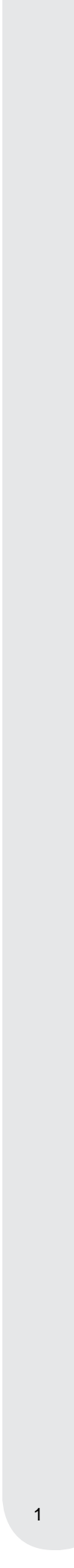



# Graduate & Professional Graduate Studies





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

## Mission Statement

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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.

## Statement of Purpose

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Concordia was founded in 1881 as a school of The Lutheran Church-Missouri Synod and officially became a university on August 27th, 1989. Concordia provides a variety of educational opportunities for students who are preparing for vocations in the ministry of the church and for various professional and business careers in the community. The program of studies emphasizes a liberal arts curriculum and course offerings provide educational experiences that cultivate personal and vocational skills. The total program is centered in the Christian philosophy with a confessional Lutheran emphasis. It is governed by sound educational standards and is focused on the spiritual, academic, social, and physical development of students.

Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living.

Concordia's programs promote intellectual development and self-knowledge for the student's personal growth and well-being. They nurture religious commitment, provide insights for Christian action in the world, and facilitate the ability to communicate effectively. The programs provide an opportunity for intelligent selection of vocations for service to God, church and society. They are designed to develop the professional competencies and commitment required for responsible participation and leadership in a complex society.

As a metropolitan educational institution in Wisconsin, Concordia is determined to use all available opportunities and resources provided by the community at large to enhance the educational development of its students. Concordia also integrates a global experience into its curriculum so that the student can better understand the church and our nation in a truly global environment. Concordia, in turn, within the bounds of its philosophy and resources, is interested in exerting a Christian influence on the community, nation, and world. This is done through traditional and non-traditional university programs, adult and continuing education, graduate programs, and global education. With a spirit of Christian commitment, supported by a broad liberal arts education, graduates of Concordia will intelligently and unselfishly enter challenging avenues of service to church and society.

## Campus Address

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

## Administrative Officers

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PRESIDENT.....	Patrick Ferry
EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER.....	Allen Prochnow
SENIOR VICE PRESIDENT OF ACADEMICS.....	William Cario
SENIOR VICE PRESIDENT OF ENROLLMENT SERVICES.....	Kenneth Gaschk
VICE PRESIDENT OF ADVANCEMENT.....	Roy Peterson
VICE PRESIDENT OF FINANCE AND CHIEF FINANCIAL OFFICER.....	Joan Scholz
VICE PRESIDENT OF INFORMATION TECHNOLOGY.....	Thomas Phillip
VICE PRESIDENT OF MARKETING.....	Anita Clark
VICE PRESIDENT OF STRATEGY, CULTURE & EXTERNAL RELATIONS.....	Gretchen Jameson
VICE PRESIDENT OF STUDENT LIFE.....	Sarah Holton
ASSISTANT VICE PRESIDENT OF ACADEMICS.....	Bernard Bull
ASSISTANT VICE PRESIDENT OF ACADEMICS.....	Leah Dvorak
ASSISTANT VICE PRESIDENT OF ACADEMICS.....	Randall Ferguson
CHAIR, FACULTY SENATE.....	Brad Condie

## Deans

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ARTS AND SCIENCES.....	Gaylund Stone
BUSINESS ADMINISTRATION.....	David Borst
EDUCATION.....	Michael Uden
HEALTH PROFESSIONS.....	Linda Samuel
NURSING.....	Sharon Chappy
PHARMACY.....	Dean Arneson
STUDENT LIFE.....	

## Graduate Studies

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

### ACCREDITATION

Concordia University Wisconsin is accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges:

North Central Association of Schools and Colleges  
 230 South La Salle Street, Suite 7-500, Chicago, Illinois 60604-1413, (312) 263-0456  
<http://www.ncahigherlearningcommission.org>

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

Policies apply to all graduate students, both on campus and Distance Education.

## **ADMISSION TO GRADUATE AND PROFESSIONAL STUDIES**

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

2. Evaluation- When an applicant's file is complete, the file is forwarded to the Admission Committee. The Admission Committee will make one of four decisions:

4 HISTUDIET •

INITIAL

## INCOMPLETE GRADES



### 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.

## ADVISING

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

## CAREER SERVICES

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

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## **FALCON-ONE CARD**

All graduate students who plan to use the Concordia University library must receive a Falcon ONE card, which is available at no charge in the Rincker Library. The card will be validated by the Business Office when all fees have been paid. The identification cards remain the property of the University and are subject to return to the University

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

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

## **FINANCIAL ASSISTANCE**

Concordia University maintains the Financial Aid Office to assist students finance of their graduate programs. Though Concordia believes that the principal responsibility for educational costs rests with the student, the University offers a variety of programs which may be used as resources for the payment of educational expenses.

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

The Stafford Student Loan Program enables students to borrow federally insured loans through Concordia University Wisconsin. The interest may be paid by the government until the borrower graduates. Students must be admitted and registered for a course before they will receive an award letter

**Category III** Past and present participation in officially recorded sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms requesting the withholding of Directory Information are available in the Office of the Registrar.

Concordia University Wisconsin assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

### **NON -DISCRIMINATION POLICIES**

Concordia University Wisconsin admits qualified students of any age, sex, race, color, national or ethnic origin, physical or mental conditions, or developmental disability, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Concordia University Wisconsin does not discriminate on the basis of race, color, national or ethnic origin, age, sex, physical or mental condition, or developmental disability in the administration of its admission policies, education policies, scholarship and loan programs, athletic and extra-curricular programs or other school-administered programs. Concordia University Wisconsin does not discriminate on the basis of handicap. (cf. Section 504 of the Rehabilitation Act of 1973).

### **GOOD STANDING**

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

### **APPLICATION FOR GRADUATION**

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

### **GRADUATION FEE**



# Applied Exercise Science

## MASTER OF SCIENCE IN APPLIED EXERCISE SCIENCE DEGREE

### OVERVIEW

The Master of Science degree in Applied Exercise Science provides a flexible format of academic and research preparation for entry into various exercise science fields or for advancement into doctoral programs.

### MISSION STATEMENT

The Concordia University Wisconsin program in Applied Exercise Science seeks to develop exercise science graduate students in mind, body and spirit for Christian service to the community.

### GENERAL ACADEMIC INFORMATION

Major topics examined include exercise physiology and applied kinesiology research with the goal of applying these skills toward the enhancement of human physical performance, injury prevention and the treatment/prevention of chronic disease. Additionally, the student is allowed to take a number of electives, adding breadth to the program. Objectives of the program include:

- Acquire in-depth knowledge of exercise science
- Develop research skills
- Enhance professional development
- Apply knowledge to practical situations
- Understand the role of exercise in health and disease

The program includes a flexible blended learning model of online and face-to-face meetings. Completion time for the program is generally two years.

### ENTRANCE REQUIREMENTS

Admission to the Master of Applied Exercise Science program allows students to begin the program in either Fall or Spring semesters. Entrance requirements include:

- A bachelor's degree in Exercise Science, Kinesiology, and Movement Science
- A minimum GPA of 3.00 in the major
- Completion of prerequisite courses:
  1. A full year of human anatomy and physiology and
  2. A one semester course in Exercise Physiology
- A minimum GRE score of 1500

Students may apply to the program before all admission requirements and prerequisites are completed, but must be completed prior to matriculation.

## APPLICATION PROCESS

Application form available at: [www.cuw.edu/apply](http://www.cuw.edu/apply). In addition to the application, submit:

- 1. A non-refundable application fee of \$50
- 2. A resume detailing your education, employment, and professional experience
- 3. Four letters of recommendation from faculty members

All official transcripts leading to a bachelor's degree:

- 1. Submit these transcripts

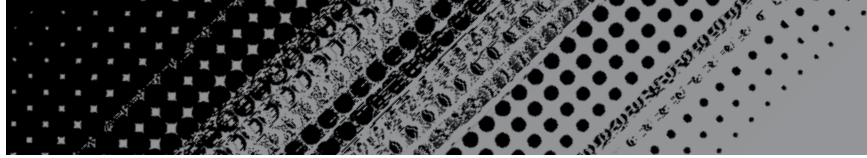
Deadline for applying: August 1st (Fall Semester), January 1st (Spring Semester)

## CURRICULUM

Core Courses (27 credits)

MSES 540 Applied Kinesiology 3 Cr.





## MASTER OF SCIENCE IN ATHLETIC TRAINING

### GENERAL ACADEMIC INFORMATION

The Master of Science in Athletic Training (MSAT) program at Concordia University Wisconsin (CUW) is a five-year entry-level athletic training program. The objective of this program is to prepare graduates to enter into variety of employment settings and to render health care to diverse individuals engaged in physical activity.

The MSAT program at CUW is designed to satisfy all of the requirements set forth by the Commission on Accreditation of Athletic Training Education (CAATE) for an accredited program, as well as the graduation requirements for CUW. Meeting the CAATE requirements will allow the Athletic Training Student to take the Board of Certification (BOC) Computer Based Examination, which one must pass in order to practice professionally as an athletic trainer. The students completing this program will be awarded a Master of Science in Athletic Training degree.

There are two main components to the MSAT program:

1. Classroom Education: The MSAT program consists of CUW undergraduate level core courses, athletic training undergraduate and graduate level core courses, and approved graduate level elective courses.
2. Clinical Education: The MSAT program enhances the classroom education with extensive hands-on clinical experiences in a variety of settings

MSAT ###:	Recognition and Evaluation of Athletic Injuries III with Lab (3 credits)
MSAT ###:	Pathophysiology and General Medicine (3 credits)
MSAT ###:	Psychosocial Aspects of Athletic Training (3 credits)
Capstone/Thesis/Internship	(3 credits, taken for 2 semesters = 6 credits total)
MSES 540:	Applied Kinesiology (3 credits)
MSES 569:	Research Methods (3 credits)
MSES 820:	Statistics (3 credits)

### Electives (Graduate level courses)

9 credits

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

## ADMISSION PROCESS

The Master of Science in Athletic Training (MSAT) program is a selective program that accepts approximately twenty students each year. The model used is an 8:1 ratio (Student:Clinical Instructor ratio). This model promotes educational quality, provides the students with opportunities for hands-on learning, and maintains compliance with CAATE accreditation standards.

Prospective athletic training students will formally apply to the athletic training program during the spring semester of their first year of coursework. Once admitted to the program, the students will complete the remaining four years of core curriculum and athletic training coursework. Students who are accepted into the athletic training program will be limited to one extracurricular activity (or sport), participating in that extracurricular activity (or sport) during its traditional season only.

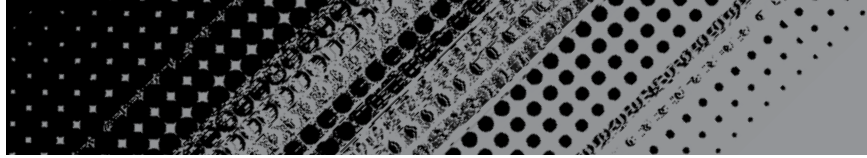
During the first year at Concordia University Wisconsin, applicants must meet the following minimum requirements to be considered for admission to the MSAT program:

1. Earn a Cumulative Grade Point Average (CGPA) of 3.00 in all major course work.
2. Earn a Cumulative Grade Point Average (CGPA) of 2.75 in all course work.
3. Complete the Athletic Training application by the specified date.
4. Interview with ATEP Admissions Committee.
5. Submit two CUW ATEP student evaluation forms from two personal references.
6. Submit a two-page essay regarding your choice of Athletic Training as a career.
7. Submit a physical examination regarding the ATEP Technical Standards.
8. Complete and pass the following courses:
  - a. BIO 181 & 182 (Anatomy & Physiology): with a grade of a C (2.0) or higher
  - b. HHP 130 (Advanced Weight Training): with a grade of B (3.0) or higher
  - c. HHP 171 (Intro to Exercise Science): with a grade of a B (3.0) or higher
  - d. MSAT 115 (Medical Terminology): with a grade of B (3.0) or higher
  - e. MSAT 205 (First Aid & Emergency Procedures): with a grade of a B (3.0) or higher
  - f. MSAT 210 (Health Care Delivery): with a grade of B (3.0) or higher
  - g. MSAT 272/273 (Intro to Athletic Training): with a grade of a B (3.0) or higher

## RETENTION STANDARDS

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

1. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in major course work.
2. Maintain a Cumulative Grade Point Average (CGPA) of 2.75 in all course work.
3. Must pass all Practicum courses (HHP 291, HHP 292, HHP 391, HHP 392, HHP 491, and HHP 492) with a grade



Concor

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

## ABSENCE POLICY

Due to the intensive nature of the Program, students are allowed only one excused absence per course, defined as a) emergency, b) personal illness, or c) travel on business. Students with more than one excused absence, or any unexcused absence, may be withdrawn from that course and may have to repeat, at the discretion of the director.

## ACADEMIC ADVISING

Upon admission to the program, each student will be assigned an advisor. This advisor will assist the student in program planning, career counseling, and any matters pertaining to due process within the program. Please consult your acceptance letter for the name of your advisor.



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

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

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

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

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

## MBA CONCENTRATION COURSES

### Choose Five Courses In One Area Concentration (15 credits)

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

#### Accounting

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

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

#### Corporate Communication

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

#### Environmental Sustainability

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

#### Finance

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

#### Health Care Administration

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

## Human Resource Management

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

## International Business

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

## Management

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

## Management Information Systems

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

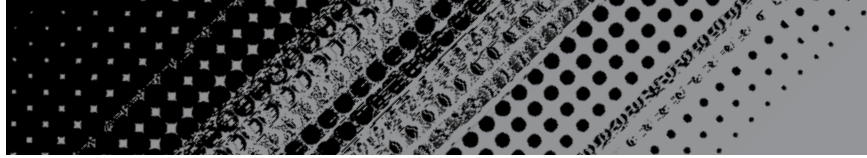
## Marketing

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

Public Administration

MBA 527/827	Project Management	3 Cr.
MLS 530/830	Administrative Law/Process	3 Cr.
MPA 535/835	Budgeting in Public Agencies	3 Cr.
MPA 540/840	Public Administration	





## MASTERS OF SCIENCE IN EDUCATION - COUNSELING

GRADUATE COUNSELING  
MASTERS OF SCIENCE IN EDUCATION COUNSELING

Concordia offers two options in Counseling:

1. School Counselor (K-12) WDPI License #54.
2. Professional Counselor WDSPS Certificate 226-Licensed Professional Counselor in Training  
Students may also be endorsed for a Substance Abuse Counselor in Training 130 License-See the counseling program director for specifics on SAC-IT endorsement requirements.
3. Counseling Foundations-Non-Licensable Degree-See counseling program director for specifics for this counseling master degree alternative.
4. A Christian Counseling Certificate for licensed counselors, social workers and psychologists is available-See Graduate Certificate Programs for the Christian Counseling Certificate information.
5. A Relationship Skills Certificate for pastors, pre-seminary students and church workers is available-See Graduate Certificate Program for the Relationship Skills Certificate information.

The School Counselor Program is approved by the Wisconsin Department of Public Instruction.

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

\*\*Alternative Education coursework and licensing options are identified and explained within this section of the Graduate and Professional Studies Academic Catalog for 2014-15. Information on the Alternative Education Program follows the licensing requirements for school counselors.

### THE OBJECTIVES OF THE COUNSELING DEGREE

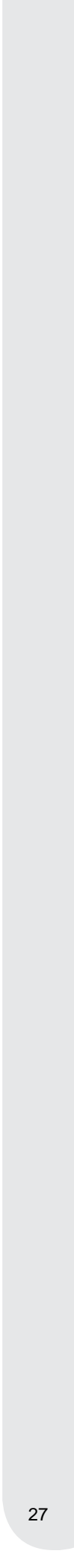
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5. Group Work

COUN 594/894 Group Counseling - 3 Cr.

6. Ca

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**PRACTICUMS**

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

**PORTFOLIO**

## ALTERNATIVE EDUCATION

### Purpose

This coursework will assist licensed teachers, professional educators and community advocates in identifying students who are at-risk in a school building for school failure. As a larger number of students are being identified as at-risk , it is becoming essential and more desirable that teachers have this 952 certification. A major focus of the alternative education program is to assist concerned professionals in learning ways to collaboratively build strategies within a school community to better serve at-risk students in the school and the community.

### CURRICULUM FOR AL

**EDUCATIONAL ADMINISTRATION**

**EDG 531/831 Principles of Educational Administration (Foundation Course)** 3 Cr.

This course is designed to provide students with the knowledge and skills necessary to equip teachers for administrative responsibility and to assist present administrators in developing organizational and leadership skills.

This administrative concentration in the Master of Science in Education provides an opportunity for an applicant to receive a Wisconsin State Administrative license through the Department of Public Instruction.

There are two options available in this concentration:

- 1.
- 2.

**SCHOOL**

### MASTER OF SCIENCE IN EDUCATION - EDUCATIONAL ADMINISTRATION WITH A #51 LICENSE PROJECT (33 Credits Required)

**Required Courses:**

EDG 531/831 Principles of Educational Administration (Foundation Course - take first)	3 Cr.
EDG 627/921 Portfolio I (Taken with EDG 531/831)	0 Cr.
EDG 507/807 Curriculum Development	3 Cr.
EDG 515/815 Educational Research Methods	3 Cr.
EDG 533/833 Leadership for Change in Education	3 Cr.
EDG 535/835 Legal and Ethical Issues in Administration	3 Cr.
EDG 536/836 Educational Governance and Administration	3 Cr.
EDG 537/837 Supervision of Instruction	3 Cr.
EDG 541/841 School Business Administration	3 Cr.
EDG 590/8909370sis Completion Seminar (EDG 515 is a prerequisite)	3 Cr.
OR	
EDG 595 Graduate Capstone Project (EDG 515 is a prerequisite)	3 Cr.
EDG 628/922 Portfolio II (Taken prior to EDG 539/839)	0 Cr.
EDG 539/839 Practicum in Educational Administration (Take Last)	3 Cr.
EDG 629/923 Portfolio III (Taken after last course)	0 Cr.

DIRECTOR OF INSTRUCTION





3. Science Content Co

MASTER OF SCIENCE IN EDUCATION (30 credits)

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Required Courses

EDG 552/852 Improvement in the Teaching of Reading7 Td [(o)4(ur)-10(s)-1(e)1(s)]TJ ET BT /Span /ActualTss

Total credits for a Master's degree and Cross-Categorical Special Ed



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

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

### Methods classes are taken according to Major/Minor

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

### ESL Minor Courses:

COMM 560/860	Cross Cultural Communication (3 credits)
ENG 540/840	Basic Linguistics (3 credits)
EDG 677/816	ELL Literacy: Reading, Writing, And Grammar Strategies (3 credits)
EDG 681/817	Accommodating Differences In Literacy Learners (3 credits)
EDG 682/819	Curriculum And Methods Of Teaching English As A Second Language (3 credits)
EDG 683/871	Observation, Analysis, and Practicum in ESL Classrooms (3 credits)
EDG 695/897	Portfolio: ESL (0 credits)

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



## EDUCATION-CERTIFICATE PROGRAMS

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

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

## ADULT AND COMMUNITY EDUCATION GRADUATE CERTIFICATE

PUR



CHRISTIAN



RELATIONSHIP SKILLS CERTIFICATE

## MASTER OF CHURCH MUSIC

The Master of Church Music degree is designed to be completed exclusively in summer sessions or in combination with evening sessions, meeting the needs of church musicians who are not able to take coursework during the traditional academic year. The program enables students to further their knowledge and skills in all aspects of church music with three emphasis areas: organ, choral, and handbells. While courses are taught from a Lutheran perspective, all denominations are welcome and highly valued in the program. The ecumenical diversity brings an immeasurable strength to the teaching and ongoing discussion of church music.

### THE OBJECTIVES OF THE CHURCH MUSIC DEGREE

For all students:

- s \$ E M O N S T R A T E L E G I T I M A C H O R M U S P R A C T I C I S S E O B S A N D H E O N O F H E H O R
- s \$ E M O N S T R A T E W L E G I T I M E Y A R D A C I I N A T R A N G A N G O M P O S I N G
- s \$ E M O N S T R A T E P R I A T I O N D U C T I O N T E C H N I Q U E S
- s ! C Q U E T H E N O W L E D G E T O L A Y D I R C H A N D B E L L S
- s O O S S E W L E D S P E C C H I C M U S T O P I C
- s \$ E M O N S T R A T E T O W O R K T H E O P L E

For Organ Emphasis:

- s ) M P O R V E C A T E C H N I F O U R S E N S E V R O P E L A Y O N R C I T A L
- s \$ E M O N S T R A T E L E G I T I M E F A O T H R E G A A N D F H S E T Y O D S A B U I L D I N G

For Choral Emphasis:

- s ) M P O R V E O C T A E L C H N F O U R S E N C H O B A R C T I N G
- s \$ E M O N S T R A T E L E G I T I M E F A O T H R E H O I R

For Handbell Emphasis:

- s ) M P O R V E L I N G T E C H N I F O U R S E N P E R F O R M A N C E D U C A T I O N G M P O S I T I O N D B E L L S
- s \$ E M O N S T R A T E L E G I T I M E S A T T I T U D E S Y S T E M S U C C E S S A N D D I R C T O R

### ADMISSION PROCEDURE IN ADDITION TO ADMISSION



A three-hour time period will be scheduled where the student can take the written portion of the examination. Each committee member will present questions from church music in general or from their area of expertise in particular which can be completed in a one-hour period.

The written examination will be graded and after a reasonable amount of time, an oral examination will be scheduled through the Music Department Office where the student and the instructors can meet and the student can complete and /or extend the answers given in the written examination. If at the end of the Oral Examination, the student's answers are not satisfactory, the committee members may request a portion of the examination be retaken.

## THE CURRICULUM (36 credits)

### ORGAN EMPHASIS

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

Comprehensive Exams (Written and Oral)

### CHORAL EMPHASIS

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

Comprehensive Exams (Written and Oral)

### HANDBELL EMPHASIS

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

Comprehensive Exams (Written and Oral)

MAS

## CURRICULUM

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

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

CSC 501/801 Introduction to Informatics  
Other undergraduate CSC courses as specified

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

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

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

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

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

CSC 505/805 is the required first course in the program, and is to be taken by all MS IT students. Students who are required to take CSC 501/801 should take that class concurrently with CSC 505/805, if possible. If not, both CSC 501/801 and CSC 505/805 must be completed before enrolling in any other MS IT course. Students may apply at any time for the MS IT program.

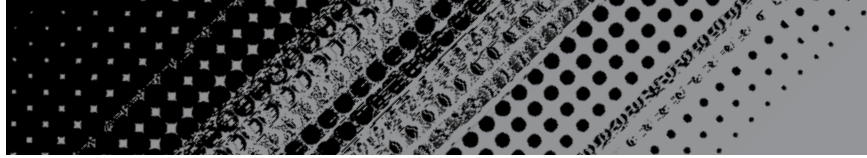
## PROGRAM STRUCTURE

On-campus courses in the MS IT program follow an accelerated, evening model whereby the class meets on the Mequon campus one night a week (for 4 hours) over the course of 8 weeks. The MS IT program follows the traditional CUW semester system (Fall, Spring, Summer) with one additional element. There are two sessions of MS IT classes in both the Fall and Spring semesters (session A and B). The two sessions are run back-to-back over the semester. During the Summer semester there is only 1 session. The first courses in the MS IT program are offered during session A of Fall and Spring, and usually in the Summer semester also.

MS IT eLearning classes follow an asynchronous model. A student may enroll in an eLearning classes at any time. The course begins as soon as the student enrolls. Currently, eLearning courses must be completed within 12 weeks of enrollment.

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





## MASTER OF SCIENCE IN NURSING

Purpose

4 HEASTERN ILLINOIS UNIVERSITY

ENTRANCE REQUIREMENTS FOR THE GRADUATE SCHOOL OF NURSING  
 IN ADDITION TO GRADUATE SCHOOL REQUIREMENTS

- s " 3 DEGREE MANCETRI THEURSSCHOOL
- s -INIMUM CUMULATIVE
- s 3 CIENTESE VALUASPATOFHADMISSEONESS
- s #URREQUIRESSUREGISTERBRIDEHE3!
- s !CTIVEWORKINGACTICEFERESECVEONURSESWHVOEACRISURSEMERIENCE
- s #URREQUIREZCERTIFICATION
- s !BILTPERORACHNBTAINDSAGEGISEDEURSE
- s 3UCCESSFULCOMPLETION
- Statistics course three credits.

**FAMILY AND ADULT/GERONTOLOGY  
PRIMARY CARE NURSE PRACTITIONER**

**Total Credits** (3 Cr) Tj ET BT /Span ActualTeNt (p) B5 /T13 1 Tf 9.5 0 0 9.5 65.36 614.0.21573-53.354327.7N7 Td (C)Tj EMC E

MSN 502/802 Bioethics for the Health Care Professional	3 Cr.
MSN 530/830 Health Care Systems in Context	2 Cr.
MSN 534/834 Nursing Theory	2 Cr.
MSN 540/840 Nursing Research	3 Cr.
MSN 538 Advanced Health Assessment	3 Cr.
MSN 590/890 Thesis	6 Cr.
OR MSN 891 Scholarly Project	3 Cr.
AND MSN 892 Global Perspectives	3 Cr.
<b>Total Credits in Core</b>	<b>19 Cr.</b>

**Cognates**

BIO 536/836 Pathophysiology	3 Cr.
BIO 542/842 Pharmacotherapeutics	4 Cr.
COUN 543/843 Counseling Theories & Issues	3 Cr.
EDG 526 The American Family Today	3 Cr.

## CERTIFICATE AFTER GRADUATION EDUCATION

### 29 – 30 Credit Degree Program

Consider building onto the Master of Science in Nursing degree by earning a Certificate After Graduate Education (CAGE) in Nursing. The CAGE program allows you to add a new area of certification to your current Graduate Nursing degree. Students have the option to combine the CAGE program with the Doctor of Nursing Practice program in a CAGE-DNP combination program. For more information on the CAGE Program or the CAGE-DNP option, contact an Online Learning admissions specialist.

## RN TO BSN TO MSN ONLINE

The online RN-MSN program allows a seamless academic progression for RNs who currently hold an Associate Degree in nursing to achieve a higher level of education and training through an innovative educational curriculum with the option to exit at the BSN level or continue. This program offers significant time and cost savings by combining BSN and MSN studies, and has three areas of specialization: Nurse Educator, Family or Adult/Gerontology Primary Care Nurse Practitioner. The online RN-MSN program is offered to those students who currently hold an Associate Degree in Nursing from an accredited school, a license as a Registered Nurse in the state in which they reside, and working as an RN. The program does presume that the student enters having completed all Liberal Arts course requirements. Liberal Arts requires 31 credits total (Theology 6 credits, Humanities 6 credits, Cross Cultural 3 credits, Social Science 6 credits, Chemistry 4 credits, Communication 3 credits, Lifespan 3 credits). Students may transfer in any of these courses if approved by the director.

To fulfill Concordia's degree requirements, a minimum of 36 credits must be taken at Concordia to earn a BSN. These credits may include both online cohort AND liberal arts coursework.

## RN-MSN Program Admission Requirements

2. WITH BSN OR MSN IN NURSING  
3. LICENSED IN THE STATE IN WHICH YOU ARE WORKING  
4. CURRENT CERTIFICATION  
5. HEALTH AND SAFETY RECORD



## DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

### Purpose

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

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

### PROGRAM OBJECTIVES

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

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

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

### THE PROGRAM HAS THREE COMPONENTS:

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

### DEL

## DEGREE REQUIREMENTS

The 36 - 38 hour curriculum is delivered in an all Distance Learning format with the exception of two cohort meetings which must be attended at the CUW Campus in Mequon, Wisconsin. One meeting at the beginning of the program and final meeting which involves presentation of Translational Evidence based Projects and exit interviews.

### DIRECT CARE TRACK

#### 36 - 38 Credits

Initial Cohort Meeting CUW Mequon Campus	
DNP 903 Biostatistics / Epidemiology	4 cr.
DNP 915 Evidence Based Practice	3 cr.
DNP 940 Translational Evidence Based Project I	4 cr.
DNP 921 Health Care Informatics	3 cr.
MBA 920 Economics and Public Policy of Health Care	3 cr.
MBA 930 Ethics and Leadership in Health Care	3 cr.
DNP 925 Medical Genetics	4 cr.
DNP 930 Clinical Residency I	4 - 5 cr.
DNP 941 Translational Evidence Based Project II	4 cr.
DNP 931 Clinical Residency II	4 - 5 cr.
Final Cohort Meeting / Presentation of Translational Evidence Based Projects	

### DNP - LEADERSHIP TRACK

#### 38 Credits

Initial Cohort Meeting CUW Mequon Campus	
DNP 903 Biostatistics / Epidemiology	4 cr.
DNP 915 Evidence Based Practice	3 cr.
DNP 940 Translational Evidence Based Project 1	4 cr.
DNP 921 Health Care Informatics	3 cr.
MBA 920 Economics and Public Policy of Health Care	3 cr.
MBA 930 Ethics and Leadership in Health Care	3 cr.
MBA 880 Leadership and Organizational Behavior	3 cr.
DNP 930 Clinical Residency I	4 cr.
MMC 820 Managerial Communications: Practices and Principles	3 cr.
DNP 941 Translational Evidence Based Project II	4 cr.
DNP 931 Clinical Residency II	4 cr.
Final Cohort Meeting / Presentation of Translational Evidence Based Projects	

### TRANSFER OF CREDIT

4 HERADUATES IN GRADUATE PROGRAMS TO TRANSFER CREDIT TO PREVIOUS COURSES IN THE DNP program based on the following criteria:

1. Course work must have been completed within five years prior to admission to the program (or be approved by the MSN/DNP faculty committee).
2. Courses transfer

## MASTER OF OCCUPATIONAL THERAPY DEGREES

### OVERVIEW

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

### MISSION STATEMENT

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

### ACCREDITATION

The Master of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane Suite 200, Bethesda, MD 20814-3449.



FIELDWORK EX

## PROGRAMS

### Accelerated Master of Occupational Therapy Program

The Accelerated MOT Program is designed for high school graduates who are prepared to pursue both a bachelor's and master's degree in 4 years.

#### Admissions Requirements

Students who begin their undergraduate career in Concordia's Bachelor of Science in Rehabilitation Science program may apply to the Accelerated MOT Program during the spring of their sophomore year. The combined BSRS/MOT program allows a student who wishes to become an occupational therapist to complete both degrees within a 4-year period, and the 24 students accepted into the program will begin taking graduate courses during the summer after their sophomore year.

The Accelerated MOT admissions requirements are as follows:

- MINIMUM CUMULATIVE
- 3.0 GRADE (HIGH SCHOOL) / ONLY ONE ATTEMPT
- 3.0 GRADE (HIGH SCHOOL) / ONLY ONE ATTEMPT
- 4 HOURS OF SHADOWING
- 4 LETTERS OF RECOMMENDATION
- PROGRAM PHYSICS
- RESUME

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

**Accelerated MOT Curriculum****SUMMER I**

BIO 550 Human Anatomy with lab - 6 credits  
 OT 640 Clinical Implications - 3 credits

**FALL I**

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

**WINTERIM I**

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

**SPRING I**

OT 530 Practice Skills - 3 credits  
 OT 586 Rehabilitation Science Orthopedics - 3 credits  
 OT 569 Scientific Inquiry II - 3 credits  
 OT 571 Work Practice I - 3 credits  
 OT 529 Assessment Skills - 3 credits

**SUMMER II**

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

**FALL II**

OT 561 Rehabilitation Science Neurorehabilitation -  
 3 credits  
 OT 584 Clinical Practicum Adult - 2 credits  
 OT 603 Practice Management - 3 credits  
 OT 565 Psychosocial Practice - 3 credits  
 OT 613 Work Practice II (elective) - 3 credits  
 OT 596 Pediatric Practice II (elective) - 3 credits  
 OT 630 Hand & Upper Extremity Rehabilitation  
 (elective) - 3 credits  
 \*\*One elective required; two may be taken with  
 approval from advisor

**WINTERIM II**

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

**SPRING II**

OT 590 Rehabilitation Science Integrated - 3 credits  
 OT 601 Advanced Clinical Practice - 3 credits  
 OT 605 Community Practice - 3 credits  
 OT 595 OT Community Clinic - 3 credits  
 OT 575 Fieldwork Seminar - NC (pass/fail)  
 OT 562 Rehabilitation Science Neurorehabilitation II -  
 3 credits

**SUMMER III**

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

**FALL SEMESTER III**

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

**Blended Master of Occupational Therapy Program**

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

**Blended MOT Application Process**

The Blended MOT Program at Concordia University Wisconsin participates in the Occupational Therapy Centralized Application Service, known as OTCAS. Applicants for the Blended MOT Program should apply online using the OTCAS application. To learn more about the OTCAS application process, please visit the OTCAS web site at [www.otcas.org](http://www.otcas.org). Applicants should submit all application items directly to OTCAS. Concordia does not require students to submit GRE scores, a supplemental application, or supplemental application fee.

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

**Blended MOT Curriculum****SPRING II**

OT 571 Wa]TJ EMC /Span ~~Act~~ 0 9.59.5 0 0 9.5 306.35p4I - 4 credits

**WINTERIM I**

OT 640 Clinical Implications - 3 credits

**SPRING I**

BIO 550 Human Anatomy with lab - 6 credits

OT 523 Clinical Kinesiology - 3 credits

OT 521 Foundational Concepts in OT - 3 credits

OT 546 Group Skills - 3 credits

OT 548 Clinical Practicum Group - 1 credit

**SUMMER I**

OT 564 Health & Wellness Promotion for OT - 2 credits

OT 566 Psychosocial Aspects of Wellness Practicum -  
1 credit

OT 530 Practice Skills - 3 credits

**FALL I**

OT 540 Scientific Inquiry I - 3 credits

BIO 585 Neuroscience - 5 credits

OT 580 Pediatric Practice I - 4 credits

OT 573 Clinical Practicum Pediatrics - 1 credit

OT 586 Rehabilitation Science Orthopedics - 3 credits

OT 529 Assessment Skills - 3 credits

**WINTERIM II**

OT 603 Practice Management - 3 credits

The Transitional MOT admissions requirements are as follows:

s- INIMUM CUMULATIVE

s' R A ~~DE~~ CR HIGH ER CREDI ~~CT~~ S ATOM ~~PH~~YSIOLOGY

# POST-PROFESSIONAL DOCTORATE IN OCCUPATIONAL THERAPY DEGREES

## OVERVIEW

## CURRICULUM

Upper Extremity Rehabilitation Track

## DOCTOR OF PHYSICAL THERAPY DEGREE

### OVERVIEW

Concordia University Wisconsin offers a professional (entry-level) Doctor of Physical Therapy (DPT) program. The program is based on a liberal arts foundation and encompasses three years of professional education beyond a bachelor's degree.

### MISSION STATEMENT

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

### ACCREDITATION

The Physical Therapy Program at Concordia University Wisconsin is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703.706.3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: [www.captaonline.org](http://www.captaonline.org).

### GENERAL ACADEMIC INFORMATION

The Doctor of Physical Therapy (DPT) program is designed to help students become a thoughtful, skilled and caring therapists who are autonomous providers of physical therapy services. Concordia's program emphasizes evidence-based practice and focuses on developing clinicians who will serve the community through excellence in clinical practice and understanding of the spiritual, economic, and psychological needs of the clients they serve. The program will help students develop skills to determine why an individual may have difficulty with movement, to determine whether those difficulties can be remediated by physical therapy, and to develop and implement a program which would address those concerns.

The Professional Physical Therapy Program at Concordia leads to a Doctor of Physical Therapy (DPT) degree. This entry-level professional degree program is three full years in duration, beginning in the Fall. The program is full-time and encompasses six semesters, three winterims, and two summer sessions. The curriculum combines classroom, laboratory, and supervised clinic-based instruction. An optional internship with continues after graduation may be available. No specific major is required or preferred for entry into the program provided the prerequisite classes have been met.

### ENTRANCE REQUIREMENTS

Admission to the entry-level Doctor of Physical Therapy program is competitive. Concordia University Wisconsin will admit one class of 26 full-time students in the fall of each academic year.

Admission requirements include:

- s " ACHIEVING EXCELLENCE IN PHYSICAL THERAPY EDUCATION
- s - INIMUM CUMULATIVE



Other prerequisites:

- s 3 STATISTICS SEMESTER
- s 0 PSYCHOLOGY SEMESTER
- s " BEHAVIORAL CLIENTS SEMESTER IN ADDITION TO PSYCHOLOGY REQUIREMENTS

Successful completion of an advanced placement examination will satisfy pr

	SUMMER Credits	FALL Credits	WINTERIM Credits	SPRING Credits
YEAR 1	BIO550 Anatomy 6 DPT510 Evidence Based Practice I 2 Total 8	DPT550 Pathophysiology/ Pharmacology I 4 BIO585 Neuroscience 5 DPT505 Kinesiology 5 DPT500 Foundations 3 DPT560 Introduction to Professional Practice 2 Total 19	DPT540 Clinical Decision Making 2 DPT555 Movement Analysis I 1 Total 3	DPT650 Pathophysiology/ Pharmacology II 4 DPT615 Movement Science 4 DPT609 Exercise Science I 3 DPT736 Tissue Biomechanics 3 DPT565 Therapeutic Exercise 3 DPT575 Community Practice I 1 Total 18
YEAR 2	DPT659 Intro to Management of Musculoskeletal Disorders 2 DPT580 Management of Pediatric Disorders 4 DPT628 Clinical Problem Solving I 2 DPT665 Management of Integumentary Disorders 2 Total 10	DPT660 Management of Musculoskeletal Disorders I 4 DPT635 Evidence Based Practice II 3 DPT655 Movement Analysis II 3 DPT 625 Therapeutic Modalities 4 DPT737 Psychosocial Dimensions of Healthcare I 1 DPT622 Scientific Inquiry 1 - 2 DPT680 Community Practice II 1 Total 17 - 18	DPT630 Clinical Problem Solving II (pediatrics) 2 Total 2	DPT661 Management of Musculoskeletal Disorders II 4 DPT611 Management of Neuromuscular Disorders - Adult 4 DPT709 Exercise Science II 2 DPT622 Scientific Inquiry 1 - 2 DPT685 Community Practice III 1 DPT745 Health Promotion 2 Total 14 - 15
YEAR 3	DPT631 Clinical Problem Solving II 1 DPT632 Clinical Problem Solving III 1 DPT633 Clinical Problem Solving IV 1 DPT634 Clinical Problem Solving V 1 DPT635 Clinical Problem Solving VI 1 DPT636 Clinical Problem Solving VII 1 DPT637 Clinical Problem Solving VIII 1 DPT638 Clinical Problem Solving IX 1 DPT639 Clinical Problem Solving X 1 DPT640 Clinical Problem Solving XI 1 DPT641 Clinical Problem Solving XII 1 DPT642 Clinical Problem Solving XIII 1 DPT643 Clinical Problem Solving XIV 1 DPT644 Clinical Problem Solving XV 1 DPT645 Clinical Problem Solving XVI 1 DPT646 Clinical Problem Solving XVII 1 DPT647 Clinical Problem Solving XVIII 1 DPT648 Clinical Problem Solving XIX 1 DPT649 Clinical Problem Solving XX 1 DPT650 Clinical Problem Solving XXI 1 DPT651 Clinical Problem Solving XXII 1 DPT652 Clinical Problem Solving XXIII 1 DPT653 Clinical Problem Solving XXIV 1 DPT654 Clinical Problem Solving XXV 1 DPT655 Clinical Problem Solving XXVI 1 DPT656 Clinical Problem Solving XXVII 1 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## **COST**

Students pay a semester-based tuition for six semesters which is posted on the Concordia University Wisconsin website. Winterim and summer sessions are included for no additional charge. Tuition will not increase during the six semesters of the program.

APTA student membership is highly recommended for all students. Current student membership rates are available on the APTA website at [www.apta.org](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 US citizens or permanent residents. Students may apply online at [www](http://www).

# Physician Assistant Studies

## MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES DEGREE

### OVERVIEW

Concordia University Wisconsin offers a Physician Assistant Studies program. The program is based on a liberal arts foundation and encompasses twenty six months of professional education beyond a bachelor's degree.

### MISSION STATEMENT

The Physician Assistant program at CUW prepares students to become competent physician assistants who provide high quality health care in a respectful, culturally sensitive, caring and knowledgeable manner.

## ENTRANCE REQUIREMENTS

Admission to the Physician Assistant program is competitive.

1. **Observation:** Students must be able to observe demonstrations, visual presentations, lectures, and laboratory studies in the basic medical and clinical settings. The candidate must be able to accurately observe a patient both close and at a distance; this requires functional use of vision, sensation, and smell. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.

2. **Communication:** Students must be able to speak, hear, and observe patients to gather pertinent data, describe their observations (including activity and function, mood, and posture) and be able to perceive nonverbal communications. Students must be able to effectively communicate with patients, families, faculty, and colleagues from different cultural backgrounds in oral, written, computer and telephonic formats.

3. **Motor and Sensory:** Students must have gross and fine motor function and coordination in order to auscultate, palpate, and percuss as well as the ability to use appropriate diagnostic techniques and instruments to provide routine and emergent medical care and common diagnostic procedures such as, but not limited to, performance of cardiopulmonary resuscitation, advanced cardiac life support, administering intravenous medications, suturing of simple and complex wounds, treatment of respiratory distress or bleeding, and routine obstetric and gynecologic care, as well as assisting in surgery. Students should have adequate sensory skills, including tactile sensory and proprioceptive capability. Students must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training. Strength, mobility and endurance: Students must be able to tolerate physically taxing workloads.

4. **Cognitive, Integrative, and Quantitative S**

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## APPLICATION PROCESS

Admission to the Physician Assistant program is competitive. Concordia University Wisconsin will admit one class of 30

## BACKGROUND CHECKS

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

## CURRICULUM

### Summer 1

PHAS 500 Human Anatomy for PAs - 6 credits  
 PHAS 501 PA Seminar I - 1 credit  
 PHAS 510 Physical Assessment - 4 credits  
 PHAS 515 Molecular Mechanisms for PAs - 2 credits  
 PHAS 520 Neuroanatomy - 2 credits

### Fall 1

PHAS 502 PA Seminar II - 2 credits  
 PHAS 525 Clinical Medicine I - 6 credits  
 PHAS 526 Pathophysiology and  
 Pharmacology I - 4 credits  
 PHAS 535 Evidence Based Medicine - 3 credits  
 PHAS 527 Medical Diagnostics I - 2 credits  
 PHAS 540 Public Health & Epidemiology - 2 credits

### Winterim 1

PHAS 580 Introduction to Clinical Practice - 3 credits  
 PHAS 565 Medical Ethics - 3 credits

### Spring 1

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

### Summer 2

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

### Fall 2

Clinical Rotations I - 16 credits

### Winterim 2

Clinical Rotations II - 4 credits

### Spring 2

Clinical Rotations III - 16 credits

### Summer 3

Clinical Rotations IV - 8 credits  
 PHAS 600 PA Seminar IV - 2 credits

Students will be placed on a rotation schedule for the last 11 months of their education.  
 The following rotations are required:

PHAS 610 Family Medicine Clinical Practicum I - 4 credits  
 PHAS 615 Family Medicine Clinical Practicum II - 4 credits  
 PHAS 620 Internal Medicine Clinical Practicum I - 4 credits  
 PHAS 625 Internal Medicine Clinical Practicum II - 4 credits  
 PHAS 630 Pediatric Clinical Practicum I - 4 credits  
 PHAS 635 Pediatric Clinical Practicum - 4 credits  
 PHAS 640 Emergency Medicine Clinical Practicum - 4 credits  
 PHAS 645 Surgery Clinical Practicum - 4 credits  
 PHAS 650 Behavioral Medicine Clinical Practicum - 4 credits  
 PHAS 655 Clinical Practicum Elective I - 4 credits  
 PHAS 660 Clinical Practicum Elective II - 4 credits

Total Credits Required: 115





MASTER O

## MASTER OF SCIENCE IN REHABILITATION SCIENCE CURRICULUM

<b>Required Core</b>		<b>21 Credits</b>
OT 701	Information Technology Lab	3 Cr.
OT 540	Scientific Inquiry I	3 Cr.
OT 626	Current Issues in Rehabilitation	3 Cr.
OT 627	Rehabilitation Theory	3 Cr.
OT 569	Scientific Inquiry II	3 Cr.
OT/PT 800*	Thesis (may take up to 1 year to complete)	3 Cr.
MSRS 520/521*	Systematic Review & Meta-analysis in Rehabilitation	3 Cr.
*take OT/PT 800 OR MSRS 520/521		

### Electives (12 credits)

Specialty Track Electives (see below)	9 Cr.
Any Elective or Independent Study	3 Cr.
Total credits for MSRS degree: 21 + 12 = 33 Cr.	

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### Pediatrics - 3 Credits each

EDG 740	Assistive Technology in the Schools
OT 596	Current Topics in Pediatric OT*
OT 615	Early Intervention & School Based Practice
*Prerequisite is OT 563 Pediatric OT OR consent of instructor	

### Applied Ergonomics - 3 Credits each

OT 571	Work Practice I
OT 613	Work Practice II*
DPT 734	Applied Ergonomics
*Prerequisites are OT 571 Work Practice I AND a biomechanics course of instructor	

### Exercise Physiology - 3 Credits each

BIO 536/836	Pathophysiology
DPT 757	Bioenergetics and Weight Control

### Education - 3 Credits each

EDG 521/821	Human Learning and Motivation
EDG 507/807	Curriculum Development
EDG 528/828	Instructional Strategies for Effective Teaching
MSN 877	Teaching and Evaluation in Nursing Education



## MASTERS DEGREE IN STUDENT PERSONNEL ADMINISTRATION

### PURPOSE

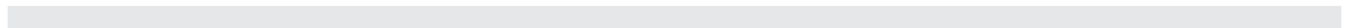
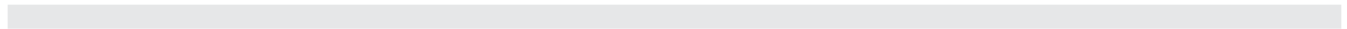
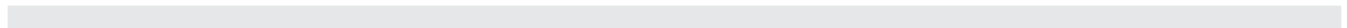
The Master's Program in Student Personnel Administration seeks to prepare students for professional careers in student personnel administration. The program is designed to provide students with the knowledge, skills, and experience necessary to effectively manage student affairs and support the educational mission of the institution.

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SPA 600	Thesis Completion Seminar	3
SPA 601	Capstone Project	3
SPA 602	Portfolio (grade = pass/fail)	0
T		



The following is the course sequence that students should follow.

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





# Pharmacy

## OVERVIEW

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

## MISSION STATEMENT

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

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

## VALUES

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

## DOCTOR OF PHARMACY CURRICULUM

Semester	Course	Credits
P1 Fall	PHAR 310 Pharmacy Biochemistry	4
	PHAR 312 Pharmacy Anatomy and Physiology	5
	PHAR 320 Pharmaceutics I	2
	PHAR 40 Pharmacy and the Healthcare System	3
	PHAR 370 Applied Patient Care I	2
	PHAR 380 Introductory Pharmacy Practice Experience (IPPE) 1	3
	Sem Total	19
P1 Spr	PHAR 314 Pharmacy Immunology, Molecular Biology, & Microbiology	4
	PHAR 322 Pharmaceutics II	4
	PHAR 330 Pharmacology and Medicinal Chemistry I	3
	PHAR 350 Pharmacotherapy I: Self-care	2
	PHAR 352 Pharmacy Calculations	1
	PHAR 372 Applied Patient Care II	2
	PHAR 382 IPPE-2	3
	Sem Total	19
P2 Fall	PHAR 424 Applied Pharmacokinetics and Therapeutic Drug Monitoring	3
	PHAR 426 Advanced Pharmaceutical Preparations	2
	PHAR 432 Pharmacology and Medicinal Chemistry II	4
	PHAR 450 Pharmacotherapy II	3
	PHAR 460 Medical Literature Evaluation I	2


## MASTER OF PHARMACEUTICAL OR CHEMICAL PRODUCT DEVELOPMENT

The Master of Pharmaceutical or Chemical Product Development (MPD) program will provide the additional education and hands-on training that science majors need to secure jobs in the pharmaceutical or chemical product development industries; accordingly, classes are taught in an applied manner, each with a lab component. The two year program admits students with any science degree, but requires them to have taken at least two semesters of organic chemistry, one of analytical chemistry and one of instrumental analysis. Students typically take 24 credits per year (12 per semester), for a total of 48 credits to graduate. Students would also write, present and defend a Product

**SPRING, YEAR 2**

PHAR 597: Product Development Project, 2 credits

MPD/PHAR 543: Industr



## ART EDUCATION

**AEG 501 THE HISTORICAL BASIS OF ART EDUCATION** surveys the history of educational practices and the major philosophic, theoretical, and methodological foundations that underpin the evolution and development of art education in American elementary and secondary schools. Emphasis will be on 19th and early 20th century ideas and practices - 3 credits.

**AEG 510 DEVELOPMENTAL ISSUES IN ART EDUCATION** studies the physical growth, emotional and intellectual development, and the mastery of visually expressive skills of children, pre-adolescents, and adolescents and their relationship to artistic behaviors and creative operations. Visual learning behaviors and their consequences are also studied for the influence on social growth and the enculturation process - 3 credits.

**AEG 521 CONTEMPORARY READINGS IN ART EDUCATION** draws upon recent literature related to the field of art education for purposes of study and discussion. Emphasis will be upon a selection of readings of the past two decades that deepens knowledge and insights into issues currently confronting the field. Emphasis will be upon independent inquiry, individual presentations of subject matter, and group discussions related to assigned readings and the selected readings of participants - 3 credits.

**AEG 531 MODERN PRACTICES IN ART EDUCATION** examines the philosophic, theoretical, and methodological grounds for practices in art education at all levels of instruction in public, private, and parochial schools from WWI to the present. Special emphasis will be given to post-WWII era curricular initiatives and instructional practices advocated and/or supported by foundations, special interest groups, government agencies, and public institutions (e.g. museums) as well as by leading art educators and general educationists - 3 credits.

**AEG 533 TEACHING ART WITH ART** presents ways in which historic and contemporary masterworks of art can be used to enhance kindergarten through twelfth-grade art curriculum. The use of the art museum, works of art, and environment as a primary resource for instruction will be emphasized. A wide range of curricular guides, visual reference materials, reproductions, and commercially developed resource materials are examined for their efficacy in the teaching of art with art - 3 credits.

**AEG 540 CURRICULUM DESIGN IN ART EDUCATION** studies a wide range of curricular rationales and formats used to articulate programs of study in the visual arts in public, private, and parochial at all levels on instruction

AEG 670/671 M ENTORSHIP/APPRENTICESHIP is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to identify and work closely with a master artist, craftsperson or art educator. Directed studio work over the two semesters concludes with a thoroughly developed body of work in a specific studio discipline. Work with an art educator would result in a written account of the engagement as well as a set of curriculum documents related to a specific medium, age level, or teaching situation.



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

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

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

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

**MBA 553/853 SALES MANAGEMENT**



MBA 615/915 LAB OR AND EMPLOYMENT LAW studies the management and administration issues related to group and individual performances and their effective contribution to the organizational objectives.



## COUNSELING

COUN 512/812- REL-PSYCHOPHARMACOLOGY will provide a brief overview of the major drug groups and their rationale for use,

**COUN 592/892 REL PROFESSIONAL ETHICS IN THE HELPING PROFESSION** deals with philosophical issues affecting practice with special attention to professional ethics, Christian bioethics and the nature of human kind. Legal issues such as confidentiality and malpractice will be explored. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits.

**COUN 593/893 REL INDIVIDUAL COUNSELING** provides the student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into the dynamics of one-to-one counseling, and the role of the counselor. The course requirements include practice of counseling techniques, small- group activities, audio or video-taped counseling sessions designed to promote self- awareness, skill development and development of intentional competencies. This class will be taught by an ordained pastor or a commissioned teacher of religion who is a licensed counselor. 3 credits.

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

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

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

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

**COUN 602/902 P RACTICUM (PROFESSIONAL COUNSELING)** is an introduction to the field experiences for students in the area of professional counseling. An orientation to the profession takes place during a 100 hour supervised field experience. The professional counselor will complete the practicum experience in an approved professional setting under the supervision of a licensed professional counselor and Concordia University counselor/supervisor. Prerequisites: COUN 543/843; COUN 552/852 or COUN 550/880; COUN 554/884; COUN 564/864; COUN 584/884 or EDG 550/880; COUN 588/888; COUN 592/892; COUN 593/893; COUN 594/894 - 1 credit.

**COUN 603/903 INTERNSHIP I FOR PROFESSIONAL COUNSELORS** is a 300 hour field-based internship/practicum designed to introduce student practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case



EDG 627/927 PORT FOLIO I is the first step in the required assessment process for the Masters in Education degree. Students complete the initial setup of their portfolio and develop rationales for each standard in their program. 0 credits.

EDG 628/928 PORT FOLIO II is the second step in the required assessment process for the Masters in Education degree. Students insert one artifact for each standard into their portfolio. 0 credits.

EDG 629/929 PORT FOLIO III is the third step in the required assessment process for the Masters in Education degree. Students insert at least two and no more than three additional artifacts for each standard into their portfolio.



**EDG 787/987 INTERVENTION STRATEGIES IN SPECIAL EDUCATION** provides an overview of strategies used from Early Childhood Education and Early Intervention programs to those used in elementary and secondary settings. Specific intervention strategies and curriculum planning issues are also considered. The main focus of this course is to assist student in linking assessment to service delivery. More specific interventions are covered in the following areas: cognitive skills; social skills and emotional development; adaptive behavior skills; motor skills; transition; personal competence; and program evaluation. This course will also provide a thorough study of the philosophical and practical base of effective assessment and intervention for young children with disabilities. Topics include eligibility evaluation, programmatic assessment, IFSP/IEP development, intervention planning and implementation in various service delivery settings, family participation, and progress monitoring. 3 credits.



**EDT 608/908 CRITICAL ISSUES IN EDUCATIONAL TECHNOLOGY** provides participants with an overview of important ethical issues related to educational technology and learning in a digital age. Participants will explore the cautions and concerns of researchers about technology-related trends in education. The goal is that participants will further develop the ability to make thoughtful technology-related decisions that take into account implications on the school culture, the overall school mission and vision, health and safety, social and psychological factors, along with ethical and theological convictions. 3 credits.

**EDT 627/927 PORTFOLIO 1** is a self-paced online tutorial that walks students through step one of the portfolio process for the Master of Science in Education - Educational Design and Technology. In this first step, students will become acquainted with the program goals and the portfolio process. They will then develop a shell or template for the electronic portfolio that will be used throughout the program. This should be completed during the first semester in the program. 0 credits.

**EDT 624/928 PORTFOLIO 2** is a self-paced online tutorial that walks students through step two of the portfolio process for the Master of Science in Education - Educational Design and Technology. In this second step, students will review the program goals and build upon the work that they started in Portfolio one, adding a number of artifacts related to the program goals. This should be taken once a student has completed four to six courses in the program. 0 credits.

**EDT 629/929 PORTFOLIO 3** is a self-paced online tutorial that walks students through the final step of the portfolio process for the Master of Science in Education - Educational Design and Technology. Students will build upon their work in Portfolio one and two in order to submit a final portfolio, demonstrating how the student has met or exceeded each of the program goals. 0 credits.

**EDT 639/939 SCHOOL LEADERSHIP IN TECHNOLOGY**

CSC

## APPLIED EXERCISE SCIENCE

**MSES 545 CARDIORESPIRATORY EXERCISE PHYSIOLOGY** this course will focus on the mechanisms involved in the adjustments the cardiorespiratory system is required to make to meet the metabolic demands of physical activity. Acute adjustments as well as chronic adaptations of the cardiorespiratory system will be examined in healthy and special populations. 3 credits.

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

**MSES 540 APPLIED KINESIOLOGY** this course is an examination of human movement mechanics in applied settings. Focus will be placed on functional assessment, training and conditioning, rehabilitation, and injury prevention. Advanced application of arthrokinematics, musculoskeletal function, and relative biomechanics as they relate to evidenced based science will be the focus of class content. 3 credits.

**MSES 757 BIOENERGETICS AND WEIGHT CONTROL** this course is designed to provide an understanding of the metabolic processes affecting weight control as well as practical approaches to the clinical management of weight issues. Specific topics include the pathways of energy metabolism, hormonal regulation of energy balance and substrate utilization, effect of diets/supplements and physical activity on weight control as well as clinical effects of prolonged obesity. 3 credits.

**MSES 550 SEMINAR IN EXERCISE SCIENCE** this course provides an analysis of current topics in the exercise sciences. Specific topics will be selected by the instructor(s) and the issues will be critically analyzed through readings, discussion, presentation and writing. 3 credits.

**MSES 569 RESEARCH METHODS** this course provides an examination of the research methods commonly used to design, implement and evaluate research in the exercise sciences. The course includes the study of descriptive, quantitative and qualitative research methods, as well as techniques of literature review and reporting of research. Students completing this course should have a draft of a research proposal that can be used for either a thesis or graduate capstone project. 3 credits.

**MSES 600 THESIS** this course is designed to help students hone their research skills through the implementation of a research proposal under the advisement of a faculty member. Students will propose a research project, get IRB approval, perform data collection, and analyze their data. Additionally, students will write up results in a complete thesis document. Students are expected to work semi-independently with their thesis adviser and must produce scholarly work. Students must also orally defend the thesis in a public forum. Prerequisite: MSES 569 Research Methods. 1 to 6 variable credits.

**MSES 601 CAPSTONE PROJECT** this course will provide the student with the opportunity to: 1) Improve their research skills through the completion of a systematic review of published research on a topic relevant to the exercise sciences, or 2) Propose and complete an acceptable alternate project than the systematic review. If an alternate project is proposed, approval must be obtained from a majority of the graduate level faculty in the Department of Health and Human Performance. Prerequisite: MSES 569 Research Methods. 1 to 6 variable credits.

## MUSIC

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

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

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

**MUS 541 GRADUATE THEORY REVIEW** is a comprehensive review of undergraduate music theory and harmonic skills and concepts. The review enable students to specifically identify, remediate, and evaluate all the pertinent skills necessary to basic musicianship, including analysis, sight-singing, aural training and part-writing. These skills must be applied to harmonic concepts from diatonic materials through chromaticism in the designated sections. Prerequisite: Successful undergraduate completion of music theory and harmony courses as well as the demonstration of these skills in a proficiency examination. 3 credits.

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

**MUS 546 COMPOSING FOR HANDBELLS** incorporates group discussion as well as individual coaching in handbell composition. Areas include original composition, arrangements, transcriptions, writing for bells and instruments, and bells and voices. Prerequisite: Music 242 or consent of the instructor. 3 credits.

**MUS 551 CHORAL CONDUCTING** further develops conducting skills with emphasis on specific problems associated with the choral repertoire. Discussion of the choral rehearsal, plus work on specific advanced techniques. 3 credits.

**MUS 552 CHORAL LITERATURE** surveys the field of choral music from about 1450 AD to the present, including discussion of stylistic tendencies and performance practice. Emphasis is placed on sacred choral music. 3 credits.

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

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

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

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

**MUS 586 CONDUCTING HANDBELLS** provides individual coaching with a conducting class handbell choir with specific regard to physical rationale, hand posture, field of beating, considerations unique to handbells and video-taping. Prerequisite: one undergraduate conducting course or consent of instructor. 3 credits.

**MUS 599 RECITAL, SERVICE, OR CONCERT** provides a culminating experience in applied music. This course is taken in place of the student's applied music courses in the semester during which the recital is given. Prerequisite: Departmental approval. 3 credits.

**MUS 642 FORM AND ANALYSIS** is a study of standard musical forms and structures and their organizing principles. It will familiarize students with the musical events that indicate important points in the design of a composition. 3 credits.

**MUS 686 HANDBELL PERFORMANCE** provides a comprehensive hands-on bell choir experience, including repertoire selection, bell

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## OCCUPATIONAL THERAPY

**BIO 550 HUMAN ANATOMY WITH LAB** is an integrated approach to the gross anatomy of the human body, with particular emphasis on the musculoskeletal and peripheral nervous systems. Consideration will also be given to the study of cells, tissues, and organ systems. The laboratory portion of the course consists of supervised dissection of human cadavers, and includes the study of living subject anatomy. Human anatomy is part of the professional curriculum in Occupational Therapy and Physical Therapy. As such, this course will include collaborative small group analysis of patient case studies to help students develop their knowledge and understanding of the structure and function of the human body and the impact of injury or illness, thus preparing them for service as health care professionals. Pre-requisites: admission into the MOT or entry-level DPT Program. 6 credits.

**BIO 585 NEUROSCIENCE** neuroscience is an integrated approach to the principles of human nervous system structure and function; including development and neural plasticity. The gross anatomy of the central nervous system and its vascular supply, as well as functional pathways and circuits and the cellular anatomy and physiology of neurons and synapses will be described. The course will cover somatosensory, motor (somatic and autonomic), limbic, cognitive, special sensory and ventricular systems and their interactions along with detailed discussion of the cranial nerves. The laboratory focuses on gross examination of the human central nervous system, its surrounding connective tissues and blood vessels, and cranial nerves as well as diagnostic imaging of neurological disorders, video presentations of individuals with neurological dysfunction, and practice integrating lecture material into case examples. Neuroscience is part of the professional curriculum in OT and PT. As such, this course helps students develop their knowledge and understanding of the structure and function of the human central nervous system, and will include collaborative small group analysis of patient case studies for a better understanding of the impact of injury or illness on movement and occupation

**OT 561 REHABILITATION SCIENCE – NEUROREHABILITATION I** This is a professional skills course focusing on occupational therapy treatment of people with typical neurological conditions and diagnoses. Principles of Brunnstrom, Rood, PNF and Bobath will be examined. There is opportunity to compare and contrast evidence in the literature about motor learning theories, reflex-hierarchical and other approaches. Areas of sensation, perception, cognition and effects of traumatic brain injury and SCI are included. Students learn treatment techniques and handling practices in relation to how these are provided within a framework of occupation. Experiences on human volunteers are incorporated as possible to enhance the practical application of theories and skills learned in didactic coursework, and to emphasize learning about how to provide client-centered care with these populations. Documentation and treatment planning learning activities incorporate elements of activity analysis learned in previous semesters. Finally, when and in what contexts patients are seen is examined in this course. 3 credits.

**OT 562 REHABILITATION SCIENCE – NEUROREHABILITATION II** This is a professional skills course focusing on occupational therapy treatment of people with typical neurological conditions and diagnoses. Principles of Brunnstrom, Rood, PNF and Bobath will be examined. There is opportunity to compare and contrast evidence in the literature about motor learning theories, reflex-hierarchical and other approaches. Areas of sensation, perception, cognition and effects of traumatic brain injury and SCI are included. Students learn treatment techniques and handling practices in relation to how these are provided within a framework of occupation. Experiences on human volunteers are incorporated as possible to enhance the practical application of theories and skills learned in didactic coursework, and to emphasize learning about how to provide client-centered care with these populations. Documentation and treatment planning learning activities incorporate elements of activity analysis learned in previous semesters. Finally, when and in what contexts patients are seen is examined in this course. 3 credits.

**OT 586 REHABILITATION SCIENCE - ORTHOPEDICS** this course will provide students with a client-centered, evidence-based forum to learn about the theories and methods used by occupational therapists for the evaluation and treatment of individuals with orthopedic physical impairments. Pre-requisites: OT 523 and BIO 550. 3 credits.

**OT 588 ASSISTIVE TECHNOLOGY OPTIONS** this course examines the methods of integrating computers and related technologies, including the Internet and communication technology, into Occupational Therapy treatment. Class members will work hands on with a variety of equipment and software media to develop strategies for their use to enhance the treatment process. The course will explore an overview of assistive technology topics, basic computer system functions and problem solving techniques, software evaluation, and typical technology solutions for a variety of clinical diagnoses. Prerequisites: OT 104 (or equivalent). 3 credits.

**OT 590 REHABILITATION SCIENCE - INTEGRATED** this course provides students with a client-centered, evidence-based forum to integrate the evaluation, theory, and treatment of individuals with orthopedic, neurologic, and multiple physical disabilities within different contexts of service delivery (e.g., home health, subacute, case management, etc.). This course is intended to transition the student to fieldwork, so emphasis is placed on independent learning and decision making. Pre-requisites: OT 529, 561 and 586. 3 credits.

**OT 595 OT COMMUNITY CLINIC** this elective course will provide the student with an opportunity for hands-on guided experience with evaluation, treatment planning and OT intervention with clients from the community. A variety of diagnostic groups will be offered. The learner will draw from previous coursework to integrate skills required to become a client centered, occupation and evidence based OT. This course will support CUW's mission of community service and will present a setting for the student to engage in a valuable exchange of learning and giving of themselves for the benefit of others. 3 credits.

**OT 596 PEDIATRIC PRACTICE II** this course builds on the foundational knowledge of Pediatric Practice I, providing a strong emphasis on treatment techniques and advanced pediatric theory and practice. Lab sections provide hands-on opportunities for students to observe, interact, and assess children. 3 credits.

**OT 601 ADVANCED CLINICAL PRACTICE** the purpose of this course is to help students refine their working knowledge of occupational therapy theory. Students will explore various issues of importance to contemporary clinical practice. Students will apply concepts of theories, learned in prior coursework, along with current research results in a problem-based learning (PBL) case study format. 3 credits.

**OT 603 PRACTICE MANAGEMENT** this is a basic skills course focusing on skills all OT practitioners need to administratively function in typical health care environments. In addition, business development and management areas of study will be incorporated to prepare students to assume more traditional management roles in a variety of models of service delivery. Students will be prepared to collaborate with other health professionals on the treatment team, to supervise OTA and support personnel, and to understand and realize the need for smooth organizational functioning to effectively conduct business as an OT. 3 credits.

**OT 605 COMMUNITY SERVICE** this course provides students with a client-centered, evidence-based forum to learn about the theories and methods used by occupational therapists for the evaluation and treatment of individuals with orthopedic physical impairments. Pre-requisites: OT 523 and BIO 550. 3 credits.



of the aging process on engagement in occupation. The role of OT in rehabilitation, habilitation, and promotion of health and wellness for older adults will be explored, along with special considerations when working with this population. A secondary focus of the course is to learn the role of assistive technology in supporting participation in occupations throughout the adult lifespan. 3 credits

#### Additional Fieldwork Elective

OT 624 LEVEL II FIELDWORK - III see description for OT 620/622 Level II fieldwork. OT 624 is an optional course with credits awarded depending on number of hours. Variable credits.

#### Global Education Experience - Electives

OT 535 CURACAO – GLOBAL ED this elective course is intended to provide the student with an opportunity for cultural experiences of alternative therapies for children by internationally trained therapists. This course will encourage students awareness of investigation into alternative therapies and how families from other cultures interact with therapists to support the growth and development of their children with disabilities. 3 credits.

OT 536 NEPAL – GLOBAL ED this elective course is intended to provide the student with an opportunity for cultural experiences through evaluation and screening of individuals in a developing country where basic health care needs are severely lacking. This course will encourage compassion for the impoverished and will allow the student a chance to complete assessments, create treatment strategies, and/or provide education when limited resources are available. There will be structured occasions to share the Gospel of Jesus Christ to individuals through drama, song, crafts and play. Education to teachers and therapists will be offered through training the trainer activities. 3 credits.

## OCCUPATIONAL THERAPY - POST PROFESSIONAL DOCTOR

**OT 930 EDUCATING THE ADULT LEARNER** this course will focus on adult development and learning theories. Students will identify the stages of adult development and examine the concept of andragogy versus pedagogy. Major theories of adult learning and how they relate to instructional practices will be explored. Physical and cognitive changes will be discussed in the context of teaching adult learners. This course will focus on teaching practices in both a traditional and online environment. 3 credits.

**OT 931 CLINICAL PRACTICE TO HIGHER EDUCATION** this course is designed to prepare the student for employment in high eDDD(4AHT5H)Tj EMC ET T

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

process used by physical therapists during patient care. The course provides students with a framework to begin their clinical decision making process including screening for medical referral and determining the appropriateness of continuing with a physical therapy examination. This initial framework for clinical decision making and patient examination will be built upon at increasing higher hierarchical levels as students progress through the curriculum. By the conclusion of the course, students will be better able to demonstrate the ability to perform an effective subjective examination and identify patients that are appropriate either for continuing the physical therapy examination or referral to appropriate health care providers. The concepts covered in this course will be reinforced in each succeeding clinical science course in the curriculum. 2 credits.

**DPT 630 CLINICAL PROBLEM SOLVING II** is a 3-week clinical experience in the second of a three-course sequence of clinical decision making experiences, completed in the clinical environment in a pediatric setting. Students are provided the opportunity to integrate academic course work in a normal motor development and rehabilitation of children with developmental challenges with clinical practice. This clinical experience serves as an introduction to pediatric clinical practice

musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan. The first semester of the sequence emphasizes examination/evaluation principles, systems review (medical screening), and the theories and techniques of mobilization. These principles will be incorporated into examination and intervention of the various joint complexes in the next two musculoskeletal courses. You will be responsible for knowing muscle interventions, origins and insertions and components of a neurologic examination. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits.

**DPT 660 MA NAGEMENT OF MUSCULOSKELETAL DISORDERS I** develops the skills required to perform a musculoskeletal examination/ evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan for the temporomandibular joint, cervical and thoracic spine, shoulder, elbow, wrist, and hand. The third semester of this sequence emphasizes examination techniques, soft tissue mobilization and exercise progression. These principles are incorporated into the examination/ evaluation and treatment of the temporomandibular joint, cervical and thoracic spine, and upper extremity dysfunction. The student is expected to apply previous knowledge and skills. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 4 credits.

**DPT 661 MA NAGEMENT OF MUSCULOSKELETAL DISORDERS II** develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement, and modify a treatment plan for the lumbar spine, pelvis and lower extremities. The second semester of this sequence emphasizes examination techniques, soft tissue mobilization and exercise progression. These principles are incorporated into the examination/evaluation and treatment of the lumbar spine, pelvic and lower extremity dysfunction. The student is expected to apply previous knowledge and skills Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 4 credits.

**DPT 665 MA NAGEMENT OF INTEGUMENTARY DISORDERS** provides students with the knowledge and skills required for physical therapy management of patients of all ages with disorders of the integumentary system. The students will develop skill in performing integumentary screening and comprehensive examinations that include tests/measures to determine patients that will benefit from physical therapy intervention. Students will demonstrate skill in applying therapeutic interventions to enhance patient function by managing integumentary systems disorders such as lesions of the integument, edema, lymphedema, acute and chronic wounds, burns, and infection control. Students will acquire knowledge of interventions which require post-professional advanced coursework, such as laser therapy, sharp debridement and specialized wound dressings. The use of interventions will be taught from an evidence-based and physiological perspective. The selection and use of interventions, including indications and contra-indications, will be learned in the full context of the patient management model of examination, evaluation, and PT diagnosis. Prevention of integumentary system damage secondary medical pathology will be addressed. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits.

**DPT 675 SELECTED TOPICS IN MA NUAL ORTHOPEDIC PHYSICAL THERAPY** is an elective course for Physical Therapy students committed to further refining and developing manual orthopedic and exercise intervention skills and clinical reasoning skills already established in the course prerequisites. Integration of manual physical therapy techniques into the overall management approach utilized for patients with orthopedic conditions will be emphasized throughout this course. Emphasis will be placed on developing quality hands-on skills for both thrust and non-thrust interventions. Utilizing a framework of evidence-based practice, the course will further emphasize the utilization of outcomes measures, classification schemes, manual therapy and clinical reasoning for the management of persons with orthopedic conditions. Pre-requisites: DPT 659, DPT 660, DPT 661; and recommendation of the faculty based on these three courses. 3 Credits.

**DPT 676 SELECTIVE TOPICS IN SPORTS MEDICINE PHYSICAL THERAPY** is an elective course primarily related to the upper and lower extremities with some content on the CT Junction and upper Thoracic Spine. The course addresses tissue specific tailored examination techniques to improve the accuracy of your interpretation in an efficient manner. Additional sport specific evaluations are incorporated with the possibility of video analysis. Interventions focus on manual techniques at each joint and exercise recommendations for specific diagnoses. There is in depth discussion about common post-operative diagnoses to improve comfort level with early and late phase interventions (Example: interventions for SAD vs. simple RC repair or interventions for meniscectomy vs. meniscus repair vs. ACL recon with meniscus repair). This course is primarily a lab based to improve clinical decision making skills and maximize patient outcomes. 3 credits.

**DPT 680 COMMUNITY PRACTICE** the Community Practice course w utT( r)23R

structure of bone, cartilage, dense connective tissue, peripheral nerves and skeletal muscle are described and their response to injury, immobilization and aging are investigated. In addition, fracture management, bone and joint infection and the biomaterials used in hard tissue replacement are discussed. Physician guest lecturers or a Physician roundtable discussion will augment the topics covered. Prerequisites: Admission into the entry-level DPT Program. 3 credits

**DPT 737 PSYCHOSOCIAL DIMENSIONS OF HEA**

## PHILOSOPHY

PHIL 500 MORAL DEVELOPMENT AND BIOETHICS provides a basic understanding of ethical decision making in the classical tradition of medicine and the Hypocratic Oath and the Judeo-Christian tradition of moral development. Students will learn to understand critique the culture of contemporary quandary ethics. They will also be introduced to a method of ethical inquiry identified as Biblical Narrative Ethics. 3 credits.

## SCHOOL OF PHARMACY

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

### REQUIRED COURSES (by semester)

#### P1 FALL SEMESTER

PHAR 310 – PHARMACY BIOCHEMISTRY Phar 310 is a 4 credit, one-semester course covering how atoms and molecules interact to produce life processes. Topics include, but are not limited to, biological synthesis of macromolecules, the chemistry of biological molecules, protein structure and function, enzyme mechanisms and kinetics, carbohydrate and lipid metabolic processes, nucleic acid chemistry and protein synthesis, biosignaling processes, and biochemical regulation. Pharmacy Biochemistry is limited to CUW School of Pharmacy students.

\* ,É Î Ó Ê q Ê \* 9 Ê / " 9 Ê Ê \* 9 " " 9 this course will examine the structure and function of the human body. Exploration will begin at the level of individual molecules and progress through cells, tissues, organs, and organ systems, culminating in a view of the body as a whole. Along with PHAR 310 Pharmacy Biochemistry and PHAR 314 Pharmacy Immunology, Molecular Biology, and Microbiology, this course will provide the core knowledge in the biomedical sciences upon which future studies in the pharmaceutical sciences will be built.

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**PHAR 352 – PHARMACY CALCULATIONS** accurately performing pharmaceutical calculations is a critical component in providing patient care in every pharmacy practice environment. Consequently, pharmaceutical calculations are a vital part of any pharmacy curriculum. Although most pharmaceutical calculations are not rocket science, it is a topic that deserves attention because it requires virtually flawless accuracy.





**PHAR 572 – APPLIED PATIENT CARE VI** Phar 572 Applied Patient Care VI is the last of six integrated patient care skill development courses in the School of Pharmacy curriculum. It is a patient-centered course that uses simulated patient scenarios and case studies to build students' foundational skills in drug information retrieval, patient interviewing, patient education, and critical thinking in the context of pharmacy's multiple disciplines. The first five courses in this series focused on the specific direct patient care skills of gathering a medication

**PHAR 539 - PHARMA COGENOMICS** driven by advances in genomics technology and the resultant increased capacity to understand an individual's genetic make-up, the emerging field of pharmacogenomics is increasingly informing clinical therapeutics and future drug design. This course is designed to provide students with an improved understanding of the complexities in identifying clinically significant genetic variation to predict the right choice and dose of medications for an individualized approach to medicine. Toward this end, the course will examine genetic principles and genomic technologies facilitating pharmacogenetic advances. Students will advance their knowledge of specific genetic principles inherent to non-disease states, disease states, ethnicity, and other factors known to impact drug response and individual patient outcomes. As the course advances, students will be guided to apply this knowledge to pharmacy practice through readings from the current literature, design of practice plans, and other relevant activities that will lead to an advanced understanding of how genetic variation influences pharmacologic principles, e.g. dose-response relationships and metabolism, and diseases including cardiovascular, CNS, hematologic, and immune systems as well as cancer. Consideration of the limitations of pharmacogenomics and ethical issues will also provide a complete perspective of the current and future impact of this important field.

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

**PHAR 553 - INFECTIOUS DISEASES PHARMA COTHERAPY SEMINAR** this once-weekly seminar series serves to introduce timely Infectious Diseases (ID) Pharmacotherapy topics to the student, and it will facilitate a more detailed discussion of select ID conditions. The role of the pharmacist in ID state management will be emphasized using an interactive Grand Rounds type format. Students will be asked to prepare in advance and will be expected come to seminar with analytical questions for the speaker. In addition to presentations by CUW SOP faculty members, local expert pharmacists will present in their areas of expertise. Students will be assessed based upon participation and targeted assignments that correlate with select seminar presentations.

**PHAR 557 - THE DIABETES EXPERIENCE** this course is designed to enhance and expand student's knowledge base, empathy, and ability to effectively work with Diabetes patients through hands on learning and personal experience with the cornerstones of Diabetes Management. The class approach will have each student participate in the management of diabetes as a patient. Student activities will include: attending education classes on the basics of diabetes care, self-recording various aspects of their daily lifestyle including food and exercise log, daily intake of placebo medications, blood glucose monitoring, and injection of placebo insulin (injections will be for 1 week of the class with the option of wearing a placebo insulin pump). Students will also get a firsthand experience of motivational interview and goal setting to make changes as if they were the person with diabetes. This course matches the CUW Mission and SOP curricular goal to develop student pharmacists in mind and spirit to provide value-based patient centered care for service to the world.

**PHAR 559 - BUILDING AMBULATORY CARE PRACTICE** Course Description and Connection to the SOP Curriculum: Ambulatory care is a growing aspect of pharmacy practice. Pharmacy graduates are given the clinical knowledge to manage chronic conditions and to assess patients with complex medication regimens through skills gained in clinical courses. This course will introduce students to the practice management skills needed to design, implement, and maintain an ambulatory care practice, including visioning, developing a practice plan, credentialing, reimbursement, and marketing.

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

**PHAR 563 - MEDICAL LITERATURE JOURNAL CLUB** medical literature evaluation in clinical settings and practitioner-driven journal clubs will be part of many APPE rotations and practice expectations as a pharmacist. Phar 563 Medical Literature Journal Club is an elective course designed to give students the opportunity to develop their medical literature evaluation skills in a journal club setting. Advanced beyond evaluation of literature in Medical Literature Evaluation I and II, Medical Literature Journal Club puts students in an independent role of lead presenter of journal club articles with their peer P3 students. Also beyond Medical Literature I and II, students serve a role as journal club facilitator for P2 students as part of the P2 students' introductory journal club experiences in Medical Literature Evaluation II. The course will also develop students' skills identifying which articles are most germane to their upcoming practice and warrant evaluation, realizing that the volume of literature in practice exceeds that which can be read and necessitates prioritization. Finally, the course introduces students to grand rounds and other in-service presentations and gives them the chance to retrieve, analyze, and apply the literature during the development and delivery of a grand rounds presentation.

**PHAR 571 - GERIATRIC PHARMACY** this course builds on concepts and topics from required coursework related to the care of the elderly patient. Expert guest lecturers, a broad variety of topics, and active learning techniques such as small group discussion, case evaluations, and simulation will be utilized to enhance the learning experience. The course will address general principles of aging and geriatric assessment skills, pharmacotherapy of selected disease states and syndromes common in the senior population, as well as other pertinent issues related to geriatric care. Additionally, students will complete a project in which course content and skills will be applied to patients in the community.

**PHAR 573 - ADV**

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**PHAS 610 FAMILY MEDICINE CLINICAL PRACTICUM I** this required 4 week rotation in Family Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of family medicine. Students will have the opportunity to apply what they have learned during the didactic phase in order to interact with patients and families, provide patient education, and conduct appropriate evaluation and management. (Minimum of 40 hours a week). Prerequisites: Successful completion of the PA Program didactic year. 4 credits.

**PHAS 615 FAMILY MEDICINE CLINICAL PRACTICUM II** this required 4 week rotation in Family Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of family medicine. Students will have the opportunity to apply what they have learned during the didactic phase in order to interact with patients and families, provide patient education, and conduct appropriate evaluation and management. This course expands upon knowledge gained in Family Medicine Clinical Practicum I. (Minimum of 40 hours a week). Prerequisites: Successful completion of Family Medicine Clinical Practicum I and the PA Program didactic year. 4 credits.

**PHAS 620 INTERNAL MEDICINE CLINICAL PRACTICUM I** this required 4 week rotation in Internal Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of general internal medicine. Students will have the opportunity to manage acute and chronic care and participate in continual care for patients in this setting. (Minimum of 40 hours a week). Prerequisites: Successful completion of the PA Program didactic year. 4 credits.

**PHAS 625 INTERNAL MEDICINE CLINICAL PRACTICUM II** this required 4 week rotation in Internal Medicine is under the supervision of a clinical preceptor. The rotation addresses the pathophysiology, evaluation, differential diagnosis, and management of diseases and conditions that occur in the practice of general internal medicine. Students will have the opportunity to manage acute and chronic care and participate in continual care for patients in this setting. This course expands upon knowledge gained in Internal Medicine Clinical Practicum I. (Minimum of 40 hours a week).

**SPA 506 GROUP DYNAMICS AND LEADERSHIP** applies concepts of small task-oriented group communication to the life and vocation experiences of participants, emphasizing servant-leadership skills. 3 credits.

**SPA 510 ISSUES IN AMERICAN HIGHER EDUCATION** this course places American higher education into a historical context examining the impact of society on the development of higher education. Introduces the student to current issues in American higher education. 3 credits.

**SPA 511 CURRENT ISSUES IN ATHLETIC ADMINISTRATION** this course is an in depth examination of contemporary issues and problems that exist in the sectors of interscholastic, intercollegiate, and professional sport programs. Topics such as legal liability, gender equity, fiscal management, sports marketing, facility management, personnel management, and event scheduling are covered. 3 credits.

**SPA 520 THE AMERICAN COLLEGE STUDENT** students from various generational, social, racial, ethnic, and religious backgrounds are entering college in ever increasing numbers. This course studies the impact these student have on the campus environment and the way in which the institution responds to its students. 3 credits.

**SPA 525 PROGRAM PLANNING AND ASSESSMENT**

EDC 517 PRACTICUM provides the education student with a supervised pre-student teaching experience at the 4th or 5th grade level. (Alternately, if the education student is pursuing licensure in a minor certification area, their experience will take place in that content area at the middle school level.





## GRADUATE TEACHER CERTIFICATION PROGRAM – ESL MINOR

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

**ENG 540/840 BASIC LINGUISTICS** is an introduction to the elements of linguistics, including a study of the phonetic alphabet and morphology. Prerequisite: Only for SOE students. 3 credits.

**EDG 677/816 ELL LITERACY: READING, WRITING, AND GRAMMAR STRATEGIES**

**FULL-TIME FACULTY****ALBANO, CHRISTIAN B.**

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

**AMES, DIANE**

Associate Professor Graduate Nursing, Track Coordinator  
Adult/Gerontology  
DNP, FNP-BC, Concordia University of Wisconsin  
At Concordia since 2003.

**ARNESON, DEAN L.**

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

**ARNHOLT, PHIL (Environmental Education)**

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

FEHRENBACHER, LYNNE A.  
Assistant Professor of Pharmacy Practice  
B.S., Pharm.D.

**McDONALD, ANN (Nursing)**  
B.S., Marquette University; Ph.D., Wayne State University.

**MENUGE, VICKI (Environmental Education)**  
B.S., Carroll College; M.S., University of Wisconsin-Madison.

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