

Graduate



CONCORDIA  UNIVERSITY
W I S C O N S I N

Academic Catalog
2009 - 2010

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2009-2010 SCHOOL CALENDAR

SEMESTER I

August 29	Sat.	Opening Service
August 31	Mon.	First Day of Classes
September 7	Mon.	LABOR DAY – No Class
September 11	Fri.	Last Day to Add a Regular Semester Class
October 29-30	Thurs.-Fri.	Fall Break-No Traditional Undergrad. Classes
November 6	Fri.	Last Day to Drop a Regular Semester Class
November 25	Wed.	Thanksgiving Vacation - Begins after 4:00 p.m.
November 26	Thurs.	THANKSGIVING DAY
November 30	Mon.	Classes Resume
December 14-18	Mon.-Fri.	Final Examinations Christmas Recess Begins after Last Exam
December 19	Sat.	Graduation (1:30 p.m.)
December 25	Tue.	Christmas Day

WINTERIM

January 4	Mon.	Classes Resume – Winterim Begins
January 22	Fri.	Winterim Examinations

SEMESTER II

January 25	Mon.	Second Semester Begins
February 5	Fri.	Last Day to Add a Regular Semester Class
March 15-20		Spring Recess
April 1-5	Thurs.	Easter Break Begins After 4:00 p.m.
April 4	Sun.	EASTER
April 5	Mon.	Classes Resume at 4:00 p.m.
April 9	Fri.	Last Day to Drop a Regular Semester Class
May 10-14	Mon.-Fri.	Final Examinations
May 15	Sat.	Graduation (1:30 p.m.)

SUMMER SESSIONS

3 weeks	6 weeks
1 – May 17 - June 4 (No School May 31)	May 17 - June 25 (No School May 31)
2 – June 7 - June 25	June 7 - July 16 (No School July 4)

THE UNIVERSITY

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 OF CONCORDIA UNIVERSITY WISCONSIN

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.

ADMINISTRATIVE OFFICERS

- PRESIDENT Patrick Ferry
- EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER Allen Prochnow
- ASSISTANT TO THE PRESIDENT FOR GOVERNANCE & PLANNING Ross Stueber
- SENIOR VICE PRESIDENT OF ACADEMICS William Cario
- SENIOR VICE PRESIDENT OF ADVANCEMENT Duane Hilgendorf
- VICE PRESIDENT OF OPERATIONS. Michael Besch
- VICE PRESIDENT OF ENROLLMENT SERVICES Kenneth Gaschk
- VICE PRESIDENT OF INFORMATION TECHNOLOGY Thomas Phillip
- VICE PRESIDENT OF MARKETING Anita Clark
- VICE PRESIDENT OF STUDENT LIFE Andrew Luptak
- ASSISTANT VICE PRESIDENT OF ACADEMICS Randall Ferguson
- ASSISTANT VICE PRESIDENT OF ADVANCEMENT Roy Peterson
- CHAIR, FACULTY SENATE Nathan Jastram

DEANS

- ARTS AND SCIENCES Gaylund Stone
- BUSINESS AND LEGAL STUDIES David Borst
- EDUCATION Michael Uden
- HUMAN SERVICES Ruth Gresley
- STUDENT LIFE Steven Crook

GRADUATE STUDIES

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

ACCREDITATION

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

North Central Association of Schools and Colleges
30 North La Salle Street, Suite 2400
Chicago, Illinois 60602-2504
(312) 263-0456
<http://www.ncahigherlearningcommission.org>

GRADUATE POLICIES

Policies apply to all graduate students, both on campus and E-Learning.

ADMISSION TO GRADUATE STUDIES

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

Students interested in enrolling in Graduate Studies are encouraged to contact the Graduate Admission Office at (262) 243-4248 or (800) 330-9866 for information on admission. Information may be found on line at the Concordia website, www.cuw.edu.

ADMISSION REQUIREMENTS

General requirements for admission to Graduate Studies are:

1. Submission of application to the Graduate Admission office.
2. Completion of a baccalaureate degree from a regionally accredited institution.
3. Two letters of recommendation from individuals who can attest to the applicant's ability to pursue graduate work.
4. Official transcripts from all post-secondary institutions attended must be submitted to the Graduate Admission office.
5. Resumé including educational and work experience.
6. An essay stating the reasons for choosing to enroll in Concordia's graduate studies and for selecting the particular program.
7. Payment of the non-refundable application fee.

In addition to these general admission requirements, each program may have other requirements. Generally students will be required to have a 3.00 GPA in their undergraduate work and may start their graduate program anytime after receiving the necessary information and with approval by the Graduate Admission Committee.

THE ADMISSION PROCESS

When an applicant's file is complete, the file is forwarded to the Admission Committee. The Admission Committee can make one of three decisions:

1. The student is unconditionally admitted to the program.
2. The student is admitted as a special student, whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives. If there are conditions to be met prior to admission, the candidate must provide documentation of having met those requirements to the Graduate Admission Counselor.
3. The student is denied admission to Graduate Studies.

A letter is sent to the applicant, giving the decision of the Admission Committee.

INTERNATIONAL STUDENT ADMISSION

Applicants who are not U.S. citizens are required to meet all regular admission standards listed for the program they wish to enter. In addition, the following are required:

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

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

Adequate medical insurance is required.

A certified document guaranteeing adequate financial support for the length of stay at Concordia University and return-trip transportation must be submitted. All fees of the University and any other financial obligations to the University must be paid in U.S. dollars at the time of the announced financial registration. Immigration regulations prohibit employment outside the campus community without prior Immigration and Naturalization Service approval.

Concordia University Wisconsin complies with Federal requirements for reporting of non-citizens who are admitted to the University.

APPLICATION DEADLINES

If there are application deadlines, they are specified in the program descriptions.

INTERNAL TRANSFER TO ANOTHER PROGRAM

If a student wishes to transfer from one program to another (e.g. from Education to Church Music), he or she must submit a Change of Program Form and a new essay explaining the reasons for the transfer. Ordinarily new letters of reference are not required. All admission procedures for the new program must be followed. Even though a student has been admitted to one graduate program, he or she is not guaranteed admission to or transfer to another program in the Graduate School.

ACADEMIC POLICIES

INITIAL COURSES

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

STUDENT COURSE LOAD

A full-time semester credit load is six graduate credits. Half-time load is three semester credits. When exceptional situations prevail, the student may request permission to enroll for additional credits; permission must be given by the advisor and the Director of the program.

During the summer term a full-time load is six graduate credits. Half-time load is three semester credits. The maximum load for a summer session is nine semester hours.

SPECIAL STUDENT CREDIT LOAD

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

NON-DEGREE-SEEKING STUDENT CREDIT LOAD

Students may enroll as non-degree-seeking students and take up to nine credits over five years. In order to register for classes, the student must complete an application for non-degree-seeking status.

PROBATIONARY STUDENTS

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

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

TRANSFER CREDITS

Depending on the admission policy of the program, a student may be allowed credit for work completed at the graduate level prior to enrolling at Concordia University. The applicant must provide official transcripts documenting the completed work and the grades obtained for this work. These grades must meet the Concordia admission standards. In order to transfer to Concordia, the number of graduate credits for a course taken at another university must be equal to or greater than the number of credits of a comparable course at Concordia, i.e., a two-credit course cannot transfer in for a three-credit course. Courses in which the student received lower than a 3.0 (B) will not be considered for transfer.

Ordinarily no more than six credits may be transferred from another institution. Approval from the Program Director is needed to accept additional coursework.

AUDITING A CLASS

A student may audit a course contingent upon availability of space and approval of the course instructor. Students auditing a course are expected to attend all classes but are not required to complete written course assignments and examinations. A reduced fee will be charged.

GRADUATE GRADING POLICY

Formal reports of the student's progress are issued at the close of each semester and summer session. At mid-semester, a report of very low grades (C's, D's and F's) is given to the student.

The following grade point system is used to determine grade point average.

A	equals 4.00 points per credit	C	equals 2.00 points per credit
A-	equals 3.67 points per credit	C-	equals 1.67 points per credit
B+	equals 3.33 points per credit	D+	equals 1.33 points per credit
B	equals 3.00 points per credit	D	equals 1.00 points per credit
B-	equals 2.67 points per credit	D-	equals 0.67 points per credit
C+	equals 2.33 points per credit	F	equals 0.00 points per credit
W	0.0 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal after the withdrawal deadline under authorized conditions.		
WF	0.0 points, withdrawn with penalty, is computed in grade point average. Given for withdrawal after the withdrawal deadline under unauthorized conditions.		
I	0.0 points, incomplete, not computed in grade point average. (See policy on incomplete grades below).		

INCOMPLETE GRADES

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

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

EXPIRATION OF COURSES

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

REPETITION OF COURSES

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

GRADE APPEALS

GRADUATE ACADEMIC APPEAL POLICY BY GRADUATE STUDENTS

The Graduate Academic Appeal Policy shall apply in the case of a student's concern with a faculty member's alleged inconsistent treatment, procedural errors, capricious judgments, or use of inappropriate criteria in determining a grade. The Concordia University Wisconsin Graduate Appeal Policy is based on the following principles:

1. the faculty has responsibility for assignment of grades;
2. students should be free from prejudicial or capricious grading; and,
3. no grade may be assigned or changed without Graduate Review Committee faculty authorization.

STEPS IN THE APPEAL PROCESS

1. In a Christian community, mutual respect between teachers and students as fellow redeemed children of God dictates an orderly and God-pleasing approach to resolving any grievance. Grievances of an academic nature should, whenever possible, be handled between the principals involved. This is modeled after the guideline given us by Christ in Matthew 18. Grade appeals should be initiated with the instructor within thirty (30) days of the grade report. If the matter is not settled at this level, within thirty (30) days the instructor will send a letter summarizing the meeting and decision to the student and will place a copy of this letter in the student's file.
2. Grievances that cannot be settled between the student and the faculty member may be appealed in writing to the Program Director, or, in the case of a conflict of interest, to a designee appointed by the Graduate Academic Department. Both parties will present written evidence to support their case. Students must initiate an appeal within thirty (30) days of receiving the letter summarizing the meeting of the student and the instructor. The Program Director or designee shall acknowledge the appeal in writing with a copy to the instructor. The Program Director or designee shall convene and chair a Review Committee made up of three graduate faculty members: at least one must be from the department from which the student is appealing. The committee should examine available information to determine if any of the following grounds for changing a grade are present: inconsistent treatment, procedural errors, capricious judgments, or use of inappropriate criteria. The Review Committee may request additional information from the instructor and/or may ask to see copies of the student's work. The department shall conclude its review within 30 days. The chair of the Review Committee shall inform the instructor and student of the outcome of the review with copies to the Academic Vice President and the Registrar. If the review process finds with the student and a change in grade is recommended, the Program Director, or designee, shall notify the instructor, discuss the findings and suggest that the instructor change the grade and so notify the student. Should the instructor decline to change the grade, the Chair or designee shall forward the findings to the Academic Vice President who will effect the change recommended by the review committee. If the review upholds the original grade, the Department Chair or designee, having already endorsed the review body's report, need take no further action.
3. Finally, if the student still is aggrieved, he or she may appeal a decision upholding the original grade to the Academic Vice President, providing that the Academic Vice President receives such a request for review within 15 days of the Review Committee's decision, he or she shall examine the record created by the departmental review body, and shall uphold the decision of that body unless he or she finds:
 - a. the evidence of record does not support the findings and recommendations of the departmental review body;
 - b. established procedures were not followed by the departmental review body and material prejudice to the student resulted;
 - c. the decision was based on factors proscribed by state or federal law regarding equal educational opportunities, or
 - d. the decision was arbitrary and capricious.

Should the Academic Vice President's review find any of the above, the Academic Vice President will remand the appeal to the Graduate Review Committee for action consistent with the finding.

APPEALS PROCESS FOR ACADEMIC DISMISSAL

A student who does not maintain a cumulative grade point average of at least 3.00 is automatically placed on academic probation, with nine (9) credits to raise the GPA to at least a 3.00 cumulative average. A student who does not meet the required cumulative 3.00 GPA after taking nine credits on probation, may be dismissed from the program. If a student is dismissed, s/he may appeal the dismissal to the Academic Appeals Committee, which includes the Chief Academic Officer or designee and three graduate faculty, one of whom teaches in the student's program.

ACADEMIC MISCONDUCT

PLAGIARISM

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

CHEATING

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

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

All disciplinary matters follow Concordia's Student Conduct Code, which may be found on the Concordia website at <http://www.cuw.edu>

GRADUATE SERVICES

ADVISING

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

CAREER SERVICES

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

- Part-time and full-time jobs
- Volunteer opportunities
- Career planning
- Job search techniques
- Resumé and cover letter assistance

INSTITUTIONAL REVIEW BOARD (IRB) USE OF HUMAN SUBJECTS IN RESEARCH

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

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

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

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

LEARNING CENTER

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

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

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

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

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

COUNSELING SERVICES

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

COMPUTER ACCESS

The University has a number of computer labs available for faculty and students. The University's computer systems also provide a wide range of software application packages (including word processors, spreadsheets, data base systems, graphics, and statistical programs) along with a number of programming language environments and system utilities. Computer accounts are available to all students by request at no cost.

The University has a program for students to purchase computers through the institution. See Information Technology (IT) for more information.

FALCON-ONE CARD

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

Money may be placed on the Falcon ONE card, which may then be used for food services, Book Store purchases, or any other campus expenses.

BOOKSTORE

The campus bookstore is located on the lower level of Albrecht Hall. All textbooks for courses, school supplies, gift items, greeting cards and clothing that carries the university emblem are available in the bookstore.

HEALTH SERVICES

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

PARKING

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

FINANCIAL INFORMATION

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

TUITION

The tuition fee for each graduate program is established each academic year. Fees are to be paid to the Business Office before the class begins.

METHODS OF PAYMENT

The University requires full payment of each semester's charges before or at the beginning of the semester's classes.

Notification from the Financial Aid Office of grants, scholarships, or a Guaranteed Student Loan will be accepted in lieu of payment by cash. Only one half of such aid will be credited to the student's account for each semester.

Failing to observe this schedule or to make other satisfactory arrangements with the Business Office will result in the student's forfeiting the right to begin or continue work at Concordia.

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

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

GRADUATE ASSISTANTS/GRADUATE STUDENT EMPLOYEES

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

REFUND POLICY

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

Semester-long classes

Before the first class session	100%	Prior to the first class session	100%
Between the first and second class session	80%	Between the first and second class sessions	67%
Between the second and third class session	60%	Between the second and third class sessions	33%
Between the third and fourth class session	30%	After the third class period	0%
Between the fourth and fifth class session	10%		
After the fifth class session	None		

10-week and 8-week classes

5-week classes	
Prior to the first class session	100%
Between the first and second class sessions	50%
After the second class session	None

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. The Stafford Student Loan has a fixed interest rate not to exceed 6.8%.

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

VETERANS EDUCATIONAL ASSISTANCE

Concordia University in Mequon is approved as an educational institution at which students may receive veteran’s benefits. Prospective students who have been in the Armed Forces should check with their local V.A. office for more complete details. They must file for benefits in Milwaukee if they have made no prior claims. If a claim file has already been established, they should file with that particular V.A. office.

LEGAL NOTICES

THE FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Family Education Rights and Privacy Act of 1974 is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Concordia University accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to students’ records nor will the institution disclose any information from students’ education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to parents of dependent students, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within the Concordia University Wisconsin community, only those members, individually or collectively, acting in the students’ educational interest are allowed access to student education records. These members include personnel in the Offices of the Registrar, Financial Aid, Admission, Academic Dean, Student Life, Business, Placement, and academic personnel within the limitations of their need to know.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they feel the decisions of the hearing panels to be unacceptable. The Registrar at Concordia University has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial files, and academic, cooperative education, and placement records. Students wishing to review their education records must have written requests to the Registrar listing the item or items of interest.

Local policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the President and the Office of the Registrar.

PUBLIC NOTICE DESIGNATING DIRECTORY INFORMATION

Concordia University Wisconsin hereby designates the following categories of student information as public or “Directory Information.” Such information may be disclosed by the institution for any purpose, at its discretion.

Category I Name, address, telephone number, dates of attendance, class, photos and class schedules.

Category II Previous institution(s) attended, major field of study, awards, honors (includes Dean's List), degree(s) conferred (including dates).

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

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

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

NON-DISCRIMINATION POLICIES

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

Concordia University Wisconsin does not discriminate on the basis of handicap. (cf. Section 504 of the Rehabilitation Act of 1973).

COMPLETING THE PROGRAM

GOOD STANDING

Students must be in good standing in order to receive a master's 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 completed and submitted to the Registrar's Office no less than 10 weeks prior to commencement.

GRADUATION FEE

A fee is assessed for all graduates to cover all graduation expenses, including cap and gown rental. The fee is not prorated if the student does not use the cap and gown.

COMMENCEMENT PARTICIPATION

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

1. completed all coursework in the degree (or be in the process of taking the final class).
2. completed the application for graduation.
3. paid the graduation fee.

GRADUATE COURSE OF STUDY

PROGRAM	CREDITS	E-LEARNING OPTION AVAILABLE
BUSINESS ADMINISTRATION		
Corporate Communication	39	Yes
Finance	39	Yes
Health Care Administration	39	Yes
Human Resource Management	39	Yes
International Business	39	Yes
Information Technology	39	Yes
Management	39	Yes
Management Information Systems	39	Yes
Marketing	39	Yes
Public Administration	39	Yes
Risk Management	39	Yes
CHURCH MUSIC		
Choral	36	No
Handbell	36	No
Organ	36	No
EDUCATION		
Educational Administration:		
Principal	33	Yes
Director of Instruction	36	Yes
Principal and Director of Instruction	39	Yes
School Business Manager	36	Yes
Art Education	30-33	No
Counseling:		
Professional Counselor	45	Yes
School Counselor	45-48	Yes
Curriculum and Instruction	33	Yes
Early Childhood	30	No
Educational Technology	33	Yes
Environmental Education	30	Yes
Family Studies	30-36	No
Reading	30	Yes
Special Education	25-49	No
Teacher Certification	33	No
INFORMATION TECHNOLOGY	36	Yes
NURSING		
Doctor of Nursing Practice	33	Yes
Family Nurse Practitioner	44	Yes
Geriatric Nurse Practitioner	44	Yes
Nurse Educator	43	Yes
CAGE (Certificate after Graduation Education)	19-30	Yes
OCCUPATIONAL THERAPY		
Entry Level Master of Occupational Therapy	89	No
Transitional Master of Occupational Therapy	30-33	Yes
PHYSICAL THERAPY		
Entry Level Doctor of Physical Therapy	118	No
Transitional Doctor of Physical Therapy	19-40	Yes
REHABILITATION SCIENCE	33	Yes
STUDENT PERSONNEL ADMINISTRATION	34-40	No

PROGRAMS OFFERED IN AN E-LEARNING FORMAT

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

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

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

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

ACADEMIC ADVISING FOR E-LEARNING

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

BOOKSTORE FOR E-LEARNING

The CUW bookstore fills all E-Learning textbook orders. Students will receive a textbook order form upon registration for a course via e-mail. Students may order textbooks online. When the order is received, the Bookstore ships the book(s) by UPS to the student at the address indicated on the order form. To pick up textbooks on campus, the student should call ahead to verify that the textbooks are in stock and available for pick up. Questions about status of textbooks are to be directed to the Bookstore.

FINISHING COURSES BY E-LEARNING

Each course is to be completed in 8-10 weeks. You have up to 12 weeks after registration to finish the course. Please note the following timetable:

4 weeks after registration: Must have started class. An administrative withdrawal will be given if there is no record of the first assignment turned in and the \$50 registration fee will be nonrefundable.

12 weeks after registration: A failing grade (F) will be assigned if course is not completed by this time. The student must request an extension from their instructor for special circumstances. Up to 4 weeks more can be granted.

GRADUATION REQUIREMENTS FOR E-LEARNING STUDENTS

Graduation ceremonies are held at the close of the Fall and Spring semesters. Students must follow the procedures for graduation as explained in the general procedures for graduation. In addition, students must contact the E-Learning Office to find out if there are any special requirements that need to be met.

LEARNING RESOURCE CENTER FOR E-LEARNING

The Learning Resource Center offers tutoring services for students taking courses at a distance. For more information please contact the Learning Resource Center at 262-243-4216. This is free service provided to CUW E-Learning students.

LIBRARY SERVICES FOR E-LEARNING

The library has a E-Learning librarian who works specifically with students taking E-Learning courses. Furthermore, the library offers many on-line services for viewing and/or ordering books and articles to be sent to the student's home.

REFUND POLICY

If a student wishes to withdraw from a class before the second assignment is turned in there will be a 50% refund of tuition. If the student wishes to withdraw from a class anytime after the second assignment is turned in there will be no refund of tuition.

REGISTRATION PROCEDURES AND FEES FOR E-LEARNING

After acceptance into a program, the student may register for courses by registering on line. Once the E-Learning office receives a course registration the student will receive an e-mail with their instructor information, how to access the course and the textbook order form attached. There is a \$50 registration fee that will be assessed if the first assignment is not turned in within four weeks of registering, the fee is nonrefundable.

WITHDRAWAL FROM THE UNIVERSITY

E-Learning Students who wish to withdraw from the University are asked to email the office of eLearning. Students are encouraged to call their program director to discuss their reasons for withdrawing from the University.

GRADUATE BUSINESS

Concordia University Wisconsin's Master of Business Administration (MBA) Program is designed to prepare men and women to meet the challenges of a changing administrative environment. The program is designed to provide the opportunity of a professional education for the working student. The curriculum offers broad-based knowledge needed by middle and upper level managers. While the MBA is designed for those in business professions, it is readily adapted to meet the needs of students from engineering, health, non-profit, religious and other backgrounds.

PROGRAM STRUCTURE

The Master of Business Administration (MBA) degree requires 39 semester hours of credit comprising of 13 courses. A thesis is not required for this degree. Each four-hour long course meets once a week for eight weeks and is scheduled for either a weekday evening or Saturday morning. The program consists of six continuous eight-week terms per year. If taking the standard one course per term, the total time needed to complete the program is 26 months. However, expedited program completion is possible. Students must complete all requirements for the MBA degree within five years of matriculation.

Classes are taught on the Mequon campus and at Appleton, Beloit, Green Bay, Hales Corners, Indianapolis, Kenosha, Madison, Midtown, New Orleans, Racine, St. Louis, and Wausau locations. Videoconference classes are available for some courses. In addition to the live and synchronous format highlighted above, courses are also offered via E-Learning. With classes held at multiple locations and through various formats, students' professional and personal schedules can be accommodated.

Upon acceptance, an assessment is required before beginning the program and again during the capstone class. This assessment is not graded nor is it placed in student files. The assessment is used for the sole purpose of accreditation. The capstone course, MBA 590/890 Strategic Management, must be taken as the final class in the program unless other arrangements are made with the Director of the MBA program.

PROGRAM PREREQUISITES

The prerequisite courses are undergraduate courses necessary to adequately prepare a student for the MBA. It is expected that students will have acquired the basic knowledge of these courses prior to beginning the program. Concordia University provides these courses in the adult education program, online, or at a regional college or university. Students who have completed any of these courses more than five years ago may wish to refresh their knowledge by repeating or auditing the class. One or more of these courses may be waived for students with business/professional experience. Please consult with the MBA Program Director for information about waivers.

THE PREREQUISITE COURSES CONSIST OF:

Undergraduate Course (General Titles):

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

ABSENCE POLICY

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

ACADEMIC ADVISING

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

COURSE TRANSFER POLICY

The Program will accept up to six (6) hours of transfer credit into the MBA Program, based upon the following criteria:

1. Courses transferred must be comparable in scope and subject matter to courses offered in the MBA Program.
2. Courses transferred must have been completed at the graduate level from an accredited institution.
3. Courses must have been completed with at least a 3.00 on a 4.00 scale. Transfer grades will not be used to compute CUW Program grades.

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

DROP POLICY

MBA classes cannot be dropped online. In order to drop a class, MBA students must fill out a drop form located in the MBA Office. For those students unable to fill out a drop form in the MBA Office, they may request that a drop form be e-mailed. If a student wishes to drop a class that has not yet begun, he/she must do so at least five days before the class begins. If a student wishes to drop a class that is already in progress, he/she must do so by session five of the class. For students that do not drop within these time restrictions, a late drop fee will be assessed.

E-MAIL

Correspondences from the MBA Office will be made to Concordia e-mail accounts. Such communications may include copies of the MBA Times, as well as notifications of term openings, policy changes, class changes, and registration concerns.

LATE REGISTRATION

Students who attend a class without being registered for it will be charged a late registration fee. There is no guarantee that a student will be allowed to register for a course once it has already begun.

GRADUATION REQUIREMENTS

To be awarded the MBA degree, a student must complete all 39 credit hours with a minimum cumulative GPA of 3.00. Students may fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, he/she must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

PROBATION and SPECIAL STUDENT STATUS

Students placed on probation will have three classes (nine credits) in which to raise their cumulative GPA to a 3.0 or better, and requiring at least a "B" grade in all three classes. If a student is unable to do so, he/she will be suspended from the university.

SUSPENSION

Suspended students may appeal their academic dismissal as previously outlined under "Appeals Process for Academic Dismissal." The student's appeal may or may not result in acceptance back into the MBA Program.

MBA PROGRAMS

One unique feature of the Concordia University Wisconsin MBA Program is the selection of emphasis or concentration areas. These allow the student to specialize while securing the vaunted MBA degree.

Corporate Communications is geared to those who speak or communicate as a major part of their profession. This is an excellent program for corporate public relations or spokespeople, those in consulting, or those responsible for public image.

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

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

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

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

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

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

Management Information Systems is intended for those who are looking to manage IT departments, not for the person looking for a technical degree in a computer science emphasis.

Marketing is intended for mid-management marketers, salespeople, or those in the advertising business.

Public Administration is a hybrid program for those in government service looking to gain a better understanding of business. Government or government related agency employees should consider this concentration, as well as police, fire, and not-for-profit community organization students.

Risk Management Should be considered by those in the insurance industry.

In keeping with the purpose of a MBA, the curriculum is designed to provide the student with a broad spectrum of the business scene. To this end, the courses provide advanced instruction in many areas of business. The utilization of a concentration allows the student, at the same time, to develop an area of expertise.

THE MBA CORE COURSES CONSIST OF THE FOLLOWING 24 CREDITS:

MBA 500/800	Managerial Economics	3 Cr.
MBA 510/815	Applied Statistical Methods	3 Cr.
MBA 520/820	Management Information Systems	3 Cr.
MBA 530/830	Corporate Finance	3 Cr.
MBA 540/840	Accounting: Financial Analysis for Decision Making	3 Cr.
MBA 575/875	Business Ethics	3 Cr.
MBA 580/880	Leadership and Organizational Behavior	3 Cr.
MBA 590/890	Strategic Management (Capstone – taken last)	3 Cr.

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

CORPORATE COMMUNICATIONS (TAKE ALL OF THE FOLLOWING)

EDG 506/806	Group Dynamics and Leadership	3 Cr.
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	Advanced Interpersonal Communications and Interviewing	3 Cr.

ENVIRONMENTAL STUDIES (Choose 5 of the following)

CHEM 561/861	Environmental Chemistry/Toxicology
BIO 567	Ecology of the Tropics
MBA 557	Sustainable Business Practices
BIO 510/810	Ecology
SCI 597	Internship in Environmental Education
BIO 556/856	Readings in Environmental Science

FINANCE (Choose 5 of the following)

MBA 556/856	Real Estate Management	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.
MIB 540/840	International Finance	3 Cr.

HEALTH CARE ADMINISTRATION (Choose 5 of the following)

MBA 610/910	Issues in Human Resource Management	3 Cr.
MBA 620/920	Economics and Public Policy of Health Care	3 Cr.
MBA 622/922	Risk Management and Insurance	3 Cr.
MBA 623/923	Statutory Accounting	3 Cr.
MBA 624/924	Health, Life and Social Insurance	3 Cr.
MBA 640/940	Internship in Health Care Administration	3 Cr.
MBA 685/985	Special Topics in Health Care: Long Term Health Care, Ambulatory Care, Managed Care	3 Cr.
MPA 535/835	Budgeting in Public Agencies	3 Cr.
OR MPA 568/868	Public Personnel Administration	3 Cr.

HUMAN RESOURCE MANAGEMENT (Choose 5 of the following)

MBA 576/876	Fraud Management	3 Cr.
MBA 600/900	Compensation and Benefits	3 Cr.
MBA 605/905	Alternative Dispute Resolution	3 Cr.
MBA 610/910	Issues in Human Resource Management	3 Cr.
MBA 615/915	Labor and Employment Law	3 Cr.
MBA 622/922	Risk Management and Insurance	3 Cr.
MPA 568/868	Public Personnel Administration	3 Cr.

INTERNATIONAL BUSINESS (Choose 5 of the following)

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

MANAGEMENT (Choose 5 of the following)

MBA 527/827	Project 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 565/965	Supply Chain Management	3 Cr.
MBA 570/870	Legal Aspects of Business	3 Cr.
MBA 576/876	Fraud Management	3 Cr.
MBA 610/910	Issues in Human Resource Management	3 Cr.
MBA 622/922	Risk Management and Insurance	3 Cr.
MIB 530/830	Global Production and Operations	3 Cr.
MIB 560/860	International Business	3 Cr.

MANAGEMENT INFORMATION SYSTEMS (Choose 5 of the following)

MBA 521/821	Information Systems Theory and Practice	3 Cr.
MBA 522/822	Business Data Communication	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	Information Systems Management	3 Cr.
MBA 529/829	Database Management	3 Cr.

MARKETING (Choose 5 of the following)

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 in Business	3 Cr.
MIB 555/855	International Marketing	3 Cr.

PUBLIC ADMINISTRATION (Choose 5 of the following)

MBA 527/827	Project Management	3 Cr.
MBA 545/845	Internship	3 Cr.
MLS 530/830	Administrative Law and Process	3 Cr.
MPA 535/835	Budgeting in Public Agencies	3 Cr.
MPA 540/840	Public Program Evaluation	3 Cr.
OR MPA 568/868	Public Personnel Administration	3 Cr.
MPA 569/869	Intergovernmental Relations	3 Cr.

RISK MANAGEMENT (Choose 5 of the following)

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.
MBA 623/923	Statutory Accounting	3 Cr.
MBA 624/924	Health, Life, Business Social Insurance	3 Cr.
MBA 626/926	Portfolio Mathematics	3 Cr.

GRADUATE COUNSELING**MASTERS OF SCIENCE IN EDUCATION - COUNSELING**

Concordia offers three options in Counseling:

1. School Counselor (K-12) – WDPI License #54
2. Professional Counselor
3. Alternative Education WPDI License #952

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

The Professional Counselor Program has been approved by the State of Wisconsin, Department of Regulation and Licensing.

THE OBJECTIVES OF THE COUNSELING DEGREE

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

CURRICULUM FOR SCHOOL COUNSELING

Students must complete a minimum of one course in each of the following first 8 areas to total, with electives, 45 credit hours. Additionally, non-teachers in school counseling must take 48 credits including EDG 620, a course in pedagogy.

1. Human Growth and Development

EDG 580/880 Family Development	3 Cr.
OR COUN 584/884 Human Development	3 Cr.
COUN 554/854 Theories of Personality	3 Cr.
COUN 588/888 Psychotherapy REQUIRED PROF	3 Cr.

2. Social and Cultural Foundations

COUN 550/850 Social Psychology	3 Cr.
OR COUN 552/852 Social/Cultural Foundations in Counseling	3 Cr.

3. Helping Relationships

COUN 593/893 Individual Counseling	3 Cr.
COUN 564/864 Consultation Strategies	3 Cr.
COUN 543/843 Counseling: Theories and Issues	3 Cr.
COUN 582/882 Trauma Counseling	3 Cr.
COUN 512/812 Psychopharmacology	3 Cr.

4. Group Work

COUN 594/894 Group Counseling	3 Cr.
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5. Career and Lifestyle Development

COUN 561/861 Career Counseling Foundations	3 Cr.
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6. Appraisal

COUN 587/887 Tests and Measurements for Counselors	3 Cr.
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7. Research and Program Evaluation

COUN 586/886 Design, Implementation, and Evaluation of Developmental Counseling Programs	3 Cr.
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8. Professional Orientation

COUN 592/892 Professional Ethics in the Helping Profession	3 Cr.
COUN 598/898 Practicum for School Counselors I	3 Cr.
COUN 599/899 Practicum for School Counselors II	3 Cr.
COUN 927/627 Portfolio I	0 Cr.
COUN 928/628 Portfolio II	0 Cr.
COUN 929/629 Portfolio III	0 Cr.

9. Alternative Education

EDG 632/832 Educating Students at Risk	3 Cr.
EDG 633/833 Alternative Education	3 Cr.
These courses are elective for secondary licensed teachers as an add on Alternative Education License #952. Courses taken concurrently.	

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

EDG 620 The Art of Pedagogy	3 Cr.
This class must be taken in a classroom. This course may be transferred into the program with the approval of the program director and this class must be taken in a classroom.	

All students must complete a practicum. School counseling students may apply for a practicum experience after a minimum of 24 credits are completed in the program. They are required to complete 600 hours for the practicum. In addition, school counseling students must complete a portfolio. All students must apply for practicum one semester before planning to start the practicum. Please contact the program director for practicum handbooks. All students completing the school counseling program after August 31, 2010 must pass the DPI Praxis II Exam for program completion.

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

The student seeking a DPI license will be required to complete a practicum within the school setting under the supervision of a counselor who holds certification as a school counselor through the Wisconsin Department of Public Instruction and a DPI licensed counselor from Concordia University. Applications for practicum must be made to the Director of the Counselor Education Program one semester before starting a practicum and after a minimum of 24 credit hours of coursework are completed. The practicum must be approved by Concordia University and the receiving school district. The practicum must afford the student the opportunity to work as a counselor in the school setting, participate in assessment and implementation of counseling programs, faculty meetings, meetings with parents, and working with community organizations. In this practicum, the student works as a school counselor under supervision, for a minimum of 600 contact hours. These contact hours are comprised of individual counseling, group counseling, supervision, and group instruction (example - developmental guidance). Contact hours must be gained in the elementary school, middle school and the high school.

CURRICULUM FOR PROFESSIONAL COUNSELING

Students must complete all of the courses in each of the following first 8 areas to total 45 credit hours.

1. Human Growth and Development

COUN 554/854 Theories of Personality	3 Cr.
COUN 588 Psychopathology	3 Cr.

2. Social and Cultural Foundations

COUN 550/850 Social Psychology OR	3 Cr.
COUN 552/852 Social/Cultural Foundations in Counseling	3 Cr.

3. Helping Relationships

COUN 543/843 Counseling: Theories and Issues	3 Cr.
COUN 593/893 Individual Counseling	3 Cr.
COUN 512/812 Psychopharmacology	3 Cr.
COUN 564/864 Consultation Strategies	3 Cr.
COUN 582/882 Trauma Counseling	3 Cr.

4. Group Work

COUN 594/894 Group Counseling	3 Cr.
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5. Career and Lifestyle Development

COUN 561/861 Career Counseling Foundations	3 Cr.
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6. Appraisal

COUN 587/887 Tests and Measurements for Counselors	3 Cr.
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7. Research and Program Evaluation

COUN 586/886 Design, Implementation, and Evaluation of a Counseling Program	3 Cr.
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8. Professional Orientation

COUN 592/892 Professional Ethics in the Helping Profession	3 Cr.
COUN 603/903 Practicum for Professional Counselors	3 Cr.
COUN 604/904 Practicum for Professional Counselors	3 Cr.

PRACTICUM FOR PROFESSIONAL COUNSELOR

Along with field experiences built into the coursework, the student seeking licensure as a Professional Counselor in the State of Wisconsin will be required to complete a supervised 600 hour practicum experience. Each applicant must be supervised on site by a state licensed professional counselor. Applications for practicum must be made to the Director of the Counselor Education Program after a minimum of 24 credits of coursework is completed. The practicum must be approved by Concordia University and the receiving clinic/hospital/agency. The practicum must afford the student the opportunity to work as a counselor in a community setting. The practicum experience should include, but is not limited to: assessment and implementation of counseling programs, individual and group counseling, and consultation with other community agencies.

Those students pursuing a licensure as a Professional Counselor must complete a practicum (consisting of 600 contact hours) over the course of and up to two academic years (4 semesters). After graduation from the Master's program students need to complete a 3000 hour training certificate which meets specific guidelines set forth by the State of Wisconsin, Department of Regulation and Licensing.

GRADUATE EDUCATION

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

Faculty: Ahrens; Arnholt, P.; Bahr, P.; Beard; Bold; Brahm; Brunworth; Buck; Cario, C.; Chisley; Dietz; Eggebrecht; Ellis; Fernguson; Heinitz; Hensel; Hilgendorf; Jankowski; Jensen; Juergensen; Keiper (Director of Family Studies); Konz (Director of Graduate Reading; Director of Graduate Teacher Certification); Korte, D.; Korte, M. (Director of Environmental Education); Krueger, D.; Lolkes; Luptak; Marino; Mobley, V.; Moe; Mullen; Peckerman-Stein; Perlson; Rettig; Roberts; Schnake; Seider; Sernett; Silvers; Stelmachowicz, C.; Strate; Stueber (Director of Graduate Education; Director of Educational Administration; Director of Curriculum and Instruction; Director of Instruction of School of Business Manager); Thiele; Tuffey; Uden; Walther; Wegner; Westphal; Wilmeth.

AREAS WITHIN GRADUATE EDUCATION

PROGRAM	WI DEPARTMENT OF PUBLIC INSTRUCTION CERTIFICATION	NOTES	DEGREE GRANTED
Alternative Education	Yes		None
Art Education	Yes	May result in certification with special conditions	MSE
Curriculum & Instruction	No		MSE
Director of Instruction	Yes		MSE
Educational Administration	Yes	Option: Principal, Director of Instruction, School Business Manager	MSE
Early Childhood Education	Yes	Certification requires special coursework	MSE
Environmental Education	No	May lead to 615 license	MSE
Family Studies	No		MSE
Graduate Teacher Certification	Yes	9 additional credits for masters	None
Reading Teacher #316	Yes		None
Reading Specialist #317	Yes		MSE
School Business Manager	Yes		MSE
School Counseling	Yes		MSE
Special Education	Yes		MSE

PRACTICUMS

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

PORTFOLIO

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

MASTER OF SCIENCE IN EDUCATION PROGRAMS - ART EDUCATION

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

MASTER OF SCIENCE IN ART EDUCATION

(30-33 Credits Required)

Required Courses (12 credits)

Conceptual Base:

AEG 501 The Historical Bases of Art Education 3 Cr.
 AEG 531 Modern Practices in Art Education 3 Cr.

Contemporary Issues/Instructional Issues:

AEG 510 Developmental Issues in Art Education 3 Cr.
 AEG 540 Curriculum Design in Art Education 3 Cr.

Relevant Practices (select 6-9 credits):

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

Electives (select 6 - 9 credits)

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

Closure (3 credit Thesis or 6 credit alternative)

AEG 680 Art Education Thesis Scholarly; Applied; Studio	3 Cr.
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Non-Thesis Alternatives (2 semesters):

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

CURRICULUM AND INSTRUCTION**Purpose**

This concentration is designed to prepare master classroom teachers. The program enables the teacher to improve classroom teaching skills and increase understanding of the process of education and the art of teaching. The specialty requires fifteen (15) semester hours in curriculum and instruction course work related to the teacher interest areas. The total Master's degree requires thirty-three (33) semester credits.

There are three options available in this concentration –

1. Masters Degree for a Middle or High School Teacher;
2. Masters Degree for an Elementary Teacher;
3. Masters Degree with Teacher Certification

MASTER OF SCIENCE IN EDUCATION - CURRICULUM & INSTRUCTION FOR A MIDDLE OR HIGH SCHOOL TEACHER

(33 credits required)

Required Courses

EDG 501/801 Issues in American Education	3 Cr.
EDG 507/807 Curriculum Development	3 Cr.
EDG 521/821 Human Learning and Motivation	3 Cr.
EDG 515 Educational Research Methods	3 Cr.
EDG 528/828 Strategies for Effective Teaching	3 Cr.
EDG 590/890 Thesis Completion Seminar (Plan I-30 Credits) (EDG 515 is a prerequisite)	3 Cr.
OR EDG 595 Graduate Seminar (Plan II – 36 Credits) (EDG 515 is a prerequisite)	3 Cr.
EDG 627/827 Portfolio I	0 Cr.
EDG 628/828 Portfolio II	0 Cr.
EDG 629/829 Portfolio III	0 Cr.

Electives

EDG 506 Group Dynamics and Leadership	3 Cr.
EDG 527 Morality and Identity	3 Cr.
EDG 533/833 Leadership for Change in Education	3 Cr.
EDG 534 Computers in the Classroom	3 Cr.
EDG 535/835 Legal and Ethical Issues in Education	3 Cr.
COUN 543/843 Counseling: Theories and Issues	3 Cr.
SPA 559/859 Substance Abuse Education	3 Cr.
EDG 571 New Strategies in Teaching Social Studies	3 Cr.
EDG 572 Topics in Secondary Mathematics Education	3 Cr.
EDG 576/876 Literature for Children K-12	3 Cr.
COUN 584 Human Development	3 Cr.
EDG 593 Individual Counseling	3 Cr.
EDG 598 Directed Readings in Curriculum	3 Cr.

Other Courses may be taken as part of your program with the advisor's approval.

MASTER OF SCIENCE IN EDUCATION - CURRICULUM & INSTRUCTION FOR AN ELEMENTARY TEACHER

(33 Credits Required)

Required Courses

EDG 501/801 Issues in American Education	3 Cr.
EDG 507/807 Curriculum Development	3 Cr.
EDG 521/821 Human Learning and Motivation	3 Cr.
EDG 528/828 Instructional Strategies for Effective Teaching	3 Cr.
EDG 515 Educational Research Methods	3 Cr.
EDG 590/890 Thesis Completion Seminar(Plan I-30 Credits) (EDG 515 is a prerequisite)	3 Cr.
OR EDG 595 Graduate Seminar (Plan II – 36 Credits) (EDG 515 is a prerequisite)	3 Cr.
EDG 627/827 Portfolio I	0 Cr.
EDG 628/828 Portfolio II	0 Cr.
EDG 629/829 Portfolio III	0 Cr.

Electives

EDG 509/809 Integrating Learning Across the Curriculum	3 Cr.
EDG 526 The American Family Today	3 Cr.
EDG 527 Morality and Identity	3 Cr.
EDG 533/833 Leadership for Change in Education	3 Cr.
EDG 535/835 Legal and Ethical Issues in Education	3 Cr.
EDG 538 Effective Proactive Discipline Policies	3 Cr.
COUN 543/843 Counseling: Theories and Issues	3 Cr.
EDG 556/856 Language Arts and Teaching Reading	3 Cr.
SPA 559 Substance Abuse Education	3 Cr.
EDG 562 Faith Development of Young Children	3 Cr.
EDG 569 Families and Schools Together	3 Cr.
EDG 570 Cooperative Learning in the Classroom	3 Cr.
EDG 571 New Strategies in Teaching Social Studies	3 Cr.
EDG 572 Topics in Secondary Mathematics Education	3 Cr.
EDG 574 Art in Elementary and Early Childhood Education	3 Cr.
EDG 575 Science for the Grade 3-8 Teacher	3 Cr.
EDG 576/876 Literature for Children K-12	3 Cr.
EDG 598 Directed Readings in Curriculum	3 Cr.

Other courses may be taken as part of your program with the advisor's approval.

EARLY CHILDHOOD EDUCATION

PURPOSE

This concentration is designed to prepare specialists in early childhood education. This program will enable the student to strengthen his/her understanding of early childhood educational theory, improve understanding of human growth and development, and increase knowledge and expertise in the principles and practices of early childhood education.

MASTER OF SCIENCE IN EDUCATION - EARLY CHILDHOOD EDUCATION

(30 Credits Required)

Required Courses

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

Electives

EDG 502 Directing Early Childhood Programs	3 Cr.
EDG 532 Current Topics: Research in Early Childhood Education	3 Cr.
EDG 545 Books and Pictures for Young Children	3 Cr.
EDG 546 Story Telling and Creative Drama	3 Cr.
EDG 562 Faith Development of the Young Child	3 Cr.
EDG 563 Science for Early Childhood and Primary	3 Cr.
EDG 566 Music and Creative Dance for Early Childhood and Primary	3 Cr.
EDG 569 Families and Schools Together	3 Cr.
EDG 574 Art in Elementary and Early Childhood Education	3 Cr.
COUN 584 Human Development	3 Cr.
EDG 585 Issues and Concerns in the Nurturing of Children	3 Cr.
EDG 586 Assistance Programs in Family Service	3 Cr.
EDG 731 Evaluative Techniques in Early Childhood Special Education	3 Cr.
EDG 784 Educational and Behavioral Management in Special Education	3 Cr.
EDG 613 Meeting Special Needs in Early Childhood Education	3 Cr.

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

EDUCATIONAL ADMINISTRATION

PURPOSE

The administrative concentration is designed to equip teachers for administrative responsibility and to assist present administrators in developing organizational and leadership skills. The program is designed to help the student acquire the necessary skills in decision-making, human resource management, teacher evaluation, and public relations.

The administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive a Wisconsin State Administrative license through the Department of Public Instruction. The license (#51) is limited to elementary and high school building principals. The administrative license requires an additional six (8) semester credits beyond the thirty (30) semester credits required for the master's degree.

There are two options available in this concentration –

1. School Principal – License #51. This program is for a certified teacher already holding a Masters Degree.
2. Masters Degree with a #51 License.

SCHOOL PRINCIPAL – LICENSE #51

(27 Credits Required)

Required Courses:

EDG 531/831 Principles of Educational Administration (Foundation Course – take first)	3 Cr.
EDG 627/827 Portfolio I (Taken with EDG 531/831)	0 Cr.
EDG 507/807 Curriculum Development	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 628/828 Portfolio II (Taken Prior to EDG 539/839)	0 Cr.
EDG 745/845 The Principalship	3 Cr.
EDG 539/839 Practicum in Educational Administration (Take last)	3 Cr.
EDG 629/829 Portfolio III (Taken after last course.)	0 Cr.

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 627/827 Portfolio I (Taken with EDG 531/831)	0 Cr.
EDG 507/807 Curriculum Development	3 Cr.
EDG 515 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 745/845 The Principalship	3 Cr.
EDG 590/890 Thesis Completion Seminar (EDG 515 is a prerequisite)	3 Cr.
OR EDG 595 Graduate Seminar (EDG 515 is a prerequisite)	3 Cr.
EDG 628/828 Portfolio II (Taken prior to EDG 539/839)	0 Cr.
EDG 539/839 Practicum in Educational Administration (Take Last)	3 Cr.
EDG 629/829 Portfolio III (Taken after last course)	0 Cr.

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

MASTER OF SCIENCE IN EDUCATION - EDUCATIONAL TECHNOLOGY

(33 Credits Required)

As defined by the Association of Educational Communications and Technology, “Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources. Concordia University Wisconsin’s Master of Science in Education - Educational Technology exists to equip individuals in schools and other learning organizations to serve as ethical, innovative, and effective educational technology leaders. The CUW program has a threefold emphasis: equipping individuals for Christian faith and learning in the 21st century, exploring the implications of digital culture upon the present and future of learning organizations, and designing effective and engaging digital age learning experiences.

Required Courses:

EDG 670/970 Integrating Technology in the Classroom	3 Cr.
EDG 589/889 Applying Technology in the Content Areas	3 Cr.*
EDG 608/908 Critical Issues in Educational Technology	3 Cr.
EDG 692/892 Instructional Design	3 Cr.
OR EDG 807 Curriculum Design and Development	3 Cr.
EDG 693/893 Theories of Learning and Design	3 Cr.
EDG 515/815 Educational Research Methods	3 Cr.*
EDG 627/927, 628/928, 629/929 - Portfolio I, II, and III	0+ Cr.
EDG 595/895 Capstone Project	3 Cr.
OR EDG 890 Thesis Completion Seminar	3 Cr.*

Electives

EDG 514/814 Educational Ministry in the Digital World	3 Cr.
EDG 639/939 School Leadership in Technology	3 Cr.*
EDG 640/940 Networking, Support, and Delivery Systems for Schools	3 Cr.
EDG 657/957 Building Online Learning Communities (Web 2.0 / Learning 2.0)	3 Cr.
EDG 671/971 Grants and Funding for Educational Technology Initiatives	3 Cr.
EDG 694/894 Digital Literacy	3 Cr.
EDG 607/907 Multimedia for the Classroom	3 Cr.
EDG 537/837 Supervision of Instruction	3 Cr.
EDG 521/821 Human Learning and Motivation	3 Cr.
EDG 533/833 Leadership for Change in Education	3 Cr.
EDG 598/898 Directed Reading in Curriculum	3 Cr.

Other electives as approved by the program director.

*EDG 970 is a prerequisite for these courses.

+EDG 927 should be taken with EDG 970.

+EDG 928 should be taken after completing four educational technology courses.

+EDG 929 should be taken with EDG 895 or EDG 890.

MASTER OF SCIENCE IN EDUCATION - ENVIRONMENTAL EDUCATION

(30 credits required)

1. Education Component (choose 12 credits from either general education or art education courses):

EDG 501/801 Issues in American Education	3 Cr.
EDG 507/807 Curriculum Development	3 Cr.
EDG 521/821 Human Learning and Motivation	3 Cr.
EDG 528/828 Strategies for Effective Teaching	3 Cr.

One of the following courses (EDG 563, 575, 675) may be chosen:

EDG 563 Science for Early Childhood and Primary	3 Cr.
EDG 575 Science for the Grade 3-8 Teacher	3 Cr.
EDG 675 Science for Early Childhood & Elementary	3 Cr.
AEG 510 Developmental Issues in Art Education	3 Cr.
AEG 540 Curriculum Design in Art Education	3 Cr.
AEG 550 Integrative Issues in Art Education	3 Cr.
AEG 560 Special Topics in Art Education	3 Cr.
AEG 580 Studio: Design Structures and Applications	3 Cr.
AEG 590 Technology in Art Education	3 Cr.
*EDG 627/827 Portfolio I	0 Cr.
*EDG 628/828 Portfolio II	0 Cr.
*EDG 629/829 Portfolio III	0 Cr.

*For students pursuing DPI certification (i.e. 615 licensure)

2. Research Component (6 credits):

EDG 515 Research Methods	3 Cr.
EDG 595 Graduate Project	3 Cr.

3. Science Content Component (choose 12 credits):

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

*Or other approved courses (e.g. Ichthyology, Entomology, Limnology, Marine Biology) which are related to standards for environmental and/or outdoor education and as approved by the director.

DIRECTOR OF INSTRUCTION

PURPOSE

The director of instruction concentration is designed to equip teachers for administrative responsibility and to assist present administrators in developing organizational and leadership skills in instructional leadership roles. The program is designed to help the student acquire the necessary skills in decision-making, curriculum, program evaluation, and assessment.

This administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive a Wisconsin State Administrative license as a Director of Instruction (license #10) through the Department of Public Instruction.

MASTER OF SCIENCE IN EDUCATION DIRECTOR OF INSTRUCTION WITH A #10 LICENSE PROJECT

(36 Credits Required)

Required Courses:

EDG 531/831 Principles of Educational Administration (Foundation Course – take first)	3 Cr.
EDG 627/827 Portfolio I (Taken with EDG 531/831)	0 Cr.
EDG 507/807 Curriculum Development	3 Cr.
EDG 515 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.
COUN 587/887 Tests and Measurements	3 Cr.
COUN 584/884 Human Development	3 Cr.
EDG 590/890 Thesis Completion Seminar (EDG 515 is a prerequisite)	3 Cr.
OR EDG 595 Graduate Seminar (EDG 515 is a prerequisite)	3 Cr.
EDG 628/828 Portfolio II (Taken prior to EDG 539/839)	0 Cr.
EDG 539/839 Practicum in Educational Administration (take last)	3 Cr.
EDG 629/829 Portfolio III (Taken after last course)	0 Cr.

SCHOOL BUSINESS MANAGER

PURPOSE

The school business manager concentration is designed to equip leaders for administrative responsibility in the business affairs of a school or district. The program is designed to help the student acquire the necessary skills in decision-making, financial management, and management of the business aspects of a school or district.

This administrative concentration in the Master of Science in Education provides the opportunity for the applicant to receive a Wisconsin State Administrative license as a School Business Manager (license #08) through the Department of Public Instruction.

MASTER OF SCIENCE IN EDUCATION SCHOOL BUSINESS MANAGER WITH A #08 LICENSE PROJECT

(36 Credits Required)

Required Courses:

EDG 531/831 Principles of Educational Administration (Foundation Course – take first)	3 Cr.
EDG 627/827 Portfolio I (Taken with EDG 531/831)	0 Cr.
EDG 515 Educational Research Methods	3 Cr.
EDG 535/835 Legal and Ethical Issues in Administration	3 Cr.
EDG 536/836 Educational Governance and Administration	3 Cr.
EDG 541/841 School Business Administration	3 Cr.
EDG 645/845 School Facilities	3 Cr.
MBA 529/829 Database Management	3 Cr.
MBA 540/840 Accounting: Financial Analysis for Decision Making	3 Cr.
MBA 615/915 Labor and Employment Law	3 Cr.

MBA 622/922 Risk Management	3 Cr.
EDG 590/890 Thesis Completion Seminar (EDG 515 is a prerequisite)	3 Cr.
OR EDG 595 Graduate Seminar (EDG 515 is a prerequisite)	3 Cr.
EDG 628/828 Portfolio II (Taken prior to EDG 539/839)	0 Cr.
EDG 539/839 Practicum in Educational Administration (take last)	3 Cr.
EDG 629/829 Portfolio III (Taken after last course)	0 Cr.

FAMILY STUDIES

PURPOSE

This concentration offers the student a complete course of study in the role of the family in our society today. The program approaches modern family theory from a Christian perspective. Course work focuses on positive action that educators and parents can take to reduce the harmful effects of current trends in society. The program is designed to assist educators and parents in understanding problems confronting the family and providing help in meeting the needs of families today.

MASTER OF SCIENCE IN EDUCATION FAMILY STUDIES

(30 Credits Required)

Required Courses

EDG 501 Issues in American Education	3 Cr.
EDG 515 Educational Research Method	3 Cr.
EDG 521 Human Learning and Motivation	3 Cr.
EDG 526 The American Family Today	3 Cr.
EDG 590 Thesis Completion Seminar (Plan I – 30 Credits) (EDG 515 is a prerequisite)	3 Cr.
OR EDG 595 Graduate Seminar (Plan II – 36 Credits) (EDG 515 is a prerequisite)	3 Cr.

Electives

EDG 506 Group Dynamics and Leadership	3 Cr.
EDG 527 Morality and Identity	3 Cr.
SPA 559 Substance Abuse Education	3 Cr.
EDG 562 Faith Development of Young Children	3 Cr.
EDG 569 Families and Schools Together	3 Cr.
EDG 580 Family Development	3 Cr.
EDG 583 Selected Issues in Family Life	3 Cr.
COUN 584 Human Development	3 Cr.
EDG 585 Issues in Nurturing Children	3 Cr.
COUN 543 Counseling: Theories and Issues	3 Cr.
COUN 550 Social Psychology	3 Cr.
COUN 554 Theories of Personality	3 Cr.
EDG 627/827 Portfolio I	0 Cr.
EDG 628/828 Portfolio II	0 Cr.
EDG 629/829 Portfolio III	0 Cr.

Other Courses may be taken as part of your program with the advisor's approval.

GRADUATE TEACHER CERTIFICATION

PURPOSE

The purpose of Graduate Teacher Certification is to prepare second-career people with a baccalaureate degree in an area licensable by the Wisconsin Department of Public Instruction to become teachers.

This program is limited to individuals already holding a baccalaureate degree in an area licensable by the Wisconsin Department of Public Instruction. Participants' undergraduate coursework and life/work experience will be evaluated to determine what, if any, additional coursework is needed to meet certification requirements in a subject area.

Classes meet once a week until student teaching segment.

The program lasts approximately 15 months, including the approximately five months of student teaching in an approved school during the school day.

This is a 33-credit program plus 8 credits in student teaching and 1-2 credits in methods.

ADDITIONAL ADMISSION REQUIREMENTS

In addition to admission requirements to the Graduate School, these requirements must be met for admission to the program:

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

Once admitted, a student must maintain a 3.0 (B) average in all graduate courses.

Courses in the program for Grades 6-12 Licensure:

EDG 534 Computers in the Classroom	1 Cr.
EDG 609 Language Arts Skills Across the Curriculum	3 Cr.
EDG 616 The Philosophy of Education	3 Cr.
EDG 617 Educational Psychology: Early Adolescence through Adolescence	3 Cr.
EDG 618 Communication in a Diverse Environment	3 Cr.
EDG 619 Theory and Practice of Transescent Education	3 Cr.
EDG 620 Praxis: The Art of Pedagogy	3 Cr.
EDG 621 Teacher as Professional	3 Cr.
EDG 634 Special Education and the Law	3 Cr.
EDG 680 Methods (does not count toward Masters)	1-2 Cr.
EDG 686, 688 Student Teaching (does not count toward Masters)	8 Cr.
EDG 627/827 Portfolio I	0 Cr.
EDG 628/828 Portfolio II	0 Cr.
EDG 629/829 Portfolio III	0 Cr.

COMPLETING A MASTER'S DEGREE

If a student wishes to complete the master’s program, an additional three courses are required. Graduate Teacher Certification is an on-campus program; courses may not be taken by E-Learning. Options include:

Option 1: EDG 632 Educating Students at Risk, EDG 633 Alternative Education

These are add-on Alternative Education Certification.

Students must maintain a 3.0 average in these two courses to receive the credential.

Plus 1 more EDG prefixed course

Option 2: EDG prefixed course, EDG 515 Research Methods, EDG 590 Thesis Completion

Option 3: 3 EDG prefixed courses

READING

PURPOSE

This concentration is designed to prepare specialists in reading. The program will enable the student to qualify for a Wisconsin licensure as a Reading Teacher (Wisconsin Department of Public Instruction Certification #316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #317). Reading Specialist certification requires a master’s degree, which includes Reading Teacher certification. Reading Teacher certification requires 18 credits.

There are two options available in this concentration:

1. Reading Teacher Certification – License #316
2. Reading Specialist Certification – License #317

MASTER OF SCIENCE IN EDUCATION

(30 credits)

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

Required Courses

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

(Upon completion of the above 18 credits students are eligible for the 316 Reading Teacher Certification)

EDG 507/807 Curriculum Development	3 Cr.
EDG 537/837 Supervision of Instruction	3 Cr.
EDG 627/827 Portfolio I	0 Cr.
EDG 628/828 Portfolio II	0 Cr.

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

Project Option:

EDG 544/844 Topics & Research in Reading	3 Cr.
(Note: Prerequisite to EDG 544/844 (minimum of 18 credits)	
EDG 595 Graduate Seminar (minimum of 27 credits and permission of instructor)	3 Cr.

Thesis Option:

EDG 544/844 Topics & Research in Reading (minimum of 18 credits)	3 Cr.
EDG 590/890 Thesis Completion Seminar (minimum of 27 credits)	3 Cr.

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

EDG 596/896 Internship in Reading	3 Cr.
EDG 629/829 Portfolio III	0 Cr.

Electives in Reading

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

SPECIAL EDUCATION**Purpose:**

The two Graduate Special Education programs are designed to prepare students with a baccalaureate degree in education for a license in Cross-Categorical (middle childhood to adolescence) or Early Childhood Special Education (ECSE- birth to age 8). Both programs are designed to meet state standards and requirements as well as the CEC (Council of Exceptional Children) standards. As of this printing the federal government has designated Special Education as an area of "teacher shortage." This means that at completion of the graduate studies, teachers often qualify for loan reduction or loan cancellation depending on the type of loan they have received. The student may opt to earn licensure only, or may earn the Masters in Special Education by also completing the research component.

CROSS CATEGORICAL SPECIAL EDUCATION

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

EDG 515 Educational Research Methods	3 Cr.
EDG 562 Faith and Worship Strategies for Children with Disabilities (optional for Public School Educators)	2 Cr.
EDG 637 Strategies for Teaching At-Risk Youth	2 Cr.
EDG 735 Characteristics of Children and Youth with Disabilities	2 Cr.
EDG 736 Special Education Procedural Safeguards	2 Cr.

EDG 737 Life Span and Development of Children with Disabilities	2 Cr.
EDG 739 Reading Assessment/Diagnosis	2 Cr.
EDG 740 Assistive Technology for Individuals with Disabilities	3 Cr.
EDG 741 Curricular Adaptations for Learners with Disabilities	3 Cr.
EDG 742 Consultation, Collaboration and Teaming	2 Cr.
EDG 743 Student Teaching and Seminar	4 - 6 Cr.

Total Credits:

27-29 Credits - Lutheran Educators
 25-27 Credits - Public Educators

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

EDG 723 Working with Children with Disabilities and their Families	3 Cr.
EDG 724 Environmental and Personal Strategies for Self Management of the Exceptional Child	3 Cr.
EDG 779 Assessment and Instruction for Children with Special Needs	4 Cr.
EDG 781 Language/Communication Disorders	3 Cr.
EDG 784 Educational/Behavior Management in Special Education	3 Cr.
EDG 787 Intervention Strategies in Special Education	4 Cr.

Total Credits:

47-49 Credits - Lutheran Educators
 45-47 Credits - Public Educators

EARLY CHILDHOOD SPECIAL EDUCATION

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

EDG 515 Educational Research Methods	3 Cr.
EDG 562 Faith and Worship Strategies for Children with Disabilities (optional for Public School Educators)	2 Cr.
EDG 731 Evaluative Techniques in Early Childhood Special Education	2 Cr.
EDG 732 Curriculum & Program for Early Childhood Special Education: 0 - 8 (Early Intervention Practicum; Preschool/Primary Practicum)	3 Cr.
EDG 733 Language Acquisition & Literacy 0-3; Preschool/Primary	4 Cr.
EDG 735 Characteristics of Children and Youth with Disabilities	2 Cr.
EDG 736 Special Education Procedural Safeguards	2 Cr.
EDG 737 Life Span and Development of Children w/Disabilities	2 Cr.
EDG 740 Assistive Technology for Individuals with Disabilities	3 Cr.
EDG 742 Consultation, Collaboration, and Teaming	2 Cr.
EDG 744 Student Teaching and Seminar	4 - 6 Cr.

Total Credits:

29-31 Credits - Lutheran Educators
 27-29 Credits - Public School Educators

In addition to the courses above, these courses are required for the student entering program without a minor in Adaptive Education

EDG 723 Working with Children with Disabilities and their Families	3 Cr.
EDG 724 Environmental and Personal Strategies for Self Management of the Exceptional Child	3 Cr.
EDG 739 Reading Assessment/Diagnosis in Special Education	2 Cr.
EDG 781 Language Communication Disorders	3 Cr.
EDG 784 Educational/Behavioral Management in Special Education	3 Cr.
EDG 787 Intervention Strategies in Special Education	4 Cr.

Total Credits:

47-49 Credits - Lutheran Educators
 45-47 Credits - Public Educators

GRADUATE MUSIC

MASTER OF CHURCH MUSIC

The Master of Church Music degree began in 1992 as an outgrowth of Concordia's organ program. Prior to 1992, a significant number of organ students were non-traditional students and had earned bachelor's degrees and wished to pursue a master's degree. In addition, these students wished to continue in their current employment and could only pursue studies in the evening and during the summer. Our current program meets the needs of these students, namely an opportunity to further their knowledge and skills in all aspects of church music with evening and summer instruction culminating after 30 credit hours and examinations in the Master of Church Music degree.

In 1992 two emphasis areas were introduced: the Choral Emphasis and the Organ Emphasis. In 1997, the faculty approved a partnership between Concordia and Handbell Exploration International of Sellersville, PA, to establish a new Handbell Emphasis area to the curriculum. With the combined resources of Concordia and Handbell Exploration, three intensive graduate courses in handbells began in the summer of 1999, and students can work toward a Master of Church Music degree having handbells as their principal instrument.

THE OBJECTIVES OF THE CHURCH MUSIC DEGREE

For all students:

- Demonstrate knowledge of liturgical church music practices, musical forms, and the song of the church.
- Demonstrate the knowledge of music theory, and facility in arranging and composing.
- Demonstrate appropriate choral conducting techniques.
- Acquire the knowledge and skill to play and direct handbells.
- Possess knowledge on a specific church music topic.
- Demonstrate the ability to work with people.

For Organ Emphasis:

- Improve organ technique for use in service playing or recital.
- Demonstrate knowledge of the literature for the organ and of the styles of organ building.

For Choral Emphasis:

- Improve vocal technique for use in choral directing.
- Demonstrate knowledge of the literature for the choir.

For Handbell Emphasis:

- Improve all ringing techniques for use in performance, conducting, and composition of handbells.
- Demonstrate knowledge, skills, and attitudes necessary to be a successful handbell choir director.

ADMISSION PROCEDURE IN ADDITION TO ADMISSION TO THE GRADUATE SCHOOL

1. To gain degree seeking status in the Master of Church Music (regular) a student must:

A. Successfully pass the following:

1. Qualifying audition with performance of two contrasting works on organ or voice (not required for Handbell Emphasis students);
2. MUS 541 Graduate Theory Review course;
3. Written examination in General Music History.

B. Have a minimum GPA of 3.0 for the last two years (or last 48 credit hours) of undergraduate work.

Candidacy status: To achieve candidacy status for the Master of Church Music degree the student must have successfully completed 24 hours of course work in the degree with a GPA of 3.0 or better and passed the Qualifying Audition, Theory and History examinations. All students must have achieved candidacy status before registering for MUS 591 Practicum or MUS 599 Recital/Concert.

TRANSFER OF CREDIT

Only three semester hours of transfer credit may be accepted from a nationally accredited graduate school.

Only courses with a grade of A or B will be accepted for transfer credit. All transfer credits must be certified by the Registrar and approved for the degree program by the Director of the program. All transfer credits should fall within a seven year time limit for the degree. Exceptions must be approved by the Director of the program.

RECITAL OR CONCERT

Organ Emphasis

A recital or service of sacred organ music is required for the Master of Church Music (Organ Emphasis) degree. Students must have passed all portions of the qualifying audition and candidacy status. This recital/concert will be a minimum of 60 minutes in length, with appropriate repertoire chosen by the student and instructor and approved by the department. The intent of the recital or service is to demonstrate the heightened skills acquired through the course of study in organ and church music.

Recital dates can be selected by the student and the instructor based on the school calendar, but final approval must be given by the Music Department Chair.

In addition to playing the recital, the student is to research the selections, write a paper which presents the findings and provide brief program notes for the recital/concert. The paper is to be properly documented and presented to the music faculty at least three weeks prior to the recital/concert. It is to be present the historical facts and insights into the composition and composer which will be used in the interpretation of the music. The department may suggest revisions to this document before granting final approval and acceptance of the paper. A copy of the finished and approved paper will be catalogued and placed into the holdings of the university library.

Choral Emphasis

A concert or service of sacred music is required for the Master of Church Music (Choral Emphasis) degree. Students must have passed all portions of the qualifying audition and have candidacy status. This concert or service will be a minimum of 60 minutes in length, with appropriate repertoire chosen by the student and instructor and approved by the department. The intent of the concert or service is to demonstrate the heightened skills acquired through the course of study in conducting, church music, and/or singing.

Concert or service dates can be selected by the student and the instructor based on the school calendar, but final approval must be given by the Music Department Chair.

In addition to directing the concert or service, the student is to research the selections, write a paper which presents the findings, and provide brief program notes for the concert/service. This paper is to be properly documented and presented to the music faculty at least three weeks prior to the concert/service. It is to present the historical facts and insights into the composition and composer which will be used in the interpretation of the music. The department may suggest revisions to this document before granting final approval and acceptance of the paper. A copy of the finished and approved paper will be catalogued and placed into the holdings of the university library.

Handbell Emphasis

A concert or service of sacred handbell music is required for the Master of Church Music (Handbell Emphasis) degree. Students must have passed all four handbell courses (MUS 585, 586, 546, and 686), passed MUS 541 Graduate Theory Review, and passed the written examination in General Music History. This concert or service will be a minimum of 60 minutes in length, with appropriate repertoire chosen by the student and instructor and approved by the department. The intent of the concert or service is to demonstrate the heightened skills acquired through the course of study in the conducting, composition, and performance of handbells.

Concert or service dates can be selected by the student and the instructor based on the school calendar, but final approval must be given by the Music Department Chair.

In addition to directing the concert or service, the student is to research and analyze the selections, write a paper which presents the findings, and provide brief program notes for the concert/service. This paper is to be properly documented and presented to the music faculty at least three weeks prior to the concert/service. It serves to present the historical facts and insights into the composition and composer which will be used in the interpretation of the music.

The department may suggest revisions to this document before granting final approval and acceptance of the paper. A copy of the finished and approved paper will be catalogued and placed into the holdings of the university library.

COMPREHENSIVE EXAMINATION

The comprehensive examination is given at the end of the student's course of study. It is designed to bring together all aspects of the student's study and experiences into one culminating activity of two parts, a written and oral examination. Students must have achieved candidacy status and completed the recital/concert/service before attempting the comprehensive examination.

After the student has thoroughly prepared and completed all courses for the degree, a committee of music faculty will be selected. That committee will consist of two instructors of the student's choosing and the Head of the Master of Church Music program. It is the student's responsibility to secure the consent of each instructor to serve on his/her committee and to coordinate the meeting of this group.

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

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

THE CURRICULUM (36 credits)

ORGAN EMPHASIS

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

Comprehensive Exams (Written and Oral)

CHORAL EMPHASIS

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

Comprehensive Exams (Written and Oral)

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	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 (Document)	3 Cr.
MUS 642 Form and Analysis	3 Cr.

Comprehensive Exams (Written and Oral)

INFORMATION TECHNOLOGY

MASTER OF SCIENCE IN INFORMATION TECHNOLOGY

The Master of Science in Information Technology is designed to teach students to configure and support computer systems used in enterprise computing and information processing. Graduates will be trained to provide systems that work properly (installed, configured, secured) and are properly maintained (updated, patched, customized).

One of the emphases of the Master of Science in Information Technology program is ethical computing. How a Christian professional responds to the needs of clients, users and society in general is of paramount importance within our program. A Christian worldview is integrated within the curriculum and each course.

The program can be completed entirely through E-Learning, with one trip to campus to present and defend the capstone project.

CURRICULUM

Required Courses (12 Credits)

CSC 805 Foundations of Information Technology	3 Cr.
CSC 810 Vocation and Ethical Computing	3 Cr.
CSC 835 Systems Development: Theory and Practice	3 Cr.
CSC 865 Information Technology Integrative Capstone	3 Cr.

Electives (24 Credits Required)

CSC 815 Applied Artificial Intelligence	3 Cr.
CSC 820 Human Computer Interaction	3 Cr.
CSC 825 Data Security and Information Assurance	3 Cr.
CSC 830 Database and Information Management	3 Cr.
CSC 840 Networking (Prerequisite is CSC 840)	3 Cr.
CSC 845 System Design and Configuration	3 Cr.
CSC 850 System Administration and Maintenance	3 Cr.
CSC 855 Project Management	3 Cr.
CSC 860 Web System Technologies	3 Cr.

Total Credits 36 Cr.

GRADUATE NURSING

MASTER OF SCIENCE IN NURSING

PURPOSE

The purpose of the Master of Science in Nursing program is to prepare professional nurse leaders competent to fulfill advanced practice nursing roles as family nurse practitioners, geriatric nurse practitioners and nurse educators. Nurse practitioner students learn primary care delivery to individuals and aggregates, over the entire life span, in a variety of settings with other health care providers. Nurse educator students learn advanced practice and nursing educator skills for teaching in associate or baccalaureate degree nursing programs. Graduate level scholarly inquiry based on theoretically or clinically directed research provides the foundation for fulfillment of the professional standards and core competencies of advanced practice nursing or nursing education. Opportunities to enhance ongoing personal and professional growth and development are guided by Christian principles. Interaction with faculty, student colleagues, preceptors and other health-related professionals empower the graduate nurse adult learner to meet the expectations of advanced nursing practice and education.

PROGRAM OBJECTIVES

The Concordia University Master of Science in Nursing Program seeks to prepare professional nurse leaders for:

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

STUDENT OUTCOMES

Upon graduation the graduate student will be able to:

1. Utilize a theoretical framework in the synthesis of knowledge from related sciences and humanities, clinical knowledge, and nursing sciences as the foundations for advanced nursing practice.
2. Utilize critical thinking skills and diagnostic reasoning skills to determine clinical decisions.
3. Provide theoretically directed (e.g., Neuman Systems theory and others) holistic, continuous, comprehensive, and individualized care to clients, both individually and as aggregates (families, communities).
4. Promote client well being by using communication proficiently as an interactive strategy in client-advocacy roles within and external to organizations and power structures.
5. Demonstrate accountability for primary care advanced practice nursing decisions based on ethical, professional and Christian standards.
6. Demonstrate teaching/coaching skills in professional/therapeutic interactions with sensitivity to the diversity of clients.
7. Demonstrate professional leadership and management in the development and execution of the advanced practice nursing role and related professional issues.
8. Demonstrate application of the research process to advanced practice nursing.
9. Collaborate with members of the health care team, as needed, especially in the management of complex health problems. Seek and participate in professional and personal growth promoting activities.
10. Incorporate current information impacting health care delivery into the process of providing advanced practice nursing.
11. Integrate concepts of advanced practice nursing with the theoretical foundations of education.
(This outcome is specific to the nurse educator tract.)

GENERAL INFORMATION:

1. The program is study intensive.
2. The MSN program is accredited the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120.
3. All students must maintain CPR certification while enrolled in the clinical course.
4. All students must maintain RN licensure while enrolled in the program. The student must hold RN licensure in the state in which they do their clinical practicum while enrolled in the Advanced Practice Nursing or Nurse Educator clinical courses.
5. Students will be expected to work with all clients assigned to them. There is the possibility of exposure to clients with communicable diseases. Students will abide by universal precautions while working with clients.
6. Students must maintain a 3.0 grade point average while in the program. Student policies regarding progression and retention will be applied to students where the GPA falls below 3.0.
7. Students will be expected to act with appropriate professional behavior at all times.
8. The clinical sequence is designed to provide a minimum of 600 hours of clinical time and to meet the requirements necessary to take the appropriate certification examination. All students will be required to identify an appropriate preceptor and obtain the vitae and letter of agreement to supervise from the preceptor. CUW faculty will review these materials. CUW faculty members have the final decision regarding preceptor selection and use. All students will be expected to take the certification examination and report the scores to the CUW faculty for measuring program outcomes.

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

1. Baccalaureate degree in nursing from an *accredited nursing program with an average GPA of 3.0 on a 4.0 scale.
2. Two letters of reference are required.
3. Current licensure as an RN.
4. Evidence of a basic statistics course with a grade of "C" or better must be completed before enrolling in MSN 540/840 Nursing Research.
5. Evidence of a health assessment course with a grade of "C" or better on an undergraduate transcript.
This must be completed before enrolling in MSN 538/838 Advanced Health Assessment.
6. Current CPR certification must be completed before enrolling in the clinical courses.
7. Evidence of freedom from communicable disease must be completed prior to the first clinical experience.
8. Criminal background check without record must be completed at the beginning of the program and each year.

* Individual consideration may be given to persons graduating from nonaccredited programs.

APPLICATION/ADMISSION PROCESS

In addition to the Graduate Admission Requirements, there is a required pre-admission interview with the MSN Program Director or designee. The interview may be completed over the telephone, if this arrangement is mutually preferred. The interview provides the student with an opportunity to raise questions and concerns, as well as to present their qualifications and professional goals. At this interview a tentative program planning can be discussed.

After a successful admission interview, the admission committee will review the admission request and will forward a recommendation to the Deans of the School of Human Services and Graduate Studies. After the recommendation for admission is approved by the Graduate Dean, a formal letter of admission is sent to the student.

DEGREE REQUIREMENTS

The 44-credit Nurse Practitioner option will prepare Advanced Practice Nurses in primary health care as family or geriatric nurse practitioners. The 43-credit Nurse Educator option will prepare nurse educators for teaching in schools of nursing. The program offers two delivery methods of instruction, on-campus and E-Learning. Students who register as on-campus students will be eligible to take up to nine credits of non-nursing courses via the E-Learning mode.

FAMILY AND GERIATRIC NURSE PRACTITIONER

Core Courses

MSN 502/802 Bioethics	3 Cr.
MSN 530/830 Health Care in Context	2 Cr.
MSN 534/834 Nursing Theory	2 Cr.
MSN 540/840 Nursing Research	3 Cr.
MSN 538 Advanced Health Assessment	3 Cr.
MSN 590/890 Thesis	6 Cr.
OR MSN 592/892 Global Perspectives	3 Cr.
AND MSN 591/891 Scholarly Project	3 Cr.
<i>Total Credits in Core</i>	19 Cr.

Cognates

BIO 536/836 Pathophysiology	3 Cr.
BIO 542/842 Pharmacotherapeutics	4 Cr.
COUN 543/843 Counseling Theories	3 Cr.
EDG 526 American Family Today	3 Cr.
OR EDG 583/883 Selected Issues Family Life	3 Cr.
OR EDG 580/880 Family Development	3 Cr.
<i>Total Credits in Cognates</i>	13 Cr.

Specialization Courses (Clinicals)

MSN 551/851 Adv. Prim. Care I - FNP/GNP	4 Cr.
MSN 552/852 Adv. Prim. Care II - FNP/GNP	4 Cr.
MSN 553/853 Adv. Prim. Care III - FNP/GNP	4 Cr.
<i>Total Credits in Specialization</i>	12 Cr.

Total Credits in FNP & GNP 44 Cr.

NURSE EDUCATOR

Core Courses

MSN 502/802 Bioethics	3 Cr.
MSN 530/830 Health Care in Context	2 Cr.
MSN 534/834 Nursing Theory	2 Cr.
MSN 540/840 Nursing Research	3 Cr.
MSN 538 Advanced Health Assessment	3 Cr.
MSN 590/890 Thesis	6 Cr.
OR MSN 592/892 Global Perspectives	3 Cr.
AND MSN 591/891 Scholarly Project	3 Cr.
<i>Total Credits in Core</i>	19 Cr.

Cognates

BIO 536/836 Pathophysiology	3 Cr.
EDG 507/807 Curriculum Development	3 Cr.
EDG 521/581 Human Learning & Motivation	3 Cr.
MSN 877 Evaluation and Testing in Nursing	3 Cr.
<i>Total Credits in Cognates</i>	12 Cr.

Specialization Courses (Clinicals)

MSN 571/871 Nurse Educator Practicum I	4 Cr.
MSN 572/872 Nurse Educator Practicum II	4 Cr.
MSN 574/874 Nurse Educator Practicum III	4 Cr.
<i>Total Credits in Specialization</i>	12 Cr.

Total Credits in FNP & GNP 43 Cr.

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

PURPOSE

The purpose of the Doctor of Nursing Practice (DNP) at Concordia University Wisconsin graduate nursing program will be to prepare advanced practice nurses at the highest professional level of nursing practice and will advance the application of nursing knowledge for the purpose of improving health care for diverse populations.

PROGRAM OBJECTIVES

At the completion of the program, the Doctor of Nursing Practice (DNP, both the post-masters and BSN-DNP, will be able to practice at the highest level of professional practice evidenced by:

- I. Scientific Underpinnings for Practice:
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care.
- V. Health Care Policy for Advocacy in Health Care
- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes.
- VII. Advanced Nursing Practice

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.

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 Clinical Translational Research 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 ready-for-journal-submission scholarly article.

DELIVERY OPTIONS:

Post-master's DNP program will be delivered to a cohort group in an e-learning format only. There are two mandatory cohort meetings on-campus at the beginning and at the end of the program. Courses are designed in 8 week formats with courses taken consecutively.

ADMISSIONS REQUIREMENTS

- A graduate application form with application fee of \$35.00
- Two letters of reference on letterhead or recommendation form
- A resume of professional work experience
- Official transcripts from all undergraduate and graduate schools attended
- Evidence of a Bachelor of Science in Nursing undergraduate degree from an accredited college or university (or the equivalent)
- An undergraduate cumulative grade point average of **3.0 or greater**
- Essay as to why you would like to enroll in the graduate program you have selected at Concordia University Wisconsin (about 1 page in length)

ADDITIONAL REQUIREMENTS FOR TRANSITIONAL DNP PROGRAM:

Portfolio submission which will include:

- Transcripts of previous graduate schools attended.
- Work History.
- Two letters of recommendation from professional colleague.
- Master's thesis or scholarly project completed.
- Essay explaining why you would like to enroll in the DNP program at CUW and what ideas you have for a translational research project.

ENTRANCE CRITERIA

1. Graduate of a National League for Nursing Accrediting Commission (NLNAC) and/or Commission on Collegiate Nursing Education (CCNE)** accredited baccalaureate in nursing program with an **overall grade point of 3.0** on a 4.0 scale. Letters of reference may be requested.
2. Two letters of reference are requested. Letters of reference must be provided by employer and/or clinical referees showing knowledge of applicant in professional settings.
3. Successful completion of a 3 credit undergraduate statistics course covering both descriptive and inferential statistics. Students must complete the statistics requirement prior to enrolling in MSN 540/840 Nursing Research.
4. Successful completion of a 3 credit health assessment course including both health history and physical assessment within 5 years of admission to the MSN program.
5. Current licensure as a registered nurse.
6. A minimum of 2 years of clinical experience practicing as a registered nurse.
7. Current CPR certification.
8. Recent physical examination demonstrating the absence of communicable diseases.
9. A commitment to PRACTICE as a primary care advanced practice nurse or nurse educator.
10. A clean criminal background check if a resident of Wisconsin or doing clinicals in Wisconsin.

**Commission on Collegiate Nursing Education, One DuPont Circle, NW, Suite 350, Washington DC 20036-1120, phone 202-887-6791

TRANSFER OF CREDIT

The Graduate School will accept up to 6 transfer credits into the MSN program based on the following criteria:

1. Course work must have been completed within two years prior to admission to the program.
2. Courses transferred must be comparable in scope and subject matter to courses offered in the MSN program. The student will need to provide a course description and possibly a course syllabus for any course requested for transfer. A transfer of credit form must be completed and submitted to the Graduate Nursing Office for approval.
3. Grades in transferred courses must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by the Dean of Graduate Studies **and the Director of the Graduate Nursing program.**

Transfer credits will not be applied to the cumulative grade point average the student develops while in Concordia's MSN program.

OCCUPATIONAL THERAPY

MASTER OF OCCUPATIONAL THERAPY

PURPOSE

Occupational therapy enables people to do the “day-to-day activities that are important to them” despite impairments, activity limitations, or participation restrictions. Occupations are another name for these day-to-day activities. Occupations are goal-directed pursuits that have meaning to the performer, involve multiple tasks, and usually extend over time.

Occupational therapists work in a wide variety of employment settings such as hospitals, rehabilitation centers, nursing homes, hospices, community health centers, halfway houses, home care agencies, schools, daycare centers, correctional agencies, mental health agencies, wellness clinics, and industry. Increasingly, occupational therapists are entering private practice to provide direct service and consultation to both individual and corporate clients. Therapists are sought as clinicians, administrators, educators, researchers and consultants. The CUW Occupational Therapy program is non-discriminatory in recruitment, admissions, and program administration with respect to race, color, creed, sex, age, disabilities, religion, or national origin.

ACCREDITATION STATUS AND CREDENTIALING MECHANISMS

The 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, P. O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 652-AOTA. ACOTE representatives can be reached at (301) 652-6611 x2910, or e-mailed at accred@aota.org. Graduates of the program will be able to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). NBCOT can be contacted by email at <http://www.nbcot.org>, by mail at 800 S. Frederick Ave., Suite 200, Gaithersburg, MD. 20877-4150 or by phone at (301) 990-7979. Once a student passes this exam, the individual will be an Occupational Therapist.

Most states require additional licensure/certification in order to practice. In Wisconsin, the graduate must then apply for initial certification with the Medical Examining Board of Wisconsin in the Bureau of Regulation and Licensing.

MASTER OF OCCUPATIONAL THERAPY DEGREE

Concordia University Wisconsin's (CUW) Master of Occupational Therapy (MOT) program requires four semesters of graduate work, and one semester of fieldwork. Students with a relevant undergraduate degree and the pre-requisite courses, can be admitted directly to the MOT program with an outcome of a Master of Occupational Therapy degree. Students at CUW majoring in Rehabilitation Science may enter the MOT Program at the start of their junior year. Students graduate with a Bachelor of Science degree after 3.5 years and then proceed with the MOT degree and graduate 1 year later (a total of 4.5 years for both degrees). Students in the BSRS program are guaranteed acceptance in the MOT program if they maintain a 3.0 GPA overall and a 3.0 in the pre-requisite courses. Students at CUW who choose other majors may enter the program starting their senior year of coursework if they have all the pre-requisites completed, along with the liberal arts core and courses toward the major. The outcome is a Bachelor Degree in the major field and a Master of Occupational Therapy degree in 5.5 years.

CUW's Master of Occupational Therapy program aims to help students develop entry level clinical skills, sound clinical reasoning based on theory and research, and beginning clinical research skills. The small class size allows

personal faculty attention and mentoring. Students are also exposed to different client populations in a wide variety of clinical and community settings during each semester of the program. Most classes are taught in extended time blocks that allow time for student fieldwork and employment. Problem-Based Learning (PBL) is an educational method that uses small group teams facilitated by either a faculty member or community clinician. PBL is used in the curriculum to help the students integrate course material, practice clinical problem solving, and become more familiar with the ambiguities of clinical practice.

Research is an important focus of the MOT program. Students learn to critically read and analyze literature, write evidence based research papers, and participate in a group research project with a poster presentation as the outcome. The faculty is actively engaged in research which provides additional research opportunities for students. Technological competence is another focus of the MOT program. Students become adept at using technology for professional use as well as clinical use. CUW has a technology lab that is available for student learning.

GENERAL ACADEMIC INFORMATION

Students should apply if they:

- Are currently completing an undergraduate degree and have completed, or in the process of completing, the 9 prerequisite credits.
- OR**
- Have an undergraduate degree and have completed, or are in the process of completing, the 9 prerequisite credits for the Master of Occupational Therapy Program.

REQUIREMENTS FOR STUDENTS CURRENTLY ATTENDING CUW

- CUW students must complete an undergraduate major before applying to the MOT Program, or have Rehab Science as their major at CUW. Many majors in the Concordia University system have developed course sequencing which allows the CUW student to complete the courses required for the major, the liberal arts core, and the prerequisites for the MOT professional program, in three years or less.
- Students will be assigned an advisor from their major field of study as well as from Occupational Therapy. When all the requirements are met, the student may apply for admission to the MOT program. The credits completed during the first year in the MOT Program are considered a minor area of study and are added to the undergraduate credits to complete the 126 credits required for graduation for a Bachelor Degree from CUW.
- CUW undergraduate students entering the MOT program are may be eligible to receive financial aid and any scholarships until they graduate with their Bachelor of Science degree..

REQUIREMENTS STUDENTS WITH AN EARNED BACHELOR'S DEGREE FROM CUW OR ANOTHER UNIVERSITY

Students with a Bachelor's Degree may apply for direct entrance into the 2.5 year program of study for the Master's of Occupational Therapy Degree. Students with an earned undergraduate degree are granted graduate student status from admission into the MOT program.

REQUIREMENTS FOR ALL STUDENTS

- Current certification in CPR (American Heart Association – Health care Provider OR American Red Cross – Professional Rescuer)
- Grade of 3.0 or better average in pre-requisites; 3.0 overall GPA
- Completion of 40 hours of job shadowing a registered Occupational Therapist
- Proof of health insurance

Please note that a Wisconsin criminal background check will be completed once you are accepted into the program and the results may interfere with the ability to obtain employment post graduation

APPLICATION PROCEDURES SPECIFIC TO OCCUPATIONAL THERAPY

- Complete a Master of Occupational Therapy program application form. If you need to complete prerequisite or undergraduate courses at CUW, you must also complete a general Concordia University application form. Deadline for admission is March 15. We will continue to accept applications until each class is full. Please refer to CUW OT website for application updates (<http://www.cuw.edu/ot>).
- Include a cover letter with your application form. In this cover letter, you may include any information that you would like the admission committee to know about yourself. Examples include: how you feel your undergraduate degree compliments the field of occupational therapy, why you chose occupational therapy, why you chose Concordia, any experience you may have had with a patient population, etc.).

- Request transcripts from all other colleges attended. Concordia University must receive transcripts from other colleges before final acceptance into the program can be made. Official transcripts for courses in progress can be submitted upon completion of the course.
- Submit volunteer verification forms indicating at least 40 hours of volunteer experience working with an Occupational Therapist. These hours may be done at one facility or a variety of facilities. Volunteer Verification forms are included in the application packet and are available from the graduate admission office.
- Submit a nonrefundable application fee of \$35.00.
- Include two letters of recommendation with the application for admission. At least one letter should be from someone able to write about your academic abilities.

PRE-PROFESSIONAL REQUIRED COURSEWORK

BIO 280 Anatomy & Physiology I w/lab	4 Cr.
BIO 281 Anatomy & Physiology II w/lab	4 Cr.
OT 104 Computer Applications for OT (or equivalent course) (students may test out of this requirement)	1 Cr.
TOTAL	9 Cr.

PRE-PROFESSIONAL RECOMMENDED COURSEWORK

PHYS 121 Elementary Physics* OR PHYS 151 General Physics I*	4 Cr.
CHEM 205 Elements of General & Biological Chemistry*	
OR CHEM 210 General Chemistry I*	4 Cr.
OT 106 Medical Terminology	1 Cr.
MATH 205 Statistics	3 Cr.
PSYS 230 Life Span Development	3 Cr.
PSYS 425 Abnormal Psychology	3 Cr.

FIELDWORK EXPERIENCES

Level I Fieldwork (Clinical Practicum)

The occupational therapy curriculum is designed to offer exposure to client problems in each course. Students will experience multiple opportunities for client contact, ranging from pediatrics to gerontology, school systems to factories, and acute care to community wellness programs. Some of these experiences are clinical fieldwork placements, others are client evaluation and consultation in the classroom or community based settings. Students will start working with client in the community beginning in their first semester of the curriculum.

Level II Fieldwork

Students will complete six months of full time, or its equivalent, of Level II Fieldwork during the fifth semester of the program. Level II Fieldwork is usually scheduled at two different experiences of three months each. Level II Fieldwork shall be completed within 24 months following completion of academic preparation.

ADDITIONAL REQUIREMENTS

Many clinical agencies will require updated of immunizations, physical, and caregiver background check before a placement will be confirmed. Some agencies may require additional information (drug testing, additional immunizations, etc).

The OT Program will work with each student to obtain appropriate Level II Fieldwork sites. Students may be required to leave the Milwaukee area for fieldwork placements. Transportation to and from Level II Fieldwork is the responsibility of the student. Housing for Level II fieldwork is also the student’s responsibility.

Proof of health insurance is required for all students prior to confirming a fieldwork placement. CUW offers a health insurance program for those students who need health insurance coverage. For information, please contact Student Life (262) 243-4332.

COSTS

- Tuition fees at CUW are set in advance for each academic year. Please contact the Admissions Office at (262) 243-4300 for current tuition rates.
- The cost of books varies each semester. There will also be photocopy expenses for reports, articles, presentations, etc.
- Some classroom and community presentations require professional dress (dress slacks or skirt, dress shirt or blouse, tie, dress shoes, etc.). There will be some minor expenses for lab supplies, name tags, etc.
- Expenses associated with fieldwork including transportation, housing, meals, etc. are the student's responsibility.

ENTRY-LEVEL MASTERS OF OCCUPATIONAL THERAPY CURRICULUM (Subject to revision)**YEAR 1****SEMESTER 1 (18 required credits)**

BIO 550	Human Anatomy W/Lab	6 credits
OT 523	Clinical Kinesiology	3 credits
OT 525	Therapeutic Skills	2 credits
OT 546	Group Skills	3 credits
OT 548	Clinical Practicum-group	1 credit
OT 521	Foundational Concepts in OT	3 credits
	TOTAL	18 credits

Winterim (3 required credits)

OT 544	Clinical Conditions (4 weeks; online)	3 credits
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SEMESTER 2 (17 required credits)

BIO 560	Neuroscience	3 credits
OT 563	Pediatric Practice I	3 credits
OT 573	Clinical Practicum- Peds	1 credit
OT 586	Rehabilitation Science – Ortho	3 credits
OT 540	Scientific Inquiry I	3 credits
OT 529	Assessment Skills	3 credits
	TOTAL	16 credits

Summer (3 required credits)

OT 603	Practice Management (8 weeks; online)	3 credits
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YEAR 2**SEMESTER 3 (15 required credits; must choose 1 elective)**

OT 561	Rehabilitation Science - neuro	3 credits
OT 584	Clinical Practicum –Adult Rehab	2 credits
OT 569	Scientific Inquiry II	3 credits
OT 565	Psychosocial Practice I	3 credits
OT 571	Work Practice I	3 credits
OT 596	Pediatric Practice II ELECTIVE	3 credits
OT 630	Hand and Upper Extremity Rehabilitation ELECTIVE	3 credits
	TOTAL	17-20 credits (with advisor approval)*

Winterim (3 required credits)

OT559	Wellness/Prevention Programs (4 weeks online)	3 credits
OT615	Early Intervention/School Based Practice (1 week-on campus only) ELECTIVE	3 credits

SEMESTER 4 (18 required credits; must choose one elective this semester OR take OT615 in summer)

OT 601	Advanced Clinical Practice	3 credits
OT 588	Assistive Technology Options	3 credits
OT 590	Rehabilitation Science - integrated	3 credits
OT 582	Scientific Inquiry III	3 credits
OT 605	Community Practice	3 credits
OT 631	Psychosocial OT: Emerging Practice Areas ELECTIVE	3 credits
OT 613	Work Practice II ELECTIVE	3 credits
OT 595	Community OT Clinic ELECTIVE	3 credits
OT575	Fieldwork Seminar	NC pass/fail
	TOTAL	18 - 21 credits (with advisor approval)*

Summer (3 elective credits; 6 credits Level II FW)

OT 620	First Level II Fieldwork Service 3 months OR 470 Hours	6 credits
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SEMESTER 5 (12 required credits; variable elective credits)

OT 622	Second Level II Fieldwork Service 3 Months OR 470 Hours	6 credits
OT 624	Third Level II Fieldwork Service ELECTIVE Amt of time is negotiable	variable
	TOTAL	12-18 credits

Minimum Credits for Program 90

- Each student must take a minimum of 3 credits of electives during the 3rd and 4th Semesters of the MOT program.

*Advisor approval to take additional electives is granted at the end of the previous semester as it is based on cumulative graduate GPA.

GRADUATE PHYSICAL THERAPY

CONCORDIA UNIVERSITY'S PHYSICAL THERAPY PROGRAMS

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

Physical Therapists work with individuals across the lifespan. Based on thorough examination, PT's develop a diagnosis and treatment plan for persons with mobility disorders. Concordia's Physical Therapy programs prepare students to provide evidence-based physical therapy in a wide variety of practice settings. Our DPT curriculum combines classroom, laboratory, and supervised clinic-based instruction.

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.

PROFESSIONAL (ENTRY-LEVEL) DOCTOR OF PHYSICAL THERAPY PROGRAM

GENERAL ACADEMIC INFORMATION

The DPT degree at Concordia is designed to produce a therapist who is an autonomous provider of physical therapy services. The 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 psychosocial needs of the clients they serve.

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 (including two summers) in duration and is a tracked program. Once a student enters the professional degree program, the course work is sequenced. The student will need to successfully complete one semester of education before starting on the following semester's course work. The program is full time. Students cannot enter the program on a part-time basis. The program encompasses eight semesters, which include two winter sessions and two summer sessions. An optional internship after graduation is available. Concordia's Physical Therapy program is accredited by the Commission on Accreditation for Physical Therapy Education. Graduation from an accredited program is required in order to sit for the national physical therapy licensing exam.

REQUIRED PRE-PT COURSE WORK

1. Pre-Physical Therapy Required Science Course Work. All students must have the following science course work or its equivalent from another school before entering the program (CUW courses that satisfy each requirement are listed in parentheses). Single semester survey courses in chemistry or physics will not meet the requirements for admission. The physics sequence does not need to be calculus-based. For students taking pre-requisite courses at other universities, the Advanced Human Physiology requirement can be met with either 4 credits of Animal/Human Physiology at the 300- or 400-level OR 8 credits of Anatomy/Physiology at the 200 or higher level. Coursework used to fulfill either the Biology or Advanced Human Physiology requirements cannot be used to also meet the requirement for the other science. Students taking the Advanced Placement test with a score of 4 or 5 and students who pass the CLEP test in a required science area will have met the admissions requirement. However, the score will not be figured into the GPA.

- Chemistry I (4 credits - lab course; CHEM 210)
- Chemistry II (4 credits - lab course; CHEM 213)
- Physics I (4 credits - lab course; PHYS 151)
- Physics II (4 credits - lab course; PHYS 152)
- Biology (8 credits; BIO 280 Functional Anatomy & Physiology I & Lab [4 credits],
BIO 281 Functional Anatomy & Physiology II & Lab [4 credits])
- Advanced Human Physiology (4 credits; BIO 470)

2. Pre-Physical Therapy Required General Course Work.

- Psychology (two semesters; 6 credits)
- Statistics I (3 credits; MATH 205)

Strongly recommended courses for success in the Physical Therapy program:

- Biochemistry
 - Kinesiology/Biomechanics
 - Genetics
 - Trigonometry
 - Advanced Writing Coursework
 - Computer Skills Class
3. Students must have a minimum GPA of 3.0 in all required science course work and a minimum overall GPA of 3.0 in all course work taken at a college level to be considered for admission.
 4. Students must have a BS or BA degree completed before beginning coursework in the DPT program.
 5. Students should choose an undergraduate major in an area of interest. No specific major is required or preferred provided that all Pre-Physical Therapy requirements are met (prior to entering the curriculum). Copies of various majors that coordinate well with the Pre-Physical Therapy requirements can be obtained in the undergraduate admission office or at www.cuw.edu/dpt.
 6. The final decision on transfer credits to Concordia University is made by the CUW Registrar's Office.
 7. Undergraduate students must choose a faculty member in their chosen BS or BA major as an advisor. To assist students with planning, Physical Therapy faculty will be available weekly to advise pre-PT students. Contact the Physical Therapy office to arrange dates and times at 262-243-4433.

Admission Requirements specific to Physical Therapy

1. CUW will admit one class of 24 students in the fall of each academic year. Students who are not accepted into the program, and who wish to apply for the following year will need to repeat the admission process. No admission slot will be held for students in the event they are accepted and for any reason cannot attend in the fall of the year they are accepted.
2. Applicants to Concordia are chosen for admission on the basis of individual merit. The Physical Therapy program does not discriminate in student admission policies, administration of its educational policies, scholarship and loan programs, or extra curricular activities on the basis of race, color, creed, national or ethnic origin, sex, age, disabling conditions, or marital status.
3. The priority application deadline is December 1st of every year. Applications may be considered after that date if openings remain. Priority applicants will be notified of acceptance no later than mid-February of each year. Students are responsible for assuring the completeness of their applications and may call the Graduate Admission office for information.
4. GRE scores are not required for application to the program.
5. Students from a Concordia University system school receive preference in the admission process using the following priorities: a) Students who do their undergraduate work at Concordia University Wisconsin. b) Students who do their undergraduate coursework at other Concordia University System Schools. c) Students who have attended a Concordia University System School for less than 5 credits. The Physical Therapy selection committee will determine acceptance into the program. The selection committee chooses applicants it considers most qualified for the study and practice of the profession from the pool of qualified applicants and has the final decision making authority over who will be accepted into the professional Physical Therapy program.
6. Applicants to the professional Physical Therapy program must have either paid or volunteer experience with individuals who are physically or cognitively disabled. Forty hours (40) of observation and/or interaction in at least two (2) different patient/client settings are required. The experiences can occur within the same institution, but should provide exposure to diverse patient/client populations. Examples of settings include: Outpatient Orthopedics; Pediatrics; Skilled Nursing Facility; Inpatient Rehabilitation; Acute Care; Schools; Home Health; Special Olympics; Camps. A work/volunteer experience form must be filled out by the person observing/supervising each of the work or volunteer experiences and must be submitted to the Graduate Admission Office at Concordia.
7. At least two work and/or volunteer reference forms from persons who have supervised the student's volunteer or work experience must be submitted directly to the Graduate Admission Office at Concordia by the individual providing the reference. Reference forms can be found on the Concordia University website at www.cuw.edu/dpt.

8. A one-page essay, written solely by the applicant, as to why the applicant would like to become a physical therapist, is required.
9. If a slot becomes available during the first or second year, students from other Physical Therapy schools with all the CUW Physical Therapy prerequisites and similar Physical Therapy course work may apply for that slot.
10. Students who withdraw from the Physical Therapy program after the first day of class may be considered for readmission as placements become available during the following year.
11. Students from abroad must have their transcripts reviewed and evaluated by a recognized credentialing service in the United States. Contact the Graduate Admission office for recommended agencies. Students must meet the graduate school requirements for international students.

COSTS

1. A \$1000 deposit is required by March 1st from the students accepting admission to the program. Deposits to secure slots in the Physical Therapy program are non-refundable if the student withdraws.
2. A three year flat rate tuition is set in advance for each academic year. Please contact the CUW Admissions office at (262)243-4300 or toll-free at 1-888-628-9472 for current tuition rates.
3. 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.
4. Concordia University Wisconsin student malpractice insurance is included in the tuition.
5. CUW offers a program for those students who need health insurance coverage. For information, please contact the University Health Services (262) 243-4332. Some clinical placements require verification of medical insurance prior to placement. (APTA also offers a student injury and sickness insurance plan. Visit their website at: www.atpa.org.)
6. APTA student membership is highly recommended for all students. Current student membership rates are available on the APTA website at www.apta.org

FINANCING THE EDUCATIONAL PROGRAM

Pre-Physical Therapy Students are eligible for the same number of grants and scholarships as are available to other students on Campus. Please contact the Financial Aid Office (262) 243-4569 to inquire about these resources. As graduate students, almost all students qualify for financial aid in the form of federal subsidized loans. CUW is a Federal Direct lending school participating in the Wm D. Stafford Loan Federal Program offering both subsidized and unsubsidized loans. Alternative loan programs such as Wells Fargo MedCAP-XTRA are also available to students. Students are eligible to apply for loans and scholarships from the APTA, WPTA, and some local and national Physical Therapy agencies. The Physical Therapy Faculty and Financial Aid Office can help provide information on these programs.

Professional (Entry-level) Doctor of Physical Therapy Program Curriculum

BIO 550 Human Anatomy	6 Cr.
BIO 560 Neuroscience	3 Cr.
DPT 500 Foundations of Physical Therapy	3 Cr.
DPT 505 Kinesiology	5 Cr.
DPT 535 Clinical Problem Solving Elective	1 - 6 Cr.
DPT 550 Pathophysiology/Pharmacology I	3 Cr.
DPT 600 Physical Agents	3 Cr.
DPT 601 Electrophysiology	3 Cr.
DPT 609 Exercise Science	3 Cr.
DPT 610 Management of Neuromuscular Disorders – Pediatric	4 Cr.
DPT 611 Management of Neuromuscular Disorders – Adult	4 Cr.
DPT 615 Movement Science	3 Cr.
DPT 621 Tools for Evidence Based Practice	3 Cr.
DPT 622 Scientific Inquiry I	3 Cr.
DPT 628 Clinical Problem Solving I	2 Cr.
DPT 629 Clinical Decision Making	3 Cr.
DPT 630 Clinical Problem Solving II	2 Cr.

DPT 631 Clinical Problem Solving III	6 Cr.
DPT 640 Movement Analysis	3 Cr.
DPT 642 Therapeutic Exercise	2 Cr.
DPT 643 Applied Therapeutic Exercise	2 Cr.
DPT 650 Pathophysiology/Pharmacology II	3 Cr.
DPT 659 Introduction to Management of Musculoskeletal Disorders	2 Cr.
DPT 660 Management of Musculoskeletal Disorders I	3 Cr.
DPT 661 Management of Musculoskeletal Disorders II	5 Cr.
DPT 670 Medical Management of Pathological Conditions	1 Cr.
DPT 705 Medical Imaging	3 Cr.
DPT 723 Cardiopulmonary Systems/Acute Care	4 Cr.
DPT 728 Tests and Measures - Adult	2 Cr.
DPT 730 Scientific Inquiry II or elective	3 Cr.
DPT 733 Industrial Rehabilitation	1 Cr.
DPT 736 Tissue Biomechanics	3 Cr.
DPT 737 Psychosocial Dimensions of Healthcare I	1 Cr.
DPT 738 Psychosocial Dimensions of Healthcare II	1 Cr.
DPT 739 Psychosocial Dimensions of Healthcare III	1 Cr.
DPT 744 Physical Therapy in the Health Care System	3 Cr.
DPT 755 Differential Diagnosis of the Client with Multisystem Involvement	3 Cr.
DPT 760 Clinical Practice I	6 Cr.
DPT 761 Clinical Practice II	6 Cr.
DPT 765 Internship	6 Cr.
Total Credits 118 Cr.	

POST PROFESSIONAL (transitional) DOCTOR OF PHYSICAL THERAPY PROGRAM

Admission to this Program was closed at the end of 2008. All students, who are currently in the program, are expected to complete coursework by the end of 2011.

GENERAL ACADEMIC INFORMATION

The DPT degree at Concordia is designed to produce a therapist who is an autonomous provider of physical therapy services. The 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 psychosocial needs of the clients they serve.

The post-professional (transitional) DPT program is designed for licensed practitioners and leads to a Doctor of Physical Therapy degree. The clinical doctorate builds upon strong foundational sciences, applied clinical sciences, and electives. Primary literature and use of evidence in determining treatment rationale are integrated throughout the curriculum. Students may enroll on a part-time basis and courses may be completed in any sequence. Courses are offered through E-Learning (web-based courses) with occasional on campus instruction. Courses in the post-professional program may be cancelled due to low enrollment.

TRANSFER OF CREDIT

Students who wish to transfer graduate credits into a CUW graduate program must request transfer credits be applied to the transcript within the first semester of taking classes. It is recommended that students wishing to take graduate courses at another institution while in CUW's graduate program request a review of transfer of credits in writing BEFORE taking the class. Transferring graduate credits into a CUW graduate program is done at the discretion of the program and the Registrar. Final decision on transfer credit rests with the Department of Physical Therapy. An official transcript must be sent from the other institution to the Graduate Admission Office.

GUIDELINES FOR TRANSFER OF CREDITS

1. You may request a maximum of 21 credits to be waived based on graduate-level coursework completed at another accredited institution and/or post-professional continuing education [see #4 below]. To be eligible for consideration, graduate coursework must have been completed within the last 10 years and you must have received a B or better in the course.
2. A minimum of 18 credits must be taken at Concordia University to earn a Doctor of Physical Therapy (DPT). Sixteen of those credits must be from Foundational and Applied Science courses.

3. You may receive 6 elective credits for proof of an APTA Specialist Certification, or 1 elective credit for completion of the APTA Clinical Instructor Credentialing and Education Program.

4. Concordia University Wisconsin will allow up to 3 elective credits to be awarded at the time of program admission for continuing education coursework. One elective credit may be awarded for each 20 continuing education contact hours (1 CEU is equivalent to 10 contact hours). Only continuing education coursework completed within the past five years will be eligible. Students must provide written request and documentation of course participation for elective credits to be awarded.

5. Special requests may be made for credit for teaching experience or publication in a peer-reviewed journal.

Contact the Graduate Admission Office at (800) 330-9866 for current tuition. Therapists may earn credit vouchers for being a clinical instructor of students in the CUW Professional (entry-level) DPT Program.

TYPE OF STUDENT STATUS

Regular: A student who has been accepted into the Post-Professional level DPT degree program by the Admissions Committee of the Physical Therapy Department. A full time academic schedule is defined as six or more credit hours per semester.

Part-time: A student who has been accepted into a Post-Professional program by the Admissions Committee of the Physical Therapy Department. A part time academic schedule is defined as less than six credit hours per semester.

Non-degree Seeking: A student who has not been admitted into the degree-granting program. This may include graduate students from other disciplines or Universities, students not seeking a terminal degree, students considering graduate study, and so on. In this classification, the student may take courses and earn graduate credits at the University. These credits earned while a Special Student may be applied toward the Post-Professional degree if they have been taken in the past five years and if the student meets all the other requirements of the program. Enrollment as a Special Student requires the student to complete the registration form and general information on the application form. Physical Therapy licensure or licensure eligibility is required to enroll in Physical Therapy coursework as a non-degree seeking student.

Audit: A student may audit a course contingent upon availability of space and approval of the course instructor. Students auditing a course are expected to attend all classes but are not required to complete written course assignments and examinations. Applications for continuing education credits (CEU) will be made if the student notifies the course instructor one month prior to the start of the class, or registers as an audit student one month before the class begins. Once a course has begun, students changing from credit to audit status may not receive CEUs. Students wishing to take courses for CEUs should enroll as Audit students and are required to complete the front side of the program application form. Physical Therapy licensure or licensure eligibility is required to audit Physical Therapy coursework.

Special: A student may be admitted on a special status (provisional basis) if he or she does not meet the initial admission requirements, provided there is other evidence the student has potential for successful graduate study. Upon completion of nine credit hours with a cumulative GPA of 3.0 or better, the special status will be removed. A student who fails to obtain this grade point average will not be permitted to continue in the program.

Academic Probation: A student who is enrolled in the Post-Professional programs and has not maintained a GPA of 3.0 or better will be notified that he or she is on academic probation. The student will have 9 credits to bring their cumulative GPA to 3.0 or better. A student who fails to obtain this grade point average will not be permitted to continue in the program.

POST-PROFESSIONAL (transitional) DOCTOR OF PHYSICAL THERAPY PROGRAM CURRICULUM

An asterisk () indicates a course that is no longer offered as of Fall 2009.

Foundational Services	21 credits	
*DPT 711 PathoPharmacology: Cells/Genes/Self-Defense		1 Cr.
*DPT 712 PathoPharmacology: Oncology/Reproduction/Hematology		1 Cr.
*DPT 713 PathoPharmacology: Cardiovascular/Pulmonary		1 Cr.
*DPT 714 PathoPharmacology: Neurology		1 Cr.
*DPT 715 PathoPharmacology: Endocrine/GI/Renal		1 Cr.
*DPT 716 PathoPharmacology: Musculoskeletal/Integument/Shock/Burns		1 Cr.
*DPT 702 Acquisition and Control of Human Movement		3 Cr.
DPT 705 Medical Imaging		3 Cr.
DPT 707 Advanced Human Kinesiology/Anatomy		3 Cr.
*DPT 724 Advanced Cardiopulmonary Assessment and Rehabilitation-Life Span		3 Cr.
DPT 736 Tissue Biomechanics		3 Cr.

Applied Clinical Science	3 credits
DPT 621 Tools for Evidence Based Practice	3 Cr.
DPT 741 Movement Analysis	1 Cr.
DPT 755 Differential Diagnosis of the Client with Multisystem Involvement	3 Cr.
*DPT 728 Tests and Measures (Adults)	2 Cr.
DPT 740 Evidence-Based Practice	4 Cr.
Electives in Specialty Area OR Clinical Specialist Certification	6 credits
*DPT 754 Psychosocial Dimensions of Health Impairments	3 Cr.
DPT 757 Bioenergetics & Weight Control	3 Cr.
*DPT 734 Applied Ergonomics	4 Cr.
TOTAL CREDITS	40 Cr.

The number of credits required to complete the DPT program depends on your educational background. Applicants with a Bachelors degree in PT require 40 credits; those with a MPT or MS-PT degree require 22 credits; while CUW MPT graduates require 19 credits to be awarded a Doctor of Physical Therapy degree.

REHABILITATION SCIENCE

MASTER OF SCIENCE IN REHABILITATION SCIENCE

PURPOSE

The Master of Science in Rehabilitation Science (MSRS) degree was developed so that this singular degree could benefit and meet the needs for graduate study in a number of rehabilitation-related disciplines at Concordia University Wisconsin. Students holding undergraduate degrees in occupational or physical therapy, athletic training, or exercise physiology are appropriate candidates for this degree. The MSRS degree offers a core set of courses that are required for all students regardless of discipline. These courses will prepare students for thesis research as well as provide information on fundamental concepts in rehabilitation science. The MSRS degree also offers specialty tracks for students to take electives that most closely fit their discipline and interests.

The MSRS is designed primarily as an on-line degree and as such the majority of the courses will be taught in an on-line format with on-campus sessions held when deemed necessary by the instructor. The MSRS is part of CUW's E-Learning Program. Some courses are also offered in a face-to-face format. If the instructor holds on-campus face-to-face sessions, these sessions will be held in the evening or weekend to accommodate student's work schedules.

Note: international students who have a visa to study in the USA must meet their visa requirements to take courses in a face-to-face format; students must speak with the CUW International Student Office regarding this requirement.

The Masters degree in Rehabilitation Science does not require any clinical or teaching internship. However, Curricular Practical Training (CPT) is available.

MISSION STATEMENT

The mission statement of the proposed Master of Science Degree in Rehabilitation Science is to provide practicing healthcare professionals with evidence-based education that prepares them to become leaders in the healthcare community through advanced knowledge and mentored research.

GOALS/OBJECTIVES OF THE PROGRAM

The three main objectives of the Master of Science in Health Science degree are to provide currently practicing clinicians with:

1. Advanced evidence-based knowledge in specialty areas of clinical practice that will enhance clinical decision making;
2. Advanced research skills that will increase the amount and quality of clinic-based research conducted;
3. Advanced leadership skills to provide services in new and emerging practice areas.

ADMISSION AND APPLICATION INFORMATION

The minimum criteria for admission are:

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

The admissions committee may recommend a student for admission on a probationary basis who does not meet the minimum requirements for admission. International students whose native language is not English must take the TOEFL exam and submit scores. The Concordia University Graduate School requires a score of 213 or better on the computer-based TOEFL and a score of 550 or better on the written TOEFL.

Applications should include the following:

- completed application form
- application fee of \$ 35.00
- two letters of recommendation
- official set of transcripts from all college or university course work
- proof of BS/BA degree
- international students must submit TOEFL or IELTS scores

While there is no requirement for standardized testing such as GRE or Miller Analogies, students who have taken these exams may submit results to strengthen their application.

MASTER OF SCIENCE IN REHABILITATION SCIENCE CURRICULUM

Required Core		21 credits
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)	6 cr
MSRS 520/521*	Systematic Review & Meta-analysis in Rehabilitation	6 cr
*take OT/PT 800 OR MSRS 520/521		

Electives (12 credits)

Specialty Track Electives (see below)	9 crs
Any Elective or Independent Study	3 crs

Total credits for MSRS degree: 21 + 12 = 33 crs

SPECIAL TRACKS & COURSES

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
OT 728	Current Issues in Applied Ergonomics
*Prerequisites are OT 571 Work Practice I AND a biomechanics course of instructor	

Exercise Physiology - 3 credits each

DPT 724	Advanced Cardiopulmonary Assess & Rehab-Life Span
BIO 536/836	Pathophysiology
DPT 757	Bioenergetics and Weight Control
HHP 571	Advanced Exercise Physiology

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

Adult Rehabilitation - 3 credits each (except OT 592 which is 2 credits)

OT 592	Rehabilitation Science: Upper Extremities
OT 613	Work Practice II
DPT 702	Acquisition and Control of Human Movement
DPT 707	Advanced Anatomy and Kinesiology
DPT 705	Medical Imaging
DPT 736	Tissue Biomechanics
MSRS 530	Sports Medicine Concepts

Athletic Training – 3 credits each

MSRS 530	Sports Medicine Concepts
HHP 501	Manual Based Soft Tissue Examination and Treatment
MSRS 540	Functional Assessment and Dynamic Rehabilitation

Curricular Practical Training (CPT)

MSRS 510	Curricular Practical Training in Rehabilitation Science (1 credit each semester)
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MASTERS DEGREE IN STUDENT PERSONNEL ADMINISTRATION**PURPOSE**

The master's program in Student Personnel Administration seeks to prepare graduate students in mind, body, and spirit through a program that is grounded in Student Affairs theory to practice. Further, employed graduates of the program will seek to develop communities in which they work that are respectful, purposeful, open, just disciplined, and celebrative.

COURSE AND DEGREE REQUIREMENTS**Degree Credit Requirements**

- Option A: 34 Credits including SPA 600 Thesis Completion Seminar
- Option B: 40 Credits Including SPA 601 Capstone Project

Required Theory Courses

SPA 501 Foundations of Student Personnel Administration	3 credits
SPA 502 Professional Writing and Research	1 credit
SPA 506 Group Dynamics	3 credits
SPA 510 Issues in American Higher Education	3 credits
SPA 520 The American College Student	3 credits
SPA 525 Student Programs and Assessment	3 credits
SPA 530 Higher Education Administration	3 credits
SPA 535 Legal Issues in Higher Education	3 credits
EDG 515 Educational Research Methods	3 credits
Total Required Theory Courses	25 credits

Skill Courses

SPA 552 Campus Crisis Intervention	1 credit
SPA 553 Selection and Training of Student Affairs Staff	1 credit
SPA 555 Oral Communication in Student Affairs	1 credit
SPA 557 Dealing With Student conduct	1 credit
SPA 558 Enrollment Management: Recruitment and Retention	1 credit
Total Required Skill Courses	3 credits

Internships

SPA 596 Internship I	3 credits
SPA 597 Internship II	3 credits
SPA 598 Internship III	3 credits
Total of 300 supervised hours in 2 distinct fields including at least one Internship	3 credits

Electives (student selects from these to complete credits required)

EDG 533 Leadership for Change	3 credits
COUN 543 Counseling Theories and Issues	3 credits
COUN 560 Fundamentals of Counseling	3 credits
COUN 561 Career Counseling Foundations	3 credits
Total Required Credits	0 – 6 credits

Capstone Courses

Successful completion of Portfolio presented to SPA Faculty (0 credits awarded)

SPA 600 Thesis Completion Seminar	3 credits
SPA 601 Capstone Project	3 credits
Total Required Credits	3 credits

THE COURSES IN THE GRADUATE SCHOOL

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

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

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

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

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

AEG 540 CURRICULUM DESIGN IN ART EDUCATION studies a wide range of curricular rationales and formats used to articulate programs of study in the visual arts in public, private, and parochial at all levels on instruction. Curriculum models are developed and tested. Special emphasis is given to the generation of developmentally appropriate instructional plans and to the use of art history and criticism with studio-based curricula. 3 credits.

AEG 550 INTEGRATIVE ISSUES IN ART EDUCATION addresses issues, opinions, and strategies related to the integration of instruction in the visual arts with other subject areas of K through 12 curricula at all levels of instruction in public, private, and parochial schools. Special emphasis is given to the integration of visual arts instruction and curricula in language arts, science, social studies, and the other art forms—music, dance, literature, and theater. 3 credits.

AEG 560 SEMINAR- SPECIAL TOPICS IN ART EDUCATION examines a specific art education topic in depth for a full semester. The single topic will be considered in a given semester will be identified—e.g. (COURSE NO.) SEMINAR: MUSEUM EDUCATION—and addressed through lectures, intensive study and research, independent readings by students, class discussions, group reports and/or presentations, and term papers./ Topics for this special seminar will be selected by the graduate art education faculty for their relevancy, currency and important to practices in art education. These topics will include titles such as Museum education, Art and Language, Cognition and Sensation, Research Methods for Art Education, Assessment and Evaluation in Art Curricula, The Philosophic Bases of Art Education, Art Education and Urban Schooling, The Role of Art Education in Parochial Schools, and Utilizing Community Resources in the Teaching of Art. 3 credits.

AEG 580 STUDIO WORKSHOP IN ART EDUCATION presents in-depth studio exercises that relate to a particular expressive form in the visual arts. A variety of workshops will be offered under this course title, each requiring a full semester of engagement with a specific art form. Any studio workshop to be offered in a given semester will be specifically identified—e.g. (COURSE NUMBER) STUDIO PRACTICES IN ART EDUCATION: TWO-DIMENSIONAL PRACTICES—and taught through lectures, technical demonstrations, independent inquiry, and studio exercises. Each studio workshop will be selected by the Graduate Faculty in Art Education for its relevance, currency, and importance to practices in Art Education. These workshops will include titles such as: Two-Dimensional Practices, Three-Dimensional Practices, Design Structures and Applications, Multiple Image Processes (Printmaking, Photography, and Computer), Fiber Arts, and Art in Public Places. 3 credits for each special topics seminar.

AEG 590 TECHNOLOGY IN ART EDUCATION addresses the use of the computer and other electronic technologies to meet the needs of the art teacher in developing and presenting visually-based instructional materials, in managing and maintaining student performance records, and in developing and utilizing database and visual retrieval systems for a wide range of subject matter specific to the teaching of art. Special emphasis is placed on the technological support of curricula and program management in art education at all levels of instruction. 3 credits.

AEG 620 EXTENDED EXPERIENCES IN ART EDUCATION provides students with opportunities to extend their range of experiences in the study of Art Education and, in doing so, to increase insight into and understanding of social and professional contexts, theories, practices, curricular issues, practitioners, and subject matter that relates to the field. A variety of special opportunities that are usually non-scholastic in character and setting will be offered under this course title, each requiring the equivalent of a full semester of study and engagement. Any course offering will be specifically

identified—e.g. (COURSE NUMBER) EXTENDED EXPERIENCES IN ART EDUCATION-FIELD APPLICATIONS—and taught and/or monitored through specifically guided activities, direct observations, reports, professional demonstrations, and academic and/or studio-like exercises. Each extended experience will be designed or evaluated by the Graduate Faculty in Art Education and assigned credit value for its relevancy, currency, and importance to practices in the teaching of art at all levels. These extended experiences will include titles such as Field Applications, Travel Study, Internships (Museum, Parks and Recreation, Schools, etc.), or Special Service Workshops (Scouting, Elderly Centers, Inner-City Programs), or Saturday or Summer Programs. 1 - 3 credits.

AEG 660/661 CURRICULUM DEVELOPMENT is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to engage in concentrated curriculum writing for a specific teaching assignment or grade level. Guided curriculum work over the two semesters concludes with a thorough and complete curriculum document designed to be both developmentally appropriate and specific to a particular community demographic. 6 credits.

AEG 670/671 MENTORSHIP/APPRENTICESHIP is a two-semester thesis alternative and an optional capstone requirement for the program of study for the Master of Science Degree in Art Education. This two-course sequence permits the student to identify and work closely with a master artist, crafts person or art educator. Directed studio work over the two semesters concludes with a thoroughly developed body of work in a specific studio discipline. Work with an art educator would result in a written account of the engagement as well as a set of curriculum documents related to a specific medium, age level, or teaching situation. 6 credits.

AEG 680 ART EDUCATION THESIS is the capstone requirement for the program of study for the Master of Science Degree in Art Education. This course supports a student's independent initiative to define a problem or area of interest in the field of art education and to then pursue its resolution. Thesis students will select one of three formats for their study: a scholarly effort concluding with a major paper related to philosophy, theory, or practice; a body of work applied to their curricular practices, concluding with a major paper which describes the applied practice and analyzes the curricular insights gained from it; or a studio-centered project, developing new curricular structures and processes in a particular median. 3 credits.

AEG 681/682 DIRECTED COURSE WORK is a two-semester thesis alternative and a possible capstone requirement for the program of study for the Master of Science Degree in Art Education. Enrollment in AEG 681/682 requires the approval of the Director of the Graduate Program in Art Education. This two-course sequence consists of two courses selected in consultation with a member of the graduate art education faculty. Courses are selected based upon the perceived needs of the student and student interests. 3 credits.

BIO 510/810 ECOLOGY studies the interactions between organisms and their environment. Ecology surveys biotic and abiotic factors in the environment, ecosystems types, population ecology, community structure, aquatic ecology, and succession. 3 credits.

BIO 517 PLANT ANATOMY concentrates on the internal structure of extant seed plants with an emphasis on angiosperms, although some features of the vegetative parts of gymnosperms are also reviewed. 3 credits.

BIO 536/836 PATHOPHYSIOLOGY This course explores basic mechanisms that cells possess to withstand adverse stimuli and relates these mechanisms to the etiology, pathogenesis, and clinical manifestations of common disease processes. A thorough knowledge of anatomy and physiology is essential to the study of pathophysiology. 3 credits.

BIO 540/840 ADVANCED BOTANY concentrates on botanical nomenclature, vegetative anatomy, floral anatomy, and morphology of vascular plants. The course includes a survey of vascular plants with an emphasis on identification of native flora. Implications of the presence or absence of each species in various biotic communities will be studied. 3 credits.

BIO 544 TAXONOMY OF VASCULAR PLANTS/SYSTEMATICS studies the principles of identifying, naming, and classifying field specimens. Biochemical and molecular methods used to identify organisms will also be discussed. 3 credits.

BIO 550 HUMAN ANATOMY is an integrated approach to the gross anatomy of the human body, with particular emphasis on the musculoskeletal and nervous systems. Consideration will also be given to the study of cells, tissues, and organ systems. The laboratory portion of the course consists of supervised dissection of human cadavers, and includes the study of living subject anatomy. Human anatomy is part of the professional curriculum in Physical Therapy and in Occupational Therapy. As such, this course helps students develop their knowledge and understanding of the structure and function of the human body, and to prepare them for service as health care professionals. 6 credits.

BIO 555 HUMAN HISTOLOGY focuses on the human body at the cell and tissue levels. This course will address the four tissue types (epithelium, muscle, nerve and connective tissue). Students will identify cells and tissues of the major organs of the body and discuss the relationship between normal structure and function. This course prepares students for pathophysiology (DPT 550 & DPT 650) and is taught concurrently with human anatomy (BIO 550). 1 credit.

BIO 556/856 READINGS IN ENVIRONMENTAL SCIENCE covers a wide range of issues and problems such as air and water pollution, energy resources, possible climate change, acid rain, the greenhouse effect, wastes, and land/resource management. 3 credits.

BIO 560 NEUROSCIENCE Neuroscience covers basic principles of human nervous system structure and function. The cellular anatomy and physiology of neurons and synapses will be described. The course will cover somatosensory, motor, limbic, cognitive and special sensory systems. The laboratory focuses on examination of the human brain and small group analysis of patient case studies. This course will include a collaborative problem-based learning case. 3 credits.

BIO 567 ECOLOGY OF THE TROPICS is a field study of tropical organisms and ecosystems. This is a travel course that requires travel to the Caribbean. The influence of humans, culture, ecotourism, geology, and geography will be addressed. 3 credits.

BIO 570 ORNITHOLOGY is a field oriented course designed to study birds in their natural habitats. Avian ecology, anatomy, physiology, and behavior as well as identification will be explored. 3 credits.

BIO 842 PHARMACOTHERAPEUTICS is a body systems approach to the study of the etiology, pathogenesis and clinical manifestations of common disease processes throughout the life span. Prerequisites: BIOL 536/ 836. 4 credits.

CHEM 561/861 ENVIRONMENTAL CHEMISTRY AND TOXICOLOGY is a study of how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants—natural as well as anthropogenic. Specific areas of concentration include the atmosphere, hydrosphere, energy, toxicology, and disposal of dangerous wastes. Prerequisite: 1 year of chemistry or permission of the instructor. 3 credits.

COUN 512 PSYCHOPHARMACOLOGY provides a thorough overview of ALCOHOL and OTHER DRUGS the rationale for their use and abuse in schools and the community. Emphasis will be placed on the major categories of medications, drugs and alcohol with case overviews outlining the process of making the best possible referral and counseling practices. 3 credits.

COUN 543/843 COUNSELING: THEORIES AND ISSUES provides not only the historical perspective in varied settings, but it introduces the beginning student to style and requirements of the graduate program. Counseling techniques, counseling programs, portfolio, APA writing style, and legal and ethical guidelines for counseling are discussed. 3 credits.

COUN 550/850 SOCIAL PSYCHOLOGY is the scientific study of the way in which people's thoughts, feelings, and behaviors are influenced by other people. Interactions of an individual with one or more other individuals in social setting are analyzed. Social Psychology introduces basic concepts of small group behavior, communication, and development of attitudes. 3 credits.

COUN 552/852 SOCIAL/CULTURAL FOUNDATIONS IN COUNSELING is an exploration of different cultures and their impact on human behavior. The emphasis in this course is on the damaging effects to the mental health field that are caused by racial biases, especially those that exist between the counselor and the client. Social/cultural foundations focuses on strategies for effectively counseling individuals of other cultures. 3 credits.

COUN 554/854 THEORIES OF PERSONALITY studies six general approaches to explaining personality. These approaches are the psychoanalytic approach, the trait approach, the biologic approach, the humanistic approach, the behavioral/social approach, and the cognitive approach. Emphasis will be placed on ways the student use these theories and to be helping professionals in their field of study. Students will also be asked to write a paper incorporating their own beliefs in this study of personality. 3 credits.

COUN 561/861 CAREER COUNSELING FOUNDATIONS refers to the life-long process of developing knowledge about the world of work. Skills and aptitudes, interests, personality characteristics, and beliefs and values are all important aspects of career counseling. Required course for school counseling tract. 3 credits.

COUN 564/864 CONSULTATION STRATEGIES is designed to provide an overview of the consultation process and insight into the various roles that consultants may play. Theoretical approaches and principles of consultation, planned change, and organizational development will be discussed as well as counselors as consultants within the organization and within the community. 3 credits.

COUN 582/882 TRAUMA COUNSELING affords the student the opportunity to learn how to work with victims and survivors of trauma. The student will discuss skills for dealing with trauma survivors and families and trauma victims. Topics will include: compassion fatigue, post-traumatic stress disorder, trauma in families, and trauma in children. Prerequisites: COUN 593/893 and COUN 594/894. 3 credits.

COUN 584/884 HUMAN DEVELOPMENT offers students an opportunity to explore issues in the stages of human life over the life span. All of the Unit topics focus on issues relating to human development in the biological, cognitive, psychosocial, and spiritual spheres. Students will also become more familiar with the major theories of human development, including psychoanalytic, social learning, cognitive, and humanistic. 3 credits.

COUN 586/886 DESIGN, IMPLEMENTATION, AND EVALUATION OF DEVELOPMENTAL COUNSELING PROGRAMS explores the planning, establishing, administering, and evaluating of counseling/consultation programs. The student will engage in his/her own design, implementation and evaluation of a program within his/her own special area of interest. 3 credits.

COUN 587/887 TESTS AND MEASUREMENT provides the student with an in-depth understanding of test analysis and design. Special emphasis is placed on evaluating the validity and reliability of commercially available tests and self created test instruments. 3 credits.

COUN 588 PSYCHOPATHOLOGY views how human and scientific aspects of normal/abnormal psychology converge in the world of clinical treatment. Students will gain an understanding of conceptual framework and alternative modes of treatment. Prerequisite: COUN 554. 3 credits.

COUN 592/892 PROFESSIONAL ETHICS IN THE HELPING PROFESSIONS deals with philosophical issues affecting practice. Special attention to professional ethics and the nature of human kind. Legal issues such as confidentiality, malpractice, school law, and the counselor as a witness will be discussed. 3 credits.

COUN 593/893 INDIVIDUAL COUNSELING provides the graduate student with hands-on experience in individual counseling techniques as well as the opportunity to gain objective insight into the dynamics of one-on-one counseling, and the role of the counselor. The course requirements include peer practice of counseling techniques, small-group activities designed to promote self-awareness. 3 credits.

COUN 594/894 GROUP COUNSELING provides the student with hands-on experience with group techniques as well as the opportunity to gain objective insight into the dynamics of the group process and the various roles of the group leader. The course requirements include attendance at a modified marathon group, observation of groups. 3 credits.

COUN 598/898 PRACTICUM I provides field experiences along with coursework. The students will be required to complete a practicum within an approved setting under the supervision of an on-site counselor and a counselor from Concordia University. 3 credits.

COUN 599/899 PRACTICUM II is a continuation of Practicum I. The student completes the practicum experience under supervision of both an on-site counselor and a counselor from Concordia University. Prerequisite: COUN 598. 3 credits.

COUN 603/903 PRACTICUM I FOR PROFESSIONAL COUNSELORS is a field-based apprenticeship designed to introduce neophyte practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staffing sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop and demonstrate professional levels of competency in the five areas of clinical practice recommended and described by the American Psychological Association and the National Board of Certified Counselors. 3 credits.

COUN 604/904 PRACTICUM II FOR PROFESSIONAL COUNSELORS is a field-based experience designed to introduce practitioners to the form and content of their discipline. Exposure to the day-to-day realities of clinical practice, i.e., case file maintenance, record keeping, staffing sessions, consultations with colleagues and other health-care providers, are expected to aid in shaping professional expectations and behaviors while preparing students for the transition from graduate school to professional practice. Students are to develop and demonstrate professional levels of competency of clinical practice recommended and described by the American Psychological Association and the National Board of Certified Counselors. 3 credits.

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

CSC 810 VOCATION AND ETHICAL COMPUTING provides the foundation for professional ethics in the field of Information Technology (IT). Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies, and behaviors within IT. They also learn the history of computer ethics and the codes of practice proposed by professional societies. Specific topics studied include the following: serving the user's needs, developing sustainable and modifiable solutions, creating ethical products, computer security and privacy (including the problems of malicious software, hacking and identity disclosure), intellectual property rights, and the ethical implications of an electronic global community. Prerequisite: CSC 805. 3 credits.

CSC 815 APPLIED ARTIFICIAL INTELLIGENCE discusses the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course will offer a practical approach to incorporating artificial intelligence into useful applications. It includes such topics as face recognition, speech recognition, and robotic construction. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective. Prerequisite: CSC 805. 3 credits.

CSC 820 HUMAN COMPUTER INTERACTION course deals with the fundamental IT issue of effective and usable human computer interaction. In addition to technical issues, people and process must be understood to create effective and usable tools. IT practitioners must develop a user-centered perspective within the organizational context. To that end this course will study related issues including cognitive principles, human-centered design, ergonomics, accessibility, emerging technologies, and usable environments. Prerequisite: CSC 805. 3 credits.

CSC 825 DATA SECURITY AND INFORMATION ASSURANCE is a survey and overview of methods to safeguard the Information Technology used in the enterprise today. Topics include: operational issues, policies and procedures, attacks and related defense measures, risk analysis, backup and recovery, and the security of information. Prerequisite: CSC805. 3 credits.

CSC 830 DATABASE AND INFORMATION MANAGEMENT provides students with the background to plan, design, implement, maintain, and use database management systems. The course focuses on the relational database model, standard SQL language, database structure normalization, conceptual data modeling, and the entity-relationship data model. Concepts of data integrity, security, privacy, and concurrence control are included. Prerequisite: CSC 805. 3 credits.

CSC 835 SYSTEMS DEVELOPMENT: THEORY AND PRACTICE is a survey and overview of creating software solutions using professional programming practice. It covers fundamental programming concepts, event-driven programming, object-oriented programming, basic data structures, and algorithmic processes. The use of current development environments and languages will be emphasized. Prerequisite: CSC 805. 3 credits.

CSC 840 NETWORKING is an in-depth view of data communication and networking ranging from the primitive historical approaches to the ever changing modern state of the field. It includes principles of network design, using a top-down approach and focusing on technologies used in the Internet. It will help students learn to design network-aware applications using sockets, threading, and concurrency. It will help students understand how the Internet works, from the transport layer down to the physical layer. Introduces students to the latest research in internet technologies. It will also help students apply networking technology in ways that can enrich their lives and assist in spreading the Gospel. Prerequisite: CSC 805. 3 credits.

CSC 845 SYSTEM DESIGN AND CONFIGURATION provides an in-depth treatment of those concepts practitioners must understand to effectively design and configure Information Technology systems. Topics include: operating systems, computer organization, and architecture, computing infrastructures, enterprise deployment software, firmware and hardware, scripting and task automation, backup, and configuration. Prerequisite: CSC 835. 3 credits.

CSC 550/850 SYSTEM ADMINISTRATION AND MAINTENANCE presents concepts and skills the professional system administrator must understand to effectively maintain enterprise Information Technology. Topics include operating systems, application packages, administrative activities, and administrative domains. Prerequisite: CSC 845. 3 credits.

CSC 855 PROJECT MANAGEMENT covers project management concepts, skills, and techniques vital for the successful development of any product using the software engineering process. This course will cover issues such as requirements, request for proposals, acquisition and sourcing, integration, testing and quality assurance, and organizational context. Prerequisite: CSC 835. 3 credits.

CSC 860 WEB SYSTEMS AND TECHNOLOGIES focuses on web technologies, information architecture, digital media, web design and development, vulnerabilities, and social software. Prerequisite: CSC 555/855. 3 credit hours.

CSC 865 INTEGRATIVE CAPSTONE provides the student the opportunity to showcase Computer Science concepts and problem solving skills by effectively analyzing a real problem and synthesizing an effective solution. Students choose an acceptable problem and then fully implement the solution to that problem following professional programming practice in a software engineering framework. The final acceptable project includes an actual product along with both process and product documentation equivalent to a masters thesis. Prerequisite: candidate status. 3 credits.

DNP 921 HEALTH CARE INFORMATICS examines the student's abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. The student is exposed to informatics concepts, design, selection, and use of information systems/technology to evaluate programs of care, outcomes of care, and care systems. Information systems/technology provides a mechanism to apply budget and productivity tools, practice information systems and decision supports, and web-based learning or intervention tools to support and improve patient care. 3 credits.

DNP 903 BIOSTATISTICS/EPIDEMIOLOGY explores the use of epidemiological methods to study the effects of environmental exposures in human health and disease outbreaks. In addition it will emphasize analytical studies, quantitative measures of association and critical readings of current literature. The basics of descriptive and inferential statistics will be introduced in this course as well. 4 credits.

DNP 915 EVIDENCED BASED RESEARCH introduces concepts associated with evidence-based nursing practice theories and models. Strategies for creating a culture of evidence based practice; both for individuals and systems will be discussed. Proposed evidence-based practice changes are based on an understanding of the cultural, financial, and legal and human resource needs of the health care environment. The goal of this course is to provide the student with the knowledge and skills necessary to assume a leadership role in transforming healthcare and educational environments. 3 credits.

DNP 925 EMERGING THERAPIES: IMMUNOGENETICS will build on basic knowledge of advanced pathophysiological concepts. Topics covered include genetics, immunology and inflammation and the role they play in health promotion and disease management. 3 credits.

DNP 930 CLINICAL RESIDENCY I (MINIMUM 200 CLINICAL HOURS); DNP 931 CLINICAL RESIDENCY II (MINIMUM 200 CLINICAL HOURS)

The clinical residency courses are designed to build upon the student's previous clinical experience to acquire more advanced clinical decision making expertise for undifferentiated patient populations. The student in consultation with a faculty member will individually design their clinical residency experience. The knowledge and data gained from these courses will be used in the development of the final scholarly project. 4 credits.

DNP 940 TRANSLATIONAL RESEARCH PROJECT I – 4 CREDITS; DNP 941 TRANSLATIONAL RESEARCH PROJECT II Projects should be related to advanced practice in the nursing specialty and benefit a group, population, or community rather than an individual patient. Topics arise from clinical practice, may be done in partnership with another entity: clinical agency, school, health department, church, government, voluntary organization or community group. Addresses identified needs of the group, population, or community. Literature review suggests needs and evidence to support the project. A systematic approach is used and data are collected using methods and tools that meet accepted standards. Expected outcomes are defined and measured (quality improvement, cost savings). Conducted according to ethical principles. Dissemination modes are professional or public (peer review is included). 4 credits.

DPT 500 FOUNDATIONS OF PHYSICAL THERAPY introduces students to issues related to the profession of Physical Therapy and to basic examination and patient care skills. Students examine the ethical and legal aspects of practice, supervision of support personnel, and relationships with other health care professionals. They practice effective communication with patients, personal and patient safety, and basic mobility skills. Students also learn the principles and techniques of measuring and documenting joint motion, muscle strength and posture. Pre-requisites: admission into the entry-level DPT Program. 3 credits.

DPT 505 KINESIOLOGY is a foundation course that examines and analyzes human motion. Basic principles of osteokinematics, arthokinematics, kinetics, levers, and moments are covered. Muscle mechanics and neural control of muscles and joints are also introduced. All joints of the extremities and the spine are then discussed with application of these principles. The concepts of joint dysfunction and muscle imbalance as related to clinical evaluation and treatment are introduced. 5 credits.

DPT 535 CLINICAL PROBLEM-SOLVING is an elective in the clinical problem solving sequence. Students may enroll by requirement of academic faculty for an elective or remedial clinical education experience. The course may be taken for 1 credit (15 hours of one-on-one help with a licensed Physical Therapist) to 6 credits (an equivalent of 90 hours of one-on-one work with a licensed Physical Therapist). 1 - 6 credits.

DPT 550 PATHOPHYSIOLOGY/PHARMACOLOGY I is the study of human physiologic function in disease. It examines the etiology, morphology and pathogenesis of human disease with correlations to clinical manifestations and treatment regimes. Pathological processes are addressed on both a structural and functional level. Sufficient review of basic scientific foundations is included to promote their application to pathophysiologic concepts. Special emphasis is placed on cellular and subcellular mechanisms which have broad applicability to pathophysiology of all organ systems, and specific organ systems including hematologic, cardiovascular and respiratory. Pediatric and aging concepts are also considered. Pharmacology will be introduced and drugs will subsequently be classified according to their approved therapeutic uses. Case study sessions will be used for problem-based learning. This will include the use of acquired knowledge and skills to recognize, develop and demonstrate qualities required to assume the role of a health care provider, including responsibility to a team, as well as communication and leadership skills, and effectively promote the learning process. 3 credits.

DPT 600 PHYSICAL AGENTS introduces the use of modalities in physical therapy practice and teaches the physical therapy student safe and appropriate use of physical agents within a treatment plan. Physical agents covered include superficial thermal agents, hydrotherapy, ultrasound, light therapy, laser, mechanical traction, chemical agents and compression. The use of modalities will be taught from a physiological perspective, specifically addressing pain, inflammation and repair, wound healing and control of muscle activity. The use of modalities, including indications and contra-indications, will be taught in the context of its application to movement dysfunctions of all ages. The issue of safety and calibration, utilization, and incorporation of modalities into a treatment plan will also be addressed. 3 credits.

DPT 601 ELECTROPHYSIOLOGY is designed to introduce appropriate use of electrical stimulation devices, electrodiagnostic testing, and electrophysiologic evaluation within the Physical Therapy setting. The course will be taught from a physiological perspective emphasizing the effect of electrotherapeutic modalities on pain control, muscle stimulation, muscle relaxation, wound healing, edema control, restricted joint motion, postural control and medication delivery. The issues of safety and calibration, utilization and incorporation of modalities into a treatment plan will be addressed. 3 credits.

DPT 609 EXERCISE SCIENCE provides students with basic concepts and principles that guide the development of comprehensive physical therapy patient/client management. The course emphasizes adaptations brought on by acute and chronic exercise in both normal and abnormal physiological systems. 3 credits.

DPT 610 MANAGEMENT OF NEUROMUSCULAR DISORDERS-PEDIATRIC is the first course in a two-semester sequence addressing the evaluation and treatment of client with primary neurological diagnoses. Application of principles of motor behavior (i.e. motor development, motor control and motor learning) to treatment of neurological dysfunction will be addressed, including congenital and acquired impairments through adolescence. The psychosocial aspects of disability will be addressed as they relate to the management of client support systems, environmental modification, and community integration/reintegration. 4 credits.

DPT 611 MANAGEMENT OF NEUROMUSCULAR DISORDERS-ADULT continues from DPT 610 to present the theory and therapeutic management of clients with neurological dysfunction. The course presents therapeutic intervention from a human movement perspective, emphasizing principles introduced in DPT 615 (Movement Science) and DPT 610 (Management of Neuromuscular Disorders - Pediatric). Students are provided with opportunities to expand clinical decision-making skills in the physical therapy management of adults with acquired central nervous system dysfunction. 4 credits.

DPT 615 MOVEMENT SCIENCE exposes students to current topics in motor control and motor learning. The course will examine the processes and constraints to those processes that define acquisition, retention, and change of motor behavior across the life span by examining specific sample motor skills. In addition, students will be exposed to some current tools used for movement examination and description in the clinical setting. 3 credits.

DPT 621 TOOLS FOR EVIDENCE-BASED PRACTICE presents students with research strategies, research tools, critical reading skills, and basic research design and methods in the context of assisting the practitioner with making best-practice decisions. 3 credits.

DPT 622 SCIENTIFIC INQUIRY I is a small-group directed study under the direction of a physical therapy faculty mentor. Students will be assigned to small groups to participate in a project under the guidance of a physical therapy faculty mentor. 3 credits.

DPT 628 CLINICAL PROBLEM SOLVING I is a 3-week clinical experience in the first of a three-course sequence of clinical decision making experiences, completed in the clinical environment. This course expands upon the clinical decision making skills introduced in the academic setting in Year 1 in a general inpatient practice setting. The teaching model for this experience will be a structured, collaborative (2 or 3 students with one clinical instructor) model. 2 credits.

DPT 629 CLINICAL DECISION MAKING provides an opportunity for students to practice the thought process used by physical therapists in making clinical decisions about patients. This practice will occur within the context of patient cases occurring in a variety of practice settings and across the lifespan. Students will receive mentoring and feedback from academic faculty throughout this course. Students will practice examining patients, evaluating examination data, developing a PT diagnosis and prognosis, developing PT interventions, developing therapy goals, and producing PT documentation. The course will also expand the student's repertoire of basic PT tests and measures, reinforce personal and patient safety strategies, and emphasize professional behaviors. This course will occur within both the academic and clinical setting. 3 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. 2 credits.

DPT 631 CLINICAL PROBLEM SOLVING III is the third in a three-course sequence of clinical decision-making experiences. The course is designed to integrate academic course work in rehabilitation of adults with neurological and/or musculoskeletal dysfunction with clinical practice. 6 credits.

DPT 640 MOVEMENT ANALYSIS provides students with the fundamentals concerning the functional, biomechanical, and observational analysis of normal human locomotion and other human movement tasks. Changes in gait across the lifespan are also addressed. This knowledge of normal then serves as a foundation for learning to analyze pathological movement. The course focuses on: 1) developing student skill in observational and functional analysis of normal and pathological movement; 2) integrating analysis data into the physical therapy evaluation; and 3) providing an understanding of the principles and prescription of foot and lower extremity orthotics and lower extremity prosthetics. 3 credits.

DPT 642 THERAPEUTIC EXERCISE provides students with the basic concepts and principles that guide the development of appropriate therapeutic exercise interventions of patients/clients across the lifespan. 3 credits.

DPT 643 APPLIED THERAPEUTIC EXERCISE builds upon the basic concepts and principles guiding the development of therapeutic exercise interventions that were introduced in DPT 642. The course provides students with the principles for the management of specific tissue and post surgical conditions, additional methods/modes of therapeutic exercise and opportunities for hands-on experience of movement/exercise principles. Students will learn to design more comprehensive therapeutic exercise interventions including appropriate dosage for a variety of patient populations across the lifespan. 3 credits.

DPT 650 PATHOPHYSIOLOGY/PHARMACOLOGY II examines the etiology, morphology and pathogenesis of human disease with correlations to clinical manifestations and treatment regimes. Pathological processes are addressed on both a structural and functional level. Sufficient review of basic scientific foundations is included to promote their application to pathophysiologic concepts. Special emphasis is placed on specific organ systems including integumentary, musculoskeletal, neurologic, endocrine, renal/urologic, and digestive. Pediatric and ageing concepts are also considered. Pharmacology will be reintroduced, and drugs will subsequently be classified according to their accrued therapeutic uses. Tutorial sessions will be used for problem-based learning. This will include tutor, peer and self assessments of each student's performance in tutorial (identifying areas of strength and weakness in one's knowledge, use of acquired knowledge and skills; recognize, develop and demonstrate qualities required to be an effective member of a tutorial group and to assume the role of a health care provider, including responsibility to a team, and communication and leadership skills) and of the group's effectiveness in promoting the learning process. 3 credits.

DPT 659 INTRODUCTION TO MANAGEMENT OF MUSCULOSKELETAL DISORDERS develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan. The first semester of the sequence emphasizes examination/evaluation principles, systems review (medical screening), and the theories and techniques of mobilization. These principles will be incorporated into examination and intervention of the various joint complexes in the next two musculoskeletal courses. You will be responsible for knowing muscle interventions, origins and insertions and components of a neurologic examination. 2 credits.

DPT 660 MANAGEMENT OF MUSCULOSKELETAL DISORDERS I develops the skills required to perform a musculoskeletal examination/evaluation, determine the movement dysfunction and formulate, implement and modify an intervention plan. The first semester of this sequence emphasizes examination/evaluation principles, systems review (medical screening), and the theories and techniques of mobilization and massage. These principles are then incorporated into examination and intervention of the temporomandibular joint, cervical and thoracic spine, shoulder, elbow, wrist, and hand. You will be responsible for knowing muscle innervations, origins and insertions and components of a neurologic examination. You will also be responsible for performing MMT and goniometry to the spine and extremities. A component of the course involves weekly pro-bono clinical time. The therapeutic exercise portion of the course provides students with basic concepts and principles that guide the development of comprehensive physical therapy patient/client management. 3 credits.

DPT 661 MANAGEMENT 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. 5 credits.

DPT 670 MEDICAL MANAGEMENT OF PATHOLOGICAL CONDITIONS I provides a forum for introducing students to non-physical therapy management of persons with orthopedic and neurological pathologies across the life span. Guest speakers, who present the main content of the course, are practicing health care professionals from the clinical community. Students learn about medical diagnostic imaging and about current medical, pharmacological, and surgical interventions for common pathological conditions. 2 credits.

DPT 702 ACQUISITION AND CONTROL OF HUMAN MOVEMENT covers how action goals are translated into sensorimotor strategies. It will include a review of basic neuroanatomy and neurophysiology, focusing on processes involved in motor control and motor learning. Students will investigate motor control problems at the level of the muscular system, as well as the spinal and supraspinal levels. Functional analysis of system structures will examine normal and impaired movement patterns. Clinical applications to Physical Therapy practice will be developed. 3 credits.

DPT 705 MEDICAL IMAGING presents an overview of diagnostic imaging techniques with an emphasis on the role of the Physical Therapist in clinical decision making regarding the utilization and interpretation of diagnostic images. Topics to be addressed include plain film radiographic imaging, magnetic resonance imaging, computed axial tomography, bone scan and diagnostic ultrasound. Mechanisms of image production and the resultant strengths and weaknesses of each of the modalities will also be addressed. The course will emphasize imaging of the adult neuro-musculoskeletal system. Prerequisites: Completion of four semesters of course work and clinical experiences is required for Entry-Level DPT students. Acceptance into the Transitional DPT program is the only pre-requisite for Transitional DPT students. 3 credits.

DPT 707 ADVANCED HUMAN ANATOMY/KINESIOLOGY combines functional gross anatomy with clinical applied kinesiology. This course is appropriate for those clinicians who have never taken a formal kinesiology class or have a limited knowledge of joint arthrokinematics. This course offers clinicians a chance to return to cadaver dissection to explore clinical pathologies from an anatomical perspective. Review of torque, lever and moment equations are applied to joint forces and classroom application emphasize clinical pathologies that arise from movement dysfunction. This course is focused on the extremity joints. 3 credits.

DPT 711-716 PATHOPHARMACOLOGY This set of courses is designed to allow for the selective study of individual organ system response to injury or illness as conveyed by etiology, pathogenesis, and clinical manifestations. Relative pharmacology will be introduced in each course and drugs will subsequently be classified according to their approved therapeutic uses. Each course is formatted into a 4-week schedule: 711 Principles of PathoPharmacology, Cells/Genes/Self-defense; 712 Oncology/Reproduction/Hematology; 713 Cardiovascular/Pulmonary; 714 Neurology; 715 Endocrine/GI/Renal; 716 Musculoskeletal/Integument/Shock/Burns. 1 credit per course.

DPT 723 CARDIOPULMONARY SYSTEMS/ACUTE CARE addresses the physiology of the cardiovascular and pulmonary systems in healthy and diseased states. Students will learn to evaluate and design appropriate treatment regimes that relate to improving a client's physical well being. These regimes will cover the spectrum of rehabilitation from the acute-care team approach to long-term fitness management. 4 credits.

DPT 724 ADVANCED CARDIOPULMONARY ASSESSMENT AND REHABILITATION-LIFE SPAN provides the clinician with an overview of the pathophysiology and management across the life span of patients with cardiopulmonary disorders. Concepts from the anatomy, pathophysiology and neuroanatomy courses provide the foundation for understanding the physiological basis, testing and evaluation, treatment and administration of programs for patients with cardiac and pulmonary diseases. Students will learn how to plan programs that include a multi-specialties approach with emphasis on exercise prescriptions. Flexibility is built into the course outline in order to meet the needs of the practicing clinician enrolled in the course. 3 credits.

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

DPT 730 SCIENTIFIC INQUIRY II is a small group directed study under the direction of a physical therapy faculty member. 3 credits.

DPT 733 INDUSTRIAL REHABILITATION is designed to acquaint the Physical Therapy student with issues in industry. Topics covered include functional capacity evaluations, work hardening/conditioning, educational programs, on-site Physical Therapy, job site ergonomic analysis, the workers compensation system and the Americans with Disabilities Act. 2 credits.

DPT 736 TISSUE BIOMECHANICS examines the musculoskeletal tissues from a structure and function perspective. The histology and structure of bone, cartilage, dense connective tissue, peripheral nerves and skeletal muscle are described and their response to injury, immobilization and aging are investigated. In addition, fracture management, bone and joint infection and the biomaterials used in hard tissue replacement are discussed. Physician guest lectures or a Physician roundtable discussion will augment the topics covered. 3 credits

DPT 737 PSYCHOSOCIAL DIMENSIONS OF HEALTHCARE I is the first in a 3-course sequence that provides students with an opportunity to examine psychological and social factors that influence the client-clinician interaction. Concepts that are discussed through the full sequence are related to personal and professional values, client-clinician relationships, communication, collaborative treatment planning, cultural sensitivity, motivation, adherence, spirituality, response/adjustment to disability and chronic illness, abuse, loss and grief. This first course focuses on client-centered practice. The course is offered concurrent with a student clinical-practice experience and assignments encourage application of course content to clinical practice. Pre-requisites: DPT 500; DPT 628; concurrently enrolled in DPT 629. Credit hours: 1.

DPT 738 PSYCHOSOCIAL DIMENSIONS OF HEALTHCARE II is the second in a 3-course sequence that provides students with an opportunity to examine psychological and social factors that influence the client-clinician interaction. Concepts that are discussed through the full sequence are related to personal and professional values, client-clinician relationships, communication, collaborative treatment planning, cultural sensitivity, motivation, adherence, spirituality, response/adjustment to disability and chronic illness, abuse, loss and grief. This second course focuses on cultural sensitivity in clinical practice. The course is offered concurrent with a student clinical-practice experience and assignments encourage application of course content to clinical practice. Pre-requisites: DPT 628; DPT 629; concurrently enrolled in DPT 631. Credit hours: 1.

DPT 739 PSYCHOSOCIAL DIMENSIONS OF HEALTHCARE III is the third in a 3-course sequence that provides students with an opportunity to examine psychological and social factors that influence the client-clinician interaction. Concepts that are discussed through the full sequence are related to personal and professional values, client-clinician relationships, communication, collaborative treatment planning, cultural sensitivity, motivation, adherence, spirituality, response/adjustment to disability and chronic illness, abuse, loss and grief. This third course focuses on issues of loss, grief, and adjustment as if affects clients seen in clinical practice. The course is offered concurrent with a student clinical-practice experience and assignments encourage application of course content to clinical practice. Pre-requisites: DPT 737; DPT 738; concurrently enrolled in DPT 760 & 761. Credit hours: 1.

DPT 740 EVIDENCE BASED PRACTICE as a capstone course in the post-professional DPT curriculum provides an opportunity for the student to complete a systematic literature review that can serve as the foundation for evidence-based physical therapist practice. Skills necessary for evidence-based clinical decision-making will be developed. Methodology used in the student's systematic review is consistent with the most current methods for identifying "best practice" in varying medical fields. The student will receive one-on-one mentoring and feedback from a faculty member in developing course skills. Results of the systematic review will be shared with professional peers. 4 credits.

DPT 741 MOVEMENT ANALYSIS provides students with the fundamentals concerning the functional, biomechanical, observational, and task analysis of normal human locomotion and other human movements (standing/cone of stability; sit-to-stand floor-to-stand). Changes across the lifespan are also addressed. This knowledge of normal then serves as a foundation for learning to analyze pathological movement. The knowledge of normal then serves as a foundation for learning to analyze pathological movement. The course focuses on: 1) developing student skill in observational and functional analysis of normal and pathological movement; and 2) integrating analysis data into the physical therapy examination and evaluation. 1 credit.

DPT 744 PHYSICAL THERAPY IN THE HEALTH CARE SYSTEM teaches students how Physical Therapy is integrated into the health-care system. It will discuss fiscal management including reimbursement, productivity, marketing, reporting, and budgeting. Issues of health policy, management of human resources, legislative and legal issues, economics and demographic issues of care, and cost-effective care will be covered. Organizational theory will address job design, organizational commitment, job satisfaction, job involvement, patient satisfaction, employee ownership, organizational size, and the management of professional organizations. 3 credits.

DPT 755 DIFFERENTIAL DIAGNOSIS OF THE CLIENT WITH MULTISYSTEM INVOLVEMENT provides an opportunity for students to integrate knowledge of pathology of systems with knowledge from a physical therapy examination in order to differentiate a physical therapy diagnosis from the need to refer to other medical professionals. This course is offered as a synthesis course and is designed to assume safe autonomous practice by the entry-level physical therapist. 3 credits.

DPT 757 BIOENERGETICS AND WEIGHT CONTROL The course is designed to help healthcare professionals understand the metabolic processes affecting weight control as well as practical approaches to the clinical management of weight management issues. Specific topics include the pathways of energy metabolism; hormonal regulation of energy balance and substrate utilization, factors that determine the routing of metabolic fuels to various fates; the impact of diet composition and/or physical activity on regulation of body weight, pathophysiology of obesity, insulin resistance and other disorders related to perturbation of energy balance. 3 credits.

DPT 760 CLINICAL PRACTICE I is one of two summative clinical education experiences required for graduation from the Physical Therapy program. The student will design his/her summative clinical experiences with a member of the academic or clinical faculty and the ACCE as mentors. The specific practice setting and patient population will be developed in conjunction with the student's academic advisor to meet student needs. 6 credits.

DPT 761 CLINICAL PRACTICE II is the summative clinical experience required for graduation from the Physical Therapy program. The student will design a summative clinical experience with a member of the academic or clinical faculty and the ACCE as mentors. The specific practice setting and patient population will be developed in conjunction with the student's academic advisor to meet student needs. 6 credits.

DPT 765 INTERNSHIP is a clinical course that follows DPT 761- Clinical Practice II, and is designed for those students completing a year-long paid internship. During this phase of the internship, the student completes the process to become licensed as a physical therapist and assumes full professional responsibilities under the continued mentorship of facility personnel and the university. 6 credits.

EDG 501/801 ISSUES IN AMERICAN EDUCATION studies the role of the schools in American society, looks at the historical context of educational development, surveys the theories of important educators, and considers current educational issues. This is a required course in the graduate program in Education and has no prerequisites. 3 credits.

EDG 502 DIRECTING EARLY CHILDHOOD PROGRAMS focuses the intricate integration of program organization and design, staffing and supervision, as well as defining and implementing fundamental administrative principles that relate to early childhood programs. Emphasis will be given to projecting and evaluating program philosophy in nurtured parent/teacher partnership and professional development. Visitation of administrative models is required. 3 credits.

EDG 506 GROUP DYNAMICS AND LEADERSHIP (replaces COUN 506 and SPA 506) applies concepts of small task-oriented group communication to the life/work experiences of participants, emphasizing both micro and macro leadership skills. 3 credits.

EDG 507/807 CURRICULUM DEVELOPMENT considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. 3 credits.

EDG 509/809 INTEGRATING LEARNING SKILLS ACROSS THE CURRICULUM focuses on the transfer of beginning reading skills to content areas and on higher level comprehension and study skills. 3 credits.

EDG 514/814 EDUCATIONAL MINISTRY IN THE DIGITAL WORLD Society is being transformed by current and emerging technologies. Many focus upon the technology, but the cultural transformation warrants attention also. In this course, participants will walk the digital streets of contemporary society, considering the nature of life in the digital world, spirituality in the digital age, as well as opportunities for educational, parish, and para-church ministry in the digital world. Alongside the study exploration of digital culture, participants will develop knowledge and skills related to qualitative and humanistic approaches to research on digital culture. 3 credits.

EDG 515 RESEARCH METHODS (replaces COUN 515 and SPA 515) examines the research tools available to design, implements and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. 3 credits.

EDG 521/821 HUMAN LEARNING AND MOTIVATION (replaces COUN 521/821) examines the nature of contrasting psychologies of learning. Emphasis will be placed on major contemporary learning theories and their respective approaches to motivation. The primary objective is to provide in-service graduate students, as well as other school personnel, with a comprehensive picture of current major educational psychological theories and issues and to develop their implication for the teaching process. 3 credits.

EDG 525 SUPERVISION OF STUDENT TEACHING includes topics pertinent to cooperating teachers, including supervisory theory and practice in hosting student teachers. 1 credit.

EDG 526 THE AMERICAN FAMILY TODAY reviews major family perspectives, theories, and research and applies this information to modern family problems and issues. The student will analyze the interrelationship between family and society and contemporary life in the United States and reflect on past and present trends in family structure, parenting, and ethics. The course examines various typologies of relationships, marriages, and families as well as research findings on relationship satisfaction, parenting effectiveness, and family health. The course includes a self-analysis paper assignment in which family strengths, weaknesses, and developmental changes are analyzed from a variety of family perspectives. 3 credits.

EDG 527 MORALITY AND IDENTITY traces the roots of violence in the schools from a distinctively Christian perspective, exploring the links between worldview assumptions (including an examination of the creation-evolution debate) and the contemporary "self" movement in education. Implications for morality are examined, and a model for analyzing behavior is presented. 3 credits.

EDG 528/828 INSTRUCTIONAL STRATEGIES FOR EFFECTIVE TEACHING focuses on expanding one's personal repertoire of effective instructional strategies utilizing Howard Gardner's Theory of Multiple Intelligences (1983, 1999) as the philosophical foundation. This course will provide for practical application while still requiring a critical analysis of Gardner's worldview as well as one's own. The course is designed to be constructivist, and it is largely grounded in the concept of experiential learning as defined by Johnson and Johnson (1975, 1994). 3 credits.

EDG 531/831 PRINCIPLES OF EDUCATIONAL ADMINISTRATION is a foundations course in educational administration and organization. Major topics include principles, concepts and issues in administration, organizing for education and administering the school program. Case studies will be emphasized. 3 credits.

EDG 532 CURRENT TOPICS: RESEARCH IN EARLY CHILDHOOD EDUCATION focuses on classroom research and the study of current topics and teaching strategies in Music, Movement and the Arts in Early Childhood education. 3 credits.

EDG 533/833 LEADERSHIP FOR CHANGE IN EDUCATION (replaces SPA 533) explores the process of change in the world of education. The course provides an overview of the sources, processes, and outcomes of change and the implications for dealing with change. The role of governments, teacher and administrator preparation, and professional development and the future of educational change are also reviewed. 3 credits.

EDG 534 COMPUTERS IN THE CLASSROOM focuses on how to use technology for instruction in the classroom. This course is for students in Graduate Teacher Certification before they do their student teaching. It provides students with practical applications of integrating technology into the regular curriculum. No prerequisite. 1 credit.

EDG 535/835 LEGAL AND ETHICAL ISSUES IN EDUCATIONAL ADMINISTRATION addresses the authority and liability of school personnel operating in both private and public educational institutions. Court decisions affecting curriculum, instruction, administration, and student and teacher rights are emphasized. The law as it relates to education is presented within the context of the Christian moral and ethical behavior of students, teachers, and administrators. Prerequisite: EDG 531/831. 3 credits.

EDG 536/836 EDUCATIONAL GOVERNANCE AND ADMINISTRATION studies the organizational structure and administrative relationships in school systems. The course presents an overview of the school system, emphasizing the legal, political and social forces affecting local school systems. 3 credits.

EDG 537/837 SUPERVISION OF INSTRUCTION provides the student with orientation to the field of instructional supervision. The course focuses on the nature of instructional supervision with an emphasis on the human perspectives of supervisory behavior. 3 credits.

EDG 538 ESTABLISHING EFFECTIVE PROACTIVE DISCIPLINE POLICIES is designed to help teachers and administrators with the increasingly complex student behaviors which seem to defy former standards of intervention. Participants will actively analyze a broad array of classroom management/discipline models and strategies. As an outcome, proactive behavioral programs will be developed and personalized to meet the social, emotional, and behavioral needs of students in a variety of classroom and school environments. 3 credits.

EDG 539/839 PRACTICUM IN EDUCATIONAL ADMINISTRATION provides opportunities for aspiring or practicing administrators to relate educational administrative theory to the applied administrative profession at the elementary, middle or secondary level. Students are required to complete a practicum experience within the school setting under the supervision of the practicum instructor from Concordia University and a licensed administrator in the school district. The practicum experience is designed by the university instructor and the student in cooperation with the school administrator. 3 credits.

EDG 541/841 BUSINESS ADMINISTRATION OF SCHOOLS provides a theoretical and practical background in school business administration for teachers, principals, and others pursuing careers in both the public and private schools in Wisconsin. The course develops a rationale for the function of school business administration and describes the concepts and practices that implement that function. 3 credits.

EDG 544/844 CURRENT TOPICS AND RESEARCH IN READING examines current topics and issues in reading instruction through study of journals, periodicals, recent publications and qualitative research methods. Content varies as the reading literature is updated. However, this course may be taken only once toward a #316 certification. Prerequisites: Six credits of reading and permission of instructor. 3 credits.

EDG 545 BOOKS AND PICTURES FOR YOUNG CHILDREN (PRESCHOOL-PRIMARY) examines using picture books with children to develop verbal fluency, visual literacy, and aesthetic awareness. The potential of picture books in the early childhood curriculum is studied, specific instructional strategies are suggested and illustration styles are studied. 3 credits.

EDG 546 STORY-TELLING AND CREATIVE DRAMA presents basic principles of story construction, mime, characterization and dialogue. Preparation of materials and instructional strategies and use in curriculum development. 3 credits.

EDG 550 MODALITY-BASED READING INSTRUCTION analyzes techniques of matching reading methodologies and instructional materials with the modality strengths and cognitive styles of students. 3 credits.

EDG 551/851 INTEGRATING READING AND WRITING IN ELEMENTARY CLASSROOMS explores the connection between literature and writing, investigating a variety of strategies for establishing a language-rich classroom. Specific topics include literature, oral language and its link between reading and writing, the composing process, grammar and mechanics in writing, and the role of evaluation in improving instruction. 3 credits.

EDG 552/852 IMPROVING THE TEACHING OF READING concentrates on the methodologies in reading instruction and the role of the reading teacher in education. 3 credits.

EDG 553 READING ASSESSMENT AND INSTRUCTION examines the design, development, implementation, and evaluation of kindergarten through grade 12 reading programs and their interrelationships with other language arts instruction and other curricular areas. Prerequisites: EDG 552; EDG 553; one other reading course; permission of instructor. Registration for this course must be made by April 1. 3 credits.

EDG 554 PRACTICUM IN READING is the culmination of the reading curriculum for DPI #316 certification. Teachers work with elementary, middle and secondary level students with a variety of abilities in one-to-one and small group contexts. Prerequisites: EDG 552; EDG 553; one other reading course; permission of instructor. Registration for this course must be made by April 1. 3 credits.

EDG 556/856 LANGUAGE ARTS FOR TEACHING READING studies the English language, including English phonology and how children's language develops from childhood through adolescence and examines interrelationships of speaking, listening, writing, and reading. 3 credits.

EDG 560 CURRICULUM DESIGN AND DEVELOPMENT IN EARLY CHILDHOOD EDUCATION provides the students with an in-depth study of early childhood curriculum by focusing on historical perspectives, theories and models. The practical component will focus on techniques for planning, organizing, designing and integrating strategies, activities and environments. 3 credits.

EDG 561 OBSERVATION AND ASSESSMENT IN EARLY CHILDHOOD EDUCATION studies the issues involved in assessing the cognitive, socio-emotional, physical, and communicative development of the young child. Formal and informal assessment strategies will be critiqued, discussed, and developed for practical application in the classroom. 3 credits.

EDG 562 FAITH AND WORSHIP STRATEGIES FOR CHILDREN WITH EXCEPTIONAL NEEDS requires the development of lessons and inclusive worship strategies that will help children with special needs gain a better understanding of God's love. This course is also designed to assist special educators in the practices of making adaptations in religious materials and curriculum to meet the needs of all children. The course provides students with knowledge regarding the use of sensory materials and resources, hands on experiences, varying activities, special aids and equipment for adapting tasks or environments to support children as they experience and express their faith. (required for Lutheran educators). 3 credits.

EDG 563 SCIENCE FOR EARLY CHILDHOOD EDUCATION AND PRIMARY demonstrates curriculum and instruction techniques appropriate to math, science and environment at the early childhood levels. Emphasis on understanding basic concepts, creating hands-on activities and organizing learning centers. 3 credits.

EDG 566 MUSIC AND CREATIVE DANCE/MOVEMENT FOR EARLY CHILDHOOD EDUCATION: PRE-KINDERGARTEN, KINDERGARTEN, AND PRIMARY is designed to provide the participants with 1) an understanding of the importance of musical experiences for young children and their capabilities at various developmental stages, 2) an increased comprehension of musical concepts and improved music skills, and 3) the materials, techniques, and resources that will enhance their ability to provide effective music learning experiences in the classroom. 3 credits.

EDG 567 LANGUAGE DEVELOPMENT AND EMERGENT LITERACY explores the ways in which children learn to use oral language, emerge as writers, and learn to read and write. It also considers the social and cultural influences on language learning. It examines the implications for the classroom through a study of current research, appropriate strategies, and development of curriculum. 3 credits.

EDG 568 PLAY: THEORY AND PRACTICE is designed to provide the student with the concept of play as a learning medium. The course will focus on play theory, research, and practice. 3 credits.

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

EDG 570 COOPERATIVE LEARNING IN THE CLASSROOM introduces to the teacher elementary or secondary the methods involved in using cooperative learning in the classroom. Besides presenting the research base to this instructional method, the opportunity for practical experience is provided. 3 credits.

EDG 571 NEW STRATEGIES IN TEACHING SOCIAL STUDIES provides an opportunity for sharing ideas and developing new strategies for their own classrooms as a variety of approaches are explored for teaching social studies in grades four through twelve. Also, the new Curriculum Standards for Social Studies developed by the National Council for the Social Studies will be examined. 3 credits.

EDG 572 TOPICS IN SECONDARY MATHEMATICS EDUCATION presents methods for teaching mathematics problem solving, connections, communication, and reasoning as discussed in the NCTM Standards will be presented. These methods will include hands-on manipulative, graphing, calculators, and computer programs. Current research and reports on mathematics education and recent recommendations on changing secondary mathematics education will be discussed. Current textbooks will be examined in light of the NCTM Standards and use of technology in the classroom. 3 credits.

EDG 574 ART IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION presents approaches to teaching young children which incorporate the visual arts and are sensitive to the development of the child. Designed for classroom teachers, this course will emphasize theoretical foundations, curriculum design, and a child-centered approach to art instruction while involving participant in visual arts activities. 3 credits.

EDG 575 SCIENCE FOR THE GRADE 3-8 TEACHER explores innovative science teaching methods for the grade 3-8 classroom. Includes activities which focus on hands-on techniques, discovery-based learning and scientific process skills. Provides opportunities to explore the Internet, CD-Roms, and video Discs. Actively involves the students. 3 credits.

EDG 576/876 LITERATURE FOR CHILDREN: K-12 presents a wide selection of primary readings for students from kindergarten through the twelfth grade, criteria for selecting texts, practical methods for engaging the students' interest in books, and tools for curriculum development and integration. The course emphasizes the historical background and foundations of the literature. 3 credits.

EDG 577 CURRICULUM SEMINAR utilizes current concepts of multiple intelligence, learning styles, and interdisciplinary teaching this course will examine the current state of curriculum and instruction and propose a higher order curriculum model. The curriculum seminar course will blend both research and theory to create a quality-oriented approach to curriculum. 3 credits.

EDG 578 CURRICULUM PROBLEMS AND PRACTICES IN ELEMENTARY SCHOOLS discusses current trends in education of children in early childhood and primary grades. Opportunities for study of individual problems of teaching at this level. 3 credits.

EDG 580/880 FAMILY DEVELOPMENT explores issues in family systems and the cycle of family life. Topics focus on issues relating to family systems and stages of family development. The course is designed to generate an understanding of the family system in biological, psychological, and spiritual development. 3 credits.

EDG 583 SELECTED ISSUES IN FAMILY LIFE explores issues in family systems and the cycle of family life. Topics focus on issues relating to family systems and stages of family development. The course is designed to generate an understanding of the family system in biological, psychosocial, and spiritual development. 3 credits.

EDG 585 ISSUES AND CONCERNS IN THE NURTURING OF CHILDREN (replaces COUN 585) focuses on the nurturing of children. Special emphasis will be given to effective methods in child nurturing techniques. Discussion will center on building self-esteem, problem solving, motivation and discipline. Infant through adolescent nurturing will be addressed. 3 credits.

EDG 588 MARKETING EDUCATIONAL PROGRAMS (replaces SPA 588) examines and analyzes marketing concepts as they apply to not-for-profit institutions. Students will study the basic principles of marketing, evaluate marketing policies, strategies, and tactics and design a marketing plan. 3 credits.

EDG 589/889 APPLYING TECHNOLOGY IN THE CONTENT AREAS Applying Technology in the Content Areas provides participants with an opportunity to explore a variety of current and emerging educational technologies. Expect to learn dozens of strategies for using these technologies to develop rich, engaging, and effective learning activities in a content area of choice. This course is designed so that each participant will leave with a portfolio of technology-rich learning activities. Each unit focuses upon a different teaching strategy or methodology followed by technologies that can be used as a lever for learning within that strategy/methodology. Examples of potential methods include lecture and storytelling, discussion-based learning, service learning, educational games and simulations, inquiry-based learning, and global classroom initiatives. (EDG 970 is a prerequisite for this course.) 3 credits.

EDG 590/890 THESIS COMPLETION SEMINAR provides an advisory structure for writing the master's thesis for the degree. The seminar is normally taken near the end of the coursework for the degree. The student defends the thesis at the end of the course. 3 credits.

EDG 592/892 INSTRUCTIONAL DESIGN OR EDG 807 - CURRICULUM DESIGN AND DEVELOPMENT Participants will analyze a variety of current and emerging instructional design models, learn to select and apply one or more of these models to the design of effective and engaging digital learning experiences, and gain firsthand experience with virtual teaming and other current approaches to collective knowledge and team-based instructional design. 3 credits.

EDG 593/893 THEORIES OF LEARNING AND DESIGN In this course, participants will explore learning theories and emerging research related to effective teaching and learning in technology-rich learning environments. Special attention will be given to cognitive load theory; emerging research on the brain and learning; as well as refining skills in finding, analyzing, and utilizing current research. 3 credits.

EDG 594/894 DIGITAL LITERACY The term "literacy" usually refers to the ability to read and write the written word. While these skills remain as important as ever, life in an increasingly technological world requires new literacies: information literacy, visual literacy, media literacy, and digital literacy. These literacies require that individuals develop skills related to reading and writing hypertext, the interpretation of visual stimuli and multimedia, as well as making sense of information that comes from a wide variety of sources and in a multiplicity of formats. Individuals must develop high level yet nuanced skills related to analyzing and synthesizing information, sifting through and contributing to the ever-expanding world of information in the digital world. Christian discipleship in the 21st century requires some of these same skills, developing discernment in this new world of information, connectivity, and collaboration; as well as the ability to effectively communicate the unchanging truths of God's world in digital culture. With these considerations in mind, this course will introduce participants to new literacies, affording them the opportunity to consider the nature and importance of equipping others with literacy skills for the 21st century while building their own literacy skills. 3 credits.

EDG 595 GRADUATE SEMINAR provides an opportunity to examine a range of problems in school administration, curriculum, planning, organizing and evaluating. The seminar focuses on student projects and problems related to his or her professional development. 3 credits.

EDG 596 INTERNSHIP IN EDUCATION-READING provides opportunities for each aspiring reading specialist to relate reading and administrative theory to the applied professional understanding of the position of reading specialist. 3 credits.

EDG 597 STRATEGIES FOR EFFECTIVE COLLEGE TEACHING surveys the principles of higher education, presents an overview of the culture of college life; then develops useful strategies for effective teaching at the college level. Finally it incorporates assessment techniques and helps the student prepare a personal development portfolio. 3 credits.

EDG 598 DIRECTED READINGS IN CURRICULUM AND INSTRUCTION provides an opportunity to examine specific areas of study in curriculum and instruction. The student works independently with one instructor and a selected project. 3 credits.

EDG 607/907 MULTIMEDIA FOR THE CLASSROOM This course will introduce teachers to multimedia resources on the Internet. Teachers will identify, explore and plan classroom activities using a variety of multimedia sources. Emphasis will be on activities that promote critical thinking and visual literacy skills in the K-12 classroom. Resources explored will include photos, sound and video. 3 credits.

EDG 608/908 CRITICAL ISSUES IN EDUCATIONAL TECHNOLOGY This course 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.

EDG 609 COMMUNICATION ARTS IN THE CONTENT AREAS is a required course for students seeking certification in grades 6-12 that meets the requirements of reading and communication integration throughout the curriculum. The course shows students how to incorporate reading, including study skills; writing; speaking; listening; research and inquiry, and technology and media into specific content areas. 3 credits.

EDG 613 INCLUSION AND MEETING SPECIAL NEEDS IN EARLY CHILDHOOD PROGRAMS (PRE K – PRIMARY) examines strategies to modify lessons and practice alternative instructional strategies necessary for inclusion and other educational needs within the regular early childhood classroom settings. Opportunities to develop IEPs and IFSP's will be included. 3 credits.

EDG 614 WORKSHOP - CLASSROOM MANAGEMENT AND CONFLICT RESOLUTION IN EARLY CHILDHOOD/ELEMENTARY PROGRAMS provides opportunities to design individual and group behavior/management plans. Providing nurturing environments, de-escalating disruptive situations and facilitating conflict resolution is included. 3 credits.

EDG 616 PHILOSOPHY OF EDUCATION examines the historical, philosophical, and social foundations underlying the development and purpose of American education and evaluates current trends, issues, and approaches in professional education programs in the United States and in Wisconsin. This course provides an introductory view of the teaching profession. 3 credits.

EDG 617 EDUCATIONAL PSYCHOLOGY-EARLY ADOLESCENCE THROUGH ADOLESCENCE presents theories of development, learning, and motivation and introduces evaluation, individual differences, and classroom management for the middle and high school levels. Consideration is given to basic theories and their practical implementation in the classroom. 3 credits.

EDG 618 COMMUNICATION IN A DIVERSE ENVIRONMENT is designed to prepare future teachers to recognize and understand the similarities and differences among various cultural, racial, economic and gender groups and to promote systemic, proactive social change by recognizing human biases in education and by creating learning environments which contribute student self-esteem and inclusion. It further challenges students to explore, assess, understand and reflect on their own personal biases and prejudices concerning these groups and to develop respect for humans and human rights through curriculum and instruction. 3 credits.

EDG 619 THEORY AND PRACTICE OF TRANSCENDENT EDUCATION considers the developmental, disciplinary, and instructional needs of the transescent student. This course seeks to expose teachers to certain theoretical and practical issues in teaching in the middle school and to help them further define both their pedagogy and epistemology. 3 credits.

EDG 620 PRAXIS: THE ART OF PEDAGOGY examines the effective characteristics of successful secondary student instruction. The course emphasizes instructional design, content objectives, lesson and unit plan construction, instructional strategy selection, along with classroom management implications. 3 credits.

EDG 621 TEACHER AS PROFESSIONAL is a capstone course of the Graduate Teacher Certification Program, usually taken just before student teaching, or during the beginning of the student teaching semester. This course emphasizes educational assessment, school law, the procedures of obtaining a teaching position in a school, the ethical considerations of the teaching profession, and other practical issues for teachers. 3 credits.

EDG 632 EDUCATING STUDENTS AT RISK helps identify students in a K-12 setting who are or have the potential to be at risk academically, behaviorally, or socially. The course also intends to help develop attitudes, skills and techniques to be effective teachers of the at-risk student. The course will look at social, personal, cultural, and community dynamics in relation to the education of students who are at risk. 3 credits.

EDG 633 ALTERNATIVE EDUCATION studies the nature of the alternative education K-12 program in the public schools. The various delivery systems and the role of the teacher in each system will be addressed. Alternative education, as a part of a community process, will be discussed. Discussion will range from early intervention to "last chance" programs. Prerequisite: EDG 632. 3 credit hours.

EDG 634 SPECIAL EDUCATION AND THE LAW is designed to provide a forum in which students identify, explore and integrate major issues regarding students with exceptional needs. This course will assist students in developing their understanding of the Wisconsin Model Standards for teaching (Standards 3, 5, 7 and 10). 3 credits.

EDG 639/939 SCHOOL LEADERSHIP IN TECHNOLOGY This course will provide principals, educators, and/or technology coordinators with the necessary knowledge, skills, and hands-on experiences to provide strong visionary technology leadership in their schools that will facilitate systemic, whole-school change that impacts student learning. Participants will come away from this course with a comprehensive technology plan for their school. (EDG 970 is a prerequisite for this course). 3 credits.

EDG 640/940 NETWORKING, SUPPORT, AND DELIVERY SYSTEMS FOR SCHOOLS This course provides students with the concepts, tools, and skills to oversee a reliable technology infrastructure and make appropriate decisions regarding that infrastructure in support of learning and teaching. This course emphasizes local area networks and their connection to the internet along with issues of supporting the technology which underpins teaching and learning. Implementing and

supporting reliable delivery systems requires an understanding of fundamental computer science concepts, technical proficiency, and managerial skills. This course develops an “IT mindset” in students by illustrating the diverse application and challenges in data communication technology within an educational context. 3 credits.

EDG 657/957 BUILDING ONLINE LEARNING COMMUNITIES (WEB 2.0 / LEARNING 2.0) Building Online Learning Communities introduces educators to online collaborative tools. The educational applications of blogs, wikis, RSS feeds, social bookmarking, as well as a wide variety of current and emerging Web 2.0 tools will be investigated. The focus will be on the use of these tools for the purposes of improving student learning, increasing the productivity of educators, facilitating collaboration, and engaging in virtual teaming. Students will discuss with, collaborate with, and provide constructive feedback to classmates using these tools. 3 credits.

EDG 663 TEACHING THE WORD presents the philosophy, principles and techniques for teaching the theology of the cross. Students will examine the tenets and values of Luther’s teachings in light of their teaching methods with students, and their relations with parents, colleagues, and members of the community. A strong focus of the course will be on practical ways to integrate Christian theology into real-life practice within school and church settings. Two additional, guided practica will be required. 3 credits.

EDG 670/970 INTEGRATING TECHNOLOGY IN THE CLASSROOM This introductory graduate educational technology course is for individuals who want a broad practical course in learning how to integrate technology into the classrooms. There is a strong emphasis upon educational technology in the elementary and secondary education environment, but the instructor will work with others in order to customize the course for their learning organization context. Participants will finish the course with a broad understanding of educational technology as articulated in the National Educational Technology Standards for Teachers. 3 credits.

EDG 671/971 GRANTS AND FUNDING FOR EDUCATIONAL TECHNOLOGY INITIATIVES In Grants and Funding for Educational Technology Initiatives, students explore the process of finding and applying for grants and other funding. Students will identify potential programs aligned with the school’s strategic goals, identify a list of potential funders, research funders, write a grant proposal, and develop a plan to evaluate the success of the project. Sample educational technology grants will be used to highlight key features of successful grants. Students will work in collaborative teams to review and provide constructive feedback to each other throughout the proposal writing process. Students interested in this course are strongly recommended to have prior experience with writing a technology plan. If they lack this experience, then it is suggested the student take EDG 639/939 prior to this course. 3 credits.

EDG 675 SCIENCE FOR EARLY CHILDHOOD AND ELEMENTARY presents an overview of curriculum, materials and methods in teaching science. The focus of this course will include science innovations and curricular changes, hands-on activities and how to adapt them to the students’ needs, assessment tools and other topics pertinent to this changing field. 3 credits.

EDG 680 METHODS IN MIDDLE AND SECONDARY CONTENT AREAS presents curriculum and methods for teaching in middle and secondary schools. The intent of this course is for students to utilize their theoretical understandings and content knowledge in direct application to the classroom setting. Students in the Graduate Teacher Certification Program will be assigned at the appropriate time in their course of study to this course. Students will take EDG 680 either the semester prior to student teaching or during student teaching. 1 credit.

EDG 685 STUDENT TEACHING INTERNSHIP provides the culminating clinical experience component for students who will receive a teaching license. Prerequisites: Approval by the School of Education. 8 credits.

EDG 686 STUDENT TEACHING ELEMENTARY provides the culminating clinical experience component for students who will receive a teaching license. Prerequisites: Approval by the School of Education. 1 - 8 credits.

EDG 687 STUDENT TEACHING MIDDLE SCHOOL provides the culminating clinical experience component for students who will receive a teaching license. Prerequisites: Approval by the School of Education. 1 - 8 credits.

EDG 688 STUDENT TEACHING SECONDARY provides the culminating clinical experience component for students who will receive a teaching license. Prerequisites: Approval by the School of Education. 1 - 8 credits.

EDG 722 SCHOOL LEADERSHIP provides the student with an array of issues related to school leadership. Leadership is achieving results through people. Aspiring principals will need to know when and how to adopt leadership styles and practices that will capitalize on the talents and skills of various sub-publics to achieve the school’s goals. 3 credits.

EDG 723 WORKING WITH CHILDREN WITH DISABILITIES AND THEIR FAMILIES examines the relationships between families of children with special disabilities and special education professionals. To increase understanding of family perspectives, the impact of exceptionality on the family is studied in the framework of family systems theory, functions, and the life cycle. Strategies for establishing collaborative partnerships with families resulting in a family centered approach to service delivery is emphasized. The course requires students to examine their values and beliefs about working with families, to challenge their assumptions, and to critically analyze their professional roles in working with families. 3 credits.

EDG 725 STRATEGIES FOR IMPROVING STUDENT WRITING offers specific, class-proven strategies for improving student writing. This course outlines the challenges of teaching, planning, and presenting the six-trait approach to writing instruction and assessment, as developed by the Northwest Regional Educational Laboratory. In presenting theoretical and practical applications of the six-trait model, the course will include methodology for instruction, collaboration with professional colleagues, alignment of the model with existing district and state curricula and/or standards, and self-assessment. Prerequisite: Valid Wisconsin teacher certification and current work in a classroom grades K-12. 1 credit.

EDG 727 DEVELOPING A WEB PRESENCE offers the K-12 teacher, principal, or technology coordinator an introduction to the principles of web design for educational web sites. Learners will participate in hands-on experiences with building web pages and explore effective educational applications that will lead to the development of an integrated school web site. 1 credit.

EDG 728 POWERPOINT IN PROFESSIONAL PRACTICE offers specific strategies for using PowerPoint in a classroom, worship service, or other similar setting. Presentation software like PowerPoint is not new; however, recent advances in multimedia and online features are bringing presentation software to the front. With the use of sound, animation, video and hyperlinks to the World Wide Web, today's presentations have only a slight resemblance to the overheads used in the past. A working knowledge of how to operate a computer is helpful. 1 credit.

EDG 729 DIGITAL CAMERAS AND SCANNERS examines specifications and applications for digital cameras and scanners. Through course activities, participants will compare these devices using online and print reviews, capture images using these devices, and use the images in print and digital format. Students will experiment with these technology tools and learn how to use them well. 1 credit.

EDG 731 EVALUATIVE TECHNIQUES IN EARLY CHILDHOOD SPECIAL EDUCATION includes the study of standardized and informal assessment tools used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders and learning disabilities. Students will observe then conduct screening and diagnostic assessments of young children while researching appropriate observational assessment techniques to identify certain behaviors or characteristics indicating developmental delays or at-risk status in the youngest of children. 3 credits.

EDG 733 LANGUAGE ACQUISITION & LITERACY IN SPECIAL EDUCATION - 0-3, PK, PRIMARY provides an introduction to theory and research on language acquisition. This course will focus on language development including the major milestones in the development of: speech perception, speech production, word learning, morphology, syntax, pragmatic and social language skills. This course will also study the language acquisition of special needs children ages birth to age 8. The course includes analysis, assessment of literacy development and early intervention strategies necessary to support literacy development. Students will acquire a specialized knowledge of young children's language development and will reflectively learn to analyze children's oral and written language as a basis for curriculum planning and adaptations. 4 credits.

EDG 735 CHARACTERISTICS OF CHILDREN AND YOUTH WITH DISABILITIES includes an overview of Early Childhood Special Education with a focus on recognizing where children's development and learning lie beyond typical norms creating needs for special interventions, modifications or care in their learning and home environments. 2 credits.

EDG 736 SPECIAL EDUCATION PROCEDURAL SAFEGUARDS introduces students to the legal issues surrounding the education of young children with disabilities. The intent of IDEA 1997 including early intervention will be explored and examined to better assist the specialist in serving children with disabilities and their families. Emphasis is placed on legal issues surrounding IEP development, curriculum-based evaluation and instruction strategies and informal assessment. 2 credits.

EDG 737 LIFE SPAN AND DEVELOPMENT OF CHILDREN WITH EXCEPTIONAL NEEDS is designed to assist students in the awareness of human growth/development and exceptionalities. Human growth and development includes physical development, cognitive development, social/emotional and moral development. Within each of those areas, students will become aware of how exceptionalities influence development and how process and procedure influence educators' responsibilities regarding exceptional children. As students explore the areas of human growth/development and exceptionalities, they will also be made aware of the necessity to adapt to the changes brought to the classroom via diversity. Students will become aware of how race and ethnicity, language differences and gender/gender bias affect the teaching/learning process. 3 credits.

EDG 739 READING ASSESSMENT/DIAGNOSIS IN SPECIAL EDUCATION explores the practice and process of authentic reading assessment that contributes to student learning. This course focuses on the teacher's role in the diagnostic and assessment process, the nature and interrelatedness of factors that affect reading performance, and the instruments and techniques available for assessment and diagnosis of reading performance in the classroom setting. 2 credits.

EDG 740 ASSISTIVE TECHNOLOGY FOR INDIVIDUALS WITH SPECIAL NEEDS This course includes assistive technology evaluation, the selection and application process for individuals with disabilities in school as well as application of microcomputers and related technology to persons with learning, behavior, sensory, motor and communication disorders. The course emphasizes the evaluation of abilities in relation to environmental demands and curricular adaptations. Students utilize adaptive equipment and/or assistive devices that can be used to ensure student participation. Prerequisite: Intervention Strategies. 3 credits.

EDG 741 CURRICULAR ADAPTATIONS FOR LEARNERS WITH DISABILITIES covers historical prospective, philosophies, current issues and practices, and curriculum models. Developing and adapting curriculum materials for learners with a variety of disabilities including learning disabilities, developmental disabilities, emotional/behavioral disorders, physical /health associated with impairments, traumatic brain injury, and cultural barriers is emphasized. The course also includes identification of characteristics and educational programs, service models, trends, research, theories and practice for SLD, LD,CD, and Gifted students. Prerequisite: Intervention Strategies. 3 credits.

EDG 742 CONSULTATION, COLLABORATION, AND TEAMING presents the literature reflecting the importance and process of professional staff including administrators, teachers, assistants, special educators, and service staff collaborating for the successful inclusion of young children with disabilities. This course also introduces students to state and federal laws impacting the education of students with disabilities, which prepares them to work collaboratively with other professionals and parents. Students become familiar with the special organizations, associations and other resources

that will assist them in meeting their professional needs, the needs of families, and the needs of students with disabilities. Issues of communication, planning, role clarity, initiative, reporting, responsibility and administrative support are considered and analyzed in case studies and during team activities. 2 credits.

EDG 743 STUDENT TEACHING AND SEMINAR provides the student with opportunities to experience, in depth, the full role and meaning of teaching in an inclusive classroom setting. Experiences include planning and organizing for instruction, accommodations and adaptations of instructions and instructional materials, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, collaborating with school personnel, and utilizing school and community resources in the instructional program. 6 credits.

EDG 744 STUDENT TEACHING (PLACEMENTS ACCORDING TO SPECIFIC AREA CONCENTRATION: CD, SLD, AND E/BD.) provides the student with opportunities to experience, in depth, the full role and meaning of teaching in an inclusive classroom setting. Experiences include planning and organizing for instruction, accommodations and adaptations of instructions and instructional materials, developing classroom teaching competencies and skills, evaluating pupil progress, participating in extra-class activities, collaborating with school personnel, and utilizing school and community resources in the instructional program. Differences occur in age level placements for Early Childhood. 4 - 6 credits.

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

EDG 779 ASSESSMENT AND INSTRUCTION FOR CHILDREN WITH SPECIAL NEEDS places emphasis on assessing and promoting the attainment of cognitive, language, social, self-help, and motor skills. Students will learn to observe children and to conduct developmental evaluations and assessment. From results of the evaluations, students will learn to develop, implement, and monitor Individual Education Plans (IEP) and Individualized Family Service Plans (IFSP). Students will also be introduced to the concepts of home-based and center-based assessment and instruction. Issues surrounding the administration and interpretation of standardized instruments used in the identification of students with developmental disabilities, health disabilities, emotional/behavioral disorders and learning disabilities are also examined. 3 credits.

EDG 780/980 EDUCATIONAL ORGANIZATIONS provides a developmental overview of the body of knowledge about educational organizations. Organizational theory provides an explanatory system and framework to understand and deal with the complexities of the organizational life. Schools as social-systems need to be studied as an organizational structure. 3 credits.

EDG 781 LANGUAGE/COMMUNICATION DISORDERS includes analysis of language/ communication disorders (functional and dysfunctional anatomy of the oral, velopharyngeal, nasal and laryngeal areas) and the individual needs of persons with communication disorders. Diagnostic and treatment methods utilizing a multidisciplinary team is emphasized. Issues in assessment, treatment and classroom intervention strategies are considered and especially applied to the full gambit of communication with an emphasis on the relationship of the oral and written language abilities. 3 credits.

EDG 784 ENVIRONMENTAL AND PERSONAL STRATEGIES FOR SELF MANAGEMENT OF THE EXCEPTIONAL CHILD examines 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.

EDG 787 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.

EDG 784 EDUCATIONAL/BEHAVIORAL MANAGEMENT IN SPECIAL EDUCATION includes individual behavior management, behavioral change strategies, and classroom management for students with special needs. Principles of applied behavior analysis are discussed to promote appropriate academic and social behaviors and to decrease challenging behaviors in school settings. Creating learning environments that facilitate student learning and effective social interaction is emphasized. 3 credits.

GPD 505 TEACHING THE WORD presents the philosophy, principles and techniques for teaching the theology of the cross. Students will examine the tenets and values of Luther's teachings in light of their teaching methods with students, and their relations with parents, colleagues, and members of the community. A strong focus of the course will be on practical ways to integrate Christian theology into real-life practice within school and church settings. An additional, guided practicum will be available to participants as well as an option. 1 credit.

GPD 506 TEACHING THE WORD PRACTICUM requires students to complete a practicum within an approved setting under the guidance and direction of an on-site instructor authorized by Concordia Bible Institute. This course completes the three-credit option of the Teaching the Word course. Prerequisite: GPD 505. 2 credits.

MBA 500/800 MANAGERIAL ECONOMICS provides a clear and balanced presentation of relevant economic theories and instruments. The focus of this course will be on the application of these relevant theories and the tools of analysis of decision-making science to examine how a firm makes optimal managerial decisions in the face of the constraints it faces. It will teach students how to deal with the nature of the firm, and how and why it is organized the way it is, in order to make students better, more efficient and more highly rewarded executives. The course should be thought of as applied economics, emphasizing those topics of the greatest interest and importance to managers. These topics include demand, production, cost, pricing, market structure and government regulations. A strong grasp of the principles that govern economic behavior is an important managerial asset. Students will learn how to apply these principles in appropriate situations. 3 credits.

MBA 510 APPLIED STATISTICAL METHODS studies statistical methods used in business decision-making, including the use of both descriptive and inferential techniques, probability, regression, and research study designs. Application and integration of statistical methods in business-related fields is emphasized along with the use of computer analysis. 3 credits.

MBA 515/815 STATISTICAL RESEARCH is designed to prepare graduate students to write scholarly research papers in their field of study. The four-unit course is designed for students who have limited or no background in research principles, statistics, and research methodology. The final project in the course is a 10-to-12-page research paper written by the student on a topic approved by the student's graduate department. 3 credits.

MBA 520/820 INFORMATION SYSTEMS AND TECHNOLOGY concerns managing the use of technology, emphasizing computer systems, in providing the information systems that effectively support organizations and allow them to meet their goals. Fundamental concepts of information systems and their underlying technology are presented in the framework of tools for personal and managerial problem solving. Foundational information systems concepts, along with terminology, ethical issues, application and hands-on system use are explored. Additional topics include system capabilities, system abilities, and the role of intelligence in information systems. Coursework combines assignments that directly apply concepts from the textbook reading along with projects that allow students to extend their learning and apply it to practical applications. Prerequisite: Admission to the program. 3 credits.

MBA 521/821 INFORMATION SYSTEMS THEORY AND PRACTICE provides an understanding of organizational information systems, planning and decision processes, and how information is used for decision support in organizations. This course covers quality and decision theory, information theory, and practice essential for providing viable information to the organization. MBA 521 outlines the concepts of informational technology for competitive advantage, data as a resource, information systems and informational technology planning, total quality management and reengineering, project management and development of systems, and end-user computing. 3 credits.

MBA 522/822 BUSINESS DATA COMMUNICATIONS presents the fundamentals of data communications including communication media and equipment, protocols, network architectures, network hardware, and network software. The Internet is discussed in detail and used extensively in the course as a source of a variety of information pertinent to the content of the course. Network management objectives and techniques are presented and network security is discussed. 3 credits.

MBA 524/824 SYSTEMS ANALYSIS AND DESIGN presents a short overview of information systems followed by a comprehensive treatment of modern techniques of systems analysis and design. Each of the five steps in the Systems Design Life Cycle (SDLC) is discussed in detail. A variety of case studies are considered and tools for systems analysis and design are presented. Extensive use is made of pertinent web sites. 3 credits.

MBA 526/826 DECISION SUPPORT SYSTEMS covers the processes used in making creative decisions and effectively solving problems. An extensive coverage of decision-making theory is presented. A strong emphasis is placed on application and use of decision support systems (DSS). Several mini-cases are treated in detail. Topics covered include data mining, data warehousing architectures and technologies, expert systems, artificial intelligence systems, and executive information systems. 3 Credits.

MBA 527/827 PROJECT MANAGEMENT presents project management from a practical point of view. The course focuses on the technical aspects of project management that are directly related to practice. Numerous case studies are considered to help explain how to apply proven project management tools and techniques at each stage in a projects life-cycle. Software tools for project design and management are also presented and used. 3 credits.

MBA 528/828 INFORMATION SYSTEMS MANAGEMENT deals with the management of information technology (IT) as it is being practiced in organizations today. Topics covered include leadership issues as they apply to information systems (IS) management, the managing of the technologies currently in use, and managing systems development and implementation. The important topic of management of the systems that support people in performing information-handling activities to ascertain goals, pursue objectives, and solve problems is also covered. Extensive use is made of specific review questions. 3 credits.

MBA 529/829 DATABASE MANAGEMENT provides the basis for a practical approach to database creation and administration. The course presents the various steps required to created data models (relational, network, hierarchical). This course focuses on various competencies within the MBA program: programming, manipulating data, communication, and management of technology. Prerequisite: a basic knowledge of Microsoft Access. 3 credits.

MBA 530/830 CORPORATE FINANCE studies the function of finance and the flow of funds within the corporation. This course emphasizes financial analysis, decision-making, planning and controlling, capital acquisition and use, and strategic planning. Prerequisite: undergraduate finance or equivalent. 3 credits.

MBA 540/840 INTERNATIONAL FINANCE is an integral part of business management. The course focuses on business financial management from a firm's perspective, particularly from the perspective of a multinational enterprise.

It examines some important topics of international financial management such as causes for foreign direct investment, international trade and balance of payments, foreign exchange and exchange risk management, and international capital budgeting. It provides a conceptual framework within which the key financial decision of multinational firm can be analyzed. There are no prerequisites for this course. 3 credits.

MBA 545/845 INTERNSHIP provides the student with a practical application experience that cannot be duplicated in the classroom. Students must work in an approved business site for a minimum of 120 hours to practice skills discussed in other MBA classes. All sites are to be approved by the MBA program director. International students cannot substitute this class for a class given in a regular term. International students must have their I-20s signed by the school's designated school official before they begin this experience. 3 credits.

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

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

MBA 553/853 SALES MANAGEMENT studies the principles and practices in planning, organizing, and controlling sales force. Selection, training, compensating, supervising and stimulating salespersons is emphasized. Prerequisite: MBA 550 Marketing Management. 3 credits.

MBA 554/854 ADVERTISING MANAGEMENT is the study of advertising in a context of marketing communication and integrated marketing. It covers all forms of promotion which exist to inform and persuade the diverse and fragmented audiences that seek goods, services and ideas. The course places the advertising function within a marketing framework while recognizing that advertising is both an art and a science. 3 credits.

MBA 555/855 SMALL BUSINESS MANAGEMENT studies the principles of management as applied to a small business with emphasis on the elements necessary to create a successful business operation. Development of a business plan will be culmination of the course. 3 credits.

MBA 565/865 SUPPLY CHAIN MANAGEMENT is the study of the integration of organizational strategies, policies, and programs across organizations) both the parent organization, supplier organizations, and sub-supplier organizations. This course examines supply chain management in both a domestic and global environment. 3 credits.

MBA 570/870 LEGAL ASPECTS OF BUSINESS ADMINISTRATION entails the study of the contemporary and legal issues facing managers and the development of practical skills for analyzing decision-making from both the legal and ethical standpoints. Issues will be studied from the position of managerial decision-making with an emphasis on the establishment of sound, well grounded policies intended to prevent and resolve disputes. 3 credits.

MBA 575/875 BUSINESS ETHICS studies contemporary business issues facing managers. Emphasis will be on developing theoretical skills for analyzing ethical issues and competing claims, and formulating sound well-grounded policies. Also covered will be development of an understanding of how society develops and changes ethical norms. 3 credits.

MBA 576/876 FRAUD MANAGEMENT is designed to provide students with a basis understanding of the principles of occupational fraud, emphasizing circumstances with which any management team may ultimately be confronted. The course covers fraud in the areas of skimming, cash larceny, check fraud, register schemes, and misappropriation of cash and assets. A brief overview of corruption and interviewing of employees when a fraud is suspected is also included. 3 credits.

MBA 580/880 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR is designed to increase one's effectiveness and skill in analyzing and understanding organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group, and structural behavior and concepts are presented. A special emphasis on leadership is provided. 3 credits.

MBA 590/890 STRATEGIC MANAGEMENT incorporates utilization of a textbook, Capstone Foundation simulation, and other resources such as Internet and workplace materials. 3 credits.

MBA 600/900 COMPENSATION AND BENEFITS studies the design and implementation of strategic-based compensation systems for organizational excellence. Topics include: business strategy and the compensation system; motivation and compensation philosophies; compensation planning and design; base, variable, and indirect pay processes; market pricing; total compensation strategies and practices, and "pay" system management issues and processes. 3 credits.

MBA 605/905 ALTERNATIVE DISPUTE RESOLUTION focuses on the practices and policies which are intended to manage and resolve disagreements with minimal cost and adversarial impact. Conciliation, mediation and arbitration are explored in both mandatory and voluntary settings. The application to disputes in business contexts is emphasized. 3 credits.

MBA 610/910 ISSUES IN HUMAN RESOURCE MANAGEMENT is a study of the management and administrative issues related to group and individual performances and their effective contribution to the organizational objectives. Strategies for successful self-management, team building and delegation will be emphasized. 3 credits.

MBA 615/915 LABOR AND EMPLOYMENT LAW studies the management and administration issues related to group and individual performances and their effective contribution to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized. 3 credits.

MBA 620/920 ECONOMICS AND PUBLIC POLICY OF HEALTH CARE involves the economic analysis of current health care issues that lead to policy formation. Students will apply traditional economic concepts, such as demand, supply, production and investment, to analyze the health care sector of the economy and health policies. The course will include study of the influences on demand for health care, supply of health care, trends in managed care and rationale for government intervention including Medicare, Medicaid, and price regulation. International comparison and general considerations to guide health policy as well as ethical implications of policy decisions are included. Issues will be framed within a historical perspective with the intent of teaching students how to conceptualize and deal with future issues. Prerequisite: MBA 500/800. 3 credits.

MBA 621/921 FINANCIAL INSTITUTION MANAGEMENT provides an understanding of the financial services industry with a focus on measuring and managing risks. It is designed for the practical application of measurement and management techniques, thus complex formula-driven techniques will be reviewed in concept. 3 credits.

MBA 622/922 RISK MANAGEMENT AND INSURANCE is an introduction to the tools of insurance and risk management. Property, life, health, and liability insurance will be discussed. Students desiring a more in-depth evaluation of the subject should also consider MBA 624/924- Health, Life and Social Insurance. 3 credits.

MBA 623 STATUTORY ACCOUNTING deals with the unique accounting system for insurance, pension, and institutional decisions. 3 credits.

MBA 624 HEALTH, LIFE AND SOCIAL INSURANCE investigates annuities, types of health and life coverages, employee benefits, and unemployment, disability, and old-age insurance. 3 credits.

MBA 625/925 SECURITIES ANALYSIS is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized. This course is intended as a requirement in the Finance emphasis area and requires Corporate Finance as a prerequisite. It also intended to be a prerequisite for Portfolio Mathematics. 3 credits.

MBA 626/926 PORTFOLIO MATHEMATICS emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance. Prerequisite: MBA 625/925. 3 credits.

MBA 630/930 ETHICS AND LEADERSHIP IN HEALTH CARE provides an introductory insight into medical ethics. It allows the student to explore different beliefs and theories that are necessary to make informed decisions. 3 credits

MBA 640/940 INTERNSHIP IN HEALTH CARE ADMINISTRATION provides the integration of coursework with actual administrative experiences. Students are placed with health care providers or agencies for a minimum of 8 weeks. Periodic discussion with the instructor will be held to review work experiences and develop an internship report. 3 credits.

MBA 685/985 SPECIAL TOPICS IN HEALTH CARE offers students the opportunity to explore many of the issues that are confronted in health care today. Health care has been moving in the direction that finds the public and businesses more concerned with the costs, quality of life, and the increasing role of government leading to the beginning of the debates to resolve these issues. 3 credits.

MBA 845 MBA INTERNSHIP is an optional course to be approved by the Director. Highly suggested for international students and students new to the business discipline. 3 credits.

MBA 920 ECONOMICS AND PUBLIC POLICY OF HEALTH CARE is a study of the demand for health care compared to the supply of providers of health care services. Consideration is given to an economic analysis of health care policies with emphasis on the ethical implications of policy decisions. Prerequisite: MBA 500 Managerial Economics. 3 credits.

MBA 930 ETHICS AND LEADERSHIP IN HEALTH CARE will examine and evaluate leadership theories and develop leadership skills and abilities as they relate to the field of health care. Emphasis will be placed on motivation and leadership concepts in various organizational situations. Prerequisite: MBA 580, Leadership and Organizational Behavior. 3 credits.

MIB 530/830 GLOBAL PRODUCTION studies the structure and functioning of production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: plant location and operation, inventory control, transportation, technology acquisition (CAD/CAM), work flow planning, JIT concepts and statistical quality control. Also covered is how each of the above topics generally relates to the global service environment. 3 credits.

MIB 540/840 INTERNATIONAL FINANCE presents the study of financial management in the global market-place. Topics will include foreign exchange, decisions relating to capital budgeting in relation to the flow of funds and the investment alternatives for management and investors. The operation of international financing markets will be presented. 3 credits.

MIB 545/845 INTERNATIONAL ECONOMICS presents a study of the theories of international trade, international monetary economics, the impact of government policies and multilateral treaties and trade agreements. 3 credits.

MIB 555/855 INTERNATIONAL MARKETING involves the study and application of key marketing concepts to the international situations. Topics covered include: standardization vs. segmentation, marketing problem design and administration, and special problems. 3 credits.

MIB 560/860 INTERNATIONAL BUSINESS studies business with an international context, with special attention paid to the problems peculiar to international business, as well as current trends, such as drive toward European unity, GATT, NAFTA, and Pacific Rim developments. 3 credits.

MIB 570/870 INTERNATIONAL STUDY ABROAD allows students to travel abroad to experience business and cultures other than that available in the United States. Students will be immersed in an environment that will allow improved cultural awareness, communication skills and tactile learning. Special International Student Information: This class is available only to students for opportunities outside the home country of the international student. 3 credits.

MLS 530/830 ADMINISTRATIVE LAW AND PROCESS examines the role played by administrative agencies in the American system of government, as well as their rulemaking, executive, and judicial powers. 3 credits.

MMC 520/820 MANAGERIAL COMMUNICATION: PRACTICES AND PRINCIPLES examines major approaches to management, focusing on theories of employee motivation, morale, resource management, communication networks, upward and downward messages, and superior-subordinate relationships. Diagnostic instruments are utilized in analyses and evaluation of managerial communication, identifying strengths and limitations. Focus is on setting behavioral goals for improving communication skills. 3 credits.

MMC 525/825 EFFECTIVE BUSINESS WRITING AND THE MARKETPLACE surveys writing techniques for public affairs and public relations including news releases, company publications, brochures, announcements, advertising, and media spots. Assignments stress tact, clarity, and conciseness in writing bad news, good news, and rejection letters. A segment on writing grant and research proposals are also included. 3 credits.

MMC 540/840 PUBLIC SPEAKING: PROFESSIONAL REPORTS AND PRESENTATIONS is a five-unit course that addresses the development of proficiency in organizing, researching, structuring, editing and presenting oral presentations, covering a diverse range of topics from delivery, visual aids, nonverbal communication, and voice, to argumentation, evidence, and emotional appeal. For those doing this course at a distance, speeches will be videotaped by the student and analyzed for areas of potential improvement. 3 credits.

MMC 547/847 ADVANCED INTERPERSONAL COMMUNICATIONS AND INTERVIEWING reviews theories and research findings about how relations develop or deteriorate in the work environment. Topics include listening, nonverbal communication, trust, empathy, self-disclosure, climate, and interpersonal conflict. 3 credits.

MPA 535/835 BUDGETING IN PUBLIC AGENCIES addresses one of the most important and demanding aspects of government—the annual budget. A variety of different aspects of public budgeting are examined in an effort to introduce future public administrators to one of the largest challenges they will face. The development of the budget is affected by a number of factors, each of which must be identified and dealt with in order to prepare a comprehensive and effective budget. The political aspect of budget decisions and the ramifications of those decisions are extremely important as well. This course is designed to provide students in public administration with an introduction to budgeting in public agencies. 3 credits.

MPA 540/840 PUBLIC PROGRAM EVALUATION considers the scope and methods of program evaluation, including analytical techniques necessary in evaluation. Discusses the roles of citizens, bureaucrats and elected officials in program design and implementation methods to carry out effective evaluations are presented. 3 credits.

MPA 568/868 PUBLIC PERSONNEL ADMINISTRATION examines the issues surrounding the employment and the managing of human resources in the public sector. 3 credits.

MPA 569/869 INTERGOVERNMENTAL RELATIONS covers the interdependencies between various governmental jurisdictions in our federal system. Examines the impact the federal system has on policy implementation and the allocation of government responsibilities. 3 credits.

MSN 502/802 BIOETHICS FOR HEALTH CARE PROFESSIONALS applies major ethical theories to clinical practice and health care dilemmas. The moral and religious dimensions of medical and health concerns/problems, especially those arising from the impact of new knowledge and technology, are considered. The principles of autonomy, beneficence, non-maleficence and justice, as well grounded theory and alternate approaches to ethical decision making are applied to clinical situations. Topics include: informed consent, reproductive ethics and genetic technology, end-of-life dilemmas, trans-cultural ethics, health care reform, policy formation and research issues. 3 credits.

MSN 530/830 HEALTH CARE SYSTEMS IN CONTEXT provides introductory information regarding the currently changing health care arena and the evolution of the role of advanced practice nurse (APN). Content includes socio-economic, political and professional issues involved in the health care delivery process. 2 credits.

MSN 534/834 NURSING THEORY assists students in making clinical decision of significant gravity regarding client well being. Scholarly inquiry into the basis for nursing practice provides the framework for answering clinical questions. Research is important for developing a body of knowledge unique to nursing. Concepts and relationships validated in the empirical arena become the foundation for theory development. A Theoretical context guides the study process from the research questions through the design, analysis interpretation and conclusion. Theories serve as heuristic devices by which new knowledge can be discovered to revise previous ways of nursing care delivery. Improved client care is the ultimate goal of theoretically guided research. Major areas of concern regarding nursing theory development are: deficient theoretical base to guide practice; proliferation of isolated studies not placed in a theoretical context and undue or premature focus on experimental research. Nursing knowledge needs to arise from practice and fold into theory which will inform practice. These three, Knowledge, theory and practice, need to fit naturally into the advanced practice nurses' experience. 2 credits.

MSN 538 ADVANCED HEALTH ASSESSMENT provides in-depth study of and experience in advanced health assessment. It utilizes a systematic approach that integrates aspects of past nursing courses and learning experiences into the implementation of critical thinking. Bloom's Taxonomy of Learning guides this process from factual information, analysis, judgments/decisions to implementation (synthesis) and subsequent evaluation. 3 credits.

MSN 540/840 NURSING RESEARCH will analyze the research process from the participative master's prepared level. Critical analyses of current nursing research, including evaluation of appropriate theoretical bases and application of statistical methods, are addressed. Implementation of the research process, utilization, and communication of research findings are discussed. Research skills are developed utilizing computer searches of literature, critiquing published research and designing an appropriate primary health care-related nursing research study presented in proposal form. 3 credits.

MSN 551/561/851/861 ADVANCED NURSING PRACTICUM NURSING I develops and analyzes critical thinking and problem-solving skills necessary for the diagnosis and management of health promotion and disease prevention concerns for individuals. The emphasis is on the five variables of the Betty Neuman Systems Model (BNSM) during history taking, physical examination and beginning discussion of addition data collection. Prerequisites: MSN 530/830; MSN 534/834; MSN 540.840; BIOL 536/836; BIOL 542/842; MSN 538/838. 4 credits.

MSN 552/562/852/862 ADVANCED NURSING PRACTICUM II assesses individuals presenting health challenges. Integration of pathophysiology, advanced health assessment, and pharmacotherapeutics with prevention as nursing intervention and medical supervision will be undertaken. Upon completion of this course, students will demonstrate advanced knowledge of common types of needs/problems presented by clients in primary health care settings, and will utilize this knowledge to develop clinical intervention strategies for planning patient care. Prerequisites: MSN 551/561/851/861; BIOL 536/836; BIOL 542/842. 4 credits.

MSN 553/563/853/863 ADVANCED NURSING PRACTICUM III is the culminating practicum that includes the preventions as intervention of health promotion, wellness retention, and identification of illness and treatment of health problems. A community focus for primary and secondary prevention as an intervention modality will be discussed. The community may include the immediate surroundings of the individual's residence, the city/jurisdiction of address, or a country of international description. Transcultural issues will include the environment for care delivery. The Advanced Primary Nursing Care focus will be on pediatric growth and development, pediatric wellness promotion, and health care delivery to pre-menopausal women. Prerequisite: MSN 552/562/852/862. 4 credits.

MSN 571/871 NE I ADVANCED SPECIALTY NURSING PRACTICE FOR NURSE EDUCATORS focuses on the development of advanced nursing practice knowledge and skills in a nursing specialty area such as medical-surgical, pediatrics, community health, as well as beginning the role development as a nurse educator. The class format is seminar style with each student presenting current, evidence-based concepts in the field. The presentations will be videotaped and teaching behaviors analyzed. A minimum of 12 hours per week will be spent in clinical with a master's prepared clinician preceptor to learn advanced nursing content. Prerequisites: MSN 538, BIOL 5/836. 4 credits.

MSN 572/872 NE II INSTRUCTION DESIGN IN NURSING EDUCATION A: CLASSROOM TEACHING Student-centered curriculum design development and related learning outcomes, learning experiences, and evaluation of learning for classroom education is the course focus. Taken in the fall semester immediately after MSN 571/871. Prerequisites: MSN 538, EDG 877, EDG 807, EDG 5/821 BIOL 5/836, MSN 5/871. 4 credits.

MSN 574/874 NE III INSTRUCTIONAL DESIGN IN NURSING EDUCATION B: CLINICAL TEACHING Student-centered curriculum design development and related learning outcomes, learning experiences, and evaluation of learning for classroom education is the course focus. Taken in the fall semester immediately after MSN 571/871. Prerequisites: MSN 538, EDG 877, EDG 807, EDG 5/821 BIOL 5/836, MSN 5/871. 4 credits.

MSN 577/877 EVALUATION AND TESTING IN NURSING EDUCATION describes concepts of measurement, evaluation, and testing in nursing education. Issues in test planning, writing, and assembling of items, and analysis of results are discussed. The course includes topics in the evaluation of critical think and performance in the assessment of clinical competencies. Ethical and legal issues involved in the evaluation process are discussed. The course is useful for teachers in any setting who are involved in evaluating students, nurses, or other health care professionals. 3 credits.

MSN 590/890 THESIS/SCHOLARLY PAPERS is the culminating research experience. Prerequisites: Thesis paper topic and Graduate committee approval must be filed with the Graduate Office. 6 credits.

MSN 591/891 SCHOLARLY PROJECT GUIDELINES is a culminating experience option for this program. If the student elects to do a clinical project, MSN 592/892 Global Perspectives must also be taken. The paper The clinical paper topic and reader approval form must be filed with the Graduate Office. 3 credits.

MSN 592/892 GLOBAL PERSPECTIVES IN PRIMARY HEALTH is designed to allow students to practice the advanced practice nursing role in a setting different from their own. Health promotion activities and treatment of health problems will be provided within the Christian missionary perspective in a Third-World country. Experiences that provide learning about cultural differences related to health care, family life, religion and other aspects will be identified. 3 credits.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MUS 686 HANDBELL PERFORMANCE provides a comprehensive hands-on bell choir experience, including repertoire selection, bell assignments, mind/muscle memory, technical/physical logistics, musicality, unity and coherence in performance, effects of acoustics, and the spiritual element. 3 credits.

OT 521 FOUNDATIONAL CONCEPTS IN OCCUPATIONAL THERAPY is intended to ground the first-semester students in the theoretical concepts important to occupational therapy practice and practice knowledge about the profession. Theoretically, students will be introduced to those fundamental concepts in the OT literature and declared as important threads in the CUW OT Program curriculum. There include: 1) philosophical assumptions about the nature and therapeutic value of occupation (occupation-centered practice); 2) the importance of the collaborative nature of the client-therapist relationship (client-centered practice); 3) the role of scientific research evidence in making clinical decisions (evidence-based practice), and 4) the importance of service in professional and personal activities. In addition, important events and trends in occupational therapy's tradition will be discussed. Moreover, the role of professional ethics is introduced.

Practical issues related to the profession of occupational therapy are also introduced. These include: various of arenas or contexts of practice, important documents in OT, OT organizations, supervisory relationships, professional certification and licensure issues, and the importance of political involvement. 3 credits.

OT 523 CLINICAL KINESIOLOGY covers anatomical and mechanical principles of human movement and the application of these fundamentals to the analysis of motor skills. The lab will focus on the observation and evaluation of human movement. 3 credits.

OT 525 THERAPEUTIC SKILLS focuses on the OT skills needed to assist patients in occupational engagement and participation. The students will complete occupational profiles and occupational performance analysis while learning how to grade/adapt activities. Students will learn how to train others in adaptive equipment, ADLs, and adaptive techniques. Basic transfer techniques, patient-handling skills, wheel chair mechanics, and bed mobility will also be explored. 2 credits.

OT 527 COMMUNITY PRACTICUM I is the field work portion of OT 525 and focuses on the OT skills needed to assist clients in occupational engagement and participation. The students will perform assignments in the community settings that have been taught in OT 525, develop competencies and receive feedback from community clinical supervisors. Must be taken concurrently with OT 525. 1 credit.

OT 529 ASSESSMENT SKILLS I covers the beginning professional skills set of client-centered evaluation and use of the occupational therapy process. Students will learn the basic process of performing evaluations following a standardized format, documenting results, and the importance of cooperation with the occupational therapy assistant in the screening and evaluation process. Students will also learn to recognize influences on outcomes and how to compare client scores to normative data. This course will cover the skills needed to perform a number of basic evaluations, such as the manual muscle test, range of motion, and pinch-grip tests, in addition to the skills of observation, interviewing, and use of checklists and rating scales. Psychometric aspects of measurement tools (reliability, validity, etc.) will also be addressed. 2 credits.

OT 531 PBL I is designed to foster clinical problem-solving skills through the use of occupational therapy process. A problem-based learning (PBL) format will be used throughout the course. Each PBL case will focus on individual aspects of the occupational therapy process and include integrated content from the other courses taken during this semester: BIOL 550; OT 521; OT 523; OT 525; OT 527, and OT 529. Individual oral exams given by the instructor will be employed to measure each student's ability to independently solve clinical problems. 1 credit.

OT 540 SCIENTIFIC INQUIRY I is designed to help occupational therapy students acquire beginning-level skills related to consuming and producing research. Fundamental scientific inquiry skills related to reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. This course provides the student with critical thinking and appraisal skills that will be used in clinical courses and fieldwork assignments. Students are also exposed to basic concepts of research methodology and a review of conceptually based statistics that further enhances skills with consuming the scientific literature. The process of producing research is discussed, including topics of grant funding and research ethics, however, actual work on a research project is reserved for subsequent coursework in Research Seminar II (OT 500) and III (OT 502). Students will practice reading and critiquing professional literature in the evidence-based practice project portion of the course. Students will also have the opportunity to research the scientific literature to appraise the evidence for a specific areas of clinical practice related to occupational therapy. Students will receive feedback on their ability to write in a scholarly manner. 3 credits.

OT 542 ASSESSMENT SKILLS II & LAB is a continuation of the development of the skills and knowledge needed to perform effective client-centered evaluations. A variety of evaluation tools, addressing all age groups, will be explored. Factors affecting administration and interpretation of assessments will be addressed. Course will focus on role assessment (play, work, ADL, IADL, leisure). In addition to client factors, this course will cover contextual issues in the evaluation process (physical environment, social support, cultural issues). Measurement of outcomes (client satisfaction, goal achievement, functional assessment) will also be covered. 2 credits.

OT 544 CLINICAL CONDITIONS will utilize the ICDH format of impairments of body structure and function: functional limitations and activity limitation and participation restriction, including a focus on common diagnoses related to neurological disorders, orthopedic disorders, autoimmune disorders, and cancers. 3 credits.

OT 546 GROUP SKILL focuses on the use of group dynamic techniques in Occupational Therapy. Emphasis will be on developing skills and competencies necessary to function as a group leader while working with diverse populations. The concept of therapeutic groups will be explored as well as their function and structure as a psychosocial approach to treatment. A variety of therapeutic groups and topics will be presented along with group ethics and documentation. Students will have the opportunity to lead groups, comprised of diverse age groups and diagnoses, within the community. 2 credits.

OT 548 COMMUNITY PRACTICUM II focuses on the skills needed to lead therapeutic groups with a wide variety of patient populations. The students will perform assignments in the community settings that have been taught in OT 546, develop competencies and receive feedback from community clinical supervisors. 1 credit.

OT 549 PBL II is designed to further enhance clinical problem solving skills while the students are utilizing the occupational therapy process. To promote clinical problem solving skills, a problem-based learning (PBL) format will be used throughout the course. Each PBL case will focus on individual aspects of the occupational therapy process and include integrated content from the other courses taken during this semester (Scientific Inquiry I, Assessment Skills II, Clinical Conditions, Neuroanatomy, Group Skills and Community Practicum II, and Wellness). Individual oral exams given by the instructor will be employed to measure each student's ability to independently solve clinical problems while moving through the occupational therapy process. 1 credit.

OT 555/PT 555 INDEPENDENT STUDY Students may request to do an independent study with a faculty member. 1 - 3 credits

OT 558 COGNITIVE REHABILITATION is designed to provide the students with a broad understanding of cognitive theories and rehabilitation. It will address common cognitive deficits and how these deficits affect occupational therapy practice. Students will critically analyze and learn to administer a variety of cognitive assessments. Content will also include neuroanatomical pathology and its relationship to components of cognition. 2 credits.

OT 559 WELLNESS/PREVENTION PROGRAMS focuses on the application of occupational therapy theory and practice within a well population to prevent disability and enhance quality of life. Normal aging and the Well Elderly Study will be a focus of the course content, but also to include prevention in other contexts, such as prevention of injuries in the industrial environment, backpacks for kids, alcohol awareness for college age, or other issues of particular interest to the student. Unique contexts for occupational therapy will be explored such as providing OT in jails or prisons or in homeless shelters. 1 credit.

OT 561 REHABILITATION SCIENCE I (NEUROMUSCULAR) 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 are examined in this course. 3 credits.

OT 563 PEDIATRIC PRACTICE I lays the foundation for the study of Pediatric Occupational Therapy through exposure to a variety of major pediatric theories, disabilities and assessments. The developmental cycle from conception to adolescence will be reviewed, along with works of major pediatric theorists. 3 credits.

OT 565 PSYCHOSOCIAL PRACTICE I covers the diagnosis and treatment of psychiatric disorders, focusing on how these diagnoses affect functioning. Psychiatric disorders across the lifespan will be reviewed. Occupational therapy intervention will be explored using various occupational therapy theories/models and assessments. Documentation of occupational therapy intervention will also be included. Students will also learn the role of occupational therapy and the different contexts where individuals with a mental illness receive treatment. Other providers of psychiatric intervention and team members will be reviewed. 3 credits.

OT 569 SCIENTIFIC INQUIRY II is the second in the sequence of three courses designed to help students hone their critical inquiry skills. Students will continue to critically read and critique professional literature and determine its applicability to clinical practice. This course will cover advanced research design and methods for both quantitative and qualitative projects. Students will practice statistical analyses using computer-based statistical packages. Whereas Scientific Inquiry I focuses on becoming a critical consumer of the scientific literature in rehabilitation, Scientific Inquiry II helps students develop beginning level skills as a producer of research in occupational therapy. Students will choose a project related to ongoing research of the professor and prepare a proposal for the Concordia University Institutional Review Board (IRB). Students will pilot test their methods and materials during this semester and begin construction of scientific poster for presentation of findings in Scientific Inquiry III next semester. 3 credits.

OT 571 WORK PRACTICE I is designed to introduce students to issues related to work performance, including work conditioning, work hardening, functional evaluation, supported employment, job coaching, job analysis, and basic ergonomic principles. 3 credits.

OT 573 COMMUNITY PRACTICUM III (PEDIATRIC FOCUS) is a practicum experience that occurs simultaneous to the students' first Pediatric Practice course and is designed to provide the student opportunity to directly apply information learned in the pediatrics course. Students will be matched with a community fieldwork site where they will be able to initially observe, but by the end of the semester, apply observation and evaluation skills, treatment techniques and to practice documentation of interactions with the children. Students will be able to dialogue with their pediatrics professor regarding interactions with the children during the Pediatric Practice class. 2 credits.

OT 582 SCIENTIFIC INQUIRY III is the last in the sequence of three courses designed to help students become both critical readers (consumers) of the scientific literature in rehabilitation and beginning level producers. The primary focus of this course is implementation of the research skills learned in the previous two courses. Students will begin and/or complete data collection, enter collected data and run appropriate analyses on PC-based statistical packages. Students will write up results and discussion and present findings in scientific poster format to faculty and students at CUW and possibly state or national conference. Prerequisites: OT 540 and OT 569. 3 credits.

OT 584 COMMUNITY PRACTICUM IV (ADULT REHAB FOCUS) is a fieldwork experience for the student to gain independence and hands-on opportunity under the close supervision of an occupational therapy fieldwork education. Students will be placed in adult or geriatric rehabilitation settings where they will perform assessments, provide guided interventions and receive feedback as to their observation skills from an occupational therapist. The student and the therapist will determine the student's schedule of clinic hours of not fewer than 64 hours during the semester. 2 credits.

OT 586 REHABILITATION SCIENCE II (ORTHOPEDICS) provides students with a client-centered, evidence-based forum to learn more about the methods used by occupational therapists for evaluation, theory, and treatment of individual's with physical disabilities. 3 credits.

OT 588 ASSISTIVE TECHNOLOGY OPTIONS 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. Prerequisite: OT 104 (or equivalent). 3 credits.

OT 590 REHABILITATION SCIENCE III (INTEGRATED) provides students with a client-centered, evidence-based forum to integrate the evaluation, theory, and treatment of individuals with orthopedic, neurological, and multiple physical disabilities within different contexts of service delivery (home health, subacute, case management, etc.). 3 credits

OT 592 REHABILITATION SCIENCE IV: CURRENT TRENDS IN UPPER EXTREMITY REHABILITATION provides students the opportunity to synthesize and apply knowledge learned in Rehabilitation Science I-III. This elective course will include both a hands-on aspect including direct interaction with individuals who have real clinical concerns and seminar-style discussions on current trends in upper-extremity rehabilitation. The focus will be on upper extremity conditions, both orthopedic and neurologic. 2 credits.

OT 594 PSYCHOSOCIAL PRACTICE II explores contemporary psychosocial issues that affect diverse populations. Some of the topics discussed in this class will include addiction, violence, forensic psychiatry, and domestic abuse. Students will explore current assessment, intervention strategies and available resources. Community programs will be visited and funding sources explored. 2 credits.

OT 596 PEDIATRIC PRACTICE II builds on the foundational knowledge of Pediatric Practice I, providing an opportunity to enhance basic knowledge and skills in the field of pediatric occupational therapy. 2 credits.

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

OT 603 PRACTICE MANAGEMENT provides basic skills necessary for occupational therapy management and administration within traditional occupational therapy contexts as well as skills essential for program development and entrepreneurial endeavors. Specific focus areas will include (a) managerial and supervisory skills necessary for efficient, effective, high quality OT service delivery; (b) the impact of political forces, regulatory agencies, health and social policy decisions, and the various delivery systems on occupational therapy practice, and (c) ethics and maintenance of professional competence. A variety of selected readings, discussions and special projects will be assigned. This course will cover the role of managers in various settings. The course will include a balance between theoretical discussion and practical application. 3 credits.

OT 605 COMMUNITY PRACTICE provides students with opportunities to investigate and experience current issues related to the practice of occupational therapy in community settings. The theoretical basis for community practice, performance of a needs assessment, literature review and justification, grant writing, legal liability, budgeting, and program planning for occupational therapy in a specific community setting or with a specific community topic will be explored. 2 credits.

OT 607 COMMUNITY PRACTICUM V (COMMUNITY PRACTICE) focuses on the skills that an occupational therapist possesses to enable him/her to practice in a "non-traditional", community-based non-medical settings. The student interacts with programs or organizations in the community to infuse occupational therapy interventions/services into existing programming. This fieldwork fosters an understanding of community-based, occupation-centered practice. 1 credit.

OT 609 SCHOLARLY WRITING offers students a forum that will support and encourage writing for publication. The research projected completed in the scientific inquiry courses are often important contributions to the body of the knowledge in occupational therapy and should be shared. The goal of this elective course is to help students produce a manuscript that is ready for submission to an appropriate journal for publication. Prerequisites: Scientific Inquiry Sequence: OT 540; OT 579, and OT 582). 3 credits.

OT 611 ASSISTIVE TECHNOLOGY EVALUATION AND SELECTION is a three-credit advanced course for study of computer access issues for individuals that are disabled. This course explores the evaluation and recommendation process for individuals needing computer systems and devices that will provide improved physical access, sensory enhancement, and/or performance enhancement to increase functional independence. The main intent is to teach the student techniques for evaluation and recommendation that will be useful no matter what products are being used. Prerequisites: OT 104 (or equivalent) & OT 588 (Assistive Tech. Options). 3 credits.

OT 613 WORK PRACTICE II provides students with opportunities to investigate and experience current issues related to the context of work, within the field of occupational safety and health, while focusing on an interdisciplinary, systems approach. Topics covered will include: the role of OT as private practice industrial consultant, advanced methods for evaluating manual work (i.e., energy expenditure, biomechanical lifting analysis, etc) worker selection and training according to the ADA, OSHA mandates in industry, environmental analysis of the work-site, psycho-social issues and other topics pertinent to current practice. 3 credits.

OT 615 EARLY INTERVENTION/SCHOOL-BASED PEDIATRICS covers an in-depth study of the practice areas of early intervention and school-based practice. Federal guidelines for these practice areas will be reviewed, along with the role of occupational therapy in each setting. 2 credits.

OT 620/622 LEVEL II FIELDWORK has students complete two 3-month Level II fieldwork placements that will culminate the Masters of Occupational Therapy program of education. The Clinical Fieldwork Supervisor as well as the Academic Fieldwork Supervisor will monitor placements. Day-to-day clinical supervision will be the responsibility of the Clinical Supervisor, but the AFC will monitor that the fieldwork placement fits into the “big picture” of the students overall educational plan, and will monitor the placements that are “in process” by visiting the site during the midterm point of the 12-week placement when at all possible. The clinical setting may provide the student with a set of objectives that have been approved of by CUW, or the facility may choose to utilize the fieldwork objectives as outlined in the fieldwork syllabus. 6 credits for each placement for a total of 12 credits.

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

OT 704 ASSISTIVE TECHNOLOGY IN OCCUPATIONAL THERAPY PRACTICE examines the methods integrating computers and related technologies, including the Internet and communication technology into occupational therapy treatment. Class members will explore a variety of technology applications including equipment and software media to develop strategies for use to enhance an individual's functional capacity. The course will explore several types of assistive technology applications, basic computer system functions and problem-solving techniques, software evaluation, and typical technology solutions for a variety of clinical diagnoses. 3 credits.

OT 706 COMPUTER ACCESS EVALUATION & SELECTION [Format: Web-based and two Saturday (8:30 – 4:00) on campus meetings] This course covers the issues involved in selection of computer access devices and software for individuals that are disabled. Students will participate in active exploration of the theory and evidence of solutions that will provide improved physical access, sensory enhancement, and/or performance enhancement for individuals with functional impairments. The focus is on developing techniques for evaluation and recommendation that will be useful no matter what products are being used. Pre-requisites: Computer Tools for Health Care Professionals (or equivalent) & Assistive Technology Options. 3 credits.

OT 708 SPECIAL TOPICS IN ASSISTIVE TECHNOLOGY [Format: One weekend meeting (Friday 5:00 – 9:00 p.m., Saturday 8:30 – 4:30, Sunday 1:00 – 5:00 p.m.)] This course provides an intensive focus on a current technology trend in clinical practice. The exact area of focus will depend upon the needs of the students pursuing the Assistive Technology track of the MSRS degree. Potential focus areas include augmentative/alternative communication, computer access, electronic aids to daily living, etc. 1 credit.

OT 726 MECHANISMS OF THERAPEUTIC CHANGE This course will offer students the opportunity to critically examine various therapeutic interventions and the mechanisms through which change occurs. This seminar style course will guide students in not only critiquing and understanding different models of practice in rehabilitation, but also investigating scientific accounts of mechanisms of change. Interventions will be applicable to Occupational Therapy, Physical Therapy, and Speech/Language Practitioners. Students will improve their understanding of what interventions do as well as how and why they do or do not work. 3 credits.

OT 728 CURRENT ISSUES IN APPLIED ERGONOMICS This course will provide students with opportunities to investigate and experience current issues related to the field of occupational safety and health while focusing on an interdisciplinary, systems approach. Topics covered will include: the role of an occupational therapist as private practice industrial consultant, worker selection and training according to the ADA, OSHA mandates in industry, environmental analysis of the work-site, psycho-social issues and other topics pertinent to current practice. 3 credits.

OT 732 OCCUPATIONAL BIOMECHANICS This course will provide students with opportunities to explore the biomechanics of ergonomics in office and industrial environments. Back and upper extremity biomechanical evaluation and principles will be studied. Topics that may be covered include: computer workstation posture and design, biomechanical lifting analysis, anthropometry, manual work, seated work, vibration, and other issues. 3 credits.

OT 760 GRADUATE SEMINAR This course replaces DPT718 and will feature current topical issues within the field of neuropsychiatry. Current issues noted in the professional literature will drive course content. Examples of topics to be considered: Autism, grant writing to enhance therapeutic intervention practices (i.e. writing a grant to secure funds for therapeutic equipment, specialized equipment), sensory processing/sensory integration, and assessment in pediatric practice. Review of the professional literature will drive scholarly discussion of each topic. 3 credits.

OT 800/PT 800 THESIS RESEARCH Student will select a topic for the thesis research requirement collaboratively with advisor. Topic must have clinical relevance to the profession of occupational therapy and be within the expertise of the faculty advisor. Students will be encouraged to formulate research questions that can be studied in their current place of clinical practice and address clinical issues of current clinical importance. Research projects will be scoped to a level appropriate for Master's research and can be completed within approximately one year. Students are expected to work semi-independently on this project and must produce research that is scholarly and contributes to the body of knowledge in health science in some new way. 4 credits.

PT 707 ADVANCED NEUROANATOMY/MOTOR CONTROL This course will cover how action goals are translated into sensorimotor strategies. It will include a review of basic neuroanatomy and neurophysiology, focusing on processes involved in motor control and motor learning. Students will investigate motor control problems at the level of the muscular system, as well as the spinal and supraspinal levels. Functional analysis of system structures will examine normal and impaired movement patterns. Clinical applications to Physical and Occupational Therapy practice will be developed. 3 credits.

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 and 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.

SCI 597 INTERNSHIP/PRACTICUM IN ENVIRONMENTAL/OUTDOOR EDUCATION offers students the opportunity to acquire hands-on experience in an environmental or outdoor education setting. 1-4 credits.

SPA 501 FOUNDATIONS OF STUDENT PERSONNEL ADMINISTRATION (replaces EDG 548) offers an overview of the historical, philosophical, and theoretical roots of student personnel administration. Common administrative structures in Student Affairs are analyzed and career opportunities are explored. Selected issues in the field are also addressed. 3 credits.

SPA 510 ISSUES IN AMERICAN HIGHER EDUCATION places American higher education into a historical context examining the impact of society on the development of higher education. Reviews the theories of such important educators as Dewey, Tyler, Bloom, and Conant. Introduces the student to current issues in American higher education. 3 credits.

SPA 520 THE AMERICAN COLLEGE STUDENT (replaces EDG 549) studies the changing demography and developmental issues facing college students today. Students from various social, racial, ethnic, and religious backgrounds are entering college in ever increasing numbers. The impact these students have on the campus environment and the way in which the institution responds to its students. 3 credits.

SPA 525 PROGRAM PLANNING AND ASSESSMENT (replaces EDG 547) examines the various aspects of program planning and specifically focuses on the role and practical application of assessment as an essential tool in an effective and comprehensive student affairs program. The Council for the Advancement of Standards (CAS) is discussed and utilized as method of program evaluation. 3 credits.

SPA 559 SUBSTANCE ABUSE EDUCATION (replaces EDG 559) acquaints the student service personnel with the field of chemicals and chemical abuse. The course will focus on health risks and current legislation. The participant will be introduced to models of student assistance (SAP) and the skills and techniques which are a part of these programs. 3 credits.

SPA 595 DIRECTED READINGS IN STUDENT PERSONNEL ADMINISTRATION – The student works under the supervision of teacher of record in the field of student personnel administration to complete an independent study. The topic for directed study is approved by the student’s advisor before work is to begin. 3 credits.

SPA 596 INTERNSHIP I provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting. 3 credits.

SPA 597 INTERNSHIP II provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting. 3 credits.

SPA 598 INTERNSHIP III provides the opportunity to relate student personnel administrative theory to the applied student service profession. Placement will be made in an appropriate student service setting. 3 credits.

SPA 600 THESIS COMPLETION SEMINAR (PLAN I) The student works under the supervision of his/her advisor to complete the thesis begun during the Educational Research Methods course. Upon completion of the thesis, the Oral Defense of the study findings is scheduled with the Chair of the Thesis Committee. 3 credits.

SPA 601 CAPSTONE SEMINAR (PLAN II) provides an opportunity to examine a range of problems in student personnel administration. Work will be structured to meet individual needs and problems of participants. 3 credits.

THE FACULTY

FULL-TIME FACULTY

ARNHOLT, PHIL (Environmental Education)

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

BAUM, JON (MBA) - B.S., Valparaiso University, Valparaiso, Indiana; M.S., M.B.A. Marquette University, Milwaukee; Ph.D., University of Wisconsin, Milwaukee.

BEHNKE, JOHN (Church Music) - B.A., Concordia University - River Forest; M. Mus., D. Mus., Northwestern University.

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

BORST, DAVID (MBA) - B.S., M.B.A., Marquette University; Ed.D., Argosy University/Sarasota.

BORST, MICHAEL (Occupational Therapy) - MOT Western Michigan University, Kalamazoo, MI; BA Calvin College.

BOYER, CHARLES (Counseling) - B.S., Kansas State Teachers College, Emporia, KS; M.S.E., University of Wisconsin- Milwaukee.

BUNYAN, SHERI (Physical Therapy) - B.S., Northern Michigan University; M.P.T., College of St. Catherine.

CAI, LIXIN (MBA) - B.S., Beijing KeDa University; M.B.A., Concordia University Wisconsin.

CONDIE, BRAD (MBA) - B.A., Wheaton College; M.B.A., Keller Graduate School of Management; M.A., Ph.D., Northwestern University.

COPE, STEVEN (Occupational Therapy) B.A., University of Minnesota; M.T., Western Michigan University; Sc.D., Boston University.

CROOK, STEVE (SPA) - B. S., University of Wisconsin- Stevens Point; M.S., Concordia University Wisconsin.

EGGEBRECHT, DAVID (Education) - B.S., Concordia University, River Forest, IL; M.A., Ph.D., Marquette University.

ELLIS, WILLIAM (MBA; Education) - B.S.B.A., Babson College; M.B.A., Suffolk University; M.Ed., Westfield State College; M.S., Concordia University Wisconsin; Ed.D., Pennsylvania State University.

FERGUSON, RANDALL (MBA; Education) - B.A., Concordia University, Ann Arbor; M.A., Bowling Green State University; M.Div., Concordia Seminary; Ph.D., University of Minnesota.

FRANZ, ANN (Physical Therapy) - B.S., University of Wisconsin - Madison; Ph.D., Medical College of Wisconsin.

FREESE, JAMES (Church Music) - B.A., M.C.M., Concordia University, River Forest, IL.

GOLDBACH, WENDY (Occupational Therapy) BSOT University of Wisconsin Milwaukee; MS Colorado State University, Fort Collins, CO

GRESLEY, RUTH SERIS (Nursing) - B.S.N., Washington University, St. Louis; M.S.N., St. Louis University School of Nursing, St. Louis; Ph.D., St. Louis University.

HALL, JOCELYN (Education) - B.S., M.E., Alabama Agricultural and Mechanical University, Normal, Alabama.

HE, PENG (MBA) - B.A., M.B.A., Ph.D., Liaoning University of the Peoples Republic of China.

HEINITZ, JAN (Education) - B.S., Concordia University - Seward, NE; M.S.E., Central Missouri State University; Ph.D., Marquette University.

HILGENDORF, MARY (Education) - B.S., M.A., Concordia University, Seward, NE.; Ph.D., Marquette University.

JARRATT, DAVID (MBA) - B.A., Augustana College; M.A.R., Concordia Seminary; J.D., University of Montana.

JIANG, SHAOJIE (MBA) - B.A., Tianjin Teachers University; M.S., M.B.A., Concordia University Wisconsin; Ph.D., Marquette University.

JUERGENSEN, JAMES (Education) - B.S.Ed., Concordia University, Seward, NE; M.S., Ph.D., St. John's University.

KAUL, TERESA (Nursing) - B.S.N., M.S.N., Ph.D., Marquette University, Milwaukee.

KEIPER, VAL H. (Education; Counseling) B.A., Concordia University, Portland, OR; M.S., University of Wisconsin - Milwaukee; Ph.D., University of Missouri.

KING, THEODORE H. (Occupational Therapy) PhD Michigan State University, MOT, MA, MS, BS Western Michigan University.

KONZ, MARSHA (Education) - B.S., University of Wisconsin - Oshkosh; M.E.P.D., University of Wisconsin - Stevens Point; Ph.D., University of Wisconsin - Madison.

KORTE, DON, JR. (Nursing, Environmental Education) - B.S., College of William and Mary; M.S., Murray State University; Ph.D., University of Tennessee Center for the Health Services; Diplomate, American Board of Toxicology.

KORTE, MARY (Environmental Education) - B.S., College of William and Mary; M.S., Southern Illinois University; Ph.D., Trinity College and Seminary; Diplôme, International Academy of Apologetics and Human Rights, Strasbourg, France.

KOSCHE, KENNETH (Music) - B.S., M.S., University of Illinois; D.M.A., University of Washington.

KRUEGER, DOREEN (Education) - B.S., M.A., Ph.D., University of Wisconsin - Milwaukee.

LOCKLAIR, GARY (MBA) - B.S., California State University; M.S., University of Idaho; Ph.D., NOVA Southern University.

LOTTEGELUAKI, SAMUEL (Counseling) - B.A., Marangu College; M.A., M.Div., Luther Seminary; Ph.D., Aquinas Institute of Philosophy.

LUPTAK, ANDREW (Education; SPA) - B.A., Concordia University, Seward, NE; M.S., Ph.D., University of Wisconsin - Milwaukee.

MCDONALD, ANN (Nursing) - B.S., Marquette University; Ph.D., Wayne State University.

McKINNIS, MICHAEL (Occupational Therapy) B.S., Auburn University; M.O.T., Concordia University Wisconsin.

MENCHACA, LOUIS - B.S., St. Mary's University of Texas; M.A., Ph.D., Ohio State University.

MOBLEY, VAN - B.A. Vanderbilt University; M.A., Ph.D., University of Wisconsin - Madison.

MOLLINGER-RIEMANN, LOUISE (Physical Therapy) - B.S., Marquette University; M.S., Medical College of Wisconsin.

MONTREAL, STEVEN (MBA) - B.A., University of Wisconsin - Green Bay; M.A., Mankato State University; Ph.D., University of Wisconsin - Milwaukee.

MOSER, CHRISTINE (Occupational Therapy) B.S., Mount Mary College; M.S., University of Wisconsin - Milwaukee. PhD, University of Wisconsin - Milwaukee.

MOSER, CHRISTINE (Occupational Therapy) B.S., Mount Mary College; M.S., University of Wisconsin - Milwaukee.

NELSON, REID (Physical Therapy) - B.S. University of Wisconsin - Stevens Point, M.S., Illinois State University, Ph.D., University of Minnesota - Minneapolis.

PETERSEN, CHERYL (Physical Therapy) - BS, MS, University of Minnesota; DPT, Concordia University Wisconsin; DHS, Krannert University.

PETERSON, GRACE (Nursing) - B.S.N., North Park College; M.S.N., University of Wisconsin - Oshkosh; Ph.D., Marquette University.

SAMUEL, LINDA (Occupational Therapy) B.S., M.S., University of Wisconsin - Milwaukee; Ph.D., Marquette University.

SCHEEL, CARRIE JO (Occupational Therapy) - B.S., Mount Mary College; M.S., University of Wisconsin - Milwaukee; Ed.D., Cardinal Stritch College.

SCHNAKE, RICHARD (Education) - A.A., Concordia Lutheran College - Ann Arbor; B.S., Concordia University, Seward, NE; M.A., Concordia Seminary - St Louis; Ph.D., Marquette University.

SEIDER, CANDYCE (Education) - B.S., Concordia University, Seward, NE; M.S., Concordia University Wisconsin; Ph.D., University of Wisconsin - Milwaukee.

SERNETT, GILBERT (Education) - B.S., Concordia University at Seward, Nebraska; M.S., University of Wisconsin - Milwaukee; SPA, Eastern Michigan University; Ed.D., University of Michigan - Ann Arbor.

SHAWHAN, JEFFREY (Art Education) - B.A., University of Wisconsin - Parkside; M.F.A., University of Wisconsin - Milwaukee.

STEFFEN, TERESA (Physical Therapy) - B.S., University of Wisconsin - Madison; M.S., Ph.D., University of Wisconsin - Milwaukee.

STONE, GAYLUND (Education-Art) - A.B., Princeton University; M.Ed., Southwestern Oklahoma State University; Ph.D., University of Wisconsin - Milwaukee.

STUEBER, ROSS (Education) - B.S., Concordia University, Seward, NE; M.S. St. Francis College, Fort Wayne, IN; Ed.D., St. Louis University.

UDEN, MICHAEL (Education) - B.A., M.S., Concordia University Wisconsin.

VOSS, KEVIN (Nursing) - B.S., University of Minnesota; M.Div., St. Louis, MO; D.V.M., University of Minnesota.

WEIS, PATRICIA (Church Music) - B.A., Marquette University; B.F.A., University of Wisconsin - Milwaukee.

WILMETH, THOMAS (Education) - B.A., University of Northern Iowa; M.A., Ph.D., Texas A & M University.

WITT, STEVEN (Education) - B.S., Dr. Martin Luther College, New Ulm, Minnesota; M.Ed., Concordia University, Austin.

ZIETLOW, PAUL (MBA; Education) - B.A., Capital University; M.Div., Trinity Lutheran Seminary; M.A., Ph.D., Ohio State University.

ADJUNCT FACULTY

AMUNDSON, LAURA (Counseling) - B.S., University of Wisconsin - Green Bay; M.S., University of Wisconsin - Stout.

BAHR, PAUL (Education) - B.A., Concordia University, River Forest, IL; M.S., Canisius College, Buffalo, NY.

BAKER, DAVID (Education-Art) - B.A., University of Northern Iowa; M.Ed., University of Minnesota - Minneapolis; Ph.D., Pennsylvania State University.

BALDUKAS, DANA (MBA) - B.A., M.B.A., Concordia University Wisconsin.

BARNES, RICHARD (MBA) - B.S.E., M.S., Kansas State Teachers College; Ph.D., University of Kansas.

BELVILLE, STEPHEN (MBA) - B.A., Judson College, Elgin, IL; M.B.A., University of Wisconsin - Milwaukee.

BERKE, KLAUS D. (MBA) - B.A., University of Wisconsin - Madison; M.B.A., Keller School of Management, Chicago, IL.

BLAZICH, ROBERT W. (Counseling) - B.A., M.S., University of Wisconsin - Milwaukee.

BLUMENFIELD, BARBARA (MBA) - B.S., M.S., Ph.D., University of Wisconsin, Milwaukee.

BOHN, JAMES (MBA) - B.S., Cardinal Stritch University; M.S., Ph.D., University of Wisconsin - Milwaukee.

BOLD, STEVE (Education) - B.S., University of Wisconsin - Eau Claire; M.S., University of Wisconsin - Milwaukee.

BORST, ELIZABETH (MBA) - B.S. Marquette University; M.B.A., Concordia University Wisconsin.

BRAMMER, ERICA (Counseling) - B.A., St. Norbert College; M.S., Concordia University Wisconsin.

BRANDT, JOHN (Education) - B.A., M.S., Concordia University Wisconsin.

BREWER, KATHERINE A. (Physical Therapy) B.S., M.P.T., Marquette University; M.B.A., Cardinal Stritch University

BREY, JULLIANA (MBA) - B.A., Clarke College, Dubuque, Iowa; M.A., Marquette University.

BRUNWORTH, GERALD C. (Education) - B.S.E., Concordia University - River Forest; M.A., New York University; Ed.D., University of Nebraska.

BUCK, THOMAS (Education) - B.S., Concordia University, River Forest, IL; M.S., University of Alberta; Ph.D., Marquette University.

BUUCK, STEVE (MBA) - B.A., M.S., Concordia University Wisconsin; Ph.D., Marquette University.

CAPOZZI, FRANK (MBA) - B.A., Canisius College, Buffalo, NY; M.A., Rutgers State University, New Brunswick, NJ; M.B.A., Marquette University; Ph.D., University of Wisconsin - Madison.

CARLSON, ALEXANDRA (Occupational Therapy) - BSOT Western Michigan University; MEd Concordia University Wisconsin, Mequon.

CARIO, CHERYL (Education) - B.A., Concordia, Bronxville, NY; M.S., Queens College.

CHEN, KENT (MBA) - B.S., M.S., Harbin Institute of Technology; M.B.A., University of Wisconsin - Milwaukee.

CHISLEY, JOAN (Education) - B.S., M.S., University of Wisconsin - Milwaukee.

CHITWOOD, JAMES (SPA) - B.S., M.S., University of Wisconsin - Platteville; Ph.D., University of Northern Colorado.

CODDINGTON, JANET (Counseling) - B.S., University of Wisconsin - Whitewater; M.S., University of Wisconsin - Milwaukee.

COENEN, TRACY (MBA) - B.A., M.B.A., Marquette University.

CRAWFORD, CAROL (MBA) - B.S., University of Wisconsin, Madison; M.B.A., Marquette University.

CRAWFORD, LYNN (MBA) - B.B.A., University of Wisconsin, Madison; M.B.A., Keller Graduate School of Management.

DEGRAVE, PATRICK (MBA) - B.A., Concordia University Wisconsin; M.S., Cardinal Stritch University.

DIETZ, MICHAEL (Education) - B.A., Knox College; M.A., University of Illinois; M.Ed., Loyola University; Ph.D., University of Wisconsin - Madison.

DITTRICH, TERENCE (MBA) - B.A., Boston University; M.A., The American University.

ENGLER, GARY (MBA) - B.B.A., University of Wisconsin - Milwaukee; M.B.A., University of Wisconsin - Madison.

FABRIZIUS, DARCY (MBA) - B.A., Gustavus Adolphus; M.B.A., University of Minnesota.

FEIKER, AMANDA (Counseling) - B.A., University of Wisconsin - Milwaukee; M.S., Concordia University Wisconsin.

FOKER, GREGORY (Counseling) - B.S., M.S., University of Wisconsin - Whitewater; Ph.D., Marquette University.

FRANK, DENNIS (Counseling) - B.A., Concordia University Wisconsin; M.S. University of Wisconsin - Milwaukee.

FRANKLIN, FREDERICK (MBA) - B.B.A., Southern Illinois University; M.S., Cardinal Stritch University.

FREDENTHAL, BURTON - B.A., M.A., Ph.D., Wayne State University.

FRUSTI, PHIL (Education) - B.A., Concordia University - Ann Arbor, Michigan; M.A., Michigan State University; Ph.D., Concordia University Chicago.

GARBA, ALI (MBA) - B.B.A., University of Wisconsin - Madison; M.B.A., University of Tampa; D.B.A., Argosy University.

GERDS, STEVEN (MBA) - B.S., Upper Iowa University; M.B.A., Concordia University Wisconsin.

GIES, KRISTIN (Environmental Education) - B.S., M.S., Concordia University Wisconsin.

GROH, GREGORY (counseling) - B.A., Marquette University; M.S., University of Wisconsin - Milwaukee.

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

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

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

HERRICK, KATHY (SPA) - B.A., M.S.E., University of Wisconsin - Oshkosh.

HERRIED, CARLA (Counseling) - B.S., University of Wisconsin - Stevens Point; M.S., Concordia University Wisconsin.

JANKOWSKI, NANCY (Education) - B.Ed., University of Wisconsin - Whitewater.

JASKOLSKI, CARL (MBA) - B.A., M.A., University of Wisconsin - Milwaukee.

JAW, CHUNG-SHIANG (MBA) - B.S., Tatung Institute of Technology, Taipei, Taiwan; M.S., Polytechnic of New York, Brooklyn; M.S., Syracuse University, Syracuse, NY.

JENSEN, WAYNE (Education) - B.S., North Dakota State University; M.Ed., Cardinal Stritch University; Ed.D., NOVA Southeastern University.

JIANG, SHEILA (MBA) - B.A., Tianjian Foreign Language Institute; M.P.A., Jackson State University.

JOST, MICHELLE (MBA) - B.S., Upper Iowa University; M.B.A., Concordia University Wisconsin.

KAUL, THOMAS (Nursing) - B.A., Concordia University Wisconsin; M. Div., Concordia Seminary, St. Louis.

KIESLICH, ANNE - B.S., University of Wisconsin - Stevens Point; M.S.E., University of Wisconsin - Platteville.

LEELAND, NICOLE (Counseling) - B.S., M.S., Concordia University Wisconsin.

LOLKES, BETTY (EDUCATION) - B.A., Drury College; M.S., University of Wisconsin - Milwaukee.

LUZINSKI, THOMAS (MBA) - B.S., Cardinal Stritch University; M.S., Ph.D., University of Wisconsin - Milwaukee.

MARK, THERESA (MBA) - B.B.A., M.B.A., University of Wisconsin - Whitewater.

McCLELLAN, NANCY (Nursing) - B.S.N., M.S.N., Marquette University, Milwaukee.

McCLURE, JOHN (Nursing) - B.Sc., University of Texas at Austin; Ph.D., Baylor College of Medicine.

MEANS, DESMOND (Education) - B.A., Concordia University Wisconsin; M.S., Ph.D., Cardinal Stritch College

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

MIKULECKY, DENNIS (MBA) - B.S.E., University of Wisconsin - Whitewater; M.B.A., Lake Forest Graduate School.

MOBLEY, VAN (Education) - B.A., Vanderbilt University; Ph.D., University of Wisconsin - Madison.

MOE, KEN - B.S., M.S., University of Wisconsin - Milwaukee.

MURPHY, TIMOTHY (MBA) - B.S., University of Missouri, St. Louis; M.B.A., Concordia University Wisconsin.

MYRLAND, RICHARD L. (MBA) - B.A., M.B.A., Concordia University Wisconsin.

NELSON, EVAN O. (Physical Therapy) - B.S., Luther College; D.P.T., Duke University.

NICHOLAS, TABIA (Education) - B.A., Lincoln University; M.S., Alverno College; Ph.D., Nova Southeastern University.

NG, SARA (MBA) - B.S., Shanghai Science & Technology University; M.B.A., DePaul University.

NUNEZ, PIERRE (Counseling) - B.A., Roosevelt University; M.A., University of Wisconsin, Madison; Ph.D., Northwestern University.

PALY, ELIZABETH (Physical Therapy) - B.S., Marquette University; D.P.T., Concordia University Wisconsin.

PASCORELLA, MICHELL (Nursing) - B.S.N., Marian College; M.S.N., University of Wisconsin - Milwaukee.

PAVLOVICH, BARBARA (Nursing) - B.S.N., Marquette University; M.S.N., University of Wisconsin - Oshkosh.

PECKERMAN-STEIN, TERRI (Education) - B.A., M.S.W., University of Wisconsin - Madison.

PETERSON, JEFFREY S. (MBA) - B.S., University of Southern California; M.B.A., University of Wisconsin - Parkside; M.S., Illinois Institute of Technology.

PICCIONE, JEANNE - (MBA) B.A., University of Wisconsin - Milwaukee; M.S., Cardinal Stritch University.

PICCIONE, JOSEPH (MBA) - B.S.N., University of Wisconsin - Milwaukee; M.S., Cardinal Stritch University.

PIZIAK, DEEPTI (MBA) - B.S., University of Florida; M.S. in Computer Science, University of Wisconsin - Milwaukee.

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

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

RICE, ROBERT (Counseling) - B.S., University of Wisconsin - Eau Claire; M.S., Ed.D., Marquette University.

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

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

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

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

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