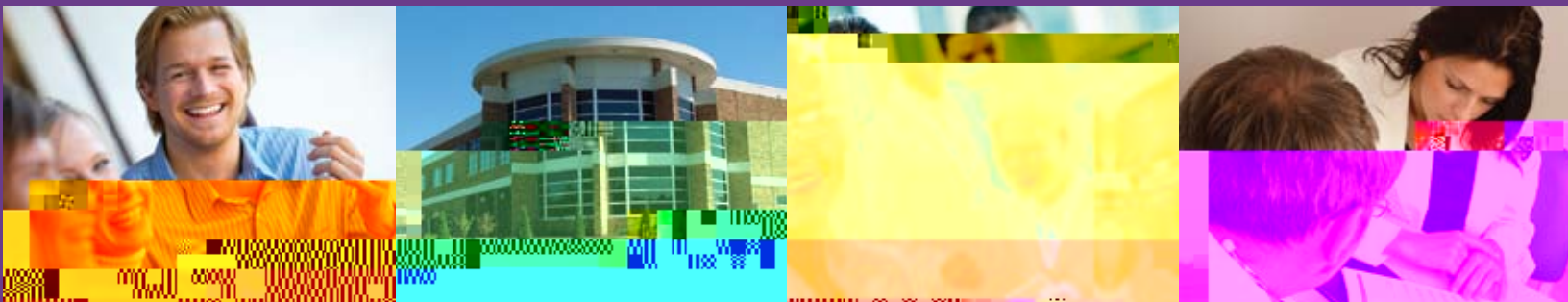


# Graduate



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## GRADUATE STUDIES

Concordia University Wisconsin is an equal opportunity institution. All persons are encouraged to apply for admission to the university. The university does not discriminate on the basis of race, sex, religion, national origin, or age in its educational programs and activities. The university also does not discriminate on the basis of sexual orientation or gender identity in its educational programs and activities.

### ACCREDITATION

Concordia University Wisconsin is accredited by the Wisconsin Department of Education, the Wisconsin State Board of Education, and the Wisconsin State Board of Technical Education. The university is also accredited by the American Association of Christian Schools (AACCS).

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## GRADUATE POLICIES

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### ADMISSION TO GRADUATE STUDIES

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### ADMISSION REQUIREMENT



## TRANSFER CREDITS

Transfer credit is granted for courses completed at other institutions that are equivalent to those offered at Concordia University Wisconsin. Transfer credit is granted for courses completed at other institutions that are equivalent to those offered at Concordia University Wisconsin. Transfer credit is granted for courses completed at other institutions that are equivalent to those offered at Concordia University Wisconsin. Transfer credit is granted for courses completed at other institutions that are equivalent to those offered at Concordia University Wisconsin.

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## AUDITING A CLASS

Students may audit a class for credit or for non-credit. Auditing a class for credit is not possible. Auditing a class for non-credit is possible. Auditing a class for non-credit is possible. Auditing a class for non-credit is possible.

# GRADUATE GRADING POLICY

Graduate grading policy is outlined in the Graduate Catalog. Graduate grading policy is outlined in the Graduate Catalog. Graduate grading policy is outlined in the Graduate Catalog.

A	4.0	Excellent
A-	3.75	Very Good
B+	3.5	Good
B	3.25	Satisfactory
B-	3.0	Good
C+	2.75	Satisfactory
C	2.5	Good
C-	2.25	Satisfactory
D+	2.0	Good
D	1.75	Satisfactory
D-	1.5	Good
F	1.0	Unsatisfactory
W	0.0	Withdrawal

## INCOMPLETE GRADES

Incomplete grades are assigned when a student fails to complete a course by the end of the semester. Incomplete grades are assigned when a student fails to complete a course by the end of the semester. Incomplete grades are assigned when a student fails to complete a course by the end of the semester.

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## FINANCIAL ASSISTANCE

- C<sub>1</sub>** **I** ...
- C<sub>2</sub>** **II** ...
- C<sub>3</sub>** **III** ...

...

**NON-DISCRIMINATION POLICIES**

...

**COMPLETING THE PROGRAM**

**GOOD STANDING**

...

**APPLICATION FOR GRADUATION**

...

**GRADUATION FEE**

...

**COMMENCEMENT PARTICIPATION**

...

...



## PROGRAMS OFFERED IN AN E-LEARNING FORMAT

Concordia University Wisconsin offers a variety of e-learning programs. Starting in 2014, we will offer a number of e-learning programs in the following areas: Business Administration, Education, Health Services, and Social Work. These programs will be offered in a variety of formats, including self-paced, asynchronous, and synchronous. The e-learning programs will be designed to provide students with a flexible and convenient learning experience. For more information on the e-learning programs offered by Concordia University Wisconsin, please visit our website at [www.concordia.edu](http://www.concordia.edu).

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### ACADEMIC ADVISING FOR E-LEARNING

Students who are taking e-learning courses should contact their academic advisor for assistance. Academic advisors are available to help students with course selection, scheduling, and other academic concerns. For more information on academic advising for e-learning students, please visit our website at [www.concordia.edu](http://www.concordia.edu).

### BOOKSTORE FOR E-LEARNING

Students who are taking e-learning courses should contact the bookstore for assistance. The bookstore offers a variety of e-learning materials, including textbooks, course materials, and other resources. For more information on the bookstore for e-learning students, please visit our website at [www.concordia.edu](http://www.concordia.edu).

### FINISHING COURSES BY E-LEARNING

Students who are finishing their e-learning courses should contact their academic advisor for assistance. Academic advisors are available to help students with course selection, scheduling, and other academic concerns. For more information on finishing courses by e-learning, please visit our website at [www.concordia.edu](http://www.concordia.edu).

Students who are finishing their e-learning courses should contact their academic advisor for assistance. Academic advisors are available to help students with course selection, scheduling, and other academic concerns. For more information on finishing courses by e-learning, please visit our website at [www.concordia.edu](http://www.concordia.edu).

Students who are finishing their e-learning courses should contact their academic advisor for assistance. Academic advisors are available to help students with course selection, scheduling, and other academic concerns. For more information on finishing courses by e-learning, please visit our website at [www.concordia.edu](http://www.concordia.edu).

### GRADUATION REQUIREMENTS FOR E-LEARNING STUDENTS

Students who are finishing their e-learning courses should contact their academic advisor for assistance. Academic advisors are available to help students with course selection, scheduling, and other academic concerns. For more information on graduation requirements for e-learning students, please visit our website at [www.concordia.edu](http://www.concordia.edu).

### LEARNING RESOURCE CENTER FOR E-LEARNING

Students who are finishing their e-learning courses should contact the Learning Resource Center for assistance. The Learning Resource Center offers a variety of e-learning materials, including textbooks, course materials, and other resources. For more information on the Learning Resource Center for e-learning students, please visit our website at [www.concordia.edu](http://www.concordia.edu).

### LIBRARY SERVICES FOR E-LEARNING



## COURSE TRANSFER POLICY

Concordia University Wisconsin's Course Transfer Policy is available at [www.concordia.edu/transfer](http://www.concordia.edu/transfer).



**Marketing**

**Public Administration**

**Risk Management**

**THE MBA CORE COURSES CONSIST OF THE FOLLOWING 24 CREDITS:**

- ✓ MGT 3100 Strategic Management 3 cr
- ✓ MGT 3200 Financial Management 3 cr
- ✓ MGT 3300 Business Law 3 cr
- ✓ MGT 3400 Business Ethics 3 cr
- ✓ MGT 3500 International Management 3 cr
- ✓ MGT 3600 Human Resources Management 3 cr
- ✓ MGT 3700 Project Management 3 cr
- ✓ MGT 3800 Quality Management 3 cr

**CORPORATE COMMUNICATIONS (TAKE ALL OF THE FOLLOWING)**

- ✓ MGT 3900 Business Writing 3 cr
- ✓ MGT 4000 Business Presentations 3 cr
- ✓ MGT 4100 Business Negotiations 3 cr
- ✓ MGT 4200 Business Meetings 3 cr

**INTERNATIONAL BUSINESS (Choose 5 of the following)**

- ✓ ▲  101.001 International Business
- ✓ ▲  101.002 International Business
- ✓ ▲  101.003 International Business
- ✓ ▲  101.004 International Business
- ✓ ▲  101.005 International Business

**MANAGEMENT (Choose 5 of the following)**

- ✓ ▲  101.001 Management
- ✓ ▲  101.002 Management
- ✓ ▲  101.003 Management
- ✓ ▲  101.004 Management
- ✓ ▲  101.005 Management
- ✓ ▲  101.006 Management
- ✓ ▲  101.007 Management
- ✓ ▲  101.008 Management
- ✓ ▲  101.009 Management
- ✓ ▲  101.010 Management
- ✓ ▲  101.011 Management
- ✓ ▲  101.012 Management
- ✓ ▲  101.013 Management
- ✓ ▲  101.014 Management
- ✓ ▲  101.015 Management
- ✓ ▲  101.016 Management
- ✓ ▲  101.017 Management
- ✓ ▲  101.018 Management
- ✓ ▲  101.019 Management
- ✓ ▲  101.020 Management

**MANAGEMENT INFORMATION SYSTEMS (Choose 5 of the following)**

- ✓ ▲  101.001 Management Information Systems
- ✓ ▲  101.002 Management Information Systems
- ✓ ▲  101.003 Management Information Systems
- ✓ ▲  101.004 Management Information Systems
- ✓ ▲  101.005 Management Information Systems
- ✓ ▲  101.006 Management Information Systems
- ✓ ▲  101.007 Management Information Systems
- ✓ ▲  101.008 Management Information Systems
- ✓ ▲  101.009 Management Information Systems
- ✓ ▲  101.010 Management Information Systems
- ✓ ▲  101.011 Management Information Systems
- ✓ ▲  101.012 Management Information Systems
- ✓ ▲  101.013 Management Information Systems
- ✓ ▲  101.014 Management Information Systems
- ✓ ▲  101.015 Management Information Systems
- ✓ ▲  101.016 Management Information Systems
- ✓ ▲  101.017 Management Information Systems
- ✓ ▲  101.018 Management Information Systems
- ✓ ▲  101.019 Management Information Systems
- ✓ ▲  101.020 Management Information Systems

**MARKETING (Choose 5 of the following)**

- ✓ ▲  101.001 Marketing
- ✓ ▲  101.002 Marketing
- ✓ ▲  101.003 Marketing
- ✓ ▲  101.004 Marketing
- ✓ ▲  101.005 Marketing
- ✓ ▲  101.006 Marketing
- ✓ ▲  101.007 Marketing
- ✓ ▲  101.008 Marketing
- ✓ ▲  101.009 Marketing
- ✓ ▲  101.010 Marketing
- ✓ ▲  101.011 Marketing
- ✓ ▲  101.012 Marketing
- ✓ ▲  101.013 Marketing
- ✓ ▲  101.014 Marketing
- ✓ ▲  101.015 Marketing
- ✓ ▲  101.016 Marketing
- ✓ ▲  101.017 Marketing
- ✓ ▲  101.018 Marketing
- ✓ ▲  101.019 Marketing
- ✓ ▲  101.020 Marketing

**PUBLIC ADMINISTRATION (Choose 5 of the following)**

- ✓ ▲  101.001 Public Administration
- ✓ ▲  101.002 Public Administration
- ✓ ▲  101.003 Public Administration
- ✓ ▲  101.004 Public Administration
- ✓ ▲  101.005 Public Administration
- ✓ ▲  101.006 Public Administration
- ✓ ▲  101.007 Public Administration
- ✓ ▲  101.008 Public Administration
- ✓ ▲  101.009 Public Administration
- ✓ ▲  101.010 Public Administration
- ✓ ▲  101.011 Public Administration
- ✓ ▲  101.012 Public Administration
- ✓ ▲  101.013 Public Administration
- ✓ ▲  101.014 Public Administration
- ✓ ▲  101.015 Public Administration
- ✓ ▲  101.016 Public Administration
- ✓ ▲  101.017 Public Administration
- ✓ ▲  101.018 Public Administration
- ✓ ▲  101.019 Public Administration
- ✓ ▲  101.020 Public Administration

**RISK MANAGEMENT (Choose 5 of the following)**

- ✓ ▲  101.001 Risk Management
- ✓ ▲  101.002 Risk Management
- ✓ ▲  101.003 Risk Management
- ✓ ▲  101.004 Risk Management
- ✓ ▲  101.005 Risk Management
- ✓ ▲  101.006 Risk Management
- ✓ ▲  101.007 Risk Management
- ✓ ▲  101.008 Risk Management
- ✓ ▲  101.009 Risk Management
- ✓ ▲  101.010 Risk Management
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- ✓ ▲  101.013 Risk Management
- ✓ ▲  101.014 Risk Management
- ✓ ▲  101.015 Risk Management
- ✓ ▲  101.016 Risk Management
- ✓ ▲  101.017 Risk Management
- ✓ ▲  101.018 Risk Management
- ✓ ▲  101.019 Risk Management
- ✓ ▲  101.020 Risk Management

**GRADUATE COUNSELING**

**MASTERS OF SCIENCE IN EDUCATION - COUNSELING**

- ✓ ▲  101.001 Masters of Science in Education - Counseling #
- ✓ ▲  101.002 Masters of Science in Education - Counseling #
- ✓ ▲  101.003 Masters of Science in Education - Counseling #
- ✓ ▲  101.004 Masters of Science in Education - Counseling #
- ✓ ▲  101.005 Masters of Science in Education - Counseling #
- ✓ ▲  101.006 Masters of Science in Education - Counseling #
- ✓ ▲  101.007 Masters of Science in Education - Counseling #
- ✓ ▲  101.008 Masters of Science in Education - Counseling #
- ✓ ▲  101.009 Masters of Science in Education - Counseling #
- ✓ ▲  101.010 Masters of Science in Education - Counseling #
- ✓ ▲  101.011 Masters of Science in Education - Counseling #
- ✓ ▲  101.012 Masters of Science in Education - Counseling #
- ✓ ▲  101.013 Masters of Science in Education - Counseling #
- ✓ ▲  101.014 Masters of Science in Education - Counseling #
- ✓ ▲  101.015 Masters of Science in Education - Counseling #
- ✓ ▲  101.016 Masters of Science in Education - Counseling #
- ✓ ▲  101.017 Masters of Science in Education - Counseling #
- ✓ ▲  101.018 Masters of Science in Education - Counseling #
- ✓ ▲  101.019 Masters of Science in Education - Counseling #
- ✓ ▲  101.020 Masters of Science in Education - Counseling #

**THE OBJECTIVES OF THE COUNSELING DEGREE**

- . • Demonstrate knowledge in the basic skill areas of counseling, assessment, consultation, counseling (career, individual, group, family, organizational, community)
- . • Demonstrate knowledge of how and when to counsel people.
- . • Demonstrate knowledge of resources available to church and community
- . • Demonstrate ability to integrate faith with counseling skills

**CURRICULUM FOR SCHOOL COUNSELING**

Students are required to complete 120 credit hours of coursework, including 30 credit hours of counseling-specific coursework, and a 12-week supervised practicum. The following table lists the required courses and their credit values.

**1. Human Growth and Development**

PSY 301: Human Growth and Development	3
PSY 302: Human Growth and Development	3
PSY 303: Human Growth and Development	3
PSY 304: Human Growth and Development	3

**2. Social and Cultural Foundations**

PSY 305: Social and Cultural Foundations	3
PSY 306: Social and Cultural Foundations	3

**3. Helping Relationships**

PSY 307: Helping Relationships	3
PSY 308: Helping Relationships	3
PSY 309: Helping Relationships	3
PSY 310: Helping Relationships	3
PSY 311: Helping Relationships	3

**4. Group Work**

PSY 312: Group Work	3
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**5. Career and Lifestyle Development**

PSY 313: Career and Lifestyle Development	3
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**6. Appraisal**

PSY 314: Appraisal	3
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**7. Research and Program Evaluation**

PSY 315: Research and Program Evaluation	3
PSY 316: Research and Program Evaluation	3

**8. Professional Orientation**

PSY 317: Professional Orientation	3
PSY 318: Professional Orientation	3
PSY 319: Professional Orientation	3
PSY 320: Professional Orientation	3
PSY 321: Professional Orientation	3
PSY 322: Professional Orientation	3

**9. Alternative Education**

PSY 323: Alternative Education	3
PSY 324: Alternative Education	3
PSY 325: Alternative Education	3
PSY 326: Alternative Education	3

**10. Lesson Planning/Classroom Management (Non-Teachers)**

PSY 327: Lesson Planning/Classroom Management	3
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Supervised Practicum: 12 weeks, 120 hours. This is a required component of the counseling degree program. It involves working under the supervision of a licensed counselor in a school setting.



## GRADUATE EDUCATION

Concordia University Wisconsin offers a variety of graduate programs, including the M.A. in Leadership Studies, the M.Ed. in Educational Leadership, and the M.A. in Human Resources Management. For more information, please visit our website at [www.concordia.edu/graduate](http://www.concordia.edu/graduate).

Concordia University Wisconsin is a member of the Association of Christian Colleges and Universities (ACCU) and the National Association of Colleges and Business Administrators (NACBA).

Relevant Practices (select 6-9 credits):

1. 2.



## EARLY CHILDHOOD EDUCATION

### PURPOSE

The purpose of this program is to prepare students to work with young children in a variety of settings. Students may be employed in a variety of settings, including day care centers, preschools, and child development centers. The program provides a strong foundation in child development, education, and social studies.

## MASTER OF SCIENCE IN EDUCATION - EARLY CHILDHOOD EDUCATION

### Required Courses

EDUC 501	Introduction to Early Childhood Education	3
EDUC 502	Child Development	3
EDUC 503	Classroom Management	3
EDUC 504	Instructional Strategies	3
EDUC 505	Professionalism	3
EDUC 506	Assessment	3
EDUC 507	Curriculum Development	3
EDUC 508	Family and Community Involvement	3
EDUC 509	Special Needs	3
EDUC 510	Research in Early Childhood Education	3

### Electives

EDUC 511	Child Psychology	3
EDUC 512	Child Language	3
EDUC 513	Child Art	3
EDUC 514	Child Music	3
EDUC 515	Child Drama	3
EDUC 516	Child Reading	3
EDUC 517	Child Science	3
EDUC 518	Child Mathematics	3
EDUC 519	Child Social Studies	3
EDUC 520	Child Health and Safety	3
EDUC 521	Child Nutrition	3
EDUC 522	Child Physical Education	3
EDUC 523	Child Environmental Studies	3
EDUC 524	Child Cultural Studies	3
EDUC 525	Child History	3
EDUC 526	Child Geography	3
EDUC 527	Child Economics	3
EDUC 528	Child Law	3
EDUC 529	Child Ethics	3
EDUC 530	Child Philosophy	3

Students must complete a minimum of 30 credit hours in the above courses.

## EDUCATIONAL ADMINISTRATION

### PURPOSE

The purpose of this program is to prepare students to work in a variety of administrative roles in educational settings. Students may be employed in a variety of settings, including school districts, state education departments, and higher education. The program provides a strong foundation in education, management, and social studies.

The program is designed to provide students with the knowledge and skills necessary to work in a variety of administrative roles in educational settings. The program includes courses in education, management, and social studies. The program also includes a practicum experience in a school district. #

The program is designed to provide students with the knowledge and skills necessary to work in a variety of administrative roles in educational settings. The program includes courses in education, management, and social studies. The program also includes a practicum experience in a school district. #



**SCHOOL PRINCIPAL – LICENSE #51**

**Required Courses:**

SED 500	Introduction to Educational Research	3
SED 501	Introduction to Educational Research	3
SED 502	Introduction to Educational Research	3
SED 503	Introduction to Educational Research	3
SED 504	Introduction to Educational Research	3
SED 505	Introduction to Educational Research	3
SED 506	Introduction to Educational Research	3
SED 507	Introduction to Educational Research	3
SED 508	Introduction to Educational Research	3
SED 509	Introduction to Educational Research	3
SED 510	Introduction to Educational Research	3

**MASTER OF SCIENCE IN EDUCATION - EDUCATIONAL ADMINISTRATION WITH A #51 LICENSE PROJECT**

**Required Courses:**

SED 500	Introduction to Educational Research	3
SED 501	Introduction to Educational Research	3
SED 502	Introduction to Educational Research	3
SED 503	Introduction to Educational Research	3
SED 504	Introduction to Educational Research	3
SED 505	Introduction to Educational Research	3
SED 506	Introduction to Educational Research	3
SED 507	Introduction to Educational Research	3
SED 508	Introduction to Educational Research	3
SED 509	Introduction to Educational Research	3
SED 510	Introduction to Educational Research	3

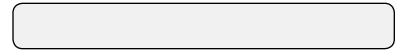
**MASTER OF SCIENCE IN EDUCATION - EDUCATIONAL TECHNOLOGY**

The Master of Science in Education - Educational Technology program is designed to prepare students for careers in educational technology. The program includes coursework in educational technology, instructional design, and assessment. Students will also complete a thesis project. The program is accredited by the Council for the Accreditation of Educational Programs (CAEP).

**Required Courses:**

SED 500	Introduction to Educational Research	3
SED 501	Introduction to Educational Research	3
SED 502	Introduction to Educational Research	3
SED 503	Introduction to Educational Research	3
SED 504	Introduction to Educational Research	3
SED 505	Introduction to Educational Research	3
SED 506	Introduction to Educational Research	3
SED 507	Introduction to Educational Research	3
SED 508	Introduction to Educational Research	3
SED 509	Introduction to Educational Research	3
SED 510	Introduction to Educational Research	3





<ul style="list-style-type: none"> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Research Methods in Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>✓1</li> <li>✓1</li> <li>✓1</li> <li>✓1</li> <li>✓1</li> <li>✓1</li> </ul>
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**FAMILY STUDIES**

**PURPOSE**

The purpose of this master's degree is to provide students with a strong foundation in family studies research and practice. The program is designed to prepare students for careers in family studies research, practice, and policy. The program is designed to provide students with a strong foundation in family studies research and practice. The program is designed to provide students with a strong foundation in family studies research and practice. The program is designed to provide students with a strong foundation in family studies research and practice.

**MASTER OF SCIENCE IN EDUCATION FAMILY STUDIES**

**Required Courses**

<ul style="list-style-type: none"> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>✓1</li> <li>✓1</li> <li>✓1</li> <li>✓1</li> <li>✓1</li> <li>✓1</li> </ul>
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**Electives**

<ul style="list-style-type: none"> <li>• <i>Family Studies</i> (3 credits)</li> <li>• <i>Family Studies</i> (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>✓1</li> <li>✓1</li> </ul>
--	--

**ADDITIONAL ADMISSION REQUIREMENTS**

Students must also meet the following additional requirements for admission to the program:

- Passing score on all three areas of the Pre-Professional Skills Test (PPST). Praxis 1
- Passing score on Praxis 2 Content Area Test
- Completion of Clinicals in general education, multicultural education, and special education
- An undergraduate grade point average of at least 2.75 in the courses for the area of certification
- Confidential Background Information Form on file

Students should refer to the following link for more information regarding the program:

**Courses in the program for Grades 6-12 Licensure:**

Students should refer to the following link:

[Link](#)

## MASTER OF SCIENCE IN EDUCATION

- (#316 Certification after 18 credits)
- READING SPECIALIST CERTIFICATION (#17 CERTIFICATION Master's + 3 credits)

R



# GRADUATE MUSIC

## MASTER OF CHURCH MUSIC

The Master of Church Music degree is designed for students who wish to pursue a career in church music. The program provides a comprehensive education in music theory, history, and practice, as well as practical experience in church music settings. Students will learn to lead worship services, conduct church choirs, and manage church music programs. The program also includes coursework in liturgical music, church history, and church administration. Graduates will be prepared to serve churches and religious communities as church musicians.

### THE OBJECTIVES OF THE CHURCH MUSIC DEGREE

For all students:

- Demonstrate knowledge of liturgical church music practices, musical forms, and the song of the church.
- Demonstrate the knowledge of music and... Demonstrate... fo o





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# INFORMATION TECHNOLOGY

## MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Master of Science in Information Technology program is designed to provide students with the knowledge and skills necessary to advance their careers in the field of information technology. The program is a two-year, full-time program that includes a thesis project.

Students in the Master of Science in Information Technology program will complete a thesis project. The thesis project is a research project that is designed to contribute to the field of information technology. The thesis project is a required component of the program and is typically completed during the final semester of the program.

The Master of Science in Information Technology program is a two-year, full-time program that includes a thesis project. The program is designed to provide students with the knowledge and skills necessary to advance their careers in the field of information technology.

### CURRICULUM

#### Required Courses (12 Credits)

IS 500	Information Systems Management	3
IS 501	Information Systems Analysis	3
IS 502	Information Systems Design	3
IS 503	Information Systems Implementation	3

#### Electives (24 Credits Required)

IS 504	Information Systems Evaluation	3
IS 505	Information Systems Security	3
IS 506	Information Systems Integration	3
IS 507	Information Systems Innovation	3
IS 508	Information Systems Leadership	3
IS 509	Information Systems Research	3
IS 510	Information Systems Strategy	3
IS 511	Information Systems Ethics	3
IS 512	Information Systems Law	3
IS 513	Information Systems History	3

# GRADUATE NURSING

## MASTER OF SCIENCE IN NURSING

### PURPOSE

The Master of Science in Nursing program is designed to provide students with the knowledge and skills necessary to advance their careers in the field of nursing. The program is a two-year, full-time program that includes a thesis project. The program is designed to provide students with the knowledge and skills necessary to advance their careers in the field of nursing. The program is a two-year, full-time program that includes a thesis project.

### PROGRAM OBJECTIVES

- Advanced practice primary care nursing roles as family nurse practitioners or geriatric nurse practitioners
- Roles as nursing educators in associate or baccalaureate degree programs
- Cooperative and collaborative practice with physicians, nurse practitioners, other health care providers, clients, and the community
- Advancement of the Gospel of Jesus Christ
- Continued professional and academic growth pursuant to doctoral education
- Scholarly inquiry based on theoretically and/or clinically directed research



## APPLICATION/ADMISSION PROCESS

Students interested in applying to Concordia University Wisconsin should visit the admissions website at [www.concordia.edu/admissions](http://www.concordia.edu/admissions). The website provides information on the application process, including the application fee, the application deadline, and the admission requirements. Students should also contact the admissions office at [admissions@concordia.edu](mailto:admissions@concordia.edu) for more information.

For more information on the application process, please visit the admissions website at [www.concordia.edu/admissions](http://www.concordia.edu/admissions). The website provides information on the application process, including the application fee, the application deadline, and the admission requirements. Students should also contact the admissions office at [admissions@concordia.edu](mailto:admissions@concordia.edu) for more information.

## DEGREE REQUIREMENTS

For complete details on degree requirements, please visit the [www.concordia.edu/academic](http://www.concordia.edu/academic) website. The website provides information on the degree requirements for each program, including the number of credits required, the minimum GPA, and the required courses. Students should also contact the academic advisor at [advisor@concordia.edu](mailto:advisor@concordia.edu) for more information.

- *Two letters of reference on letterhead or recommendation form.*
- *A resume of professional work experience.*
- *Official transcripts from all undergraduate and all professional.*
- *A recommendation from all of*

**THE PROGRAM HAS THREE COMPONENTS:**

- *Two letters of reference on letterhead or recommendation form.*
- *A resume of professional work experience.*
- *Official transcripts from all undergraduate and all professional.*
- *A recommendation from all of*

**DELIVERY OPTIONS:**

- **DN**
- **C**

**ADMISSIONS REQUIREMENTS**

- *Two letters of reference on letterhead or recommendation form.*
- *A resume of professional work experience.*
- *Official transcripts from all undergraduate and all professional.*
- *A recommendation from all of*

## TRANSFER OF CREDIT

Students may receive credit for prior learning through the transfer of credit process. This process is designed to recognize and award credit for knowledge and skills acquired through previous education, work, or life experiences. The transfer of credit process is a formal process that involves the review of documentation by the appropriate academic advisor and the Registrar's Office. The transfer of credit process is a formal process that involves the review of documentation by the appropriate academic advisor and the Registrar's Office. The transfer of credit process is a formal process that involves the review of documentation by the appropriate academic advisor and the Registrar's Office.

## OCCUPATIONAL THERAPY

### MASTER OF OCCUPATIONAL THERAPY

#### PURPOSE

The purpose of the Master of Occupational Therapy program is to prepare students for professional practice in the field of occupational therapy. The program is designed to provide students with the knowledge, skills, and attitudes necessary to provide effective occupational therapy services to individuals with physical, cognitive, and emotional disabilities.

The program is designed to provide students with the knowledge, skills, and attitudes necessary to provide effective occupational therapy services to individuals with physical, cognitive, and emotional disabilities. The program is designed to provide students with the knowledge, skills, and attitudes necessary to provide effective occupational therapy services to individuals with physical, cognitive, and emotional disabilities. The program is designed to provide students with the knowledge, skills, and attitudes necessary to provide effective occupational therapy services to individuals with physical, cognitive, and emotional disabilities.

#### ACCREDITATION STATUS AND CREDENTIALING MECHANISMS

The program is accredited by the American Occupational Therapy Association (AOTA) and the Council on Occupational Therapy (COT). The program is designed to provide students with the knowledge, skills, and attitudes necessary to provide effective occupational therapy services to individuals with physical, cognitive, and emotional disabilities. The program is designed to provide students with the knowledge, skills, and attitudes necessary to provide effective occupational therapy services to individuals with physical, cognitive, and emotional disabilities.









# GRADUATE PHYSICAL THERAPY

## CONCORDIA UNIVERSITY'S PHYSICAL THERAPY PROGRAMS

Concordia University's Physical Therapy programs are designed to prepare students for careers in physical therapy. The programs are accredited by the American Physical Therapy Association (APTA) and the American Occupational Therapy Association (AOTA).

The Physical Therapy program is a three-year program that prepares students for entry-level practice. The Occupational Therapy program is a three-year program that prepares students for entry-level practice. Both programs include coursework in anatomy, physiology, kinesiology, and clinical practice.

### Mission Statement

The mission of Concordia University's Physical Therapy programs is to provide students with the knowledge, skills, and attitudes necessary to become competent physical therapists or occupational therapists. The programs are committed to providing a high-quality education that prepares students for successful careers in their respective fields.

## PROFESSIONAL (ENTRY-LEVEL) DOCTOR OF PHYSICAL THERAPY PROGRAM

### GENERAL ACADEMIC INFORMATION

The Professional (Entry-Level) Doctor of Physical Therapy program is a four-year program that prepares students for entry-level practice. The program includes coursework in anatomy, physiology, kinesiology, and clinical practice. Students must complete a minimum of 120 credit hours to graduate.

The program is designed to provide students with the knowledge, skills, and attitudes necessary to become competent physical therapists. The program includes coursework in anatomy, physiology, kinesiology, and clinical practice. Students must complete a minimum of 120 credit hours to graduate. The program is accredited by the American Physical Therapy Association (APTA).

### REQUIRED PRE-PT COURSE WORK

Students must complete the following courses before entering the Professional (Entry-Level) Doctor of Physical Therapy program:

- Chemistry I. (4 credits - lab. course; CHEM. 210)
- Chemistry II. (4 credits - lab. course; CHEM. 213)
- Physics I. (4 credits - lab. course; PHYS. 151)
- Physics II. (4 credits - lab. course; PHYS. 152)

- Chemistry I. (4 credits - lab. course; CHEM. 210)
- Chemistry II. (4 credits - lab. course; CHEM. 213)
- Physics I. (4 credits - lab. course; PHYS. 151)
- Physics II. (4 credits - lab. course; PHYS. 152)

1. *Analysis of the following information is required to complete this assignment.*

- Biochemistry
- Kinesiology/ Biomechanics
- Genetics
- Trigonometry
- Advanced Writing Coursework
- Computer Skills Class

2. *Students are required to submit a 1000 word paper, including a title page, introduction, body, conclusion, and references. The paper should be typed, double-spaced, and include a cover page.*

3. *Students are required to submit a 1000 word paper, including a title page, introduction, body, conclusion, and references. The paper should be typed, double-spaced, and include a cover page.*

4. *Students are required to submit a 1000 word paper, including a title page, introduction, body, conclusion, and references. The paper should be typed, double-spaced, and include a cover page.*

*1. The following information is available for the year ended December 31, 2015:*

*1. Sales revenue, net of sales discounts, is \$1,200,000. Sales returns and allowances are \$100,000. Sales taxes are \$120,000.*

*2. The cost of goods sold is \$700,000. Freight-in is \$20,000. Freight-out is \$10,000. Sales commissions are \$50,000.*

*3. The ending inventory is \$150,000. The beginning inventory is \$180,000. The ending accounts receivable is \$200,000. The beginning accounts receivable is \$180,000. The ending accounts payable is \$100,000. The beginning accounts payable is \$120,000.*

**COSTS**

*1. \$* \_\_\_\_\_ *is the cost of goods sold for the year ended December 31, 2015.*

*2. The ending inventory is \$150,000. The beginning inventory is \$180,000. The ending accounts receivable is \$200,000. The beginning accounts receivable is \$180,000. The ending accounts payable is \$100,000. The beginning accounts payable is \$120,000.*

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*5. The ending inventory is \$150,000. The beginning inventory is \$180,000. The ending accounts receivable is \$200,000. The beginning accounts receivable is \$180,000. The ending accounts payable is \$100,000. The beginning accounts payable is \$120,000.*

*6. The ending inventory is \$150,000. The beginning inventory is \$180,000. The ending accounts receivable is \$200,000. The beginning accounts receivable is \$180,000. The ending accounts payable is \$100,000. The beginning accounts payable is \$120,000.*

**FINANCING THE EDUCATIONAL PROGRAM**

*1. The following information is available for the year ended December 31, 2015:*

1. Introduction	vi
2. Theoretical Framework	vii
3. Methodology	viii
4. Data Collection	ix
5. Results	x
6. Discussion	xi
7. Conclusion	xii
8. References	xiii
9. Appendix	xiv
10. Glossary	xv

regularly scheduled classes with a maximum of 12 credits per semester. Students who do not meet these requirements will be considered non-degree seeking students.

Students who are admitted to a program of study and are enrolled in a minimum of 6 credits per semester will be considered regular students. Students who do not meet these requirements will be considered non-degree seeking students. Students who are admitted to a program of study and are enrolled in a minimum of 6 credits per semester will be considered regular students.

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**TYPE OF STUDENT STATUS**

**Regular:** A student who is enrolled in a program of study and is enrolled in a minimum of 6 credits per semester will be considered a regular student. A student who is enrolled in a program of study and is enrolled in a minimum of 6 credits per semester will be considered a regular student.

**Part-time:** A student who is enrolled in a program of study and is enrolled in a minimum of 3 credits per semester will be considered a part-time student. A student who is enrolled in a program of study and is enrolled in a minimum of 3 credits per semester will be considered a part-time student.

**Non-degree Seeking:** A student who is enrolled in a program of study and is enrolled in a minimum of 6 credits per semester will be considered a non-degree seeking student. A student who is enrolled in a program of study and is enrolled in a minimum of 6 credits per semester will be considered a non-degree seeking student.

**Audit:** A student who is enrolled in a program of study and is enrolled in a minimum of 6 credits per semester will be considered an audit student. A student who is enrolled in a program of study and is enrolled in a minimum of 6 credits per semester will be considered an audit student.

**Applied Clinical Science**

**3 credits**

• <i>Applied Clinical Science: Foundations of Practice</i>	3 cr
• <i>Applied Clinical Science: Therapeutic Interventions</i>	3 cr
• <i>Applied Clinical Science: Professionalism and Ethics</i>	3 cr
• <i>Applied Clinical Science: Research and Evidence-Based Practice</i>	3 cr
• <i>Applied Clinical Science: Leadership and Management</i>	3 cr

**Electives in Specialty Area OR Clinical Specialist Certification**

**6 credits**

• <i>Applied Clinical Science: Foundations of Practice</i>	3 cr
• <i>Applied Clinical Science: Therapeutic Interventions</i>	3 cr
• <i>Applied Clinical Science: Professionalism and Ethics</i>	3 cr
• <i>Applied Clinical Science: Research and Evidence-Based Practice</i>	3 cr
• <i>Applied Clinical Science: Leadership and Management</i>	3 cr

The program is designed to prepare students for professional practice in the field of rehabilitation science. The program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals. The program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals.

## REHABILITATION SCIENCE

### MASTER OF SCIENCE IN REHABILITATION SCIENCE

#### PURPOSE

The purpose of the Master of Science in Rehabilitation Science program is to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals. The program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals. The program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals.

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#### MISSION STATEMENT

The mission of the Master of Science in Rehabilitation Science program is to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals. The program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals.

#### GOALS/OBJECTIVES OF THE PROGRAM

- Graduate with a Master of Science in Rehabilitation Science degree.
- Demonstrate knowledge of the field of rehabilitation science.
- Demonstrate skills in the field of rehabilitation science.
- Demonstrate attitudes in the field of rehabilitation science.

#### ADMISSION AND APPLICATION INFORMATION

- Undergraduate Degree in rehabilitation-related profession.
- Cumulative GPA of 3.0 or better in undergraduate degree.
- Completed application (and fee paid) to the Graduate School at CUW.

The program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals. The program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals. The program is designed to provide students with the knowledge, skills, and attitudes necessary to practice as rehabilitation professionals.



- completed application form
- application fee of \$

**Athletic Training – 3 credits each**

ATH 301 - Introduction to Athletic Training  
ATH 302 - Fundamentals of Athletic Training  
ATH 303 - Advanced Athletic Training

**Curricular Practical Training (CPT)**

## THE COURSES IN THE GRADUATE SCHOOL

### AEG 501 THE HISTORICAL BASIS OF ART EDUCATION

This course provides a historical overview of art education in the United States. It examines the role of art in education and the development of art education as a profession. The course covers the history of art education from the late 19th century to the present.

### AEG 510 DEVELOPMENTAL ISSUES IN ART EDUCATION

This course explores the developmental issues in art education. It examines the role of art in education and the development of art education as a profession. The course covers the history of art education from the late 19th century to the present.

### AEG 521 CONTEMPORARY READINGS IN ART EDUCATION

This course provides a historical overview of art education in the United States. It examines the role of art in education and the development of art education as a profession. The course covers the history of art education from the late 19th century to the present.

### AEG 531 MODERN PRACTICES IN ART EDUCATION

This course explores the developmental issues in art education. It examines the role of art in education and the development of art education as a profession. The course covers the history of art education from the late 19th century to the present.

**ART 660/661 CURRICULUM DEVELOPMENT.** This course is designed to provide students with the knowledge and skills necessary to develop and evaluate curriculum. The course covers the process of curriculum development, including the selection of content, the design of learning objectives, and the development of instructional materials. Students will also learn how to evaluate the effectiveness of curriculum and make revisions as needed.

#### **AEG 660/661 CURRICULUM DEVELOPMENT.**

This course is designed to provide students with the knowledge and skills necessary to develop and evaluate curriculum. The course covers the process of curriculum development, including the selection of content, the design of learning objectives, and the development of instructional materials. Students will also learn how to evaluate the effectiveness of curriculum and make revisions as needed.

#### **AEG 670/671 MENTORSHIP/APPRENTICESHIP.**

This course is designed to provide students with the opportunity to gain practical experience in the field of education. Students will be paired with a mentor or supervisor who will provide guidance and support throughout the experience. The course covers the process of finding a mentor, the development of a mentorship agreement, and the evaluation of the experience.

#### **AEG 680 ART EDUCATION THESIS.**

This course is designed to provide students with the opportunity to complete a thesis project in the field of art education. The course covers the process of selecting a topic, conducting research, and writing the thesis. Students will also learn how to present their findings and defend their thesis.

#### **AEG 681/682 DIRECTED COURSE WORK.**

This course is designed to provide students with the opportunity to complete directed course work in the field of art education. The course covers the process of selecting a topic, conducting research, and writing the thesis. Students will also learn how to present their findings and defend their thesis.

#### **BIO 510/810 ECOLOGY.**

This course is designed to provide students with the knowledge and skills necessary to understand the interactions between organisms and their environment. The course covers the process of ecological succession, the flow of energy and matter through ecosystems, and the effects of human activities on the environment.

#### **BIO 517 PLANT ANATOMY.**

This course is designed to provide students with the knowledge and skills necessary to understand the structure and function of plants. The course covers the anatomy of the root, stem, and leaf, and the processes of photosynthesis and transpiration.

#### **BIO 536/836 PATHOPHYSIOLOGY.**

This course is designed to provide students with the knowledge and skills necessary to understand the pathophysiology of disease. The course covers the process of disease development, the effects of disease on the body, and the diagnosis and treatment of disease.

#### **BIO 540/840 ADVANCED BOTANY.**

This course is designed to provide students with the knowledge and skills necessary to understand the advanced concepts of botany. The course covers the structure and function of the plant cell, the process of photosynthesis, and the evolution of plants.

#### **BIO 544 TAXONOMY OF VASCULAR PLANTS/SYSTEMATICS.**

This course is designed to provide students with the knowledge and skills necessary to understand the taxonomy and systematics of vascular plants. The course covers the process of classification, the evolution of plants, and the identification of plants.

#### **BIO 550 HUMAN ANATOMY.**

This course is designed to provide students with the knowledge and skills necessary to understand the anatomy of the human body. The course covers the structure and function of the major organs and systems of the body, including the skeletal, muscular, and circulatory systems.

#### **BIO 555 HUMAN HISTOLOGY.**

This course is designed to provide students with the knowledge and skills necessary to understand the histology of the human body. The course covers the structure and function of the major organs and systems of the body, including the skeletal, muscular, and circulatory systems.

#### **BIO 556/856 READINGS IN ENVIRONMENTAL SCIENCE.**

This course is designed to provide students with the knowledge and skills necessary to understand the environmental science literature. The course covers the process of reading and evaluating scientific papers, and the development of a research proposal.

#### **BIO 560 NEUROSCIENCE.**

This course is designed to provide students with the knowledge and skills necessary to understand the neuroscience of the human brain. The course covers the structure and function of the brain, the process of neural signaling, and the effects of drugs and disease on the brain.

BIO 567 ECOLOGY OF THE TROPICS. <https://www.concordia.edu/bio/bio567/>

**COUN 592/892 PROFESSIONAL ETHICS IN THE HELPING PROFESSIONS**

**COUN 593/893 INDIVIDUAL COUNSELING**

**COUN 594/894 GROUP COUNSELING**

**COUN 598/898 PRACTICUM I**

**COUN 599/899 PRACTICUM II**

**COUN 603/903 PRACTICUM I FOR PROFESSIONAL COUNSELORS**

**COUN 604/904 PRACTICUM II FOR PROFESSIONAL COUNSELORS**

**CSC 805 FOUNDATIONS OF INFORMATION TECHNOLOGY**

**CSC 835 SYSTEMS DEVELOPMENT: THEORY AND PRACTICE**

This course covers the theory and practice of systems development. It includes the study of systems development processes, models, and tools. The course also covers the design and implementation of systems, as well as the evaluation and maintenance of systems.

**CSC 840 NETWORKING**

This course covers the theory and practice of networking. It includes the study of network architectures, protocols, and devices. The course also covers the design and implementation of networks, as well as the evaluation and maintenance of networks.

**DPT 500 FOUNDATIONS OF PHYSICAL THERAPY**

This course provides a foundation for the study of physical therapy. It covers the history of physical therapy, the role of the physical therapist, and the basic principles of physical therapy. The course also covers the anatomy and physiology of the human body, and the basic principles of physical therapy.

**DPT 505 KINESIOLOGY**

This course provides a foundation for the study of kinesiology. It covers the basic principles of kinesiology, including the study of movement, the role of the physical therapist, and the basic principles of physical therapy. The course also covers the anatomy and physiology of the human body, and the basic principles of physical therapy.

**DPT 535 CLINICAL PROBLE..AL**



DPT 622 SCIENTIFIC INQUIRY I

1. The purpose of this course is to provide students with a foundation in scientific inquiry and research methods. This course is designed to help students develop the skills and knowledge necessary to conduct scientific research and to communicate their findings effectively. The course covers the following topics: the scientific process, research design, data collection and analysis, and the ethical considerations of research. Students will be expected to apply these concepts to a research project of their own design.





**EDG 501/801 ISSUES IN AMERICAN EDUCATION**

**EDG 502 DIRECTING EARLY CHILDHOOD PROGRAMS**

**EDG 506 GROUP DYNAMICS AND LEADERSHIP**

**EDG 507/807 CURRICULUM DEVELOPMENT**

**EDG 509/809 INTEGRATING LEARNING SKILLS ACROSS THE CURRICULUM**

**EDG 514/814 EDUCATIONAL MINISTRY IN THE DIGITAL WORLD**











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**EDG 727 DEVELOPING A WEB PRESENCE**

Students will learn to create a professional web presence for their business or organization. The course covers the fundamentals of web design, including content management systems, search engine optimization, and social media integration.

**EDG 728 POWERPOINT IN PROFESSIONAL PRACTICE**

Students will learn to create professional presentations using Microsoft PowerPoint. The course covers the fundamentals of presentation design, including slide layout, graphics, and animation. Students will also learn how to use PowerPoint for business and professional purposes.

**EDG 729 DIGITAL CAMERAS AND SCANNERS**

Students will learn to use digital cameras and scanners for professional purposes. The course covers the fundamentals of digital imaging, including camera settings, lighting, and scanning techniques. Students will also learn how to use digital cameras and scanners for business and professional purposes.

**EDG 731 EVALUATIVE TECHNI Cs**

EDG 742 STUDENT TEACHING AND SEMINAR (PLACEMENTS ACCORDING TO SPECIFIC AREA CONCENTRATION: CD, SLD, AND E/BD.)

**EDG 743 STUDENT TEACHING AND SEMINAR**

EDG 743 STUDENT TEACHING AND SEMINAR (PLACEMENTS ACCORDING TO SPECIFIC AREA CONCENTRATION: CD, SLD, AND E/BD.)

**EDG 744 STUDENT TEACHING (PLACEMENTS ACCORDING TO SPECIFIC AREA CONCENTRATION: CD, SLD, AND E/BD.)**

EDG 744 STUDENT TEACHING (PLACEMENTS ACCORDING TO SPECIFIC AREA CONCENTRATION: CD, SLD, AND E/BD.)

**MBA 500/800 MANAGERIAL ECONOMICS**

This course provides a comprehensive overview of microeconomic theory and its application to business decision-making. Topics include supply and demand, market equilibrium, consumer behavior, production and cost functions, profit maximization, and market structures. The course also covers externalities, public goods, and the role of government in the economy. Prerequisite: None.

**MBA 510 APPLIED STATISTICAL METHODS**

This course introduces the student to the application of statistical methods in business. Topics include descriptive statistics, probability distributions, hypothesis testing, and regression analysis. Prerequisite: None.

**MBA 515/815 STATISTICAL RESEARCH**

This course provides a hands-on experience in statistical research. Students will learn how to design a study, collect data, and analyze results using statistical software. Topics include survey design, data management, and data analysis. Prerequisite: MBA 510.

**MBA 520/820 INFORMATION SYSTEMS AND TECHNOLOGY**

This course explores the role of information systems and technology in business. Topics include the history of information systems, the types of information systems, and the impact of technology on business operations. The course also covers the challenges of implementing information systems and the role of IT in strategic management. Prerequisite: None.

**MBA 521/821 INFORMATION SYSTEMS THEORY AND PRACTICE**

This course provides a theoretical and practical understanding of information systems. Topics include the theory of information systems, the design of information systems, and the implementation of information systems. The course also covers the role of information systems in business and the challenges of managing information systems. Prerequisite: None.

**MBA 522/822 BUSINESS DATA COMMUNICATIONS**

This course focuses on the communication of business data. Topics include the types of business data, the methods of data collection, and the methods of data analysis. The course also covers the role of data communications in business and the challenges of managing data communications. Prerequisite: None.

**MBA 524/824 SYSTEMS ANALYSIS AND DESIGN**

This course provides a systematic approach to the analysis and design of information systems. Topics include the requirements analysis, the system design, and the implementation of the system. The course also covers the role of systems analysis and design in business and the challenges of managing systems analysis and design. Prerequisite: None.

**MBA 526/826 DECISION SUPPORT SYSTEMS**

This course focuses on the development and use of decision support systems. Topics include the types of decision support systems, the methods of development, and the methods of use. The course also covers the role of decision support systems in business and the challenges of managing decision support systems. Prerequisite: None.

**MBA 527/827 PROJECT MANAGEMENT**

This course provides a comprehensive overview of project management. Topics include the types of projects, the methods of project management, and the challenges of project management. The course also covers the role of project management in business and the challenges of managing project management. Prerequisite: None.

**MBA 528/828 INFORMATION SYSTEMS MANAGEMENT**

This course focuses on the management of information systems. Topics include the types of information systems, the methods of management, and the challenges of management. The course also covers the role of information systems management in business and the challenges of managing information systems management. Prerequisite: None.

**MBA 529/829 DATABASE MANAGEMENT**

This course provides a comprehensive overview of database management. Topics include the types of databases, the methods of management, and the challenges of management. The course also covers the role of database management in business and the challenges of managing database management. Prerequisite: None.

**MBA 530/830 CORPORATE FINANCE**

This course provides a comprehensive overview of corporate finance. Topics include the types of corporate finance, the methods of management, and the challenges of management. The course also covers the role of corporate finance in business and the challenges of managing corporate finance. Prerequisite: None.

**MBA 540/840 INTERNATIONAL FINANCE**

This course provides a comprehensive overview of international finance. Topics include the types of international finance, the methods of management, and the challenges of management. The course also covers the role of international finance in business and the challenges of managing international finance. Prerequisite: None.

Students will be able to identify and describe the various types of business organizations and their characteristics. They will also be able to identify and describe the various types of business organizations and their characteristics.

**MBA 545/845 INTERNSHIP**

This course provides students with a practical experience in a business organization. Students will be assigned to a business organization for a period of time to gain hands-on experience in a business organization.

**MBA 550/850 STRATEGIC MARKETING**

This course covers the strategic marketing process, including market research, target market selection, and the development of a marketing strategy.

**MBA 552/852 DIRECT MARKETING**

This course focuses on direct marketing techniques, including direct mail, telemarketing, and online marketing. Students will learn how to design and implement direct marketing campaigns.

**MBA 553/853 SALES MANAGEMENT**

This course covers the sales management process, including sales strategy development, sales force management, and sales performance evaluation.

**MBA 554/854 ADVERTISING MANAGEMENT**

This course covers the advertising management process, including advertising strategy development, advertising media selection, and advertising campaign implementation.

**MBA 555/855 SMALL BUSINESS MANAGEMENT**

This course focuses on the management of small businesses, including business plan development, financing, and growth strategies.

**MBA 565/865 SUPPLY CHAIN MANAGEMENT**

This course covers the supply chain management process, including procurement, inventory management, and distribution.

**MBA 570/870 LEGAL ASPECTS OF BUSINESS ADMINISTRATION**

This course covers the legal aspects of business administration, including contract law, tort law, and intellectual property law.

**MBA 575/875 BUSINESS ETHICS**

This course covers business ethics, including ethical decision-making, corporate social responsibility, and business law.

**MBA 576/876 FRAUD DETECTION AND PREVENTION**

ARU covered wines. MBA 576/876



**MIB 545/845 INTERNATIONAL ECONOMICS**

**MIB 555/855 INTERNATIONAL MARKETING**

**MIB 560/860 INTERNATIONAL BUSINESS**

**MIB 570/870 INTERNATIONAL STUDY ABROAD**

**MLS 530/830 ADMINISTRATIVE LAW AND PROCESS**

M LAW .. 3 credits.

M...

M.

M

**MSN 534/834 NURSING THEORY**

This course provides a theoretical foundation for nursing practice. It covers the history of nursing, the nursing process, and the role of the nurse in society. The course also explores the impact of culture, ethics, and legal issues on nursing practice. Students will learn to apply theoretical concepts to clinical practice and to evaluate the effectiveness of nursing interventions.

**MSN 538 ADVANCED HEALTH ASSESSMENT**

This course focuses on advanced health assessment techniques for the nurse practitioner. It covers the history, physical, and mental status examinations, as well as the use of diagnostic tests. Students will learn to identify and document abnormal findings and to develop a differential diagnosis based on the assessment data.

**MSN 540/840 NURSING RESEARCH**

This course introduces the student to the principles and methods of nursing research. It covers the research process, from the selection of a topic to the dissemination of findings. Students will learn to evaluate the quality of research studies and to apply research findings to clinical practice. The course also emphasizes the importance of evidence-based practice in nursing.

**MSN 551/561/851/861 ADVANCED NURSING PRACTICUM NURSING**

This course provides a supervised clinical experience for the nurse practitioner. Students will apply their knowledge and skills in a variety of clinical settings, including primary care, specialty care, and community health. The practicum focuses on the advanced role of the nurse practitioner, including the assessment, diagnosis, and management of acute and chronic conditions.

**MSN 552/562/852/862 ADVANCED NURSING PRACTICUM II**

This course provides a second supervised clinical experience for the nurse practitioner. The focus is on the management of complex, chronic conditions and on the coordination of care with other healthcare providers. Students will learn to evaluate the effectiveness of their interventions and to make adjustments as needed. The practicum also emphasizes the importance of patient education and health promotion.

**MSN 553/563/853/863 ADVANCED NURSING PRACTICUM III**

This course provides a third supervised clinical experience for the nurse practitioner. The focus is on the management of acute and chronic conditions in a variety of settings, including the emergency department, the intensive care unit, and the operating room. Students will learn to provide high-quality care to patients in these settings and to work effectively as part of a multidisciplinary team.

**MSN 571/871 NE I ADVANCED SPECIALTY NURSING PRACTICE FOR NURSE EDUCATORS**

This course is designed for nurse educators and focuses on advanced specialty nursing practice. It covers the role of the nurse educator in the clinical setting, including the assessment of student learning, the development of teaching plans, and the evaluation of teaching outcomes. The course also emphasizes the importance of continuing education and professional development for nurse educators.

**MSN 572/872 NE II INSTRUCTION DESIGN IN NURSING EDUCATION A: CLASSROOM TEACHING**

This course focuses on the design and delivery of classroom instruction for nursing students. It covers the principles of instructional design, including the selection of learning objectives, the development of teaching materials, and the use of various teaching methods. Students will learn to create a supportive learning environment and to assess student learning effectively.

**MSN 574/874 NE III INSTRUCTIONAL DESIGN IN NURSING EDUCATION B: CLINICAL TEACHING**

This course focuses on the design and delivery of clinical instruction for nursing students. It covers the principles of clinical teaching, including the selection of clinical experiences, the development of teaching plans, and the use of various teaching methods. Students will learn to create a supportive learning environment and to assess student learning effectively.

**MSN 577/877 EVALUATION AND TESTING IN NURSING EDUCATION**

This course focuses on the evaluation and testing of nursing students. It covers the principles of evaluation and testing, including the selection of assessment methods, the development of test questions, and the analysis of test results. Students will learn to create a fair and valid assessment system and to use the results to improve student learning.



MSN 592/892 GLOBAL PERSPECTIVES

OT 523 CLINICAL KINESIOLOGY

**OT 523 CLINICAL KINESIOLOGY**

OT 525 THERAPEUTIC SKILLS

**OT 525 THERAPEUTIC SKILLS**

OT 527 COMMUNITY PRACTICUM I

**OT 527 COMMUNITY PRACTICUM I**

OT 529 ASSESSMENT SKILLS I

**OT 529 ASSESSMENT SKILLS I**

OT 531 PBL I

**OT 531 PBL I**

OT 540 SCIENTIFIC INQUIRY I

**OT 540 SCIENTIFIC INQUIRY I**

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**OT 588 ASSISTIVE TECHNOLOGY OPTIONS**

This course provides an overview of the current state of assistive technology (AT) and its application in occupational therapy. Topics include the history of AT, the current state of AT, and the role of the occupational therapist in the selection and use of AT. The course also covers the process of AT assessment and the importance of user-centered design.

**OT 590 REHABILITATION SCIENCE III (INTEGRATED)**

This course is an integrated course that covers the topics of rehabilitation science, including the history of rehabilitation, the role of the occupational therapist, and the current state of rehabilitation science. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 592 REHABILITATION SCIENCE IV: CURRENT TRENDS IN UPPER EXTREMITY REHABILITATION**

This course focuses on the current trends in upper extremity rehabilitation, including the use of robotics, virtual reality, and tele-rehabilitation. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 594 PSYCHOSOCIAL PRACTICE II**

This course focuses on the psychosocial aspects of occupational therapy, including the role of the occupational therapist in the assessment and treatment of psychosocial issues. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 596 PEDIATRIC PRACTICE II**

This course focuses on the pediatric aspects of occupational therapy, including the role of the occupational therapist in the assessment and treatment of pediatric clients. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 601 ADVANCED CLINICAL PRACTICE**

This course provides an overview of the current state of advanced clinical practice in occupational therapy, including the role of the occupational therapist in the assessment and treatment of complex cases. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 603 PRACTICE MANAGEMENT**

This course focuses on the management aspects of occupational therapy, including the role of the occupational therapist in the assessment and treatment of practice management issues. The course also covers the process of rehabilitation and the importance of user-centered design.

This course provides an overview of the current state of practice management in occupational therapy, including the role of the occupational therapist in the assessment and treatment of practice management issues. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 605 COMMUNITY PRACTICE**

This course focuses on the community aspects of occupational therapy, including the role of the occupational therapist in the assessment and treatment of community-based clients. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 607 COMMUNITY PRACTICUM V (COMMUNITY PRACTICE)**

This course is a community practicum that provides students with the opportunity to apply their knowledge and skills in a community-based setting. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 609 SCHOLARLY WRITING**

This course focuses on the scholarly writing aspects of occupational therapy, including the role of the occupational therapist in the assessment and treatment of scholarly writing issues. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 611 ASSISTIVE TECHNOLOGY EVALUATION AND SELECTION**

This course focuses on the evaluation and selection of assistive technology, including the role of the occupational therapist in the assessment and treatment of assistive technology issues. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 613 WORK PRACTICE II**

This course focuses on the work practice aspects of occupational therapy, including the role of the occupational therapist in the assessment and treatment of work practice issues. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 615 EARLY INTERVENTION/SCHOOL-BASED PEDIATRICS**

This course focuses on the early intervention and school-based pediatric aspects of occupational therapy, including the role of the occupational therapist in the assessment and treatment of early intervention and school-based pediatric issues. The course also covers the process of rehabilitation and the importance of user-centered design.

**OT 620/622 LEVEL II FIELDWORK**

This course is a required fieldwork experience for students in the Occupational Therapy program. It is designed to provide students with a practical, hands-on experience in the field of occupational therapy. The course is divided into two semesters, OT 620 and OT 622. The fieldwork is supervised by a licensed occupational therapist and focuses on the application of theoretical knowledge to practice. The course is graded on a pass/fail basis.

**OT 624 LEVEL II FIELDWORK - III**

This course is a required fieldwork experience for students in the Occupational Therapy program. It is designed to provide students with a practical, hands-on experience in the field of occupational therapy. The course is graded on a pass/fail basis.

**OT 704 ASSISTIVE TECHNOLOGY IN OCCUPATIONAL THERAPY PRACTICE**

This course is designed to provide students with a practical, hands-on experience in the field of occupational therapy. The course focuses on the application of theoretical knowledge to practice, specifically in the area of assistive technology. The course is graded on a pass/fail basis.

**OT 706 COMPUTER ACCESS EVALUATION & SELECTION. [Format: Web-based and two Saturday (8:30-4:00) on-campus meetings].**

This course is designed to provide students with a practical, hands-on experience in the field of occupational therapy. The course focuses on the application of theoretical knowledge to practice, specifically in the area of computer access evaluation and selection. The course is graded on a pass/fail basis.

**OT 708 SPECIAL TOPICS IN ASSISTIVE TECHNOLOGY. [Format: One weekend meeting (a .**



# THE FACULTY

## FULL-TIME FACULTY

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