2 Credits)

Special Topics: (specific topic name) is an elective 2 credit class that focuses on current topics/issues in Speech-Language Pathology. This is a course that can be repeated with different course content to fulfill elective requirements of 3 credits. Special Topics covers topics that are part of the scope of practice of Speech-Language Pathologists, which are not addressed in the core curriculum.

SLP 6200. Applied Biomechanics of Speech and Swallowing. (3 Credits)

The course establishes and reinforces understanding of human movement and the impact on systems of speech and swallowing. Basic principles of biomechanics of movement, muscle mechanics, and neural control of muscles and joints are covered and applied to clinical practice. Principles and application of motor learning are included as they apply to clinical practice and treatment planning.

SLP 6400. Neurological Bases of Communication. (3 Credits)

Neurological Bases of Communication is the study of neurological development and function related to speech, language, and hearing. Emphasis is placed on the neuroanatomy and neurophysiology involved in communication.

SLP 6600. School Methods. (3 Credits)

School-based Speech-Language Pathologists and Educational Audiologists assume important roles which impact the growth of communication skills of the students in schools. Such professionals must address a variety of issues, procedures, and programs unique to the public school setting in order to be both compliant and effective. An overview of communication disorders and therapy methods in school-aged children and the educational impact. Focus on practical application through understanding of IDEA, RTI, classroom interventions, and student accommodations. A study of procedures and materials used in the public schools by speech language pathologists/Audiologists. Effective strategies within the context of the Christian perspective for managing ethical dilemmas in the school setting will also be addressed.

SLP 7100. Research Practicum. (1-2 Credits)

Research Practicum is a closely mentored empirically based research experience in the context of some aspect of Communication Sciences and/or Disorders. Emphasis is placed on guided independent efforts to prepare, execute, and share research activities and results. Note: Instructor consent is required for participation in this course.

SLP 7200. Thesis Research. (1-6 Credits)

This course is designed to enable students to conduct original research on a specific topic related to some aspect of speech-language pathology. Students will work closely with a faculty mentor to develop a project that includes a literature review, research question(s), procedures and methodologies, data analysis and interpretation with discussion of results and conclusions. The thesis culminates as a substantive piece of scholarship in strict APA style.

SLP 7300. Clinical Foundations. (3 Credits)

This course focuses on developing foundational skills and competencies in assessment, diagnosis, and intervention. Through simulated clinical experiences, interactive case studies, and applied learning tasks, students refine clinical decision-making, professional communication, and documentation skills. The course emphasizes ethical practice, evidence-based approaches, and readiness for direct client engagement in subsequent semesters.

SLP 7500. Audiology Practicum. (1 Credit)

This Audiology Practicum course will address aspects of audiology which are considered to be part of the role of a speech-language pathology. Students will gain knowledge and experience with various audiology evaluation and treatment protocols through supervised participation in diagnostic evaluations, aural rehabilitation activities, and didactic meetings.

Prerequisites: (CSD 310 or 3500).

SLP 7600. Clinical Practicum A. (1 Credit)

This course provides graduate students with supervised clinical experience in assessment, diagnosis, treatment, and management of children and adults exhibiting a variety of speech, language, swallowing, and/or hearing disorders in campus and/or community settings to develop skills and competencies required for ASHA certification and professional licensure. The course includes a weekly didactic meeting to discuss topics such as record keeping, data collection, specific therapy techniques, clinical technologies, and research findings.

SLP 7700. Clinical Practicum B. (1-2 Credits)

This course continues the development of skills and competencies required for ASHA certification and professional licensure in campus and/or community settings requiring more clinical time or intensity than Clinical Practicum A. It provides graduate students with supervised clinical experience in assessment, diagnosis, treatment, and management of children and adults exhibiting a variety of speech, language, swallowing, and/or hearing disorders and includes a weekly didactic meeting to discuss topics such as record keeping, data collection, specific therapy techniques, clinical technologies, and research findings.

SLP 7800. Clinical Externship. (4 Credits)

This course continues to focus on developing the skills and competencies required for certification in Speech-Language Pathology. Students will complete external placements with an ASHA certified Speech-Language Pathologist as a preceptor in either a school or medical setting. Students are expected to follow the schedule of the placement site.

Student Personnel-Graduate (SPA)

SPA 7000. Experiential Learning for the Aspiring Student Affairs Professional. (3 Credits)

This course provides aspiring student affairs professionals the opportunity to intentionally apply theoretical principles they have learned up to this point in the program to their student affairs area of interest. A minimum of 150 hours is required to be completed under the supervision of a site supervisor and the course instructor. During this course, the student will also compile a portfolio which will illustrate their understanding and competency of the Global Learning Outcomes and Program Learning Outcomes met throughout the program.

SPA 7002. Experiential Learning for the Current Student Affairs Professional. (3 Credits)

This course provides current student affairs professionals the opportunity to intentionally apply theoretical principles they have learned up to this point in the program to their particular student services profession. A minimum of 150 hours is required to be completed under the supervision of a site supervisor and the course instructor. During this course, the student will also compile a portfolio which will illustrate their understanding and competency of the Global Learning Outcomes and Program Learning Outcomes met throughout the program.

SPA 7010. Thesis for Student Personnel Administration in Higher Education. (3 Credits)

This course gives a SPAHE student an opportunity to produce and defend a thesis under the supervision of a SPAHE faculty member. This is a process-oriented course that integrates reading, research, writing, and an oral presentation. The student will form a thesis committee of 3 members but primarily work with the thesis committee chair. The student will carry out a research project on a student affairs topic of the student's interest and defend the thesis before the student's thesis committee. The thesis is expected to conform to appropriate standards of scholarship and the final product will be organized under a five-chapter model. Prerequisites: (SPA 515 or 5035).

SPA 7015. Capstone for Student Personnel Administration in Higher Education. (3 Credits)

This course gives a SPAHE student an opportunity to produce and defend a capstone under the supervision of a SPAHE faculty member. This is a process-oriented course that integrates reading, research, writing, and an oral presentation. The student will form a thesis committee of 3 members but primarily work with the capstone committee chair. The student will carry out a project on a student affairs topic of the student's interest and defend the capstone before the student's capstone committee. The capstone is expected to conform to appropriate standards of scholarship and the final product will be organized under a five-chapter model. Prerequisites: (SPA 515 or 5035).

Faculty

A

Adameak, Laura

- Interim Director of Counseling
MS, BS, Concordia University
At Concordia since 2023

Adams-Qualls, Lisa

Assistant Professor of Social Work
Ph D, Capella University; BS, Tennessee State University; Other, University of Kentucky
At Concordia since 2018

Alles, Brad A.

Associate Professor of Education-Secondary/K-12
Department Chair - Secondary Education
EDD, Concordia University Wisconsin; MA, Concordia University Chicago; BS, Concordia University Nebraska
At Concordia since 2016

Ames, Diane

Professor of Nursing-Grad
Dean
DNP; MS, UW-Oshkosh; BS, UW-Eau Claire; BSN, Alverno College; Other, CUW
At Concordia since 2012

Ankerberg, Erik

Professor of English
President
Ph D, MA, Marquette University; BA, Concordia University Chicago
At Concordia since 2023

Armstrong, Aaron

Associate Professor of Engineering
Ph D, MS, BS, University of Wisconsin
At Concordia since 2024

Aschenbrener, Margaret

Assistant Professor of Occupational Therapy
OTD, Shenandoah University; MS, Mount Mary University; BS, U of Iowa; BS, UW Milwaukee
At Concordia since 2022

B

Baker, Hannah

Assistant Professor of Physical Therapy
DPT, Concordia University Wisconsin ; Ph D, Northern Illinois University

At Concordia since 2021

Balsman, Jonathan

Assistant Professor of Education-Secondary/K-12
Ph D, Liberty University; MA, Aurora University ; BA, Concordia University Wisconsin
At Concordia since 2022

Balza, Robert

Professor of Life and Earth Sciences
Assistant Vice President - of Academics for Teaching and Learning
At Concordia since 2024

Bartelme, Kassandra May

Professor of Pharmacy-Practice
Pharm D, University of Minnesota - Twin Cities; BS, University of Wisconsin - Madison; Other, University of Minnesota - Twin Cities College of Pharmacy
At Concordia since 2011

Beck, Jordan Patrick

Professor of Physical Sciences
Ph D, BS, University of Illinois at Urbana-Champaign
At Concordia since 2011

Belz, Angela

Associate Professor of Management and Marketing
Ph D, Cardinal Stritch University; MS, Concordia University Wisconsin; BA, Ottawa University
At Concordia since 2004

Bennett, Elisabeth

Associate Professor of Master of Science in Leadership
Director - Master of Science in Leadership
Ph D, University of Georgia
At Concordia since 2022

Bennett, Kate

Assistant Professor of Physical Therapy
DPT, College of St. Scholastica; MPT, BA, Marquette University
At Concordia since 2021

Bichler, Katherine Anne

Professor of Physical Sciences
Ph D, Northwestern University; BS, Carroll College
At Concordia since 2008

Bonk, Stephanie

Assistant Professor of Occupational Therapy
Coordinator - OT Doctoral Capstones
OTD, Chatham University; MOT, Grand Valley State University; BA, Wartburg College
At Concordia since 2021

Boonenberg, John

Associate Professor of Music
BM, The University of Michigan; MM, The Juilliard School; DMA, University of Michigan
At Concordia since 2017

Borst, Michael J.

Professor of Occupational Therapy
OTD, Rocky Mountain University of Health Professions; MS, Western Michigan University; BA, Calvin College

At Concordia since 2007

Bremeier, Bryan James

Assistant Professor of Human Resources and Healthcare Administration
Department Chair - Marketing and Management
DHA, Capella University; MBA, Herzing University; BA, University of Phoenix
At Concordia since 2023

Britton, Noah James

Assistant Professor of Physician Assistant
MS, BS, Central Michigan University
At Concordia since 2025

Brooks-Lewis, Angela

Assistant Professor of Financial Studies
MBA, BBA, UW Whitewater
At Concordia since 2022

Brown, Michael

Professor of Pharmacy-Practice
Associate Dean - School of Pharmacy
Pharm D, BS, University of Wisconsin-Madison; Other, VAMC - William S. Middleton Veterans Hospital and Clinics
At Concordia since 2009

Bruss, Robert

Assistant Professor of English
Department Chair - English
Ph D, University of Wisconsin-Milwaukee; MA, Marquette University; BA, Wisconsin Lutheran College
At Concordia since 2022

Buckley, Elizabeth

Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin Madison
At Concordia since 2010

Burditt, Cara

Visiting Faculty of Pharmacy-Practice
At Concordia since 2013

Burlage, Robert S.

Professor of Pharmaceutical & Admin Sci
Department Chair - Pharmaceutical and Administrative Sciences
Ph D, University of Tennessee; MS, Duquesne University; MS, Columbia University; BA, Rutgers University
At Concordia since 2011

C

Casali, Sara E

Associate Professor of Social Work
Director - Field Education & MSW Field Coordinator
DSW, University of St. Thomas; BA, Marquette University; Other, University Wisconsin-Milwaukee
At Concordia since 2017

Castillo, Uvidelio Francisco

Associate Professor of Pharmaceutical & Admin Sci
Ph D, Nagoya University; MS, Universidad de Los Andes Mérida; BS, Colorado State University; Other, Plant Sciences, Montana State University
At Concordia since 2013

Chapman, Janis

Director - Graduate Alternative and Special Education Programs
MS, National Louis University ; BS, UW-LaCrosse; Other, UW - Milwaukee;
Other, Cardinal Stritch University

Chlebos, Daniel

Assistant Professor of Justice & Public Policy
MS, University of Wisconsin - Platteville; BA, Concordia College (now University); Other, Monroe Community College; Other, Cornell University;
Other, University of Wisconsin - Milwaukee
At Concordia since 2007

Chreston, Juliane H.

Professor of Occupational Therapy
Program Director - Occupational Therapy at CUAA
OTD, Chatham University; MS, University of Michigan - Flint; BA, Wayne State University
At Concordia since 2020

Chuhuran, Kyle Bryan

Associate Professor of Education-Elementary
EDD, Concordia University, Portland; MS, Concordia University - Wisconsin; BA, Concordia College, Ann Arbor
At Concordia since 2014

Clemm von Hohenberg, Sara

Associate Professor of Education-Graduate
Coordinator - Teacher Certification Program for CUAA
Ph D, Northcentral University; MA, Oakland University; BA, Western Michigan University
At Concordia since 2014

Coleman, Lee James

Assistant Professor of Physical Therapy
DPT, Concordia University Wisconsin ; BA, Saint Mary's University
At Concordia since 2019

Collins, Sarah

Associate Professor of Social Work
Director - MSW Program
DSW, University of Thomas- St. Catherine's University; BA, Marquette University; Other, Dominican University
At Concordia since 2017

Colucci, Lamont

Professor of Political Science
Ph D, University of London; MA, MS, BA, University of Wisconsin
At Concordia since 2021

Cosgrove, Preston B

Professor of Education-Graduate
Ph D, Cardinal Stritch University; MA, Marquette University; BA, Taylor University
At Concordia since 2018

Cunningham, Christopher W

Associate Professor of Pharmaceutical & Admin Sci
Ph D, BS, University of Maryland; Other, University of Kansas Department of Medicinal Chemistry and Specialized Chemistry Center
At Concordia since 2011

D**Doebele, Alexa**

Professor of Music

BM, Washington University; MME, DMA, University of Colorado
At Concordia since 2009

Dougherty, Meagan

Assistant Professor of SEB/HEM
EDD, Concordia Portland / Concordia Chicago; MA, State University of New York at Buffalo; BA, University of North Carolina - Chapel Hill
At Concordia since 2017

Dunsford, Kendra

Assistant Professor of Physical Therapy
DPT, Emory University; BS, University of Michigan; Other, University of the Pacific
At Concordia since 2023

Dutzy, Joseph

Assistant Professor of Pharmacy-Practice
Pharm D, Concordia University Wisconsin School of Pharmacy; BS, Michigan Technological University; Other, PGY1 Pharmacy Practice Residency - Ascension Columbia St. Mary's ; Other, PGY2 Health System Pharmacy Administration and Leadership Residency - Ascension Wisconsin
At Concordia since 2023

Dvorak, Leah M.

Professor of Life and Earth Sciences
Chief Academic Officer - Vice President for Academics
Ph D, University of Wisconsin-Madison; BA, Oberlin College
At Concordia since 2011

Dyson, John L.

Associate Professor of Nursing-Undergrad
Coordinator - Accelerated BSN Program
Ph D, Northcentral University
At Concordia since 2011

E**Eernisse, Elizabeth R**

Assistant Professor of Speech & Language Pathology
Department Chair - Department of Speech Language Pathology
Ph D, The University of Wisconsin-Madison; MA, The University of Texas at Austin; BS, Northwestern University
At Concordia since 2017

Ehlers, Greg

Associate Professor of Health & Human Performance
Department Chair - Health & Human Performance
EDD, MS, Northern Illinois University; BS, San Jose State University (California State University System)
At Concordia since 2010

Engja, Jennifer

Assistant Professor of Occupational Therapy
Coordinator - Academic Fieldwork Coordinator
OTD, Chatham University; MOT, Dominican University of California; BS, University of Michigan
At Concordia since 2021

Escandell, Sthephany

Assistant Professor of Psychology
Ph D, University of Wisconsin - Milwaukee; BS, University of Wisconsin - Green Bay
At Concordia since 2024

Evans, Dennis

Associate Professor of Mathematics
 Department Chair - Mathematics
 Ph D, MA, University of Illinois at Champaign-Urbana; BA, BS, University of Missouri - Columbia
 At Concordia since 2004

F

Fehrenbacher, Lynne

Professor of Pharmacy-Practice
 Pharm D, BS, University of Wisconsin Madison
 At Concordia since 2011

Fields, John

Assistant Professor of Quantitative Business
 Ph D, Marquette University; MS, Syracuse University; BS, Texas A&M University
 At Concordia since 2020

Fisher, Joseph B

Associate Professor of Life and Earth Sciences
 Ph D, Medical College of Wisconsin; BS, Saint Norbert College
 At Concordia since 2017

Fleischman, Megan Elizabeth

Assistant Professor of Pharmacy-Practice
 Pharm D, University of Wisconsin School of Pharmacy
 At Concordia since 2022

Fortuine, Heather

Assistant Professor of Rehabilitation Science
 DPT, University of Wisconsin-La Crosse; MA, Northpark Theological Seminary; BA, Luther College
 At Concordia since 2020

Frazier, Tiffany Marie

Assistant Professor of Physician Assistant
 Program Director - CUW Master of Physician Assistant Studies Program
 Other, Marquette University ; Other, University of Lynchburg
 At Concordia since 2016

G

Gerke, Dale

Professor of Physical Therapy
 Department Chair - Physical Therapy
 MPT, Concordia University Wisconsin; BA, Wisconsin Lutheran College;
 Other, Texas Tech University Health Sciences Center
 At Concordia since 2009

German, Brian

Associate Professor of Theology
 Department Chair - Theology
 Ph D, Wycliffe College (Toronto School of Theology); M Div, Concordia Theological Seminary; BA, Concordia University Wisconsin
 At Concordia since 2014

Goetz-Sutinen, Emily

Assistant Professor of Physical Therapy
 Director - Physical Therapy Orthopedic Residency
 DPT, Concordia University - Wisconsin; BS, St. Norbert College
 At Concordia since 2022

Goncalves, Sarah

Visiting Faculty of Physical Therapy
 DPT, Medical University of South Carolina; Ph D, University of Michigan - Flint; BS, Central Michigan University
 At Concordia since 2025

Gotzler, April

Assistant Professor of Health & Human Performance
 Ph D, Tiffin University; MA, California State University-Chico; BS, University of Wisconsin-Madison
 At Concordia since 2015

Graff LaDisa, Anne

Professor of Pharmacy-Practice
 Pharm D, Drake University; Other, Barnes-Jewish Hospital
 At Concordia since 2012

Gries, Kevin Joseph

Assistant Professor of Physical Therapy
 Ph D, Ball State University; MS, University of Wisconsin-La Crosse; BS, Concordia University of Wisconsin
 At Concordia since 2022

Griffin, W. Clarke

Professor of Business
 Associate Dean - Academic Affairs - School of Business
 EDD, Concordia University-Portland; MBA, McKendree University ; BS, Art Institute of Pittsburgh ; Other, The Culinary Institute of America
 At Concordia since 2020

Grimm, Jessica

Assistant Professor of Rehabilitation Science
 DPT, Concordia University; BS, University of Wisconsin, Green Bay
 At Concordia since 2017

H

Haglund, Claire Adeline

Assistant Professor of Social Work
 Ph D, Institute for Clinical Social Work ; MS, Wayne State University ; BS, Eastern Michigan University
 At Concordia since 2022

Halper, Christopher

BA, Concordia University Wisconsin

Harris, Kenneth E.

Department Chair - Justice and Public Policy
 Ph D, Marian University; MBA, BA, Concordia University Wisconsin; BS, Illinois State University; Other, Cornell University
 At Concordia since 2002

Harris, Sandra J.

Associate Professor of Education
 Director - SOE Graduate Education
 EDD, MA, Other, Eastern Michigan University
 At Concordia since 2016

Harrison, Lois

Associate Professor of Rehabilitation Science
 DPT, MS, Rosalind Franklin University of Medicine and Science; BS, University of Wisconsin - Madison
 At Concordia since 2006

Hendrix, Stephen

Assistant Professor of Social Science

Ph D, MS, University of Oklahoma; M Div, Nazarene Theological Seminary;
BA, MidAmerica Nazarene University
At Concordia since 2018

Hensel, Linda

Professor of Education-Special
Department Chair - Special Education
Ph D, MA, Cardinal Stritch University; BS, University of Wisconsin
At Concordia since 2006

Hill, Robert

Assistant Professor of History
Ph D, University of Michigan; MA, University of Alabama; BA, University of
Southern Mississippi
At Concordia since 2014

Horgan, John C.

Assistant Professor of History
Ph D, St. John's University; MA, BA, Marquette University
At Concordia since 1991

Hurtienne, Laura E

Assistant Professor of Business
Director - DBA Program
EDD, Concordia University Portland; MS, Concordia University Wisconsin;
BA, University of Wisconsin Parkside
At Concordia since 2021

Hurtienne, Matthew

Professor of Business
Ph D, Colorado State University; MS, Norwich University; BS, Southern
Illinois University; Other, Cornell University; Other, Online Learning
Consortium
At Concordia since 2017

I

Irabor, Kehinde

Assistant Professor of Mathematics
Ph D, MS, Marquette University; BS, Alverno College
At Concordia since 2020

Ivanets, Oleg

Assistant Professor of Quantitative Business
Department Chair - Quantitative Business
Ph D, University of Hawaii at Manoa; MS, Shevchenko National University
of Kyiv
At Concordia since 2021

J

Jahns, Sandra

Assistant Professor of Communication
EDD, CUW; MBA, University of Wisconsin, Whitewater
At Concordia since 2012

Jastram, Nathan

Professor of Theology
Ph D, Harvard University; M Div, Concordia Theological Seminary; BA,
University of South Dakota
At Concordia since 1999

Jobe, Brenda Marie

Assistant Professor of Nursing-Undergrad

DNP, Marquette University; MS, Other, State University New York: Upstate
Medical University; BS, South Dakota State University
At Concordia since 2006

Johnson, Brooke

Assistant Professor of Education-Graduate
Associate Vice President - Academics for Academic Operations
EDD, Concordia University Chicago; MA, Rockford University; BS,
Northern Illinois University
At Concordia since 2022

Johnson, Julie Rebekah

Assistant Professor of Physician Assistant
MPAS, Wayne State University; BS, Eastern Michigan University; Other,
Washtenaw Community College
At Concordia since 2025

Jorvig, Erik

Professor of Pharmaceutical & Admin Sci
Dean - School of Pharmacy
Ph D, University of Minnesota; MS, BS, South Dakota School of Mines
and Technology
At Concordia since 2021

Juergensen, Ed.D, James D.

Associate Professor of Education-Secondary/K-12
Director of Faith Integration for Athletics
EDD, Cardinal Stritch University
At Concordia since 2011

K

Kaae, Laura

Assistant Professor of Education-Graduate
Director - Graduate Counseling
At Concordia since 2024

Kamw, Farah Shleemon

Assistant Professor of Computer Science
Ph D, Kent State University; MS, University of Zakho; BS, University of
Baghdad
At Concordia since 2020

Kannass, Kathleen Noel

Professor of Education-Graduate
Program Director - LICl
Ph D, The University of Iowa; BS, Carroll University

Kasten, Kirsten J

Assistant Professor of Education
Director - Licensure and Assessment
Ph D, Concordia University-Chicago; MA, Wisconsin Lutheran College; BS,
Martin Luther College
At Concordia since 2024

Kehoe, Reggie

Assistant Professor of Rehabilitation Science
OTD, University of Toledo; BA, Adrian College
At Concordia since 2022

Keiper, Val

Professor of Education-Elementary
Program Director - Family Life, Graduate
Ph D, University of Missouri; MA, University of Wisconsin Milwaukee; BA,
Concordia College

At Concordia since 1981

Kellogg, Brandon

Visiting Faculty of Computer Science
At Concordia since 2024

Kenney, Theresa Anne

Professor of Visual and Performing Arts
Department Chair - Visual & Performing Arts
Ph D, MFA, University of Wisconsin - Milwaukee; Other, IATSE INTERNATIONAL TRAINING TRUST; Other, Milwaukee Public Television; Other, Milwaukee Institute of Art & Design; Other, LinkedIn Learning; Other, LinkedIn Learning
At Concordia since 1998

Kieffer, Melissa

Assistant Professor of Physical Therapy
DPT, BS, Daemen College; Ph D, Youngstown State University
At Concordia since 2023

Klatt, Kari Leigh

Coordinator - BSW Field
MS, University of Wisconsin - Milwaukee; BA, University of Wisconsin - Madison; Other, Concordia University - St. Paul
At Concordia since 2024

Knowles, Jennifer

Assistant Professor of Doctor of Business Administration
Ph D, Colorado State University; MS, Eastern Michigan University; BS, University of Michigan
At Concordia since 2021

Kolander, Kurt D

Associate Professor of Life and Earth Sciences
Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College
At Concordia since 2018

Kostrzewa, Audrey Banner

Associate Professor of Pharmacy-Practice
Other, Froedtert Hospital; Other, The University of Iowa
At Concordia since 2013

Krell, Jill

Associate Professor of Nursing-Undergrad
DNP, MS, BS, Concordia University WI
At Concordia since 2010

Kuerschner, Dawn R

Associate Professor of Nursing-Undergrad
Department Chair - Interim - Undergraduate Nursing CUAA
Ph D, Capella University; BSN, Elmhurst College; Other, Rush University
At Concordia since 2017

Kukor, Stacey Lynn

Clinical Assistant Professor of Occupational Therapy
Coordinator - Academic Fieldwork Coordinator
OTD, Mount Mary University; MOT, BA, Concordia University Wisconsin
At Concordia since 2013

Kumpaty, Subha

Professor of Engineering
Department Chair - Engineering
D Min, Tyndale Theological Seminary; Ph D, University of Mississippi; MS, National Institute of Technology Warangal, Kakatiya University; BS, National Institute of Technology Trichy, University of Madras

At Concordia since 2023

L

LaFave, Joshua Christopher

Assistant Professor of Theology
Director - Pre-Seminary Studies CUW
D Min, Duke University; M Div, Other, Concordia Seminary; BA, Concordia University, Ann Arbor
At Concordia since 2024

Laubach, Elizabeth

Assistant Professor of Pharmaceutical & Admin Sci
Pharm D, Concordia University Wisconsin; BS, Cornell University
At Concordia since 2021

Laverick, Erin

Professor of Education-Elementary
Associate Vice President - Academic and Student Success
Ph D, Bowling Green State University; MA, Illinois State University; BA, University Wisconsin-Green Bay
At Concordia since 2018

Lawler McDonough, Marnie

Assistant Professor of Communication
Ph D, University of Wisconsin - Milwaukee; MA, Fairleigh Dickinson University; BA, University of Scranton
At Concordia since 2022

Lee, Matthew Bishop

Assistant Professor of Physician Assistant
MD, Medical College of Georgia; BA, Baylor University
At Concordia since 2023

Lemley, Kathy Jo

Professor of Physical Therapy
Ph D, Marquette University; MS, University of Wisconsin - Milwaukee; BS, University of Wisconsin
At Concordia since 2007

Liao, Yiming

Assistant Professor of Computer Science
At Concordia since 2021

Liesener, Katherine

Associate Professor of Health & Human Performance
Program Director - Athletic Training Program (Mequon)
Ph D, University of Wisconsin - Milwaukee; MS, University of Akron; BS, University of Wisconsin - La Crosse
At Concordia since 2004

Lindgren, Amy M

Associate Professor of Education-Early Childhood
Director of Experiential Education - Office of Field Experience Coordinator

Ph D, Concordia University Chicago; MS, BA, Concordia University Wisconsin
At Concordia since 2011

Litman, Michael

Professor of Computer Science
Department Chair - Computer Science
Ph D, Nova Southeastern University; MS, BS, Western Illinois University
At Concordia since 2006

Locklair, Gary H

Professor of Computer Science
Ph D, Nova Southeastern University; MS, University of Idaho; BS, California State University Sacramento; Other, Concordia University Wisconsin
At Concordia since 1986

Locklair, Oliver Joshua

Associate Professor of Computer Science
Ph D, Capella University; MS, BS, Concordia University Wisconsin
At Concordia since 2015

Lokken, James

Associate Professor of Pharmacy-Practice
Pharm D, CUW School of Pharmacy; MS, South Dakota State University; MS, Concordia University of Wisconsin; BS, University of Wisconsin Stout
At Concordia since 2016

Long, Sheena

Assistant Professor of Physical Therapy
Director of Clinical Education
DPT, MS, Shenandoah University; BA, University of San Francisco
At Concordia since 2022

Loppnow, Jessica J

Associate Professor of Life and Earth Sciences
Ph D, University of Wisconsin - Milwaukee; BS, University of Wisconsin - Eau Claire
At Concordia since 2013

Lovern, Sarah

Professor of Life and Earth Sciences
Ph D, University of Wisconsin-Milwaukee; BS, Truman State University; Other, Oregon Institute of Marine Biology; Other, Augustana College
At Concordia since 2008

Ludtke, Stephanie

Assistant Professor of Physician Assistant
At Concordia since 2025

Lueders Bolwerk, Carol

Professor of Nursing-Undergrad
Program Director - Parish Nurse and Congregational Ministry
Ph D, University of WI: Milwaukee; BS, University of WI-Eau Claire; Other, Marquette University
At Concordia since 1987

Lund, Cindy M.

Associate Professor of Speech & Language Pathology
Ph D, Northern Illinois University; MS, University of Wisconsin - Milwaukee (UWM); BS, Viterbo University
At Concordia since 2015

M**Mac Kelly, Matthew**

Associate Professor of Justice & Public Policy
EDD, Regent University; JD, Marquette University Law School; BS, North Dakota State University
At Concordia since 2010

Macafee, Timothy

Associate Professor of Communication
Department Chair - Communication

Ph D, University of Wisconsin-Madison; MA, BA, University of Wisconsin-Milwaukee
At Concordia since 2014

Macari, Mario

Assistant Professor of Art
At Concordia since 2024

Martin, Anne E

Assistant Professor of Occupational Therapy
OTD, Creighton University; MOT, BA, St. Ambrose University
At Concordia since 2021

McCormick, Matthew Paul

Visiting Faculty of Computer Science
Ph D, Capitol Technology University
At Concordia since 2023

McGraw, Joseph Edward

Professor of Pharmaceutical & Admin Sci
Ph D, BS, Other, University of Illinois; Other, University of Illinois
At Concordia since 2010

McKinnis, Michael S

Associate Professor of Occupational Therapy
Ph D, Cardinal Stritch University; MA, Concordia University Wisconsin; BS, Auburn University
At Concordia since 2013

Melick, Amber

Assistant Professor of Health & Human Performance
MS, California State University, Fullerton; BS, California State University, Fresno; Other, Temple University
At Concordia since 2016

Menchaca, Louis A

Professor of Music
Department Chair - Music
Ph D, MA, The Ohio State University; BA, St. Mary's University of San Antonio
At Concordia since 1992

Menuge, Angus

Professor of Philosophy
Department Chair - Philosophy
Ph D, MA, University of Wisconsin-Madison; BA, University of Warwick; Other, International Academy of Apologetics, Evangelism and Human Rights
At Concordia since 1992

Migan, Neal Edmund

Professor of English
Ph D, Purdue University; MA, BA, Michigan State University
At Concordia since 2005

Mobley, Susan

Professor of History
Ph D, MA, University of Wisconsin-Madison; BA, University of Oklahoma
At Concordia since 1998

Mobley, Van Avery

Professor of History
Ph D, MA, University of Wisconsin-Madison; BA, Vanderbilt University; Other, Indiana University; Other, United States Military Academy

At Concordia since 2000

Moldenhauer, Aaron

Associate Professor of Theology
Vice President - Mission, Identity, and Church Relations
Ph D, MA, Northwestern University; M Div, Other, Concordia Theological Seminary; BA, Martin Luther College
At Concordia since 2018

Montreal, Steven R

Professor of Social Science
Ph D, University Wisconsin - Milwaukee; MA, Mankato State University; BA, University of Wisconsin - Green Bay
At Concordia since 1995

Morgen, Hazel Regina

Assistant Professor of Pharmacy-Practice
Pharm D, Butler University
At Concordia since 2019

Mueller, Robert

Associate Professor of Pharmacy-Practice
Pharm D, BA, University of Minnesota; Other, Froedtert Hospital
At Concordia since 2013

Muth, Nicole

Professor of Education-Elementary
Department Chair - Elementary Education
Ph D, Northcentral University; MA, University of Texas at Dallas; BA, Concordia University Wisconsin
At Concordia since 2006

N

Neal, Timothy

Assistant Professor of Health & Human Performance
Program Director - Master of Athletic Training Program (Ann Arbor)
MS, Syracuse University; BS, Other, Ohio University
At Concordia since 2016

Nelson, Reid

Professor of Health & Human Performance
Ph D, University of Minnesota; MS, Illinois State University
At Concordia since 2002

Nelson, Steven

Professor of English
Ph D, MA, BBA, University of Wisconsin Milwaukee
At Concordia since 2009

Newhouse, Mark

Nickerson, Georgia

Professor of English
Ph D, MA, West Virginia University; BS, Frostburg State University
At Concordia since 2012

Nicpon, Jennifer

Assistant Professor of Nursing-Grad
At Concordia since 2022

Niederjohn, Matthew (Scott)

Professor of Business
Dean - Batterman School of Business and Haab School of Business

Ph D, University of Wisconsin - Milwaukee; MBA, BS, Marquette University

At Concordia since 2021

O

Oduro, Stephanie

Assistant Professor of Occupational Therapy
OTD, Washington University in St. Louis; BA, Augustana College
At Concordia since 2021

Osann, Kendra

Assistant Professor of Physician Assistant
MS, BS, Central Michigan University
At Concordia since 2025

Ostrowski, Nichole Marie

Assistant Professor of Social Work
Director - BSW Program Director
BA, University of Wisconsin-Oshkosh; Other, University of Wisconsin-Milwaukee
At Concordia since 2019

P

Paape, Adam

Professor of Education-Secondary/K-12
Assistant Dean
EDD, George Fox University; MS, BA, Concordia University Wisconsin
At Concordia since 2010

Paly, Elizabeth Louise

Associate Professor of Physical Therapy
DPT, Concordia University; BS, Marquette University
At Concordia since 2013

Parve, Julie

Associate Professor of Nursing-Grad
Director - Graduate Nursing
DNP, MS, CUW-Mequon; BSN, Marian University
At Concordia since 2013

Paterson, Mark

Assistant Professor of Life and Earth Sciences
Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College; Other, Lutheran Church - Missouri Synod
At Concordia since 2019

Paul, Emily

Assistant Professor of Occupational Therapy
OTD, Chatham University; MOT, Baker College of Graduate Studies; BS, Kennesaw State University
At Concordia since 2023

Pauly, Heather M.

Assistant Professor of Speech & Language Pathology
Ph D, Cardinal Stritch University; MA, Northwestern University
At Concordia since 2020

Pease, Betsy

Associate Professor of History
Department Chair - History
Ph D, Indiana University-Bloomington; MA, University of Chicago; BA, University of Wisconsin-Madison

At Concordia since 2014

Peppard, Sarah R

Professor of Pharmacy-Practice
Pharm D, University of Wisconsin
At Concordia since 2011

Perrine, William M.

Professor of Music
Ph D, Indiana University; BA, Transylvania University ; Other, University of Nebraska-Lincoln
At Concordia since 2012

Pickart, Michael Anthony

Professor of Pharmaceutical & Admin Sci
Director - Recruitment for School of Pharmacy
Ph D, MS, BS, University of Wisconsin
At Concordia since 2012

Pickett, Rachel

Professor of Psychology
Department Chair - Psychology
Ph D, MA, Southern Illinois University - Carbondale; BA, Clarke College
At Concordia since 2009

Pieper, Sarah L.

Assistant Professor of Physician Assistant
At Concordia since 2019

Pietsch, Thomas

Pingel, James

Professor of Education-Graduate
Dean - School of Education
Ph D, Cardinal Stritch University; MA, Marquette University; MS, BA, Concordia University Wisconsin
At Concordia since 2014

Polzin, Elizabeth A.

Associate Professor of Education-Graduate
Vice President - Student Success
EDD, MA, Other, Lindenwood University; BS, Hannibal-LaGrange University
At Concordia since 2016

R

Ray, Sarah

Professor of Pharmacy-Practice
Director - PGY1 Pharmacy Practice and Academic Leadership Residency Program
Pharm D, Creighton University; Other, Aurora Health Care; Other, BPS
At Concordia since 2012

Reasor, Jonathan Darryl

Associate Professor of Life and Earth Sciences
Ph D, Meharry Medical School ; BS, University of Alabama at Birmingham
At Concordia since 2016

Refenes, James Lee

Assistant Professor of Life and Earth Sciences
Ph D, MS, Eastern Michigan University; BA, Concordia River Forest
At Concordia since 2004

Regis Bailey, Erin

Assistant Professor of Speech & Language Pathology
Clinical Education Coordinator - Speech Language Pathology Program
MS, BS, University of Wisconsin-Milwaukee; Other, Northwestern University; Other, Emory University and Coursera
At Concordia since 2019

Reid, Terry-Elinor Renee

Associate Professor of Pharmaceutical & Admin Sci
Director - Master of Science in Natural Products Science (MSNPS)
Ph D, BS, Howard University
At Concordia since 2018

Reimer, Lisa

Assistant Professor of Imaging
Department Chair - Imaging Department - CUWAA
MS, University of St. Francis ; BS, Marian University ; Other, Aurora St Luke's Medical Center - School of Diagnostic Medical Sonography; Other, Theda Clark Medical Center - School of Radiologic Technology
At Concordia since 2016

Reina, Michelle

Assistant Vice President - International Affairs
At Concordia since 2024

Reisman, Holly

Assistant Professor of Psychology
Ph D, MA, Loyola University Chicago; BS, Valparaiso University
At Concordia since 2021

Renner, Sarah

Assistant Professor of Occupational Therapy
Ph D, MOT, BS, Western Michigan University
At Concordia since 2023

Rennicke, Dean

Assistant Dean - External Relations - School of Business

Rinka, Joseph R. G.

Professor of Pharmacy-Practice
Pharm D, University of Wisconsin
At Concordia since 2010

Russell, Dale Everette

Assistant Professor of Physician Assistant
Program Director - Interim - Physician Assistant Studies at CUAA
DM, Lynchburg University; MS, University Of Nebraska, Lincoln Medical; BS, Madonna University; Other, Lansing Community College
At Concordia since 2023

S

Saleska, Thomas John

Professor of Life and Earth Sciences
Ph D, University of Wisconsin Milwaukee; MA, University of Houston; BA, Concordia River Forest; Other, St. John's Lutheran Junior College
At Concordia since 1993

Samuel, Linda

Professor of Occupational Therapy
Dean - School of Health Professions
Ph D, Marquette University; MS, BS, University of Wisconsin - Milwaukee
At Concordia since 1995

Sandidge, Taylor

Assistant Professor of Philosophy
Ph D, MA, University of Illinois Chicago; BA, Carthage College
At Concordia since 2024

Sauer, Julianne

Assistant Professor of Physician Assistant
At Concordia since 2025

Schave, Kimberly

Assistant Professor of Financial Studies
Director - MS in Accountancy
Ph D, Eastern University; MA, Concordia Theological Seminary; BBA,
University of Cincinnati; Other, Washington University
At Concordia since 2022

Scheppa, Timothy Scott

Clinical Assistant Professor of Financial Studies
MS, University of Wisconsin - Milwaukee; BS, University of Wisconsin -
Madison
At Concordia since 1999

Schmidt, Jessica

Assistant Professor of Occupational Therapy
OTD, Rocky Mountain University School of Health Professions; MOT,
University of Wisconsin Milwaukee
At Concordia since 2020

Schmitz, Mark H

Professor of Life and Earth Sciences
Ph D, University of Wisconsin; Other, LCMS
At Concordia since 2017

Schmitz, Mikaely T

Assistant Professor of Speech & Language Pathology
EDD, Edgewood College; MA, Western Governors University; MS, BS,
Marquette University; Other, University of Wisconsin Milwaukee
At Concordia since 2017

Scholz, Thomas Robert

Associate Professor of Financial Studies
Ph D, University of Southern Mississippi; MBA, University of Chicago;
BBA, University of Wisconsin-Madison
At Concordia since 2016

Scott, Ann Pederson

Clinical Assistant Professor of Physician Assistant
Director of Clinical Education - PA Program
MS, Pace University; BS, University of Wisconsin-Madison
At Concordia since 2019

Scudella, Christine

Assistant Professor of Education-Graduate
Director - Graduate Education Administration
Ph D, Cardinal Stritch University; MA, Marian University; BA, UW - La
Crosse
At Concordia since 2017

Sem, Daniel

Research Professor of Pharmaceutical & Admin Sci
JD, MBA, Marquette University; Ph D, UW-Madison; BS, UW-Milwaukee
At Concordia since 2011

Sesing, Kim E.

Assistant Professor of Speech & Language Pathology

AuD, University of Florida; MS, University of Wisconsin; BS, University of
Wisconsin - Stevens Point; Other, Bureau of Maternal and Child Health
At Concordia since 2017

Shawhan, Jeffrey

Associate Professor of Visual and Performing Arts
MFA, UW-Milwaukee
At Concordia since 1997

Shepard, Halee

Assistant Professor of Physical Therapy
Director of Clinical Education - Physical Therapy
DPT, BS, St. Ambrose University; EDD, University of the Cumberland;
MBA, Herzing University
At Concordia since 2021

Shuman-Donnelly, Kristin M

Associate Professor of Physician Assistant
EDD, MPE, Idaho State University; BS, Eastern Michigan University
At Concordia since 2017

Sigmund, Kemery J

Associate Professor of Health & Human Performance
Ph D, University of Wisconsin-Milwaukee; MS, Illinois State University ;
BA, Hope College
At Concordia since 2014

Simmons, Anita M

Instructor of Nursing-Undergrad
BSN, Anderson University; Other, Lourdes University
At Concordia since 2016

Sipone, Vittoria

Assistant Professor of Psychology
Ph D, Other, University of Wisconsin Milwaukee; MBA, Concordia
University Wisconsin; BA, Accademia Nazionale d'Arte Drammatica
"Silvio D'Amico"; BS, Universita' degli Studi "La
Sapienza";
At Concordia since 2022

Slater, Sandy

Professor of Pharmaceutical & Admin Sci
Ph D, University of Illinois at Chicago; MS, DePaul University; BA, Butler
University
At Concordia since 2018

Sliger, Emily

Assistant Professor of Physician Assistant
Assistant Director - Clinical Education
DPT, Loma Linda University
At Concordia since 2024

Smith, Jeff

Assistant Professor of Occupational Therapy
DOT, University of South Dakota; MOT, BS, Saginaw Valley State
University
At Concordia since 2022

Soenksen, Jason Russell

Professor of Theology
Ph D, Hebrew Union College
At Concordia since 2005

Speck, Bretta Lynn Vrieze

Assistant Professor of Life and Earth Sciences

Ph D, University of Wisconsin-Milwaukee; BS, Bethel College
At Concordia since 2022

Speck, Justin

Associate Professor of Life and Earth Sciences
Ph D, University of Wisconsin Milwaukee; BS, Bethel University
At Concordia since 2018

Spedoske, Timothy

- Medical Director
MD, Michigan State University
At Concordia since 2022

Sproat, Joel Craig

Assistant Professor of Music
MM, Indiana University; DMA, University of Oklahoma; BA, Concordia University Wisconsin
At Concordia since 2022

Stark, Christopher Charles

Associate Professor of Psychology
Ph D, MA, Southwestern Baptist Theological Seminary; MS, Texas A&M University; BS, Purdue University
At Concordia since 2014

Steele, Susannah L

Assistant Professor of Physical Therapy
Director - Interim - Physical Therapy
DPT, Boston University; Ph D, University of South Dakota; MS, Grand Valley State University; BS, Michigan State University
At Concordia since 2022

Stinson, Stacy A.

Assistant Professor of Financial Studies
Ph D, Grand Canyon University; MBA, University of Wisconsin - Madison; BBA, University of WI - Milwaukee
At Concordia since 2017

Stoehr, Nancy

Associate Professor of Pharmaceutical & Admin Sci
Director - Admissions for School of Pharmacy
Pharm D, University of WI - Madison; MS, Concordia University Wisconsin

At Concordia since 2012

Stolzman, Stacy Christine

Associate Professor of Rehabilitation Science
Department Chair - Rehabilitation Science
Ph D, MS, BA, Other, Marquette University
At Concordia since 2016

Stremski, Ernest

Professor of Physician Assistant
MD, Medical College of Wisconsin; MBA, Cardinal Stritch University; BS, UW LaCrosse
At Concordia since 2010

T

Taylor, Kurt Scott

Associate Professor of Theology
Program Director - Church Ministries
D Min, Ashland University/University of Windsor; M Div, Other, Concordia Seminary; BA, Concordia College

At Concordia since 2018

Taylor, Steven Paul

Assistant Professor of Education-Graduate
Chief of Staff
EDD, Concordia University Portland ; MS, BA, Concordia University Wisconsin
At Concordia since 2020

Theesfeld, Melissa L.

Professor of Pharmacy-Practice
Assistant Dean - Clinical Affairs
Pharm D, BS, University of Wisconsin; Other, Froedtert Hospital
At Concordia since 2010

Theusch, Sean

Visiting Faculty of Computer Science
Ph D, University of the Cumberland; MS, Concordia University; BA, Lakeland University
At Concordia since 2023

Thompson, Dylan J.

Associate Professor of Physical Sciences
Ph D, Purdue University; BS, Hillsdale College; Other, CUE NET
At Concordia since 2014

Thorpe, Jennifer

Associate Professor of Health & Human Performance
Clinical Education Coordinator
Ph D, University of Wisconsin-Milwaukee; MS, University of Illinois; BS, University of Wisconsin - Milwaukee
At Concordia since 2006

Tomesch, Harald George

Professor of Theology
ThD, Concordia Seminary; BA, Concordia University Wisconsin; Other, Brock University; Other, University of Toronto
At Concordia since 2010

U

Uden, Michael

Professor of Education-Elementary
Vice President - of Enrollment, Chief Strategy Officer
Ph D, University of Wisconsin; MS, BA, Concordia University Wisconsin
At Concordia since 1998

Underberg, Daniel Lee

Assistant Professor of Sport and Hospitality Business
Department Chair - Department of Sport and Hospitality Business
MS, Cardinal Stritch University; BS, University of Wisconsin-Madison
At Concordia since 2016

V

Van Hart, Rochelle Mary

Associate Professor of Life and Earth Sciences
Ph D, University of Wisconsin-Milwaukee; MS, University of Wisconsin-Madison; BS, Mount Mary University
At Concordia since 2010

Van Ornum, Scott

Professor of Physical Sciences
Department Chair - Physical Sciences

Ph D, University of Wisconsin-Milwaukee; BS, University of Wisconsin-Stevens Point
At Concordia since 2010

VanLue, Michael

Professor of Speech & Language Pathology
At Concordia since 2019

Vartanian, Heather Kathleen

Associate Professor of Nursing-Grad
Ph D, Marquette University
At Concordia since 2020

Verbeten, AmyJo LK

Assistant Professor of Occupational Therapy
Ph D, Concordia University Chicago; MOT, BS, Concordia University Wisconsin
At Concordia since 2018

Verdegan, Rhonda L

Professor of Health & Human Performance
Ph D, Capella University ; MS, Illinois State University ; BS, University of Wisconsin Stevens Point
At Concordia since 2016

Vergo, Bobbie

Assistant Professor of Occupational Therapy
OTD, Washington University in St. Louis; BA, Capital University
At Concordia since 2022

Vernon, Giannina Maria

Assistant Professor of Nursing-Undergrad
MS, Concordia University Wisconsin; BSN, Concordia University WI;
Other, CUW
At Concordia since 2010

Viets, Aaron Daniel

Associate Professor of Physical Sciences
Ph D, University of Wisconsin - Milwaukee; BS, Missouri University of Science and Technology; Other, Concordia University Wisconsin
At Concordia since 2017

W

Wahl, Robert Steven

Associate Professor of Computer Science
Ph D, Capella University; MS, North Central College; BS, University of Wisconsin - Milwaukee; Other, Milwaukee Area Technical College
At Concordia since 2011

Walmsley, Angela

Professor of Education-Graduate
Assistant Director - LICl
Ph D, Saint Louis University; BS, University Of Illinois-Urbana; Other, University Of Dublin; Other, Trinity College
At Concordia since 2015

Walz, Jeffrey

Professor of Political Science
Department Chair - Political Science
Ph D, MA, University of Nebraska-Lincoln; BA, Valparaiso University
At Concordia since 1997

Ware Carlton, Rachel

Professor of Music

Dean - School of Arts and Sciences
MM, DMA, University of Minnesota; BA, Luther College
At Concordia since 2024

Watry-Christian, Meghan

Associate Professor of Occupational Therapy
Department Chair - Department of Master of Occupational Therapy (MOT) and Doctor of Occupational Therapy (OTD) Programs
Ph D, Northcentral University; MOT, Concordia University Wisconsin; BA, Wisconsin Lutheran College
At Concordia since 2013

Witt, Steven

Professor of Education-Graduate
Program Director - Graduate Education Literacy
Ph D, Curtin University; MA, University of Texas; MS, Concordia University of Austin; BS, Dr. Martin Luther College
At Concordia since 2008

Witte, Cynthia Ellen

Professor of Nursing-Undergrad
Other, Concordia University Wisconsin; Other, Rush University - College of Nursing
At Concordia since 1999

Wojczulis, Donald

Assistant Professor of Sport and Hospitality Business
MS, Concordia University of Wisconsin; MS, Cardinal Stritch University;
BS, University of Wisconsin-LaCrosse
At Concordia since 2022

Wolf, Mark J. P.

Professor of Communication
Ph D, MA, BA, University of Southern California
At Concordia since 1995

Woodall-Schaufler, Lori A

Professor of Visual and Performing Arts
MFA, California Institute of the Arts; BA, University of Wisconsin-Madison
At Concordia since 2014

Wulz, Jordan L

Associate Professor of Pharmacy-Practice
Pharm D, Palm Beach Atlantic University; Other, Samford University;
Other, Samford University/Jefferson County Department of Health
At Concordia since 2017

Y

Yakimow, Scott Edward

Professor of Theology
Ph D, MA, University of Virginia; M Div, Concordia Seminary; MA, Luther Seminary; BS, Other, Valparaiso University; Other, Arabic Language Institute in Fez
At Concordia since 2017

Yancey, Pia Denise

Assistant Professor of Human Resources and Healthcare Administration
Ph D, Concordia University of Wisconsin; MBA, Other, Keller Graduate School ; BS, University of Wisconsin Platteville
At Concordia since 2024

Young, Katherine

Clinical Assistant Professor of Physician Assistant

Director of Clinical Education - Physician Assistant Studies - CUAA
MPAS, University of Florida; BS, Calvin College
At Concordia since 2023

Legal Notices

The Family Education Rights and Privacy Act

Consistent with the Family Educational Rights and Privacy Act (FERPA) or 1974, as amended by S. J. Res 40 (12-30-74), the following statement represents the position of Concordia University Wisconsin with respect to the confidentiality of student records.

The Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.

The Act provides that no party may review a student's record with the exception of the following, who do not need written consent of the student to view a record: other school officials, officials of other schools or systems in which the student intends to enroll, authorized representatives of:

1. the Comptroller General of the U.S.
2. the Secretary of H.E.W.
3. administrative head of an education agency
4. state educational authorities. Persons working in connection with a student's application for, or receipt of, financial aid.

Any other than those listed above can obtain access to a student's file only upon written release from the student. This record will be available for inspection only by the student. The following procedure has been established for CUW students.

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

The following types of information are considered directory information and may be included in publications or disclosed upon request without consent of the student, but only after public notice of these categories of information has been given in order to allow sufficient time for the student to inform the institution that any and all of this information should not be released without prior consent, such requests can be made in writing to the Registrar's Office:

- student's name
- address including e-mail
- telephone number
- dates of attendance
- class standing
- previous institution(s) attended
- major field of study
- awards
- honors (including Dean's List)
- degree(s) conferred (including date)
- past and present participation in official recorded sports activities
- physical factors (height, weight of athletes)
- date and place of birth

The Act provides the student the right to file with the U.S. Department of Education a complaint concerning alleged failures by the education institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education
600 Independence Avenue, SW - Washington, DC 20202-4605

Public Notice Designating Directory Information

Concordia University Wisconsin hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

Category I

Name, address, telephone number, dates of attendance.

Category II

Previous institution(s) attended, major field of study, awards, honors (includes Dean's List), degree(s) conferred (including dates).

Category III

Past and present participation in officially recorded sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms requesting the withholding of Directory Information are available in the Office of the Registrar.

Concordia University Wisconsin assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

Jeanne Clery Campus Safety and Campus Crime Report

The safety of all members of our campus community is a high priority at Concordia University Wisconsin. Become an informed member of our campus community to protect yourself and welcome visitors.

A copy of Concordia University's annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from the campus. This report also includes institutional policies concerning campus security/safety, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

You may obtain a copy of this report through any one of the means listed below by contacting the Student Life Office of Concordia University requesting either a written copy or an electronic copy (sent via e-mail).

US Mail:

Concordia University Wisconsin - Student Life Office
12800 North Lake Shore Drive - Mequon, WI 53097
E-mail: student.life@cuw.edu
Location: Luther Hall, Room 127 (above address)

Grievance Procedure

Students with grievances may wish to consult with their academic advisor or the appropriate division chairperson. Procedure for the process

involved in working through a grievance is spelled out in the Student Handbook.

Non-Discrimination Policies

Concordia University Wisconsin admits qualified students of any age, sex, race, color, national or ethnic origin, physical or mental conditions, or developmental disability, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Concordia University Wisconsin does not discriminate on the basis of race, color, national or ethnic origin, age, sex, physical or mental condition, or developmental disability in the administration of its admission policies, education policies, scholarship and loan programs, athletic and extra-curricular programs or other school-administered programs. Concordia University does not discriminate on the basis of handicap. (c.f. Section 504 of the Rehabilitation Act of 1973).

Title IV

Concordia University fully subscribes to all Federal and State civil rights laws banning discrimination for private, church-affiliated institutions of higher education. CU will not discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, State or Federal law.

A pamphlet summarizing CU's policy and procedures relating to sexual harassment and gender discrimination, and a full explanation of the policy, which includes a list of University staff members who can help, can be found at: www.cuw.edu/consumerinformation (<http://www.cuw.edu/consumerinformation/>)

Weapons Prohibited

All persons are prohibited from possessing or carrying a firearm, ammunition or weapons of any kind, as determined in CU's sole discretion, regardless of whether the person has a permit to carry a firearm. Any employee, faculty, student or other representative of the University who violates this policy shall be notified of the violation and subject to disciplinary action, up to and including termination or expulsion.

INDEX

A

Academic Definitions	6
Academic Ethics	14
Academic Policies	7
Academic Probation	14
Accounting (ACCT)	129
Admissions Procedures	19
Alternative Education License Program	66
Article 1 - Overview	108
Article 2 - Policies General	109
Article 3 - Policies Student Welfare	117
Article 4 - Procedures & Hearings	119
Arts and Sciences Programs	32
Athletic Training (AT)	130

B

Bioethics Certificate	32
Biology (BIO)	132
Business Analytics (BUAN)	139
Business (BUS)	132
Business Programs	35
Business Scholars MBA Program	41

C

Certificate After Graduate Education in Nursing	98
Certificate After Graduate Education in Nursing - Psychiatric Mental Health NP	99
Chemistry (CHEM)	139
Classroom Expectations	16
Compassion Care Certificate	66
Computer Science (CSC)	139
Computer Science Scholars Program	34
Concordia Center for Bioethics (CCB)	140
Counseling-Graduate (COUN)	141
Course Descriptions	129

D

Digital Humanities (DH)	144
Doctor of Business Administration	36
Doctor of Education in Leadership in Innovation and Continuous Improvement	52
Doctor of Nursing Practice (DNP) Program	91
Doctor of Occupational Therapy Entry-Level (CUAA)	67

Doctor of Occupational Therapy Entry-Level (CUW)	70
Doctor of Pharmacy	101
Doctor of Philosophy (PhD) in Business Administration	37
Doctor of Philosophy (PhD) in Leadership in Innovation and Continuous Improvement	53
Doctor of Physical Therapy (CUAA)	72
Doctor of Physical Therapy (CUW)	74

E

Education - CUAA (EDU)	144
Education Family Life (EFL)	147
Education Programs - CUAA	48
Education Programs - CUW	51
Education-Cert Elem Ed (EDC)	148
Education-Graduate (EDG)	151
Educational Technology (EDT)	162
Experiential Learning	16

F

Faculty	203
Financial Aid	21
Flowcharts	128

G

Grading	13
Graduate Catalog	3
Graduation and Commencement	18

H

Health Profession Programs	67
----------------------------------	----

I

Important Student Information	107
Interprofessional Education Graduate Certificate	77
Interprofessional Education (IPE)	163

L

Leadership (LDR)	163
Legal Notices	215

M

Master of Business Administration	38
Master of Occupational Therapy	78
Master of Science in Accountancy	45
Master of Science in Athletic Training (CUW)	80
Master of Science in Business Analytics	46
Master of Science in Computer Science	32
Master of Science in Curriculum & Instruction - Elementary Teacher Certification	48

Master of Science in Curriculum & Instruction - Secondary Teacher Certification	50
Master of Science in Education - Counseling	54
Master of Science in Education - Educational Administration	57
Master of Science in Education - Family Life	60
Master of Science in Education - Literacy	61
Master of Science in Education - Teaching & Learning with Teacher Licensure	62
Master of Science in Leadership	47
Master of Science in Natural Products Science	105
Master of Science in Nursing - Primary Care Nurse Practitioner	95
Master of Science in Physician Assistant Studies (CUAA)	81
Master of Science in Speech-Language Pathology	85
Master of Social Work	88
MBA Fast Track	42
Music (MUS)	164

N

Natural Products Science (NPS)	165
Natural Products Sciences Graduate Certificate	106
Nursing - Grad (NURS)	166
Nursing Programs	91

O

Occupational Therapy-Grad (OT)	170
--------------------------------------	-----

P

Pathways	23
Pharmacy (PHAR)	176
Pharmacy Programs	101
PharmD/MBA	43
Physical Therapy (PT)	185
Physician Assistant (PHAS)	194
Post BSN to DNP	93
Programs	31

R

Registration	7
Resource Lists	128

S

Social Work (SW)	198
Speech-Language Pathology (SLP)	201
Student Conduct	107
Student Personnel-Graduate (SPA)	203
Student Services	23
Student Success Policies & Procedures	25

Superintendent License Program	66
--------------------------------------	----

T

Technology Requirements	29
The University	3
Tuition and Fees	29