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GRADUATE CATALOG

THE UNIVERSITY

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

Mission Statement

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

Vision Statement

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

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

We are a Faith and Learning Centered Higher Education Community.

Concordia students learn in innovative Christ-centered environments that are guided by comprehensive assessment. Our faculty, staff and University administrators are role models and servant leaders. Our Christian faculty excel in teaching and mentoring, and successfully connect to faith to learning. Our academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

We Plan for Purposeful Growth.

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

We Make an Impact Through Service and Leadership.

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

We Champion Access and Opportunity for All Learners.

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

Campus Contact Information

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

Administrative Officers

Position	Name
President	Patrick Ferry
Executive Vice President and Chief Operating Officer	Allen Prochnow
Provost and Chief Academic Officer	William Cario

Senior Vice President of University Affairs	Gretchen Jameson
Vice President of Advancement	Roy Peterson
Vice President of Information Technology	Thomas Phillip
Vice President of Student Life	Steven Taylor
Vice President, CUAA Operations	Curtis Gielow
Vice Provost of Curriculum and Academic Innovation	Bernard Bull
Vice Provost of Faculty Affairs	Leah Dvorak
Vice Provost of Enrollment and Student Engagement	Michael Uden
Chair, Faculty Senate	Robert Burlage

Deans

Department	Name
School of Arts and Sciences CUAA	Robert McCormick
School of Arts and Sciences CUW	Steven Montreal
Haab School of Business CUAA	Suzanne Siegle
Batterman School of Business CUW	Daniel Sem
School of Education CUAA	Sandra Harris
School of Education CUW	Gary Petersen, interim
School of Health Professions CUW	Linda Samuel
School of Nursing CUAA	Cynthia Fenske
School of Nursing CUW	Sharon Chappy
School of Pharmacy CUW	Dean Arneson
Student Life CUAA	John Rathje
Student Life CUW	Steven Gerner

2018 - 2019 Academic Year

Semester I

Date	Day	Event
August 13	Monday	Pharmacy classes begin - Mequon
August 26	Sunday	Opening Service - Mequon
August 27	Monday	First Day of Traditional Classes Opening Service - Ann Arbor
September 3	Monday	LABOR DAY - No Class
September 7	Friday	Last day to add a Regular Semester Class
October 18 -19	Thursday - Friday	Fall Break - No traditional undergrad. classes
October 23	Tuesday	Mid-Term Grades Due - Traditional Undergrad
November 2	Friday	Last day to drop a regular semester class
November 21	Wednesday	Thanksgiving Vacation begins - no traditional undergraduate classes meet that start after 4:00 pm

November 22	Thursday	THANKSGIVING DAY
November 26	Monday	Classes Resume
December 9	Sunday	Commencement 2:00 pm - Ann Arbor
December 10 - 14	Monday - Friday	Final Examinations, Christmas Recess begins after last exam
December 15	Saturday	Commencement 1:30 pm - Mequon
December 25	Tuesday	CHRISTMAS DAY

Winterim

Date	Day	Event
January 7	Monday	Classes Resume – Winterim Begins
January 25	Friday	Winterim Examinations

Semester II

Date	Day	Event
January 14	Monday	Pharmacy classes begin - Mequon
January 28	Monday	Second Semester Begins
February 8	Friday	Last Day to Add a Regular Semester Class
March 11 - 15		Pharmacy Spring Recess - Mequon
March 18 - 22		Spring Recess - Traditional Undergraduates
March 26	Tuesday	Mid-Term Grades Due - Traditional Undergrad
April 5	Friday	Last Day to Drop a Regular Semester Class
April 18	Thursday	Easter break begins - no classes meet that start after 4:00 pm
April 21	Sunday	EASTER
April 22	Monday	Classes Resume at 4:00 pm
May 13 - 17	Monday - Friday	Final Examinations
May 17	Friday	Graduate Student Commencement 6:00 pm - Mequon
May 18	Saturday	Undergrad Student Commencement 1:30 pm - Mequon
May 19	Sunday	Undergrad Student Commencement 2:00 pm - Ann Arbor

Summer Sessions

3 Weeks

Date	Day	Event
May 20 - June 7		(no school May 27)
June 10 - June 28		

6 Weeks

Date	Day	Event
May 20 - June 28		(no school May 27)
June 10 - July 19		(no school July 4)

Accreditation

Concordia University Wisconsin is accredited by the Higher Learning Commission.

The Higher Learning Commission
 b230 South La Salle Street, Suite 7-500, Chicago, Illinois
 60604-1413, (312) 263-0456
<http://www.ncahigherlearningcommission.org>

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

Admissions Procedures

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

Admission to Graduate and Professional Studies

All graduate programs offered by Concordia University are administered by the specific academic departments under the general supervision of the Provost.

Students interested in enrolling in Graduate and Professional Studies are encouraged to contact the Graduate Admission Office at (262) 243-4300 or (800) 330-9866 for information on admission. Information may be found online at the Concordia website, www.cuw.edu.

Admission Requirements - Professional Programs

Admission requirements are specific to professional programs including:

- Nursing
- Occupational Therapy
- Pharmacy
- Physician Assistant Studies
- Physical Therapy

Admission requirements and admission process information is located on individual program pages of this catalog.

Admission Requirements - Graduate Programs

General requirements for admission to Graduate Studies are:

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

In addition to these general admission requirements, each program may have other requirements. See individual program pages of this catalog.

The Admission Process - Graduate Programs

1. Application (Please Submit the Following):
 - Application form available at: www.cuw.edu/apply
 - Non-refundable application fee
 - One page essay describing your reason for obtaining a graduate degree
 - Resumé of your education and employment experience
 - Two professional recommendations
 - All official transcripts leading to your bachelor's degree

Please note:

 - Graduate entrance exams such as the GRE are not required
 - If you have completed graduate level classes in the last seven years and wish to have them evaluated for possible transfer, please submit official transcripts
 - International students should contact the Office of International Student Services at international.admissions@cuw.edu for additional application requirements
2. Evaluation- When an applicant's file is complete, the file is forwarded to the Admission Committee. The Admission Committee will make one of four decisions:
 - The student is fully admitted to the program with no conditions
 - The student is admitted conditionally and continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives.
 - The student is admitted provisionally and is allowed to take prerequisite courses only.
 - The student is denied admission to Graduate Studies. A letter is sent to the applicant, giving the decision of the Admission Committee
3. Admission- If the student is admitted an acceptance letter will be mailed to the student, along with the name and contact information of the student's Advisor, and the student's Falcon One Student ID number. Password information to access my.cuw.edu will be sent separately from the Information Technology office. Students should contact their advisor prior to registering for courses.

International Student Admission

Applicants who are not US Citizens or permanent residents are required to meet all regular admission standards listed for the program they wish to enter. In addition, the following are required:

A score of at least 79 on the internet based TOEFL, a 6.5 overall band score on the academic IELTS, a 60 on the PTE or successful completion of the English Language Institute with the recommendation of the Director of the English Language Institute. An English proficiency result may be waived if the enrolling student has graduated from an English-speaking college or university (as determined by International Admissions, certain countries are not eligible), has completed previous academic coursework at a US institution or has an English as a Second Language program at a partner institution.

All original university transcripts in native language accompanied with a certified English translation. Notary public is not considered certified. The credential evaluation needs to show that the applicant has a degree equivalent to a baccalaureate degree in the United States. If the enrolling

student wishes to pursue transfer credit a WES or ECE evaluation may be required.

Adequate medical insurance is required.

If the enrolling student will need to obtain an F-1 or J-1 visa for studies the student will need to submit a certified document guaranteeing adequate financial support for one year of study. All tuition, fees and any other financial obligations to the University must be paid in U.S. dollars at the time of announced financial registration. Immigration regulations prohibit employment outside of the campus community without prior Department of Homeland Security approval.

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

Application Deadlines

If there are application deadlines, they are specified on the program pages at www.cuw.edu/graduate.

Internal Transfer to Another Graduate 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 graduate program.

Tuition and Fees

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

Tuition

The tuition fee for each graduate and professional program is established each academic year. Fees are to be paid online at my.cuw.edu or to the Business Office before the class begins.

Payment Information

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.

Study Abroad Grant

Students who meet all eligibility requirements can be awarded up to \$1,000. Eligibility requirements and application instructions can be found in the Study Abroad Handbook at www.cuw.edu.

Graduate Assistants/Graduate Student Employees

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

Refund Policy

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

Tuition Refund

Students who withdraw from the University, or from one or more classes, will receive a pro-rated refund of tuition based on the following table:

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

Grades reflected on transcript due to dropping of a class:

¹ Course not reflected on transcript

² Grade of W will be issued for the course

³ A grade of F will be issued for the course

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

Financial Aid Information

Financial Assistance

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

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

VETERANS BENEFITS

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

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

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

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

Federal Benefits:

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

State of Wisconsin Benefits:

- Veterans Education Grant (VetEd)
- Wisconsin National Guard Tuition Grant

Processing of Military Benefits:

We recommend for all veteran personnel who have not applied for education benefits, to do so at www.vets.gov (<https://www.vets.gov>). Veterans will complete an application with their personal information and after submission, the process will review the eligibility status, and provide documentation regarding benefits that are available to use.

Active Duty Personnel

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

Reserve Duty Personnel

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

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

If you have additional questions and would like to speak to someone in our Veteran Services Department, Please feel free to contact our Executive Director of Community Engagement and Veteran Services, Eduardo Garza at 262-243-2112 or email at Eduardo.garza@cuw.edu or our VA Certifying Official Barb Ellmaker at 262-243-4350 or email at barb.ellmaker@cuw.edu.

Financial Aid Good Standing and Satisfactory Progress Policy

Concordia University Wisconsin is required to establish and consistently apply standards of good standing and satisfactory progress to all students who receive funds from Title IV programs of federal financial assistance. These standards are applied to all students, in all levels, and in all programs, even to students in periods they are not receiving federal aid. This federal requirement is meant to ensure that only those students who make good progress toward their degree or certificate objective continue to receive financial assistance.

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

1. Good Standing: A student enrolled in Concordia University Wisconsin is considered in good standing if allowed to continue in that degree or certificate program at Concordia University Wisconsin. Detailed information pertaining to the minimum academic requirements of the

University can be obtained by referring to the appropriate section of the University's catalog; this includes both GPA expectations and the maximum length of time to complete a degree for graduate programs. Students who are not in Good Standing with the University academic probationary policies are not eligible to attend Concordia or obtain financial aid.

2. Satisfactory Academic Progress: Satisfactory academic progress is defined as successfully completing cumulative course requirements for a minimum of 67% of the cumulative number credits attempted (this includes transfer credits that are being used towards a students program), thereby making it possible for a student to make good progress toward a degree or certificate objective. "Successfully completing course requirements" is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory. Students repeating a course will be evaluated on the basis of whether or not the class taken in the given term is passed. However, incompletes, which are later changed into a grade of at least D- or P are satisfactory for Financial Aid Satisfactory Academic Progress policy purposes (please note that D- is only "satisfactory" by financial aid standards not by University academic standards). It is the student's responsibility to notify the Financial Aid Office of such changes to previously incomplete grades. Progress is also calculated on the basis of, the student having a cumulative GPA of 2.0 or better, this qualitative standard is reviewed again every term. Students repeating a course will have the lower grade omitted for cumulative calculations. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.
3. Normal Completion Time: As a full time student, your eligibility for financial aid continues for a number of years equal to 150% of the normal completion time for the degree or certificate you are seeking to earn. This is tracked on the basis of the number of credits attempted. Transfer credits that are accepted, and used towards a degree, are included in the 150% criteria. The normal completion time for particular degrees or certificates are as follows (this is calculated in years, based on a student attending full time each term):

Degree	Time
Doctorate in Physical Therapy	3 years
Master's Degree	3 years
Master's in Occupational Therapy	6 years
Bachelor's Degree in Education	5 years
Bachelor's Degree in All Other Programs	4 years
Certificate Program in Lay Ministry	4 year
Certificate Program in Medical Assistant	1 year

4. Financial Aid Eligibility Warning Statuses: When a student does not successfully complete a minimum of 67% of cumulative credits earned versus attempted or does not have a CGPA of 2.0, financial aid eligibility status of "WARNING" is imposed. Aid automatically continues through one semester of financial aid eligibility status of "WARNING". If a student does not make satisfactory progress during the semester of financial aid eligibility status of "WARNING", or the student has reached the 150% of normal completion time, the student's eligibility for financial aid in later semesters is terminated. Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0, unless terminated for exceeding the 150% of normal completion time. The appeal procedure

detailed in Section E exists for those students whose aid eligibility is terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.

5. **Appeal Procedure:** Upon receiving a completed Satisfactory Academic Progress appeal form from a student whose financial aid eligibility has been terminated according to the provisions of section D, the Director of Financial Aid may reinstate the student's eligibility. The appeal form will be sent to the students who were terminated, by official University delivery, and must be completed by the student and by the student's academic advisor. Students can only appeal this status under one of the following extraordinary circumstances; illness, injury, death of family member or close friend, short term hardship, change of academic major (for completion time extension), or other significant extraordinary circumstance. The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as including a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of student's appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress "Probation", and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP the outcome of the appeal may include an academic plan. This plan which will be created from the SAP appeal process will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated. Students in graduate programs (excluding the school of pharmacy) are required to have a cumulative GPA of 3.0.
6. **Tracking Systems:** Those students placed on eligibility warning status or whose eligibility for aid has been terminated will have their progress tracked in the next semester. Once satisfactory progress is resumed, full eligibility for aid consideration will be reinstated and the student's name removed from the tracking system. A student's current SAP status is available for review at any time on their CUW portal account.

Academic Policies

Initial Courses

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

Student Course Load

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

Conditional Student Credit Load

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

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. Not all programs allow non-degree-seeking students to take courses.

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 required three-credit course. Courses in which the student received lower than a 3.0 (B) will not be considered for transfer. No more than six credits may be transferred from another institution.

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.

Grading

Formal reports of the student's progress are posted in the Banner Self-Service section of the student services tab of my.cuw.edu at the close of each course.

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

Letter Grade	Points Per Credit
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33

C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
F	0.00
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.

General Academic Grievances

The steps listed below are to be carried out with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-

face meetings are encouraged throughout the process, but may not be possible because of the situation.

- Step 1: The student meets with the instructor to resolve the matter informally.
- Step 2: Face-to-face Ann Arbor students should proceed to step III. Traditional undergraduate students submit a written grievance to the Department Chair of the program in which the course was taught within 10 working days after meeting with the instructor. Upon receipt of the student's grievance, the Department Chair will notify the instructor, who will then have 10 working days to submit a written explanation of the incident to the Department Chair. Within 5 working days of receiving the instructor's report, the Department Chair will send a written response to the student and the instructor. Adult learners follow this step with their Center Director. Graduate students follow this step with their Program Director. Full-time online students follow this step with the Executive Director of the OCDE.
- Step 3: If the student is still not satisfied, s/he may file a written complaint with the Dean (at Mequon) or campus Dean (at Ann Arbor) of the School in which the course was taught within 10 working days of receiving the step II report (if applicable). The Dean or campus Dean will render a decision and send a written response to the student, the instructor, and the Step II University official (if applicable) within 10 working days of receiving the grievance.

Academic Probation and Dismissal policy

In general a graduate/professional student, admitted without condition, who does not maintain a cumulative GPA of at least 3.00 (after taking at least 9 credits) is placed on academic probation; s/he then has 9 credits to raise her/his GPA to 3.0 or better. If a student fails to achieve this goal, the appropriate Dean (if at Mequon) or campus dean (if at Ann Arbor), in consultation with the Program Director, will review each case to determine if dismissal is appropriate. Some graduate and professional programs have established their own standards and procedures for academic probation and dismissal and for an appeal, which take precedence over the aforementioned general procedure.

Appeal Process

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

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

Academic Dishonesty

Academic honesty is the foundation of our education institution. Without it, we make a mockery of the academic endeavor and the ultimate rewards associated with a degree in higher education. At Concordia, honesty is central to our Christian identity and way of relating to one another. The names of students found guilty of engaging in academic

dishonesty will be reported to the Provost's Office. Types of academic dishonesty can be defined in the following manner:

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

Disciplinary Actions

- First instance: The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.
- Second instance: The faculty member determines the penalty, and the campus-specific Chief Academic Officer (CAO) or designee connects with the student at which time additional sanctions may be imposed.
- Third instance: The faculty member determines the penalty, and the Academic Conduct Board (ACB) meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. On the Mequon campus the ACB consists of the CAO at Mequon, AVP of Academics for Student Success, and the Dean of the School in which the student resides. If the student is an adult learner, the appropriate Center Director joins the ACB. If the student is a graduate student, the appropriate Program Director joins the ACB. The decision of the ACB is final.

Appeal Process

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

Graduation

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

1. accumulated a cumulative grade point average of 3.00 or better for all credited work completed at Concordia University, unless otherwise specified by program requirements;
2. earned an appropriate number of credits of academic work, meeting all program-specific residency requirements;
3. satisfied any program-specific requirements;
4. met all financial obligations to the University.

Concordia University confers the degree of Associate in Arts on a student of good character who has met the following requirements:

1. a cumulative grade point average of (2.00) or better for all credited work completed at Concordia University;
2. earned an appropriate number of credits of academic work, meeting all program-specific residency requirements;
3. satisfied any program-specific requirements;
4. met all financial obligations to the University.

Graduation Application

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

Graduation Fee

A fee is assessed for all graduates to cover graduation expenses. The graduation fee is required of all students, whether or not they attend commencement.

Online Course Policies

Concordia University cares about the active engagement of students in coursework. Just as showing up for work is critically important to job security and work effectiveness, showing up for class, whether it is online or face-to-face, is critically important for students to master the career skills and concepts necessary for the degree in which they seek. Every effort should be made by students to attend and be academically engaged in every class and/or laboratory session.

Online Attendance Policy

Attendance in an online course is defined as "active participation in the assignments laid out in the course syllabus". For these purposes, an assignment is an individual discussion, quiz/test or drop box submission that is completed in the Learning Management System and is eligible for grading.

Attendance may include, but is not limited to, participating in a weekly discussion board, completing a journal entry, or submitting/completing assignments in the Learning Management System (LMS). Logging into a course, without engaging in one or more of the above activities, does not qualify as attendance.

As of January 1, 2016, student attendance is tracked for all online courses and failure to be actively participating in a course – without communication to the instructor or response to outreach – will result in a student being administratively withdrawn.

Once a course begins, a student will remain active in the course unless he/she:

- Requests to drop/withdraw from the course;
- Is administratively withdrawn from the course for failure to begin;
- Is administratively withdrawn from the course for non-attendance;
- Is administratively withdrawn from the course for other reasons, e.g., disciplinary suspension, etc.

The University reserves the right to initiate an administrative withdrawal from a course whenever a student violates the Attendance Policy.

PLEASE NOTE: A drop/withdraw – whether requested by the student or performed by the University for one of the reasons listed previously – cannot be overturned. Students are encouraged to speak to their

academic advisor AND the financial aid office to understand academic and financial implications BEFORE requesting to drop/withdraw from a class.

Online Non-Attendance Definitions

- **Never Attended Class:** A student who has not attended class (i.e. submitted work in the LMS) as of 11:59pm CST on the 28th day (for self-paced), or 8th day (for collaborative), will be administratively withdrawn from the course. A \$55 non-refundable fee will be charged to the student's account for failure to begin.
- **Submitting Work Outside LMS:** A student submitting work outside of the LMS (i.e. work emailed to instructor; work submitted in an alternate system such as WILEY, LiveText, etc.) is not considered to be in attendance.
- **Attending but Becomes Absent:** A student who has attended class but becomes absent per the definitions below, with no contact to the instructor, response to outreach, or documented request to drop the class, will be administratively withdrawn. The student will be assigned a failing grade (F) if the withdraw occurs past the drop deadline. Absence in online courses is defined as not participating in discussion threads or turning in assignments.

Collaborative Courses:

- Absent 4 consecutive weeks of a 16-week collaborative course
- Absent 3 consecutive weeks of a 12-week collaborative course
- Absent 3 consecutive weeks of a 10-week collaborative course
- Absent 2 consecutive weeks of an 8-week collaborative course
- Absent 10 consecutive days of a 6-week collaborative course
- Absent 7 consecutive days of a 4-week collaborative course

Self-Paced Courses:

- Absent 3 consecutive weeks of a 12-week self-paced course (attendance tracking begins once a student submits work for the class)

NOTE: Any time a student is added, dropped, or withdrawn from a course – whether requested by the student or performed by the University – financial aid will be reviewed per federal regulations. Last dates of attendance in courses, determined by this Attendance Policy, will be used by the Financial Aid office in calculating a "Return to Title IV" (r2t4). This determines when and to what extent funds must be returned to financial aid funding sources. In some circumstances, a student may owe the University a portion of their tuition and any cash release they may have received.

Online Drop Deadline Policy

Self-Paced Courses:

No Grade

- A drop request within the first four (4) weeks AND before an assignment submission will not incur a grade or be recorded on the student's transcript.

Withdraw (W)

- Up to the end of the ninth (9) week from registration, a drop request or administrative withdraw will be processed as a withdraw (W). The W will show up on the student's transcript but does not affect the student's GPA.

Failing Grade (F)

- After the ninth (9) week of a course, a drop request or administrative withdraw will be processed as a failing grade (F). The F will show up on the student's transcript and it will affect the student's GPA.

Collaborative Courses:

All Courses

- A drop request within the first (1) week AND before an assignment submission will not incur a grade or be recorded on the student's transcript.
- Up to the end of the designated week in the course, a drop request or administrative withdraw will be processed as a withdraw (W). The W will show up on the student's transcript but does not affect the student's GPA.
- After the designated week in the course, the student will receive a failing grade (F). The F will show up on the student's transcript and it will affect the student's GPA.

Full Semester (16 Week) Courses

- Up to the end of the tenth (10) week of the course, students may drop and receive a withdraw (W).
- After the tenth (10) week of class, a drop will incur a failing grade (F).

Twelve week Courses

- Up to the end of the eighth (8) week of the course, students may drop and receive a withdraw (W).
- After the eighth (8) week of class, a drop will incur a failing grade (F).

Ten week Courses

- Up to the end of the seventh (7) week of the course, students may drop and receive a withdraw (W).
- After the seventh (7) week of class, a drop will incur a failing grade (F).

Eight week Courses

- Up to the end of the sixth (6) week of the course, students may drop and receive a withdraw (W).
- After the sixth (6) week of class, a drop will incur a failing grade (F).

Six week Courses

- Up to the end of the fifth (5) week of the course, students may drop and receive a withdraw (W).
- After the fifth (5) week of class, a drop will incur a failing grade (F).

Four week Courses

- Up to the end of the third (3) week of the course, students may drop and receive a withdraw (W).
- After the third (3) week of class, a drop will incur a failing grade (F).

Online Tuition Refund Policy

After the start of a course, no refunds may be applied to the student's account without a written request to drop a course or completion of the Online Drop Request Form: www.cuw.edu/departments/ocde/drop.cfm.

Students who wish to drop a class prior to the Drop Deadline will receive a pro-rated refund of educational fees according to the following schedule:

Date	Percentage
Prior to the submission of the first assignment	100
After submission of one (1) assignment	67
After submission of two (2) assignments	33
After submission of three (3) assignments	0

EDGT - Professional Development Courses: Students who begin to submit work for an EDGT course will be ineligible to receive a refund. A full refund is only possible if no work has been submitted to the course.

NOTE: After the Drop Deadline for a course, students will not be eligible for a tuition refund.

Student Services

Advising

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

Center for Academic Advising and Career Engagement

The Center for Academic Advising & Career Engagement bolsters the holistic development of Concordia students and alumni by providing comprehensive academic and career support toward the development, implementation, and fulfillment of academic, career, and vocational goals.

The Center for Academic Advising & Career Engagement operates from a learning-centered paradigm; in essence, through your advising experience you will learn several skills which complement your academic and professional preparation. We recognize God created you on purpose, for purpose and thus strive to learn about your many talents, interests, and aspirations. Our goal is to help you develop an awareness of what makes you uncommon so you can harness those gifts to fully engage with meaningful learning opportunities in the classroom, in the community, and in the workforce. As with your academic experience, the ultimate responsibility is upon you – the learner – to fully engage in your educational and career pursuits. We will be with you every step of the way and simply ask that you keep us informed of questions, concerns, and changes to your plans as they arise, so we may best assist you along your journey.

Tools for Professional Development

- Handshake is our Career Services online tool. You can use this to find jobs, internships, and other career resources. This innovative platform will help take you through college and into the first Handshake with your employer.
- Career Document Series: This is located on our cuw.edu/careers website. Visit this for a complete list of information that will be helpful in preparing your professional documents, interviewing, and other aspects of your career.

- Focus v2 will help you find out more about yourself with its skills, personality, values, and work interest assessments. Find out what you can do with your major and how to start down a path toward success.
- CUWConnect is a tool that will allow you to connect with current alumni in your field. Alumni can be an invaluable resource as you pursue your vocation. Create an account and begin searching for mentors and connections in your interest area.

Responsibilities

Students are responsible for the development, implementation, and fulfillment of their vocational aspirations by:

- Taking the initiative to seek advising – you should meet with your advisor twice a semester
- Understanding and fulfilling all program requirements – use your Academic Catalog
- Staying apprised of curricular changes – you should read and respond to all emails from your support network (ie, Advisors, Faculty, Deans, etc.)
- Utilizing campus and academic resources – you should use at your discretion and at the suggestion of advisors & instructors

Advisors are responsible for the development, implementation, and fulfillment of students' vocational aspirations by:

- Communicating regularly with each advisee – we will be responsive to phone calls and emails
- Keeping students apprised of curricular policies and changes – we will be in constant communication with both your program faculty and you
- Helping students evaluate their academic performance and vocational decisions – we will provide clear & honest feedback and will articulate options for decisions
- Referring you to campus and academic resources as appropriate – these are intended to aid in your academic success

The University is responsible for the development, implementation, and fulfillment of students' vocational aspirations by:

- Communicating requirements and expectations for graduation – follow the Academic Catalog
- Providing a structure to fulfill those expectations in a timely fashion – use the advice of advisors and faculty, course sequencing and offerings are very important
- Providing appropriate access to academic and campus resources – we have a lot of people who want to see and help you succeed

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

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

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

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

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

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

Learning Resource Center (LRC)

The Learning Resource Center (LRC) offers both on-campus and online academic support for accelerated learning students. The Learning Resource Center is housed at the Mequon campus. Hours of operation are Monday – Friday, 8:00 a.m. – 4:30 p.m. For more information, please call 262-243-2623 or send an email to swlrc@cuw.edu (swlrc@CUW.edu).

The Writing Center

Accelerated learning students have two options to utilize in the Writing Center. They can make in-person appointments at the Mequon Campus and/or they can submit their work online through CUW's Online Writing Lab (OWL). The OWL is maintained by training Writing Center staff. Writing Consultants offer constructive comments about student projects. The OWL staff reviews essays and assists students with brainstorming, researching, formatting, and revising. To submit an essay to the OWL, visit www.cuw.edu/OWL. Accelerated learning students are also welcome to visit the Writing Center for in-person consultations. There are two locations on the Mequon Campus, one in the Learning Resource Center (Luther 200), and on in Rincker Memorial Library. Writing Center Consultants work with students at any stage of the writing process. To make an appointment for an in-person consultation, please visit tutortrac.cuw.edu or call 262-243-2623.

Math Drop-In Desk

Accelerated learning students are welcome to visit the Math Drop-In Desk located on the Mequon campus in the Learning Resource Center (Luther 200). The Math Drop-In Desk offers assistance with statistics, algebra, business math, and most other math-related questions. Tutoring takes place on a first-come first-served basis, in short 30-minute sessions. For more information about the Math Drop-In Desk or to request a schedule, contact the LRC at 262-243-2623.

Smarthinking

Smarthinking is a free online tutoring service staffed by trained online instructors who can tutor students in the general undergraduate subject areas of Mathematics (Algebra, Geometry, Trigonometry, and Calculus), Science (General and Organic Chemistry, Physics, Biology, Anatomy, Physiology), Business (Introduction to Accounting, Economics, Statistics,

Finance), Spanish, and Writing. Students may use Smarthinking services for up to 15 hours per semester. Please visit www.smarthinking.com (<http://www.smarthinking.com>) to view the disciplines for which Smarthinking offers academic support.

Students may access the following Smarthinking tutoring options through the Blackboard component of your choice:

- Real-time chat with online instructors who specialize in select disciplines
- Pre-arranged chat appointments offered for a variety of subject areas
- Submission of coursework-related questions to Smarthinking online instructors
- Access to an electronic library of academic resources

For more information on Smarthinking, students can contact the Support Services Coordinator at (262) 243-4535.

Academic Skills Development

The LRC at CU offers assistance with developing proficiencies vital to a successful college career, such as time management, note-taking, reading comprehension, test-taking, and using and citing sources in research papers. Students who are off-site and unable to travel to the Mequon campus should contact the LRC to access online workshops and other academic skill resources. Students able to travel to the Mequon campus can schedule a meeting with an academic skills coach by calling (262) 243-2623 or emailing swlrc@CUW.edu.

Disability Support Services (DSS)

CU is committed to students with disabilities and ensuring academic accessibility needs. The LRC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and relevant regulations and case law. Students with disabilities should contact the LRC upon enrolling for further information about securing accommodations. If you are a student with a documented disability and need accommodations for any course, please register with Disability Support Services. Contact the Director of the Learning Resource Center and Disability Support Services by calling 262-243-4299 and find out how to get started at www.cuw.edu/dss. Students with disabilities must disclose their disability with DSS and submit documentation from a licensed professional of his/her disability/impairment. For more information, or to request accommodations, please visit www.cuw.edu/dss or send an email to dss@cuw.edu.

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 the Information Technology

Support department for more information. Information Technology is an academic discipline and we don't support students with computer use.

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 in the Student Union. 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 Campus Safety Office.

Continuing and Distance Education

Concordia University Wisconsin (CUW) is dedicated to providing flexible and affordable Christian online learning experiences that serve the needs of your career and busy lifestyle. Online learning options range from full degree programs – from the associates level to doctoral – to non-degree certificates, courses, and other forms of continuing education.

As a student at CUW Online, you will be assigned a student support specialist to be your personal guide throughout your learning experience. This includes an online student orientation, to go over online expectations and set a new online student up for a successful experience. In addition to a student support specialist we offer online library and tutoring assistance and online text ordering.

For further information on programs and courses offered online, please visit our website at <http://online.cuw.edu>

PROGRAMS

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

- Adult and Community Education Graduate Certificate (p. 27)
- Bioethics Certificate (p. 15)
- Christian Education Certificate (p. 28)
- Digital Age Teaching & Learning Certificate (p. 29)
- Doctor of Nursing Practice (DNP) Program (p. 15)
- Doctor of Pharmacy (p. 17)
- Doctor of Physical Therapy (p. 19)
- Early Childhood Special Education (p. 30)
- Master of Business Administration (p. 37)
- Master of Church Music (p. 42)
- Master of Occupational Therapy (p. 44)
- Master of Science in Applied Exercise Science (p. 50)
- Master of Science in Art Education Programs - Art Education (p. 31)
- Master of Science in Athletic Training (p. 51)
- Master of Science in Computer Science (p. 52)
- Master of Science in Education - Counseling (<https://catalog.cuw.edu/graduate/programs/education/counseling>)
- Master of Science in Education - Early Childhood Education (<https://catalog.cuw.edu/graduate/programs/education/ms-e-early-childhood-education>)
- Master of Science in Education - Educational Design and Technology (p. 31)
- Master of Science in Education - Family Life (p. 32)
- Master of Science in Education - Teaching & Learning with Teacher Certification (p. 32)
- Master of Science in Information Technology (p. 54)
- Master of Science in Nursing (p. 56)
- Master of Science in Organizational Leadership and Administration (p. 59)
- Master of Science in Physician Assistant Studies (p. 59)
- Master of Science in Product Development (p. 63)
- Master of Science in Rehabilitation Science (p. 65)
- Master of Science in Student Personnel Administration in Higher Education (p. 66)
- Master of Social Work (p. 67)
- MBA - Health Care Administration for Health Care Practitioners Program (p. 72)
- Post-Professional Doctorate in Occupational Therapy (p. 73)

Bioethics Certificate

Introduction

The bioethics certificate program, developed by the Concordia Center for Bioethics under the auspices of the Department of Theology and Philosophy, offers a course of study designed for persons involved

in rehabilitative sciences, nursing, health care practice, research, administration, or litigation.

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

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

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

The Certificate Program incorporates into its design as much flexibility as possible so that students from anywhere in the country may enroll. The program's schedule is self-paced, with all of the courses offered online.

Program Mission

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

Course Requirements

Total credit hours: 15

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

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

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

Code	Title	Hours
CCB 500/800	Moral Reasoning & Bioethics	3
CCB 520/820	Clinical Issues in Bioethics	3
CCB 540/840	Bioethics & Biotechnology	3
CCB 560/860	Bioethics and the Law	3
CCB 580/880	Policy Issues in Bioethics	3
Total Hours		15

Doctor of Nursing Practice (DNP) Program

Purpose

The **Doctor of Nursing Practice (DNP) Program**, guided by Christian principles, prepares leaders at the highest level of nursing practice to use the best evidence to advance the profession and positively influence health outcomes for diverse populations.

Program Objectives

At the completion of the program, the post-masters DNP graduate will be able to:

1. Synthesize liberal arts and scientific background into advanced nursing roles.

2. Develop leadership skills for quality improvement initiatives related to advanced nursing roles across healthcare delivery systems.
3. Demonstrate advanced levels of scholarship and analysis in implementing and evaluating evidence-based approaches to advanced nursing roles at the systems level.
4. Evaluate information systems and patient care information technologies to improve healthcare.
5. Influence healthcare policy development as related to healthcare delivery systems and the nursing profession.
6. Lead intraprofessional and interprofessional teams to influence health outcomes of individuals and populations.
7. Use cultural, epidemiological, biostatistical, and environmental data to influence clinical prevention and population health outcomes at the systems level.
8. Model scholarship, professionalism, and excellence in advanced nursing roles.
9. Use advanced clinical judgment, systems thinking, and accountability to provide evidence-based care in the area of specialization or in systems leadership.
3. Professional resume or curriculum vitae describing nursing experience and education and the applicant's progression in advanced practice or leadership positions.
4. Admission essay explaining reasons for enrolling in the DNP program at Concordia. Address future professional goals, including plans for scholarship to meet the DNP Project.
5. Two letters of recommendation from professional colleagues familiar with advanced practice nursing or leadership competence. References should address the applicant's potential for success in the DNP Program.
6. All official transcripts that led to undergraduate and graduate degrees.
7. Documentation of the number of faculty-supervised clinical hours completed in the MSN program.
8. Admission interview (may be conducted by phone).

The priority deadline is March 1st for the cohort beginning the following August.

The Program has the Following Components:

1. Coursework providing the knowledge and skills needed to meet the DNP competencies.
2. Residency requirements providing experiential learning; students work with preceptors or mentors to develop leadership skills and practice interests.
3. The DNP Project where students apply knowledge and skills to an integrative, transformational experience, under the guidance of a faculty chairperson and agency mentor.

Delivery Options

Post-master's DNP program is delivered online in a cohort format. There are two mandatory cohort meetings on-campus; one prior to the program start, and one the day before graduation.

Entrance Requirements

Admission to the post-master's DNP Program is competitive. We admit a cohort class of students each spring for an August start.

1. MSN degree from an accredited school of nursing.
2. Current RN licensure in the state of residence.
3. Current certification as an advanced practice nurse (nurse practitioner, clinical nurse specialist, nurse midwife, or registered nurse anesthetist) or as an advanced nurse administrator.
4. A cumulative 3.5 GPA from previous MSN coursework (those applicants with a 3.25-3.49 cumulative GPA from MSN coursework will be considered on a probationary status).
5. Graduate-level statistics course that includes descriptive and inferential statistics taken within the last five years (must have achieved a grade of B or higher).

Admissions Requirements

1. Application form available at www.cuw.edu/apply.
2. Non-refundable \$50.00 application fee.

Degree Requirements

The 30 hour curriculum is delivered online with the exception of two mandatory cohort meetings at the CUW Campus in Mequon, Wisconsin.

DNP - Leadership Track

Code	Title	Hours
Initial Cohort Meeting CUW Mequon Campus		
DNP 903	Biostatistics & Epidemiology	4
DNP 940	DNP Project I	4
DNP 915	Advanced Evidence-Based Practice	3
MBA 842	Six Sigma Process & Applicat	3
MBA 920	Economics and Public Policy of Health Care	3
MBA 803	Ethics & Org Leadership	3
DNP 921	Healthcare Informatics	3
MMC 820	Manag Comm Prog & Pract	3
DNP 941	DNP Project II	4
Final Cohort Meeting / Presentation of DNP Projects		
Total Hours		30

Transfer of Credit

The Graduate Nursing Program will accept up to 6 transfer credits, of previous graduate level coursework, into the DNP program based on the following criteria:

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the DNP faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the DNP Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view?usp=sharing>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by one of the Co-Directors of the Graduate Nursing program.

- Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.
- Transfer credits will not be applied to the cumulative grade point average the student earns while in Concordia's DNP program.

Doctor of Pharmacy

Overview

The Concordia University Wisconsin School of Pharmacy curriculum is comprised of 148 credits hours of didactic courses and practice experiences in a four year period. The majority of the first three years consist of didactic courses offered on the Mequon campus. During this period the students also learn about the practice of pharmacy through introductory experiential education courses offered at professional sites.

The fourth year consists of 7 or 8 advanced experiential rotations (6 weeks in length) which are held at various practice sites across the state/nation. Ten credit hours of didactic electives are required. Students are admitted into the program as a group and progress through the curriculum as a cohort. The educational process follows the Standards and Guidelines set forth by the Accreditation Council on Pharmaceutical Education.

Mission Statement

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

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

Values

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

Doctor of Pharmacy Curriculum

Course	Title	Hours
Year 1		
Fall		
PHAR 310	Pharmacy Biochemistry	4
PHAR 312	Pharmacy Anat and Phys	5
PHAR 320	Pharmaceutics I	2
PHAR 340	Pharmacy&t System	3

PHAR 370	Applied Patient Care I	2
PHAR 380	Intro Pharmacy Prac Exp I	3
Hours		19

Spring

PHAR 314	Pharmacy Microbiology	4
PHAR 322	Pharmaceutics II	4
PHAR 330	Pharmacolo I	3
PHAR 350	Pharmacotherapy I:Self Care	2
PHAR 352	Pharmacy Calculations	1
PHAR 372	Applied Patient Care II	2
PHAR 382	Intro Pharmacy Prac Exp II	3
Hours		19

Year 2

Fall

PHAR 424	Apl Pharcokin/ Therap Drg Monit	3
PHAR 426	Advan Pharmaceutical Prep	2
PHAR 432	Pharmacolo Medicinal Chem II	4
PHAR 450	Pharmacotherapy II	3
PHAR 460	Medical Literature Eval I	2
PHAR 470	Applied Patient Care III	2
PHAR 480	IPPE - 3	2
Hours		18

Spring

PHAR 434	Pharm & Medicinal ChemistryIII	4
PHAR 442	Social and Behavioral Pharmacy	2
PHAR 452	Pharmacoth III	4
PHAR 462	Med Literature Evaluation II	2
PHAR 472	Applied Patient Care IV	2
PHAR 474	Servant Leadership	2

PHAR 482	Intro Pharm Pract Exp:IPPE-4	2
		Hours 18
Year 3		
Fall		
Electives		4
PHAR 544	Patient Care Ethics	3
PHAR 550	Pharmacoth IV	4
PHAR 570	Applied Patient Care V	2
PHAR 548	Pharmacy Law	2
		Hours 15
Spring		
Electives		6
PHAR 540	Pharmacoecon & Epidemiology	2
PHAR 552	Pharmacoth V	4
PHAR 572	Applied Patient Care VI	2
PHAR 546	Pharm Managemen & Leadership	3
		Hours 17
Year 4		
PHAR 680	Community Pharmacy APPE	6
PHAR 682	Acute Care Medicine APPE	6
PHAR 684	Hospital/ Health Sys Phar APPE	6
PHAR 686	Ambulatory Care APPE	6
PHAR 688	Elective APPE (3 rotations required to graduate)	18
		Hours 42
		Total Hours 148

Admission and Application Information

Individuals interested in learning more about the Doctor of Pharmacy program, including application and admissions processes, should contact the School of Pharmacy Office of Student Affairs. Current contact information can be found at www.cuw.edu/programs/pharmacy/studentaffairs.html or alternatively at 262-243-2755.

PHARMD/MBA

Concordia University's PharmD/MBA dual degree provides students with the opportunity to earn both their Doctor of Pharmacy degree and their Masters in Business Administration degree in as little as four years. This dual degree develops students into the future leaders of pharmacy and health care, providing them with the clinical expertise, business

leadership and management skills, and real-world application needed to excel in their vocation.

The PharmD/MBA dual degree requires a minimum of 168 credits for completion, with 19 of these 168 credits counting toward both degrees. Three MBA core courses (MBA 503/803, MBA 510/810, and MBA 620/920) are fulfilled by similar content courses in the PharmD required coursework. In addition, up to 10 credits of MBA concentration area elective coursework can be counted toward the 10 credits minimum of PharmD professional elective coursework. For students seeking internship within their MBA concentration area, in some instances these may be synergistic with elective experiential rotations in pharmacy administration. The credits that count toward both degrees allow the dual degree to be completed at both a time and tuition savings relative to taking the two degrees independently.

Admission to the PharmD/MBA program can occur either in the summer before the start of a student's PharmD coursework or after a student has begun their PharmD coursework. Completion of both the PharmD and MBA at the same time (as a dual degree) is possible in four years but is not required. Students finish completing the MBA after the PharmD degree is conferred depending on their preferred course of study.

A full description of required core and elective course options can be found in the program descriptions for the PharmD and the MBA in this catalog.

PharmD/MPH

Concordia University's PharmD/MPH dual degree program provides students with the opportunity to earn both their Doctor of Pharmacy (PharmD) degree and their Master of Public Health (MPH) degree in as little as four years. This dual degree program is offered through a partnership between CUW's School of Pharmacy and Concordia University Nebraska's (CUNE) online MPH program. As healthcare reform continues to be at the forefront of the healthcare industry, prevention-focused public health is projected to grow in demand and importance. Pharmacists can play a critical role in leading and changing this discussion. Through the PharmD/MPH dual degree program, our students will be prepared to resolve complex health issues and enhance the well-being of communities. This program allows students to focus on a medication safety & pharmacovigilance concentration to complement their passion for service and the desire to improve public health.

The PharmD/MPH dual degree requires both the usual 148 credits for the PharmD degree and the usual 39 credits for the MPH degree. However, 12 credits of MPH concentration courses could count toward the 10 credits minimum of PharmD professional elective coursework. This makes the total minimum credit load for the dual degree program 175. The credits that count toward both degrees allow the dual degree to be completed at both a time and tuition savings relative to taking the two degrees independently.

Students must apply, be admitted, and accept admission to each professional (PharmD) and graduate (MPH) program and abide by all program requirements. Admission to the PharmD/MPH program can occur either in the summer before the start of a student's PharmD coursework or after a student has begun their PharmD coursework. Completion of both the PharmD and MPH at the same time (as a dual degree) is possible in four years but is not required. Students may complete the MPH after the PharmD degree is conferred depending on their preferred course of study.

A full description of required core and elective course options can be found in the program descriptions for the PharmD in this catalog as well as the CUNE MPH program website.

Doctor of Physical Therapy

Overview

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

Mission Statement

The Concordia University Wisconsin Physical Therapy program is committed to developing physical therapists with a sound foundation in movement across the lifespan. Graduates will demonstrate excellence in collaborative, culturally competent, ethical, evidence based practice and leadership within a changing health care environment. The program seeks to foster personal and professional growth in knowledge, skills, and attitudes for Christ-centered service to Church, community, and the world.

Accreditation

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

General Academic Information

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

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

Entrance Requirements

Admission to the entry-level Doctor of Physical Therapy program is competitive. Concordia University Wisconsin will admit one class of 28 full-time students in the summer of each academic year.

Admission requirements include:

- Bachelor's degree in any field from a regionally accredited institution
- Minimum 3.0 cumulative GPA

- Minimum GPA of 3.0 in all required sciences
- Ability to perform essential functions of a physical therapist listed at www.cuw.edu/dpt
- Submit GRE scores
- Complete 40 hours of observation of a diversity of PT services

Science Prerequisites (See www.cuw.edu/dpt for additional details)

- Chemistry- two semesters of sequenced courses with labs
- Physics- two semesters of sequenced courses with labs
- Human Anatomy and Physiology- two semesters offered through a Biology, Anatomy or Physiology department

Other prerequisites:

- Statistics - one semester
- Psychology - one semester
- Behavioral or Social Science - one semester in addition to the Psychology requirement above

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

Priority Admission for Concordia Undergraduate Students

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

- Are current, full time student at CUW or CUAA who will graduate with a Bachelor's degree from Mequon or Ann Arbor
- At the time of submitting the application, are not missing more than one prerequisite science course
- Have a cumulative GPA of at least 3.0
- Have a grade point average of at least 3.45 in prerequisite science courses
- Submit all application materials by the PTCAS Early Decision deadline, and
- Successfully complete a personal interview
- Submit GRE scores

All prerequisite science courses must be completed at CUW/CUAA and can not be previously completed at another institution. If a CUW/CUAA prerequisite science course is repeated, the first, original grade will be considered when determining whether or not the student is eligible for priority admission. CUW/CUAA students who meet these requirements are required to take the GRE.

Concordia also offers accelerated admission to the Doctor of Physical Therapy program to students who attend the Mequon campus. Please refer to the undergraduate catalog for accelerated admission requirements.

Application Process

The Physical Therapy Department at Concordia University participates in the Physical Therapist Centralized Application Service, known as PTCAS. Applicants for the Doctor of Physical Therapy program should apply online using the PTCAS application. To learn more about the PTCAS

application process, please visit the PTCAS web site at www.ptcas.org (<http://www%2E%2B8%80ptcas.org>).

Submit official GRE scores to code 7697 for the Concordia DPT program. GRE scores for code 7697 will automatically be sent to PTCAS.

Concordia does not require a supplemental application or application fee in addition to the PTCAS application and fee.

The Physical Therapy program values diversity. Applicants will not be negatively biased due to race, color, creed, national origin, gender, age, disabling conditions, or marital status.

The Physical Therapy Selection Committee shall make decisions regarding the status of an application after reviewing application materials and considering feedback from personal interviews. Decisions of the committee are final.

Cost

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

APTA student membership is highly recommended for all students. Current student membership rates are available on the APTA website at www.apta.org (<http://www.apta.org>).

During the clinical education portion of the curriculum, students may be required to leave the Milwaukee area. It is difficult to estimate these expenses, as it cannot be predetermined where the students will complete their clinical internships. Additionally, during the academic work, students will need to have transportation available to leave campus for clinical experiences. Some of the off-campus educational experiences will require a fee.

Concordia University Wisconsin student malpractice insurance is included in the tuition.

Financial Aid

Federal student loans are available to graduate students seeking degrees who are U.S. citizens or permanent residents. Students may apply online at www.fafsa.gov (<http://www.fafsa.gov>). Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses.

Students are eligible to apply for loans and scholarships from the APTA, WPTA, and some local and national Physical Therapy agencies. The Physical Therapy Faculty and Financial Aid Office can help provide information on these programs.

Curriculum Schedule

Course	Title	Hours
Year 1		
Summer		
BIO 550	Human Anatomy	6
DPT 510	Evidence Based Practice I	2
Hours		8

Fall		
DPT 550	Pathophysio Pharmacol I	4
BIO 585	Neuroscience	5
DPT 505	Kinesiology	5
DPT 500	Foundations of Physical Therapy	3
DPT 560	Intro to Professional Practice	2
Hours		19

Winterim		
DPT 540	Clinical Decision Making	2
Hours		2

Spring		
DPT 650	Pathophysio Pharm II	4
DPT 615	Movement Science	4
DPT 736	Tissue/ Biomechan Histology	3
DPT 565	Therapeutic Exercise	3
DPT 575	Community Practice I	1
DPT 555	Movement Analysis I	1
Hours		16

Year 2		
Summer		
DPT 659	Intro to Manage of Muscul Diso	2
DPT 580	Mgmt Pediatric Disorders	4
DPT 628	Clinical Problem Solving I	2
DPT 665	Manag of Integument Sys Disord	2
Hours		10

Fall		
DPT 660	Manag of MuscSkel Dis I	4
DPT 635	Evidence Based Practice II	3
DPT 655	Movement Analysis II	3
DPT 625	Therapeutic Modalities	4
DPT 622	Scientific Inquiry I	1
DPT 680	Community Practice II	1
Hours		16

Winterim			
DPT 630	Clinical Problem Solving II	2	
		Hours	2
Spring			
DPT 661	Manag of MuscSkel Disorders II	4	
DPT 611	Manag Neur/Musc Disorders I	4	
DPT 622	Scientific Inquiry I	1	
DPT 685	Community Practice III	1	
DPT 737	Psychosoc Dim of Healthcare I	1	
DPT 745	Health Promotion	2	
DPT 609	Exercise Science I	3	
		Hours	16
Year 3			
Summer			
DPT 631	Clinical Problem Solving III	6	
DPT 738	Psychosoc Dim of Healthcare II	1	
		Hours	7
Fall			
DPT 622	Scientific Inquiry I	1	
DPT 705	Medical Imaging	3	
DPT 709	Exercise Science II	2	
DPT 723	Cardiopulmonary Sys/Acute Care	4	
DPT 744	Practice Managemen	2	
DPT 785	Community Practice IV	1	
Elective		3	
		Hours	16
Spring			
DPT 760	Clinical Practice I	6	
DPT 761	Clinical Practice II	6	
DPT 739	Psychoso Dim of Healthcare III	1	
		Hours	13
		Total Hours	125

Education

The graduate program was 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.

Areas within Graduate Education

Programs	WI Department of Public Instruction Certification	Notes	Degrees Granted
Areas within Graduate Education in Teaching Licensure			
Alternative Education	Potentially	Completion of requirements will lead to a #1952 license endorsement. Must be a licensed teacher to be eligible for an add license. Classes open to all graduate students..	MS-E
Art Education	Potentially	May result in certification with special conditions.	MS-E
Literacy Teacher	Yes	Completion of requirements will lead to an endorsement for a #1316 license.	None
Literary Specialist	Yes	Completion of requirements will lead to a #5017 reading administration license. Professional teaching license required.	MS-E
Special Education	Yes	Completion of requirements will lead to a #1801 Cross Categorical or #1809 Early Childhood Special Education license endorsement. Licensure only and/or MS degree options are available.	MS-E

Master of Science in Education - Teaching and Learning

Traditional Program	Potentially	This concentration is designed to prepare master classroom teachers	MS-E
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Graduate Teacher Certification Program: Early Childhood	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in EC (Birth to Grade 3) #1777	MS-E
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Graduate Teacher Certification Program: Elementary	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Elementary (Middle Childhood - Early Adolescence) Grades 1-8 #1777	MS-E
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Graduate Teacher Certification Program: Secondary	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Secondary Education (Early Adolescence - Adolescence) Grades 6-12	MS-E
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Graduate Teacher Certification Program: Special Education	Yes	Candidates must hold a bachelor's degree and be seeking initial licensure in this area of instruction. Program completion will result in licensure in Cross Categorical Special Education (Grades K-12) #1801	MS-E
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ESL	Yes	Must hold a bachelor's degree and a WI Teaching License to earn the ESL #1395 license	MS-E
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Bilingual	Yes	The Bilingual Education Concentration will lead to both ESL and Bilingual Licensure if all requirements are met. The bilingual license (#1023) is a supplemental license. Students wishing to complete this track must meet all ESL requirements or their equivalent prior to starting the track. Determination done by Program Director	MS-E
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Gifted & Talented Teacher	Yes	Must hold a bachelor's degree and a WI Teaching license. License #1013, Gifted and Talented Teacher. Attaches to current WI teaching license upon successful completion of all coursework.	MS-E
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Gifted & Talented Coordinator	Yes	Must hold a bachelor's degree and a WI Teaching license. Must hold the GT Teacher's license. License # 5013, Gifted and Talented Coordinator.	MS-E
School Counselor	Yes	Must hold a bachelor's degree. Completion of requirements will lead to a #7054 license endorsement.	MS-E
Professional Counselor: Substance Abuse Counselor	No	Must hold a bachelor's degree. Completion of requirements will lead to eligibility to apply for Professional Counselor Training License through DSPS. Completion of this coursework and practical experiences allow the student to apply for the Substance Abuse Counselor – In Training license through the Department of Safety and Professional Services	MS-E
Professional Counselor: Christian Counseling	No	Must hold a bachelor's degree. Completion of requirements will lead to eligibility to apply for Professional Counselor Training License through DSPS. Certification only for those interested in additional skills and working in a Christian mental health setting	None

Counseling Foundations	No	Non-licensable degree	MS-E
Areas within Graduate Education in Administration Licensure			
Superintendent	Yes	Completion of requirements will lead to a #5003 license endorsement	MS-E
Educational Administration	Yes	Completion of requirements will lead to a #5051 license endorsement.	MS-E
Director of Instruction	Yes	Completion of requirements will lead to a #5010 license endorsement	MS-E
Areas within Graduate Education in Specialty Areas (Non-Licensure)			
Early Childhood Education	No		MS-E
Environmental Education	No		MS-E
Educational Design & Technology	No		MS-E
Family Life	No		MS-E
Relationship Skills Certificate	No	Certificate for pastors, pre-seminary students and church workers.	None

Preferred Educational Partnership Discount (PEP):

Through our Preferred Educational Partnerships (PEP), Concordia University Wisconsin can help assess the unique educational needs of your district, school, or organization, and provide optimal professional development solutions. Our educational team will work with you to understand your needs and goals, in order to deliver programs customized to your needs. Multiple options exist: site-based face-to-face cohort programs, on campus delivery, online options, blended programs, or a customized PD program. Students whose districts are already a PEP district are eligible for a 24% discount each school year by filling out this form: https://www.cuw.edu/organizations/pep/_assets/TuitionDiscountForm.pdf. If your district is interested in becoming a PEP with CUW, please have an administrator contact Dr. Steven Witt at 262-243-4253 or Steven.Witt@cuw.edu.

Christian Educator Discount:

Grants are available to teachers in Christian Schools. To be eligible, the student must be employed at a private Christian school and taking courses in Graduate Education at one of Concordia University campus

locations or online. The value of the grant is 25% of the cost of tuition. An application for the Christian Educator Discount is required each academic year. The application can be found at: https://www.cuw.edu/departments/financialaid/_assets/LutheranTeacherGrant.pdf

Portfolios, Practicums/Internships, Capstones, and Theses

Most graduate education programs have requirements such as a capstone, thesis, portfolio, or fieldwork experience (practicum, internship). Students in these courses are allowed two semesters to complete coursework, and a final grade will be submitted upon completion of the second semester. If a student is unable to finish within this time frame due to extenuating circumstances, an extension of up to one semester may be requested. Approval must be received by the Program Director and Director Graduate Education for any extension requests.

REPETITION OF COURSEWORK

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

MASTER OF SCIENCE IN EDUCATION (Teacher Licensure) ALTERNATIVE EDUCATION

Purpose

This coursework will assist licensed teachers, professional educators and community advocates in identifying students who are "at-risk" in a school building for school failure. As a larger number of students are being identified as "at-risk", it is becoming essential and more desirable that teachers have this 1952 certification. A major focus of the alternative education program is to assist concerned professionals in learning ways to collaboratively build strategies within a school community to better serve "at-risk" students in the school and the community.

CURRICULUM FOR ALTERNATIVE EDUCATION LICENSE (6 Credits Required)

Students completing the following two courses and who are licensed as a teacher in the State of Wisconsin are eligible for a 1952 - Alternative Education License. However, the student does not need to be a licensed teacher to enroll in the courses.

Code	Title	Hours
EDG 632/932	Educating Students at Risk	3
EDG 633/933	Alternative Education	3
EDG 627/927	Portfolio I	0

Licensing Information

The EDG 632 Educating Students at Risk and EDG 633 Alternative Education, as well as a portfolio, allow the student to apply for the Wisconsin DPI certification 1952 .

A person holding a regular elementary education license may teach the basic skills of reading, language arts, and mathematics to secondary

students for high school credit if the grade level of the curriculum taught does not exceed the grade level of the teacher's license .

A person holding a regular license to teach may teach outside his or her area of licensing if the instruction is in collaboration with a properly licensed teacher . A properly licensed teacher shall be licensed at the grade level and in the subject area being taught and shall diagnose the pupils' educational needs, prescribe teaching and learning procedures, and evaluate the effects of the instruction.

ART EDUCATION (30-33 Credits Required)

Purpose

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.

*This program may lead to teacher licensure with completion of additional coursework.

Code	Title	Hours
REQUIRED COURSES (12 Credits)		
<i>Conceptual Base:</i>		
AEG 501	The Historical Bases of Art Ed	3
AEG 531	Modern Practices in Art Ed	3
<i>Contemporary Issues/Instructional Issues:</i>		
AEG 510	Developmental Issues in Art Ed	3
AEG 540	Curriculum Design in Art Ed	3
<i>Relevant Practices (select 6-9 credits):</i>		
AEG 580	Studio Workshop	2,3
Two-Dimensional Practices; Three-Dimensional Practices; Design; Multiple Image Processes (Printmaking, Photography, etc.); Craft Processes		
AEG 533	Teach Art with Art	3
AEG 542	Meth Tchng/Learn in Art Class	3
AEG 590	Technology in Art Ed	3
AEG 620	Extended Exp in Art Education	3
<i>Electives (select 6-9 credits)</i>		
AEG 500	Great Books in Art Education	1.5
AEG 521	Contemp Readings in Art Ed	3
AEG 550	Integrative Iss in Art Ed	3
AEG 560	Special Topics in Art Ed	3
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		
<i>Closure (3 credits Thesis or 6 credit alternative)</i>		
AEG 680	Art Education Thesis	3
Scholarly; Applied; Studio		
<i>Non-Thesis Alternative (2 semesters)</i>		
AEG 660	Curriculum Development I	3
AEG 670	Mentorship/Apprenticeship I	3
AEG 681	Directed Course Work I	3

LITERACY TEACHER AND SPECIALIST

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 #1316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #5017). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 18 credits. (30 credits)

There are two options available in this concentration:

1. Reading Teacher Certification – License #1316

- #1316 license after 18 credits, portfolio 1 & 2 and passing score on DPI Foundations of Reading Test

2. Reading Specialist Certification – License #5017

- READING SPECIALIST CERTIFICATION (#5017 CERTIFICATION Master's + 3 credits)

Code	Title	Hours
Required Courses		
EDG 552/852	Improve Literacy Instruction	3
EDG 509/809	Disciplinary Literacy	3
EDG 556/856	Language & Literacy Develop	3
EDG 553/853	Literacy Assess for Instruct	3
EDG 554/854	Literacy Practicum	3
EDG 576/876	Lit-Kindergarten to Secondary	3
EDG 627/911	Portfolio I	0
EDG 628/912	Portfolio II	0
(Upon completion of the above 18 credits students are eligible for the #1316 Reading Teacher Certification)		
EDG 507/807	Curriculum Leadership	3
EDG 537/837	Supervision of Instruction	3
Research component: Students select between the project option OR the thesis option		
Project Option:		
EDG 544/844	Curr Top & Research Literacy ((Note: Prerequisite to EDG 544/844 - minimum of 18 credits))	3
EDG 595	Graduate Capstone Project ((Minimum of 27 credits and permission of instructor))	3
Thesis Option:		
EDG 544/844	Curr Top & Research Literacy	3
EDG 590/890	Thesis Completion Seminar	3
<i>READING SPECIALIST CERTIFICATION - 3 credits beyond the Master's degree</i>		
EDG 596/896	Literacy Internship	3
EDG 629/913	Portfolio III	0
(Upon completion of the Master's and Internship students are eligible for the #5017 Reading Specialist license)		
Electives in Reading (Other courses may be taken with the permission of the Director of Graduate Literacy)		

The two Graduate Special Education programs are designed to prepare students with a baccalaureate degree in education for a license in Cross-Categorical (CCSE-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 Council of Exceptional Children (CEC) 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 and the location of their teaching position.

The student may opt to earn licensure only, or may earn the Master of Science in Education degree with a focus in Special Education by also completing the research component. The Graduate Special Education Programs are fully online. The 800/900 level courses are online courses. Prerequisite for admission to the Graduate Special Education Programs is successful completion of a baccalaureate degree. The CCSE and ECSE licenses are add-on licenses, students must hold a current teaching license if seeking licensure. Prerequisite for the Master of Science in Education degree only, with no licensure, is successful completion of a baccalaureate degree.

CROSS CATEGORICAL SPECIAL EDUCATION

These are the required courses for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
OR		
EDG 590/890	Thesis Completion Seminar	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
EDG 739/934	Reading Diag/Instruct Spec Ed	3
EDG 741/941	Curr Adapt Learners with Excep	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 743/943	Cross Catg Sp Ed: StdTchng/Sem	1
EDG 627/996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
Electives (8 credits)		
Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.		
In addition to the above list (minus elective courses), the following courses are required for students entering the program without an Adaptive Education Minor and/or a current special education license.		
EDG 724/919	Teach Stu w Sig Disabilities	3
EDG 779/979	Asses & Inst Spec Needs Child	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3

SPECIAL EDUCATION

Purpose:

Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering without an Adaptive Education Minor and/or current special education license. Minimum of 34 Crs.

EARLY CHILDHOOD SPECIAL EDUCATION (License #1809)

These are the courses required for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
OR		
EDG 590/890	Thesis Completion Seminar	3
EDG 731/931	Eval Tech/Erly Child Spec Educ	3
EDG 732/938	Cur & Prog Erly Chld Sp Ed 0-8	3
EDG 733/930	Lang Acq&Lit Sp Ed 0-3/PK/Prim	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 744/944	EC Sp Ed:Studnt Tchng/Sem	1
EDG 627/996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
Electives (8 credits)		

Total credits for Master's degree and early Childhood Special Education licensure (#1809) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.

EDG 724/919	Teach Stu w Sig Disabilities	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3

Total credits for a Master's degree and Early Childhood Special Education licensure (#1809) for students entering without an Adaptive Education Minor and/or a current special education license: minimum of 34 Crs.

NOTE: Cross Categorical and Early Childhood Special Education licensure coursework without a Master's degree is available.

Electives in Special Education

EDG 562/862		
EDG 768/968	Sign Lang for Spec Educator	3
EDG 769/969	Strat Integ Autism Spec Dis	3
EDG 637/945	Strat Ed At-Risk Youth	3
EDG 740/940	Assist Tech Indiv/Spec Needs	3
EDG 723/946	Coll w Fam & Pro Div Soc	3
EDG 781/936	Lan/Comm Disorders	3

In addition to the courses above (minus elective course), the following courses are required for students entering the program without a minor in Adaptive Education Minor and/or a current special education license.

MASTER OF SCIENCE IN EDUCATION - TEACHING AND LEARNING

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 program requires eighteen (18) semester hours of required courses, and allows for fifteen (15) semester hours of course work related to the teacher interest areas. The total Master's degree requires thirty-three (33) semester hours.

There are multiple tracks available in this concentration:

- Master's Degree for Early Childhood, Elementary, Middle or High School Teacher
- Master's Degree with Teacher Certification (please see Graduate Teacher Certification Program section of catalog) .

Optional licensure tracks: Early Childhood, Elementary Education, Secondary Education, Special Education, ESL, Bilingual, Gifted & Talented and Alternative Education.

Teaching and Learning for K - 12 Teachers (Traditional Path) -33 Credits Required

Required Courses

Code	Title	Hours
Required Courses:		
EDG 507/807	Curriculum Leadership	3
EDG 521/821	Human Learn & Motivation	3
EDG 528/828	Strat Effect Teaching	3
EDG 699/887	Assessment for Learning	3
EDG 515/815	Educ Research Methods	3
EDG 590/890	Thesis Completion Seminar (EDG 515 is a prerequisite)	3
OR		
EDG 595/895	Graduate Capstone Project (EDG 515 is a prerequisite)	3
EDG 627/924	Portfolio I	0
EDG 628/925	Portfolio II	0
EDG 629/926	Portfolio III	0

Electives:

EDG 509/809	Disciplinary Literacy	3
EDG 552/852	Improve Literacy Instruction	3
EDG 569	Contemp Iss Family & Parenting	3
EDG 526	American Family Today	3
EDG 533/833	Leadership for Change	3
EDG 535/835	Legal/Ethic Issues in Ed Admin	3
EDG 537/837	Supervision of Instruction	3
EDG 576/876	Lit-Kindergarten to Secondary	3
EDG 801	Issues in American Education	3
EDG 811	Servant Leadership	3
EDG 632/932	Educating Students at Risk	3
EDG 633/933	Alternative Education	3
EDT 589/889	Applyng Tech in the Classroom	3
EDT 670/970	Integrat Tech in the Classroom	3
COUN 543/843	Counsel-Theory & Issues	3

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

Code	Title	Hours
EDG 763/963	Found of Adult & Community Ed	3
EDG 764/964	The Adult Learner	3
EDG 765/965	Prog Planning Adult & Comm Ed	3
EDG 766/966	Strat Teach & Learn Adult Lear	3
EDG 767/967	Ldrshp & Ad of Adult & Comm Ed	3
Total Hours		15

Adult and Community Education Graduate Certificate

Purpose

This fifteen credit graduate certificate is designed to offer a solid foundation of knowledge and skills needed to develop effective learning environments and opportunities for adult learners in such contexts as workplace training, patient education, teacher and faculty development, adult basic education, adult religious education, continuing professional development, and non-profit community organizations. Graduates will gain valuable understanding of the adult learner, principles of adult learning, program development and evaluation, teaching strategies with adults, and leadership and administration of programs. Knowledge developed in this program can be applied to all situations in which adult development and learning is valuable from mentoring to formal program development and evaluation in community, government, corporate, educational, and non-profit settings.

The Objectives of the Adult Community Education Certificate

- Explain historical, philosophical, cultural, socio-political and theoretical foundations for adult education;
- Identify learners' needs and respond with appropriate strategies to meet those needs;
- Demonstrate an understanding of the needs of diverse adult learners;
- Plan and implement effective practices for the development and delivery of adult learning programs & opportunities;
- Apply principles of adult learning to teaching, development and delivery practice;
- Integrate Christian faith development into the design of adult learning experiences;
- Develop administrative skills in areas such as budgeting, marketing, and program planning;
- Apply a servant leadership approach to administration and management of adult education;
- Demonstrate effective writing skills for the professional practice of adult and community education;
- Analyze the role of technology in the education of adult learners; including technologically enhanced, blended, and online learning environments

Curriculum for the Adult Community Education Certificate

Students must complete all of the five required courses in order to be eligible for The Adult and Community Education Certificate.

Certificate Information

Courses can be taken in any order, except for EDG 767/967, though it is recommended students take courses in the order listed. EDG 767/967 builds on knowledge from the earlier courses and should be taken last. All credits in the certificate are transferable to the full M.S. in Education program as electives. Students interested in Adult and Community Education could take all fifteen credits as their electives in the M.S. in Education with a concentration in Teaching and Learning.

This certificate does not correspond to any teaching endorsements or licenses offered by the Wisconsin Department of Education or any other state.

Pursuit of this graduate certificate requires a bachelor's degree from an accredited University with a GPA of 3.0 or above.

Alternative Education

Purpose

This coursework will assist licensed teachers, professional educators and community advocates in identifying students who are "at-risk" in a school building for school failure. As a larger number of students are being identified as "at-risk", it is becoming essential and more desirable that teachers have this Wisconsin Department of Public Instruction #1952 certification. A major focus of the alternative education program is to assist concerned professionals in learning ways to collaboratively build strategies within a school community to better serve "at-risk" students in the school and the community.

Curriculum for Alternative Education License

Students completing the following two courses and who are licensed as a teacher in the State of Wisconsin are eligible for a 1952 - Alternative Education License. However, the student does not need to be a licensed teacher to enroll in the courses.

Code	Title	Hours
EDG 632/932	Educating Students at Risk (Required)	3
EDG 633/933	Alternative Education (Required)	3
EDG 627/910	Portfolio I	0
Total Hours		6

Licensing Information

The EDG 632 Educating Students at Risk and EDG 633 Alternative Education, as well as a portfolio, allow the student to apply for the Wisconsin DPI certification 1952.

A person holding a regular elementary education license may teach the basic skills of reading, language arts, and mathematics to secondary

students for high school credit if the grade level of the curriculum taught does not exceed the grade level of the teacher's license.

A person holding a regular license to teach may teach outside his or her area of licensing if the instruction is in collaboration with a properly licensed teacher. A properly licensed teacher shall be licensed at the grade level and in the subject area being taught and shall diagnose the pupils' educational needs, prescribe teaching and learning procedures, and evaluate the effects of the instruction.

Christian Counseling Certificate

Purpose

This fifteen credit graduate certificate provides coursework in some of the essential skills of a Christian counselor. This certificate program will equip the individual who is currently working in or planning to work in a church, church school or Christian agency setting. The intent is to train individuals to integrate faith when working with others, but to also know when to refer to a licensed mental health professional.

The Objectives of the Christian Counseling Certificate

- To equip professionals with Christian counseling skills that can be integrated into their professional practice.
- To support professionals in integrating Christian faith-based, scriptural principles in a holistic delivery approach of mental health services.
- To provide boundaries to those working with individuals, but do not have the mental health background to provide comprehensive support.

Curriculum for the Christian Counseling Certificate

Students must complete the three required courses and two electives in order to be eligible for the Christian Counseling Certificate.

Code	Title	Hours
Required Courses		
COUN 545	Christian Care Giving	3
COUN 544	Scripture & Christian Counselo	3
COUN 546	Christian Reconciliation	3
Electives		
COUN 510	Christian Persp Psychphrmclgy	3
COUN 523	Ind Counsl frm Christian Persp	3
COUN 528	Christian Persp Family Dev	3
COUN 522	Ethics of Christian Counselor	3
COUN 553	Social/Cultural Theolgl Found	3
COUN 563	Cur Topics Pastors & Church Wk	3
COUN 565	Consult Strat within Church	3
COUN 577	Mod & Meth Christian Fam Couns	3
COUN 578	Christian Trauma Counseling	3

Certificate Information

Pursuit of this graduate certificate requires a Master's degree from an accredited University with a GPA of 3.0. A CUW graduate counseling student must obtain approval from the CUW graduate counseling

program director prior to using these courses as a part of the graduate counseling master's degree.

Christian Education Certificate

Purpose

The Graduate Certificate in Christian Education equips individuals to promote a distinctly Christian education in school, church, community and beyond. Learners will examine the historical and Biblical foundations of Christian education, current and critical issues as well as future opportunities and possibilities. Expect to be challenged, equipped and inspired toward servant leadership in Christian education.

The Objectives of the Christian Education Certificate

- Design and promote curriculum, methods, models and metaphors for Christian education that are both effective and rooted in philosophical and biblical/theological foundations for Christian education.
- Address current, emerging, and critical challenges and opportunities in Christian education.
- While courses are rooted in the Lutheran tradition, students of all Christian denominations are welcome in this vibrant learning community.
- Promote, support and model a distinctly Lutheran / Christian approach to leadership and innovation in Christian education.
- Promote biblically and theologically sound principles and approaches to moral and spiritual development.

Curriculum for the Christian Education Certificate

Code	Title	Hours
EDG 901	Hist & Phil of Christian Ed	3
EDG 902	Ldrshp & Innov in Christian Ed	3
EDG 903	Contemp Issues in Christian Ed	3
EDG 904	Mthds, Models, Metaphrs Chr Ed	3
EDG 905	Faith & Learning Chritian Ed	3
Total Hours		15

Cross Categorical 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 (CCSE-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 Council of Exceptional Children (CEC) 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 and the location of their teaching position.

The student may opt to earn licensure only, or may earn the of Master of Science in Education degree with a focus in Special Education by also completing the research component. The Graduate Special Education Programs are fully online. The 800/900 level courses are online courses.

Prerequisite for admission to the Graduate Special Education Programs is successful completion of a baccalaureate degree. The CCSE and ECSE licenses are add-on licenses so the student must hold a current teaching license if seeking licensure. Prerequisite for the Master of Science in Education degree only, with no licensure, is successful completion of a baccalaureate degree.

Cross Categorical Special Education (LICENSE #1801)

These are the required courses for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
OR		
EDG 590/890	Thesis Completion Seminar	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
EDG 739/934	Reading Diag/Instruct Spec Ed	3
EDG 741/941	Curr Adapt Learners with Excep	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 743/943	Cross Catg Sp Ed: StdTchn/Sem	1
EDG 627/EDG996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
ELECTIVES (8 Credits)		

Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.

In addition to the above list (minus elective courses), the following courses are required for students entering the program without an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 724/919	Teach Stu w Sig Disabilities	3
EDG 779/979	Asses & Inst Spec Needs Child	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3
Total Hours		12

Total credits for a Master's degree and Cross-Categorical Special Education licensure (#1801) for students entering without an Adaptive Education Minor and/or current special education license. Minimum of 34 Crs.

Early Childhood Special Education (LICENSE #1809)

These are the courses required for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
OR		

EDG 590/890	Thesis Completion Seminar	3
EDG 731/931	Eval Tech/Erly Child Spec Educ	3
EDG 732/938	Cur & Prog Erly Chld Sp Ed 0-8	3
EDG 733/930	Lang Acq&Lit Sp Ed 0-3/PK/Prim	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 744/944	EC Sp Ed:Studnt Tchn/Sem	1
EDG 627/EDG996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
ELECTIVES (8 Credits)		

Total credits for Master's degree and early Childhood Special Education licensure (#1809) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.

In addition to the courses above (minus elective course), the following courses are required for students entering the program without a minor in Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 724/919	Teach Stu w Sig Disabilities	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
Total Hours		12

Total credits for a Master's degree and Early Childhood Special Education licensure (#1809) for students entering without an Adaptive Education Minor and/or a current special education license: minimum of 34 Crs.

NOTE: Cross Categorical and Early Childhood Special Education licensure coursework without a Master's degree is available.

Electives in Special Education

Code	Title	Hours
EDG 562/862		3
EDG 768/968	Sign Lang for Spec Educator	3
EDG 769/969	Strat Integ Autism Spec Dis	3
EDG 637/945	Strat Ed At-Risk Youth	3
EDG 740/940	Assist Tech Indiv/Spec Needs	3
EDG 723/946	Coll w Fam & Pro Div Soc	3
EDG 781/936	Lan/Comm Disorders	3

Digital Age Teaching & Learning Certificate

Purpose

The Digital Age Teaching & Learning certificate provides individuals with the opportunity to develop confidence and competence in leveraging technology for teaching and learning. This certificate can be earned in conjunction with a full Master of Science in Education at Concordia University Wisconsin or as a standalone graduate certificate.

While not going into as much depth as the full M.S. in Education – Educational Design and Technology, this certificate is built upon the same goals as the full degree.

The Objectives of the Digital Age Teaching & Learning Certificate

- Facilitate and inspire learning and creativity using existing and emerging technologies (NETS-T #1)
- Design and develop effective and engaging learning experiences, environments, resources, and assessments (Expanded from NETS-T #2)
- Model digital-age work, research, collaboration and learning (Modified from NETS-T #3)
- Promote and model digital citizenship and Christian discipleship within the context of the digital age. (Expanded from NETS-T #4)
- Promote research and data-driven decisions about technology-enhanced teaching and learning environments.
- Engage in ongoing professional growth and leadership (NETS-T #5)

Curriculum for the Digital Age Teaching & Learning Certificate

Code	Title	Hours
EDT 970	Integrat Tech in the Classroom	3
EDT 889	Applying Tech in the Classroom	3
EDT 957	Bldng Online Learn Comm (Web 2.0/ Learning 2.0)	3
Electives		
Select 6 credits of the following:		6
EDT 908	Crit Issues In Ed Tech	
EDT 892	Instructional Design	
EDT 893	Theories of Learning & Design	
EDT 885	Research in Educational Tech	
EDT 927	Portfolio I	
EDT 928	Portfolio II	
EDT 929	Portfolio III	
EDT 804	Interactive Whiteboards	
EDT 805	Online Teaching and Learning	
EDT 814	Education Ministry in the Digital World	
EDT 815	Innovation in Education	
EDT 820	Blended Learning	
EDT 851	Support and Troubleshooting for Teaching and Learning with Technology	
EDT 894	Digital Literacy	
EDT 907	Multimedia in the Classroom	
EDT 939	School Leadership in Tech	
EDT 945	Readings in Educational Tech	
EDT 971	Grants and Funding for Educational Technology Initiatives	
Total Hours		15

Early Childhood 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 (CCSE-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 Council of Exceptional Children (CEC) 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 and the location of their teaching position. The student may opt to earn licensure only, or may earn the of Master of Science in Education degree with a focus in Special Education by also completing the research component. The Graduate Special Education Programs are fully online. The 800/900 level courses are online courses. Prerequisite for admission to the Graduate Special Education Programs is successful completion of a baccalaureate degree. The CCSE and ECSE licenses are add-on licenses so the student must hold a current teaching license if seeking licensure. Prerequisite for the Master of Science in Education degree only, with no licensure, is successful completion of a baccalaureate degree.

Early Childhood Special Education (License #1809)

These are the courses required for the student entering the program with an Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
or EDG 590/890	Thesis Completion Seminar	
EDG 731/931	Eval Tech/Erly Child Spec Educ	3
EDG 732/938	Cur & Prog Erly Chld Sp Ed 0-8	3
EDG 733/930	Lang Acq&Lit Sp Ed 0-3/PK/Prim	3
EDG 735/935	Char & Legal Issues in SPED	3
EDG 742/942	Consul,Collabor and Teaming	3
EDG 744/944	EC Sp Ed:Studnt Tchng/Sem	1
EDG 627/996	Portfolio I	0
EDG 628/997	Portfolio II	0
EDG 629/998	Portfolio III	0
Electives		
Select eight credits		8
Total Hours		30

Total credits for Master’s degree and early Childhood Special Education licensure (#1809) for students entering with an Adaptive Education Minor and/or a current special education license: minimum of 30 Crs.

In addition to the courses above (minus elective course), the following courses are required for students entering the program without a minor in Adaptive Education Minor and/or a current special education license.

Code	Title	Hours
EDG 742/919	Consul,Collabor and Teaming	3
EDG 784/984	Ed/Behv Manag in Spec Ed	3
EDG 787/987	Intervent Strateg in Spec Educ	3
EDG 737/937	Lf Span & Dev Chld/Excep Needs	3
Total Hours		12

Total credits for a Master's degree and Early Childhood Special Education licensure (#1809) for students entering without a Adaptive Education Minor and/or a current special education license license: minimum of 34 Crs.

NOTE: Cross Categorical and Early Childhood Special Education licensure coursework without a Master's degree is available.

Electives in Special Education

Code	Title	Hours
EDG 562/862		3
EDG 768/968	Sign Lang for Spec Educator	3
EDG 769/969	Strat Integ Autism Spec Dis	3
EDG 637/945	Strat Ed At-Risk Youth	3
EDG 740/940	Assist Tech Indiv/Spec Needs	3
EDG 723/946	Coll w Fam & Pro Div Soc	3
EDG 781/936	Lan/Comm Disorders	3

Master of Science in Art 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

Code	Title	Hours
Required Courses		
<i>Conceptual Base</i>		
AEG 501	The Historical Bases of Art Ed	3
AEG 531	Modern Practices in Art Ed	3
<i>Contemporary Issues/Instructional Issues</i>		
AEG 510	Developmental Issues in Art Ed	3
AEG 540	Curriculum Design in Art Ed	3
Relevant Practices		
Select 6-9 credits of the following:		6-9
AEG 580	Studio Workshop (Two-Dimensional Practices; Three-Dimensional Practices; Design; Multiple Image Processes (Printmaking, Photography, etc.); Craft Processes)	
AEG 533	Teach Art with Art	
AEG 542	Meth Tchng/Learn in Art Class	
AEG 590	Technology in Art Ed	
AEG 620	Extended Exp in Art Education (Field Applications; Directed Travel Study)	

Electives

Select 6-9 credits of the following:		6-9
AEG 500	Great Books in Art Education	
AEG 521	Contemp Readings in Art Ed	
AEG 550	Integrative Iss in Art Ed	
AEG 560	Special Topics in Art Ed ¹	
Closure		
Select one of the following:		3-6
<i>Thesis</i>		
AEG 680	Art Education Thesis (Scholarly; Applied; Studio)	
<i>Non-Thesis Alternative (2 Semesters)</i>		
AEG 660/661	Curriculum Development I	
AEG 670/671	Mentorship/Apprenticeship I	
AEG 681/682	Directed Course Work I	
Total Hours		27-36

¹ 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

Master of Science in Education - Educational Design and Technology

Purpose

Concordia University Wisconsin's Master of Science in Education – Educational Design and Technology program exists to equip individuals in learning organizations to serve as ethical, innovative, and effective leaders of learning, design, and educational technology. The CUW program has a fourfold emphasis: digital literacy, applying current research and design principles in order to create digital age learning experiences, exploring the implications of digital culture upon the present and future of learning organizations, and reflecting upon the spiritual and ethical implications of technology in education.

Concordia's MS in EDT program has the distinction of being the first graduate program in the United States to offer a program-wide learning experience where digital badges are paired one-to-one with distinct program and course-level competencies. This program's unique model of competency-based education requires students to demonstrate newly-acquired or enhanced competencies within a curriculum rich in project-based learning, as well as opportunities for leadership, service, and meaningful reflection.

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

- Goal 1: Facilitate and inspire learning and creativity using existing and emerging technologies (NETS-T #1)
- Goal 2: Design and develop effective and engaging learning experiences, environments, resources, and assessments (Expanded from NETS-T #2)
- Goal 3: Model digital-age work, research, collaboration and learning (Modified from NETS-T #3)
- Goal 4: Promote and model digital citizenship and Christian discipleship within the context of the digital age. (Expanded from NETS-T #4)
- Goal 5: Promote research and data-driven decisions about technology-enhanced teaching and learning environments

- Goal 6: Engage in ongoing professional growth and leadership (NETS-T #5)

Mater of Science in Education - Educational Design and Technology

Code	Title	Hours
Required Courses		
EDT 670/970	Integrat Tech in the Classroom	3
EDT 627/927	Portfolio I	0
EDT 589/889	Applying Tech in the Classroom	3
EDT 608/908	Critical Issues in Ed Tech	3
EDT 593/893	Theories of Learning & Design	3
EDT 628/928	Portfolio II	0
EDT 592/892	Instructional Design	3
EDT 585/885	Research in Ed Technology	3
EDT 629/929	Portfolio III	0
<i>Select One</i>		3
EDT 890	Thesis/Project Completion Semi	
EDT 895	Graduate Capstone Project	
Electives		
Select 12 credits of the following:		12
EDT 505/805	Online Teaching and Learning	
EDT 514/814	Ed Ministry in Digital World	
EDT 594/894	Digital Literacy	
EDT 607/907	Multimedia for the Classroom	
EDT 639/939	School Leadership in Tech	
EDT 645/945	Readings in Educational Techno	
EDT 657/957	Building Online Learning Communities (Web 2.0/ Learning 2.0)	
EDT 671/971	Grants and Funding for Educational Technology Initiatives	
EDT 515/815	Innovation in Education	
EDT 519/819	Workshop in Educ Design & Tech	
EDT 820	Blended Learning	
EDT 851	Support and Troubleshooting for Teaching and Learning with Technology	
Other electives as approved by the program director		
Total Hours		33

Master of Science in Education - Family Life

Purpose

The Family Life Education Master's Program prepares Family Life Educators with the critical skills and resources to assist families in effectively coping with life events and family transitions. Family Life Educators focus on healthy family functioning primarily through educational approaches. Concordia's program integrates Biblical truths throughout coursework in order to give students a decidedly Christian perspective. Students learn to conduct family life education in a variety of settings to reduce the harmful effects society can have on individuals and families across the life span. A Master of Science in Education-Family Life requires a minimum of 36 credit hours of course work planned in consultation with and approved by the program director. Students

in the Family Life Education program must complete a total of 120 practicum hours. These practicum hours will be embedded within the coursework with a focus on designing positive family programming.

The Family Life Education program is in the process of applying to NCFR for Provisional Certified Family Life Educator (CFLE) designation. More information about the CFLE designation will be available as Concordia University works through this certification process. The Family Life Education program is not currently NCFR certified.

Master of Science in Education - Family Life

(Completion of 36 credits is required in order to receive a Master of Science in Education-Family Life)

Code	Title	Hours
Required Courses		
COUN 584/884	Human Development	3
COUN 592/892	Professional Ethics	3
EDG 526/826	American Family Today	3
EDG 569	Contemp Iss Family & Parenting	3
EFL 530/830	Marriage & Family Relations	3
EFL 540/840	Human Sexuality	3
EDG 515/815	Educ Research Methods	3
EFL 550/850	Family Law and Public Policy	3
EFL 880	Family Resource Management	3
EFL 560/860	Curr & Methods in Family Life	3
EDG 590/595	Thesis Completion Seminar	3
Electives		
COUN 593	Individual Counseling	3
COUN 594	Group Counseling	3

Note that 120 hours of practicum hours are embedded within various courses.

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

Concordia University Wisconsin offers an accelerated, graduate Teacher Certification Program for adults who wish to be certified to teach in:

- Early Childhood: Birth - Grade 3
- Elementary Education: Grades 1-8 (Middle Childhood through Early Adolescence)
- Secondary Education: Grades 6-12 (Early Adolescence-Adolescence)
- Special Education: Grades K-12

Individuals interested in these programs must hold a Bachelor's degree from an accredited university, and meet our program entrance requirements. Once students complete the licensing portion of the program, they take an additional 9 graduate credits to complete the Master of Science in Education - Teaching and Learning.

The Graduate Teacher Certification Program-Elementary (GTCP-E), and Graduate Teacher Certification Program-Secondary (GTCP-S) are available at our Mequon, Madison, Appleton, and Kenosha campuses.

GTCP-S is also available in an online/blended option (E Learning). The Graduate Teacher Certification Program - Special Education is available online/blended format at the Mequon campus. The Graduate Teacher Certification Program-Early Childhood is available at the Kenosha and Mequon campus.

In addition to initial licensure opportunities, GTCP also offers add-on license options. Options include ESL and Bilingual as well as Gifted & Talented licenses.

Program Highlights

- GTCP-EC, GTCP-E, GTCP-S and GTCP-SE cohorts begin once each year. Check with the specific campus you want to attend to confirm start dates. Cohorts run given an adequate number of qualified accepted applicants. Applications are accepted on a rolling basis
- GTCP-EC and GTCP-E classes meet once a week for four hours in the evenings (example: 5:00 - 9:00 p.m.) and on five Saturdays from 9 a.m. to 5 p.m. The 22-month program also includes a semester of full-time student teaching
- GTCP-S classes meet once a week for four hours in the evenings (example: 5:00 - 9:00 p.m.) and on one Saturday from 9 am to 5 p.m. The 18-month program also includes a semester of full-time student teaching
- GTCP-S and GTCP-SE (E Learning) courses are offered in a blended format with 75% of coursework taking place online, and 25% in a face-to-face setting. The face-to-face classes take place on Saturdays. This program option is 24-months long
- Students must have a Bachelor's degree with a cumulative GPA of a 2.75 or higher, as well as a 2.75 GPA in all certification areas which the student is seeking licensure. Students must have an official transcript evaluation conducted by CUW staff to determine if all secondary core requirements have been met
- Many minor licensure areas, including ESL and Bilingual, and Gifted & Talented are available to add to the major/initial teaching license. Participants in the ESL, Bilingual and Gifted & Talented programs are required to complete 18 additional CORE credits in the traditional Teaching and Learning Master track in order to earn a Master's of Science in Education - Teaching and Learning.

Program Specifications

- **Praxis Tests:** Students must pass the Praxis I (CORE) exam **OR** demonstrate proficiency via alternative assessments (grades of B or better in related course content) and the Praxis II exam **OR** satisfy a Content Portfolio requirement with a minimum GPA of 3.0 within content courses prior to student teaching
- **Clinical Hours:** Seventy clinical hours are aligned and completed concurrently with program coursework prior to student teaching. Observation reflections are due at the end of each class
- **Practicum:** Students will complete a supervised Practicum prior to student teaching

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

Master's Degree Eligibility

- Only for students who have successfully completed CUW's Graduate Teacher Certification Program
- A cumulative GPA of 3.0 or above in CUW certification courses is required

- The Master's of Science in Education - Teaching and Learning is earned with 9 additional graduate credits in specified Graduate Education courses. Student's must take EDG 699 Assessment for Learning/EDG 887 Assessment for Learning and then will choose 6 other credits from the list of approved courses
- Students have 5 years to complete the Master's degree following the licensure portion of the program

Curriculum

Early Childhood (GTCP-EC) Courses – 49 Credit Minimum

Code	Title	Hours
EDC 510	Professional Foundations I	2
EDC 513	Human Learning & Development	4
EDC 514	Diversity in the Classroom	4
EDC 869	Technology for Educators	3
EDC 611	Lang Develop & Early Literacy	4
EDC 612	Developmental Reading	2
EDC 613	Books and Pictures	4
EDC 526	Curr & Methods of Fine Arts	1
EDC 518	Curr & Methods of Science	4
EDC 521	Curr & Methods of Phy Ed & Hea	1
EDC 615	Curric & Methods in ECE I	4
EDC 916	Curric & Methods in ECE II	2
EDC 525	Collabor with Family & Communi	1
EDC 520	Curr/Meth of Mathematics Elem	4
EDC 517	Practicum	1
EDC 511	Professional Found II Elem	2
EDC 512	Clinicals	0
EDC 619	EC Student Teaching	1-6
EDC 535	Student Teaching Elementary	1-6
EDC 530	Portfolio I	0
EDC 531	Portfolio II	0
EDC 532	Portfolio III	0

Elementary (GTCP-E) Courses - 47 credit Minimum

Code	Title	Hours
EDC 510	Professional Foundations I	2
EDC 511	Professional Found II Elem	2
EDC 513	Human Learning & Development	4
EDC 514	Diversity in the Classroom	4
EDC 515	Language Arts Dev & Strategies	4
EDC 516	Curr & Methods of Language Art	4
EDC 517	Practicum	1
EDC 518	Curr & Methods of Science	4
EDC 519	Curr & Meth of Social Studies	4
EDC 520	Curr/Meth of Mathematics Elem	4
EDC 869	Technology for Educators (on-line)	3
EDC 526	Curr & Methods of Fine Arts	1
EDC 521	Curr & Methods of Phy Ed & Hea	1
EDC 522	Tchng in the Primary Classroom	1
EDC 523	Tchng in the Middle School	1
EDC 525	Collabor with Family & Communi	1

EDC 535	Student Teaching Elementary	1-6
EDC 536	Student Teaching Middle School	1-6
EDC 512	Clinicals	0
EDC 530	Portfolio I	0
EDC 531	Portfolio II	0
EDC 532	Portfolio III	0

Secondary (GTCP-S) Courses-36 Credit Minimum (Face-to-Face and Online/Blended)

Code	Title	Hours
EDC 560/860	Professional Foundations I	2
EDC 561/861	Professional Foundations II	2
EDC 563/863	Educational Psychology	4
EDC 564/864	Diversity in the Classroom	4
EDC 565/865	Teaching in the Middle School	4
EDC 566/866	Analysis of Instruction	2
EDC 567/867	Lang and Lit in Content Area	4
EDC 568/868	Practicum	1
EDC 869	Technology for Educators (on-line)	3
Methods classes are taken according to Major/Minor:		
EDC 570/870	Curr & Methods of Tchg English	4
EDC 571/871	Curr & Meth of Tchg Soc Studie	4
EDC 572/872	Curr/ Meth of Tchg Math Sec	4
EDC 573/873	Curr & Meth of Tchg Science	4
EDC 574/874	Curr & Meth Tchg Bus Education	4
EDC 575/875	Curr & Meth of Tchg World Lang	4
EDC 577/877	Curr & Meth of Tchg Art	4
EDC 578/878	Curr & Meth Tchg Phy Ed & Healt	4
EDC 586/886	Studnt Tchng Middle School	1-6
EDC 587/887	Studnt Tchng High School	1-6
EDC 562/862	Clinicals	0
EDC 580/880	Portfolio I	0
EDC 581/881	Portfolio II	0
EDC 582/882	Portfolio III	0

Additional required courses for Mathematics or English/Language Arts License Candidates

EDC 812	Math in The Middle School	3
EDC 832	Teaching Writing	3

Business Vocational License Courses

Code	Title	Hours
EDG 953	Prin of Career & Technical ED	3
EDG 952	Org & Admin of Coop Ed Program	3

Special Education (GTCP-SE) Courses - 37 Credits (online/blended)

Code	Title	Hours
EDC 835	Found Spec Ed Inst Diverse Pop	3
EDC 836	Legal Foundations in Spec Edu	3
EDC 837	Teaching Mathematic Strategies	3
EDC 838	Class & Behavior Mgmt in SPED	3
EDC 839	Found Reading & Lit Strat	3
EDC 880	Portfolio I	0

EDC 840	Diff Read Intervntns for SPED	3
EDC 841	Evid-Based Inst Strat in SPED	3
EDC 842	Char of & Int Stu w Sig Dis	3
EDC 843	Assessment & Pro Mon in SPED	3
EDC 868	Practicum	1
EDC 881	Portfolio II	0
EDC 844	Collab & Teaming for Eff Inst	3
EDC 862	Clinicals	0
EDC 845	SPED 1st 9 Stu Teach ELM/MDL	1-6
EDC 846	SPED 2nd 9 Stu Teach MDL/HIGH	1-6
EDC 882	Portfolio III	0

Participants in the ESL, Bilingual and Gifted & Talented programs are required to complete 18 additional CORE credits in the traditional Teaching and Learning Master track in order to earn a Master's of Science in Education - Teaching and Learning.

ESL Minor Courses

Code	Title	Hours
EDG 700/900	Cross Cultural Comm Teachers	3
EDG 706/906	Basic English Linguistics	3
EDG 677/816	ELL Lit: Read, Writ & Grammar	3
EDG 681/817	Accommod Diff in Lit Learners	3
EDG 682/819	Methods of Teaching ESL	3
EDG 683/871	Observ, Anal, & Pract in ESL	3
EDG 695/897	Portfolio: ESL	0

Bilingual Education Concentration Courses

In addition to the above ESL minor courses the following courses will need to be taken to obtain the Bilingual Minor license.

Code	Title	Hours
EDG 782/982	Hist, Pol, Method of Sec Lang	3
EDG 783/983	Obs, Anal, Pract Bilingual Cl	3
EDG 785/985	Portfolio: Bilingual (pass/ fail)	0

Gifted and Talented Teacher License Courses:

Code	Title	Hours
EDC 620/820	Issues & Trends in Gifted Educ	3
EDC 621/821	Unique Needs of Gifted Child	3
EDC 622/822	Instruct Students Gifts Talent	3
EDC 623/823	Obs, Anal, Pract Tchng Gifted	3
EDC 624/824	Portfolio: Gifted & Talented	0
For Gifted & Talented Coordinator License:		
EDC 625/825	Coord Gifted Talented Progs	3

Master of Science in Education - Teaching and Learning

Purpose

This concentration is designed to provide further professional development and skills to classroom teachers who are in the profession and already hold a teaching license. The program enables the teacher to improve classroom teaching skills and increase understanding of the process of education and the art of teaching. The program requires eighteen (18) semester hours of required courses, and allows for fifteen

(15) semester hours of course work related to the teacher interest areas.

The total Master's degree requires thirty-three (33) semester hours plus 3 zero credit portfolios to assess progress of learning throughout the program.

There are multiple tracks available in this concentration:

- Masters Degree (Traditional 33 credit track - This is intended for those students who already hold a WI teaching license)
- Masters Degree with Teacher Certification (please see this section of the catalog)

Optional licensure tracks:

- Alternative Education
- Bilingual
- Early Childhood
- Elementary Education
- ESL
- Gifted & Talented
- Secondary Education
- Special Education (Initial)

Master of Science in Education

Code	Title	Hours
Required Courses		
EDG 507/807	Curriculum Leadership	3
EDG 521/821	Human Learn & Motivation	3
EDG 528/828	Strat Effect Teaching	3
EDG 699/887	Assessment for Learning	3
EDG 515/815	Educ Research Methods	3
EDG 590/890	Thesis Completion Seminar ¹	3
or EDG 595/895	Graduate Capstone Project	
EDG 627/924	Portfolio I	0
EDG 628/925	Portfolio II	0
EDG 629/926	Portfolio III	0
Electives		
EDG 509/809	Disciplinary Literacy	3
EDG 533/833	Leadership for Change	3
EDG 535/835	Legal/Ethic Issues in Ed Admin	3
EDG 537/837	Supervision of Instruction	3
EDG 556/856	Language & Literacy Develop	3
EDG 576/876	Lit-Kindergarten to Secondary	3
EDG 649/949	Profess Learn Communities	3
EDG 811	Servant Leadership	3
EDT 514/814	Ed Ministry in Digital World	3
EDT 589/889	Applyng Tech in the Classroom	3
EDT 607/907	Multimedia for the Classroom	3
EDT 608/908	Critical Issues in Ed Tech	3
EDT 639/939	School Leadership in Tech	3
EDT 657/957	Building Online Learning Communities (Web 2.0/ Learning 2.0)	3
EDT 670/970	Integrat Tech in the Classroom	3
COUN 543/843	Counsel-Theory & Issues	3

COUN 584/884	Human Development	3
EDG 531	Principles of Education Admin	3
EDG 632	Educating Students at Risk	3
EDG 633	Alternative Education	3

¹ EDG 515 Educ Research Methods is a prerequisite.

Other courses may be taken as part of your program with the advisor/director's approval. Please seek this approval before registration for any course not on this list.

Master of Science in Education - 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, curriculum leadership, and change. 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 Wisconsin license (#5051) is limited to elementary and high school building principals. Applicants desiring a principal's license for another state should consult with their state's licensing requirements.

Master of Science in Education - Educational Administration

Code	Title	Hours
#5051 Licensure		
EDG 531/831	Principles of Education Admin	3
EDG 533/833	Leadership for Change	3
EDG 627/921	Portfolio I	0
EDG 541/841	Business Admin of Schools	3
EDG 536/836	Ed Govern/Admin-HR Emph	3
EDG 537/837	Supervision of Instruction	3
EDG 535/835	Legal/Ethic Issues in Ed Admin	3
EDG 507/807	Curriculum Leadership	3
EDG 539/839	Practicum in Educ Admin	3
EDG 628/922	Portfolio II	0
EDG 745/845	The Principalship	3
EDG 515/815	Educ Research Methods	3
EDG 595/895	Graduate Capstone Project	3
EDG 629/923	Portfolio III	0
#5010 Licensure		
EDG 699/887	Assessment for Learning	3
EDG 552/852	Improve Literacy Instruction	3
EDG 629/923	Portfolio III	0
Total Hours		39

Master of Science in Education- Literacy

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 #1316) and as a Reading Specialist (Wisconsin Department of Public Instruction Certification #5017). Reading Specialist certification requires a master's degree, which includes Reading Teacher certification. Reading Teacher certification requires 18 credits.

There are two options available in this concentration:

1. Reading Teacher Certification – License #1316
2. Reading Specialist Certification – License #5017

Reading Teacher -WI #1316 Licensure Only

Code	Title	Hours
EDG 552	Improve Literacy Instruction	3
EDG 509	Disciplinary Literacy	3
EDG 556	Language & Literacy Develop	3
EDG 553	Literacy Assess for Instruct	3
EDG 576	Lit-Kindergarten to Secondary	3
EDG 554	Literacy Practicum	3
EDG 627	Portfolio I	0
EDG 628	Portfolio II	0
Total Hours		18

M.S in Education-Literacy (in addition to above)

Code	Title	Hours
EDG 507	Curriculum Leadership	3
EDG 537	Supervision of Instruction	3
EDG 544	Curr Top & Research Literacy	3
EDG 595	Graduate Capstone Project	3
Total Hours		12

Reading Specialist-WI #5017 Licensure (in addition to all above)

Code	Title	Hours
EDG 596	Literacy Internship	3
EDG 629	Portfolio III	0
Total Hours		3

Masters of Science in Education - Environmental Education

Masters of Science in Education - Environmental Education

Code	Title	Hours
Education Component		
Select 12 credits of the following:		12
EDG 501/801	Issues in American Education	
EDG 507/807	Curriculum Leadership	
EDG 521/821	Human Learn & Motivation	
EDG 528/828	Strat Effect Teaching	
EDG 563		
	or EDG 575	
	or EDG 675	
AEG 510	Developmental Issues in Art Ed	
AEG 540	Curriculum Design in Art Ed	
AEG 550	Integrative Iss in Art Ed	
AEG 590	Technology in Art Ed	
EDG 627/827	Portfolio I ^{1,2}	
EDG 628/828	Portfolio II ^{1,2}	
EDG 629/829	Portfolio III ^{1,2}	
Research Component		
EDG 515	Educ Research Methods	3
EDG 595	Graduate Capstone Project	3
Science Content Component		
Select 12 credits of the following:		12
BIO 510/810	Ecology	
BIO 517		
BIO 540/840	Advanced Botany	
BIO 544		
BIO 556/856	Readings in Environ Science	
BIO 567	Ecology of the Tropics	
BIO 570	Ornithology	
CHEM	Environmental Chemistry/Toxicology I	
561/861		
SCI 597	Inter/Pract Envir/Outdoor Ed	
Total Hours		30

¹ 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.

² For students pursuing DPI certification (i.e. 615 licensure)

Superintendent License Program

Purpose

The Superintendent License Certificate is a concentration of coursework and field work that upon successful completion of the program will qualify candidates to apply for a Superintendent License (Wisconsin License Code #5003). The Superintendent Licensure Program is offered in a blended delivery model. The first class will be a face to face experience, followed by on line coursework and culminating with a fact

to face experience. Sites are to be determined based on the geographical location of candidates. Upon completion of the program the candidate will be awarded an Educational Specialist certificate. In order to be admitted to the Superintendent Certification Program candidates must hold a Master's degree and hold (or be eligible for) 5051 licensure as a principal.

Requirements

Code	Title	Hours
Required Courses		
EDG 778/978	The Superintendency	3
EDG 788/988	Profess Ethics in Leadership	3
EDG 794/994	Portfolio	0
EDG 789/989	Organizational & Policy Develo	3
EDG 790/990	School Improve & Data Analysis	3
EDG 791/793	Public Relations	3
EDG 793/993	Adv Internship in Superintende	1
EDG 792/992	Facility Planning	3
EDG 762	Adv Intern Seuper II	2
EDG 794/944	Portfolio	0
Total Hours		21

Master of Business Administration

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 provides the broad base of knowledge needed by middle and upper level managers, and executives. 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 Highlights

- 8 week courses in the classroom or online
- STEM courses and concentrations
- Can be completed in less than 2 years
- Week-long study abroad options to China and Austria
- Dual degree opportunities
- Earn credit at work through internship
- Accepts up to 6 graduate transfer credits
- Industry related exam prep and certificates
- No GMAT or GRE required
- Taught by industry experts

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 WI campus and at Ann Arbor MI, Appleton, Beloit, Green Bay, Kenosha, Madison, Midtown, Miller Park Way, and Waukesha center locations. Videoconference classes are available for some courses. In addition to the live and synchronous format highlighted above, courses are also offered online. With classes held at multiple locations and through various formats, students' professional and personal schedules can be accommodated.

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

Program Prerequisites

The MBA program has six prerequisite content areas. These prerequisites are not required prior to starting the program but must be completed prior to taking the corresponding MBA course. Students will be evaluated as to whether they will need to fulfill any prerequisites. Most students have these fulfilled as part of their undergraduate studies. These content areas are Accounting, Finance, Management, Marketing, Economics, and Statistics. Students may fulfill these prerequisite content areas by taking traditional or non-traditional 3 credit courses, by CLEP or DSST examination, or have them waived based on professional experience. All prerequisite content areas can be fulfilled by taking a single course MBA 513/813 Business foundation for Administrative Professions (3 cr).

International Student Prerequisite Requirement :

International students are required to complete MBA 505/805 Graduate School Success (3 cr) as part of their degree program. Thus the minimum required credits for degree completion is increased by three (3) credits unless otherwise approved by the MBA Director.

Absence Policy

Due to the intensive nature of the program, students are allowed only one excused absence per course, defined as

1. emergency
2. personal illness
3. 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 MBA program will accept up to six (6) hours of transfer credit, 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.
4. Transfer credits must not be older than seven years unless approved by the director.

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

Drop Policy

To drop a class, a student must use the following link:

- On-campus class: www.cuw.edu/forms/mbadrop.cfm

If the student drops a full class within seven days of the course starting, the student will be charged a \$50 late drop fee. If a student drops an on-campus class that is already in progress, he/she will be refunded based on attendance (please refer to Refund Policy under Financial Information). If a student drops an online course, the refund is based on assignments completed (please refer to Refund Policy for online courses).

E-Mail

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

Late Registration

Students who attend a class without being on the class roster will be charged a \$50 late registration fee. Being on the wait list does not mean a student is on the class roster; if a student attends a class and the late registration fee will be applied. Students are unable to register for a class once it has 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 must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student's final class, 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.

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.

Nonprofit Management and Leadership allows student to maximize their individual strengths and potentials as effective business administrators and leaders. Nonprofit management and leadership combines the strength of the MBA curriculum with the deeper study of management issues and operations unique to nonprofit organizations such as nonprofit governance and board development, fundraising strategies, volunteer recruiting, publicity and public relations, financial and legal

issues, program evaluation, and fraud prevention. Professionals can achieve significant organizational impact applying critical concepts that drive effective nonprofit organizations. The program places an emphasis on social responsibility through effective leadership and relationship development within an ethical framework. This program is designed for professionals with a passion for positive, sustainable impact in their communities and the world.

Sustainability Management and Analytics Concentration is a comprehensive treatment of developing and implementing a successful program in the domain of financially successful sustainability. The reader is exposed to financially, environmentally, and socially responsible objectives that are supported by strategies and achieved by clear tactics that have measurable outcomes. The student is introduced to methods of implementing technologies and practices and will learn how to analyze and improve the consequent financial, social and environmental performance. This concentration also reveals why we should be sustainable by giving full treatment to seemingly complex topics in science in a way that requires very little math or science background. The content also captures how sustainability can be the source of process and product innovation. International standards are also given full treatment. This MBA also specifies how to use traditional methods such as Six Sigma, lean, and operations research to improve processes, reduce resource use and waste, and make better social and environmental decisions that are based upon data from key financial, social, and environmental performance indicators. Internal and external data sourcing are given full treatment along with basic statistical data management. A recurring theme throughout the program is the integration of traditional methods of continuous improvement applied to financial, social and environmental data sources.

Innovation and Entrepreneurship is both a pursuit and a mindset. It is characterized by innovation, creativity, risk-taking, adaptability, experimentation, learning from failure, challenging oneself, and seeing problems from multiple perspectives in an attempt to create effective solutions. Innovation encompasses two main facets: the first is corporate innovation, or finding new and emerging markets so existing organizations and businesses can be competitive and relevant. The second is a more personal or individual innovation. This prepares individuals to create and launch successful startups and to understand and appreciate the dynamics of competition values in the world of innovation and entrepreneurship.

Accounting is designed for students who intend to become Certified Public Accountants (CPA) and are seeking to fulfill the credit hour requirements necessary to sit for the national CPA exam. Thus, students pursuing this concentration should already have an undergraduate degree in accounting or be actively pursuing one through the CUW Scholars Program.

Communications and Public Relations 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.

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.

Strategic 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 Assessment and Management prepares students in the insurance industry or other vocations by helping them make informed decisions and recommendations regarding risks faced by companies and organizations, including how to identify, analyze and manage those risks.

Sport and Entertainment Business compliments the rigorous business curriculum with a comprehensive and innovative field of study in a vastly competitive and growing global industry. The scope of the sport and entertainment business sectors intersects all aspects of business; thus this program is designed to prepare students to market, manage and lead public, private and non-profit organizations, events and branded properties, products and athletes/talent, facilities and agencies, and public relations campaigns by aligning the curriculum and instruction with industry demands.

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. At the same time, a concentration allows the student to develop an area of expertise.

Core Courses

Code	Title	Hours
MBA 500/800	Managerial Economics	3
MBA 503/803	Ethics & Org Leadership	3
MBA 510/810	Appl Statistic Meth	3
MBA 530/830	Corporate Finance	3
MBA 540/840	Acct:Fin Analysis/Decision	3
MBA 569/869	Mgmt Science & Analytics	3
MBA 610/810	Issues Human Res Management	3
MBA 590/890	Strategic Management	3
Total Hours		24

The MBA program consists of 39 credits which include eight core courses and five courses from a concentration area. The MBA core curriculum

is comprised of 24 credits and is designed to provide students with a broad spectrum of advanced instruction in many areas of business. A concentration area of 15 credits allows the student to develop an area of expertise. Students will be evaluated for knowledge in the areas of accounting, finance, management, marketing, economics, and statistics, and provided guidance on how to fulfill any prerequisites if required. Prerequisites do not need to be completed prior to starting the MBA program. MBA 513/813 Business Foundations fulfills all prerequisites.

MBA Concentration Courses

Choose Five Courses In One Area

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

Accounting

Students that hold a bachelors degree in accounting can request to have the core course MBA 540 Acct:Fin Analysis/Decision waived.

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 525/825	Advanced Auditing (3 credits)	
MIB 530/830	Global Production Systems (3 credits)	
MBA 576/876	Fraud Management (3 credits)	
MBA 529/829	Database Management (3 credits)	
MBA 532/832	Governmental Accounting (3 credits)	
MMC 540/840	Pub Speak:Reprt/Present (3 credits)	
MBA 524/824	Systems Analysis & Design (3 credits)	
MBA 623/923	Statutory Accounting (3 credits)	
MBA 541/841	Mergers and Acquisitions (3 credits)	
MBA 845	MBA Internship (3 credits)	
Total Hours		15

Communications and Public Relations

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MMC 506/806	Group Dynamics & Leadership (3 Credits)	
MMC 520/820	Manag Comm Prac & Prin (3 Credits)	
MBA 502/802	Publicity and Public Relations (3 Credits)	
MMC 525/825	Eff Business Writing & Mrktplc (3 Credits)	
MMC 540/840	Pub Speak:Reprt/Present (3 Credits)	
MMC 547/847	Adv Intrper Comm/Intrview (3 Credits)	
MMC 586	(3 Credits)	
MBA 845	MBA Internship (3 Credits)	
MBA 511/811	Social Marketing Strategies (3 Credits)	
Total Hours		15

Finance

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 558/858	Real Estate Investment (3 credits)	
MBA 570/870	Legal Aspects (3 credits)	

MBA 576/876	Fraud Management (3 credits)
MBA 621/921	Financial Instit Management (3 credits)
MBA 622/922	Intro to Insur and Risk Manage (3 credits)
or MBA 627/927	ARM 54 Corporate Risk Mgmt
MBA 626/926	Portfolio Math (3 credits)
MIB 540/840	International Finance (3 credits)
MBA 628/928	ARM 56 Corporate Risk Financin (3 credits)
MBA 845	MBA Internship (3 credits)
MBA 541/841	Mergers and Acquistions (3 credits)
MBA 625/925	Securities Analysis (3 credits)
MBA 517	International Business Law (3 credits)

Total Hours 15

Health Care Administration

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		
MBA 535/835	Budget in Public Agenc	15
or MBA 542/842	Six Sigma Process & Applicat	
MBA 620/920	Economics and Public Policy of Health Care	
MBA 622/922	Intro to Insur and Risk Manage	
or MBA 627/927	ARM 54 Corporate Risk Mgmt	
MBA 623/923	Statutory Accounting	
MBA 624/924	Health,Life & Business Soc Ins	
MBA 685/985	Spec Topics-Health Care	
MPA 568/868	Public Personnl Admin	
MIB 570/870	Study Abroad	
MBA 569	Mgmt Science & Analytics	
MBA 845	MBA Internship	

Total Hours 15

Human Resource Management

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		
MBA 576/876	Fraud Management	15
MBA 600/900	Compensation & Benefits	
MBA 605/905	Altern Dispute Resolution	
MBA 615/915	Employment & Labor Law	
MBA 622/922	Intro to Insur and Risk Manage	
MBA 627/927	ARM 54 Corporate Risk Mgmt	
MPA 568/868	Public Personnl Admin	
MBA 624/924	Health,Life & Business Soc Ins	
MBA 845	MBA Internship	
MBA 587	Industry Leaders Sem Series	
MIB 570/870	Study Abroad	

Total Hours 18

Innovation and Entrepreneurship Concentration

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		
MBA 579/879	Strategic Innovation (required)	15

MBA 686/886	Sustainabil & Social Entrepren
MBA 687/887	Intellectual Prop and Reg Issu
MBA 688/888	New Venture Form & Bus Develop
MBA 555/855	Small Business Management
MBA 553/853	Sales Management
MBA 511/811	Social Marketing Strategies
MBA 578/878	Marketing Research & Intellige
MBA 845	MBA Internship
MBA 587	Industry Leaders Sem Series
MIB 570/870	Study Abroad

Total Hours 15

International Business

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		
MIB 530/830	Global Production Systems	15
MBA 587	Industry Leaders Sem Series	
MIB 540/840	International Finance	
MIB 545/845	International Economics	
MIB 555/855	International Marketing	
MIB 560/860	International Business	
MIB 570/870	Study Abroad	
MIB 845	International Economics	
MBA 517	International Business Law	

Total Hours 15

Management

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		
MBA 527/827	Project Management	15
MBA 550/850	Strategic Marketing	
MBA 554/854	Advertising Management	
MBA 555/855	Small Business Management	
MBA 556/856	Real Estate Management	
MBA 557/857	Sustainable Business Practices	
MBA 565/865	Supply Chain Management	
MBA 570/870	Legal Aspects	
MBA 576/876	Fraud Management	
MBA 577/877	Loss Prevention	
MBA 543/843	Introduction to Lean	
MBA 622/922	Intro to Insur and Risk Manage	
or MBA 627/927	ARM 54 Corporate Risk Mgmt	
MIB 530/830	Global Production Systems	
MIB 560/860	International Business	
MBA 641/941	Global Persp of Sprt & Ent Mgt	
MBA 642/942	Cont Princ of Hosp & Event Mgt	
MBA 845	MBA Internship	
MBA 542/842	Six Sigma Process & Applicat	
MBA 520/820	Management Information Systems	
MBA 514/814	Corp Governance & Board Dev	
MBA 579/879	Strategic Innovation	
MIB 570/870	Study Abroad	

MBA 587	Industry Leaders Sem Series	
Total Hours		15

Management Information Systems (STEM Program)

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 520/820	Management Information Systems	
MBA 521/821	Oracle Acad Database Des & Pro	
MBA 522/822	Data Commun & Network Security	
MBA 524/824	Systems Analysis & Design	
MBA 526/826	Decision Support Systems	
MBA 527/827	Project Management	
MBA 528/828	Oracle Business Applications	
MBA 529/829	Database Management	
MBA 523/823	Oracle Java Fundamental & Prog	
MBA 845	MBA Internship	
MBA 508	Software Test & Qlty Assurance	
MBA 587	Industry Leaders Sem Series	
MIB 570/870	Study Abroad	
Total Hours		15

Nonprofit Management and Leadership

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 504/804	Management Nonprofit Org	
MBA 507/807	Fin Mgmt Nonprofit Orgs	
MBA 516/816	Legal Issues in Nonprofit Org	
MBA 512/812	Nonprofit Fundrais Grant Write	
MBA 514/814	Corp Governance & Board Dev	
MBA 502/802	Publicity and Public Relations	
MBA 686/886	Sustainabil & Social Entrepren	
MBA 688/888	New Venture Form & Bus Develop	
MMC 540/840	Pub Speak:Reprt/Present	
MBA 578/878	Marketing Research & Intellige	
MBA 576/876	Fraud Management	
MPA 540/840	Public Program Evaluation	
MBA 845	MBA Internship	
MBA 570/870	Legal Aspects	
MBA 587	Industry Leaders Sem Series	
Total Hours		15

Public Administration

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 527/827	Project Management	
MLS 530/830	Admin Law & Process	
MPA 535/835	Budget in Public Agenc	
MPA 540/840	Public Program Evaluation	
MPA 568/868	Public Personnl Admin	
MPA 569/869	Intergovernmental Relations	
MBA 845	MBA Internship	
MBA 502/802	Publicity and Public Relations	

MIB 570/870	Study Abroad	
MBA 587	Industry Leaders Sem Series	
Total Hours		15

Risk Assessment and Management

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 570/870	Legal Aspects	
MBA 576/876	Fraud Management	
MBA 622/922	Intro to Insur and Risk Manage	
or MBA 627/927	ARM 54 Corporate Risk Mgmt	
MBA 623/923	Statutory Accounting	
MBA 577/877	Loss Prevention	
MBA 624/924	Health,Life & Business Soc Ins	
MBA 625/925	Securities Analysis	
MBA 687/887	Intellectual Prop and Reg Issu	
MBA 628/928	ARM 56 Corporate Risk Financin	
MBA 845	MBA Internship	
MBA 514/814	Corp Governance & Board Dev	
MIB 570/870	Study Abroad	
MBA 587	Industry Leaders Sem Series	
MBA 517	International Business Law	
Total Hours		15

Sport and Entertainment Business

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 641/941	Global Persp of Sprt & Ent Mgt	
MBA 642/942	Cont Princ of Hosp & Event Mgt	
MBA 643/943	Integ Pub Rel and Social Media	
MBA 644/944	Integ Marketing & Brand Activa	
MBA 645/945	Sponsorship, Sales & Fund Stra	
MBA 622/922	Intro to Insur and Risk Manage	
or MBA 627/927	ARM 54 Corporate Risk Mgmt	
MBA 845	MBA Internship	
MBA 646/946	Event Mgmt & Activation	
MIB 570/870	Study Abroad	
MBA 587	Industry Leaders Sem Series	
Total Hours		15

Strategic Marketing

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 511/811	Social Marketing Strategies	
MBA 550/850	Strategic Marketing	
MBA 502/802	Publicity and Public Relations	
MBA 553/853	Sales Management	
MBA 554/854	Advertising Management	
MBA 578/878	Marketing Research & Intellige	
MBA 570/870	Legal Aspects	
MIB 555/855	International Marketing	

MBA 644/944	Integ Marketing & Brand Activa
MBA 645/945	Sponsorship, Sales & Fund Stra
MBA 845	MBA Internship
MBA 587	Industry Leaders Sem Series
MIB 570/870	Study Abroad
MBA 552/852	Direct Marketing
<hr/>	
Total Hours	15

Sustainability Management and Analytics (STEM Program)

Code	Title	Hours
<i>Pick 5 courses from the following list:</i>		15
MBA 547/847		
MBA 548/848	LEED Associate & Accred Prof (includes LEED exam preparation)	
MBA 549/849	Ecological Economics	
MBA 571/871	Environmental Law	
MBA 557/857	Sustainable Business Practices	
MBA 542/842	Six Sigma Process & Applicat	
MBA 543/843	Introduction to Lean	
MBA 546/846	Special Topics: Business & Industry	
BIO 556/856	Readings in Environ Science	
MBA 686/886	Sustainabil & Social Entrepren	
MBA 845	MBA Internship	
MBA 579/879	Strategic Innovation	
MIB 570/870	Study Abroad	
MBA 587	Industry Leaders Sem Series	
MIB 530/830	Global Production Systems	
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Total Hours		15

MBA Internship: All students are encouraged to experience an internship for three credits, MBA 845 MBA Internship (3crs). Internship credits will apply to the concentration area and count as one of the required five concentration courses. Please contact an advisor or the MBA program director for more information about internships.

Short-term Study Abroad: Students may participate in week long study abroad opportunities for credit towards their MBA by taking MIB 570 Study Abroad. Annual trips to China and Austria are available. Check with your advisor or program director.

Course Substitution: Students may request to take one course outside of their concentration. Contact an advisor for more information on how to make this request.

Master of Church Music

The Master of Church Music degree is designed to be completed exclusively in summer sessions or in combination with evening sessions, meeting the needs of church musicians who are not able to take coursework during the traditional academic year. The program enables students to further their knowledge and skills in all aspects of church music with three emphasis areas:

1. organ
2. choral
3. handbells

While courses are taught from a Lutheran perspective, all denominations are welcome and highly valued in the program. The ecumenical diversity brings an immeasurable strength to the teaching and ongoing discussion of church music.

The Objectives of the Church Music Degree

For all students:

- 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

To gain degree seeking status in the Master of Church Music program, a student must:

1. Successfully pass the following:
 - a. Qualifying audition with performance of two contrasting works on organ or voice (not required for Handbell Emphasis students);
 - b. MUS 541 Graduate Theory Review course or MUS 642 Form and Analysis;
 - c. Written examination in General Music History.
2. 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, Service, Concert.

Transfer of Credit

Up to six semester hours of transfer credit may be accepted from a nationally accredited graduate school. (For organ emphasis, this includes

three credits of applied organ; for choral emphasis this includes one credit of applied voice.) 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 and analyze 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 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 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 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:

Code	Title	Hours
MUS 585	Handbell Methods	3
MUS 586	Conducting Handbells	3
MUS 546	Composing for Handbells	3
MUS 686	Handbell Performance	3

and all portions of the qualifying audition and 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 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 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.

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

Code	Title	Hours
MUS 551	Choral Conducting	3
MUS 585	Handbell Methods	3
MUS 565	Survey of Christian Hymnody	3
MUS 569	Issues in Church Music	3
MUS 571	Music Heritage of the Church	3
MUS 541	Graduate Theory Review	3
or MUS 642	Form and Analysis	
MUS 545	Composing & Arranging	3
MUS 521	Applied Organ (minimum of 6 credits)	6
MUS 522	Organ Literature	3
MUS 599	Recital, Service, Concert (Recital Paper)	3
MUS 642	Form and Analysis	3
Comprehensive Exams (Written and Oral)		
Total Hours		36

Choral Emphasis

Code	Title	Hours
MUS 585	Handbell Methods	3
MUS 565	Survey of Christian Hymnody	3
MUS 569	Issues in Church Music	3
MUS 571	Music Heritage of the Church	3
MUS 541	Graduate Theory Review	3
or MUS 642	Form and Analysis	
MUS 545	Composing & Arranging	3
MUS 551	Choral Conducting	6
MUS 511	Applied Voice	3
MUS 552	Choral Literature	3
MUS 599	Recital, Service, Concert (Recital Paper)	3
MUS 642	Form and Analysis	3
Comprehensive Exams (Written and Oral)		
Total Hours		36

Handbell Emphasis

Code	Title	Hours
MUS 551	Choral Conducting	3
MUS 565	Survey of Christian Hymnody	3
MUS 569	Issues in Church Music	3
MUS 571	Music Heritage of the Church	3
MUS 541	Graduate Theory Review	3
or MUS 642	Form and Analysis	
MUS 545	Composing & Arranging	3
MUS 585	Handbell Methods	3
MUS 586	Conducting Handbells	3
MUS 546	Composing for Handbells	3
MUS 586	Conducting Handbells	3
MUS 599	Recital, Service, Concert (Recital Paper)	3
MUS 642	Form and Analysis	3

Comprehensive Exams (Written and Oral)

Total Hours

36

Master of Occupational Therapy Overview

Concordia University Wisconsin offers the entry-level Master of Occupational Therapy (MOT) program in three formats - accelerated, blended and transitional. They are based on a liberal arts foundation and encompass 2-3 years of professional education beyond a bachelor's degree. The **Accelerated** format is designed for high school students looking to pursue a bachelor's AND master's degree. The **Blended** format is designed for applicants who already hold a bachelor's degree. The **Transitional** format is designed for Certified Occupational Therapy Assistants (COTAs) with at least one year of experience and an associate's degree from a regionally accredited institution.

Mission Statement

The mission of Concordia University's Master of Occupational Therapy program is to positively impact communities by developing Christ-centered occupational therapists who empower others to reach their highest potential through leadership, best practice, advocacy, and innovation.

Accreditation

The Master of Occupational Therapy program is accredited by the Accreditation Council for Occupational Therapy Education (<https://www.aota.org/Education-Careers/Accreditation.aspx>)(ACOTE (<http://www.acoteonline.org>)) of the American Occupational Therapy Association (<https://www.aota.org>) (AOTA), located at 4720 Montgomery Lane Suite 200, Bethesda, MD 20814-3449. AOTA's phone number is (301) 652-AOTA.

Credentialing

Graduates of the program may sit for the National Certification Exam for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT) administered by the National Board for Certification in Occupational Therapy (<http://www.nbcot.org>) (NBCOT) located at One Bank St., Suite 300, Gaithersburg, MD 20878, (301)-990-7979. Graduates who successfully complete the exam will receive the credentials: Occupational Therapist Registered OTR®. Please note that most states require additional licensure/certification to practice. Be forewarned that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program data specific to Concordia University Wisconsin on the National Board for Certification in Occupational Therapy (NBCOT) Exam can be found here (<https://secure.nbcot.org/data/schoolstats.aspx>).

General Academic Information

The Master of Occupational Therapy (MOT) program is intended to help students prepare themselves for entry into the range of fields associated with this specialty, including clinical work, administration, education, research and consultation by offering a comprehensive set of courses in occupational therapy. The program is organized to assist students in preparing for work in employment settings such as hospitals, rehabilitation centers, nursing homes, hospices, community

agencies, mental health agencies, wellness clinics and industry, and to help enable people to do day-to-day (occupational) activities that are important to them despite body structure or functional impairments, activity limitations, or participation restrictions.

The Occupational Therapy program at Concordia leads to a Master of Occupational Therapy (MOT) degree. The full-time, professional entry-level degree program is offered in three formats, all of which combine classroom, laboratory, and supervised clinic-based instruction. Please note that a Wisconsin criminal background check will be completed when students are accepted into the program and the results may interfere with the ability to obtain employment post-graduation.

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

Fieldwork Experiences

The Occupational Therapy department will work with each student to obtain appropriate Level I and II Fieldwork sites. Students may be required to leave the Milwaukee area for fieldwork placements. Transportation to and from Level I and II Fieldwork is the responsibility of the student. Housing for Level II fieldwork is also the student's responsibility. Students in the MOT program - Transitional format will work with the Academic Fieldwork Coordinator to secure fieldwork near their current residence. Concordia University Wisconsin student malpractice insurance is included the tuition.

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 clients 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, Level II Fieldwork during the final semester(s) of the program. Level II Fieldwork is typically scheduled at two different experiences of three months each. Level II Fieldwork shall be completed within 24 months following completion of academic preparation.

Additional Fieldwork Requirements

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

Proof of health insurance is required for all students prior to confirming a fieldwork placement. CUW offers a health insurance program for those students who need health insurance coverage. For information, please contact Student Health Center (262) 243-4574.

Cost

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website (<https://www.cuw.edu/admissions/graduate-admissions/tuition-fees.html>). Tuition will not increase during

the program as long as a student successfully completes all courses according to the scheduled curriculum.

Additional expenses not included in the tuition are books, lab supplies, professional attire, name tags, and photocopy expenses for reports, articles, presentation, etc. AOTA student membership is also required for all students. Current student membership rates are available on the AOTA website at www.aota.org (<http://www.aota.org>). Students enrolled in the Transitional MOT Format will need to plan for travel costs associated with weekends on campus, this includes, but is not limited to transportation, food, and housing.

During the fieldwork portion of the curriculum, students may be required to leave the Milwaukee area. It is difficult to estimate these expenses, as it cannot be predetermined where the students will complete their fieldwork. Students enrolled in the transitional format will complete fieldwork assignments near their current residence, but may still have to travel. Additionally, during the academic component, students will need to have transportation available to leave campus for clinical experiences. Some of the off-campus educational experiences may require a fee.

Financial Aid

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at www.fafsa.gov (<http://www.fafsa.gov>). Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses. Students are also eligible to apply for scholarships from the American Occupational Therapy Foundation. More information can be found at www.aotf.org (<http://www.aotf.org>).

Formats

Accelerated Master of Occupational Therapy Format

The Accelerated format is designed for high school graduates who are prepared to pursue both a bachelor's and master's degree in 4½ years.

Admission Requirements

Students who begin their undergraduate career as a freshman in Concordia's Bachelor of Science in Rehabilitation Science (BSRS) (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors>) program may apply to the MOT program - Accelerated format during the fall of their sophomore year. Students accepted into the MOT program will begin taking graduate courses toward a degree in Occupational Therapy the summer after their sophomore year.

The Accelerated MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- Grade of B or higher in BIO 191 & 192 at CUW
- Grade of B or higher in BIO 301 at CUW (must be completed in fall semester)
- One semester credit of Medical Terminology with a B or better
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of 40 hours of OT job shadowing
- Program-specific essays:
 - Describe your reasons for selecting occupational therapy as a career
 - Describe your understanding of occupational therapy

- Describe your personal compatibility with the mission of Concordia University Wisconsin
- What are the unique qualities of a successful graduate student, and what is your personal plan to manage time, manage stress, and communicate professionally?
- Applicants must have the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions>) of an occupational therapy graduate student
- Complete and successfully pass a background check
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Program Director for MOT program minimum scores and further information
- Pre-requisite coursework must have been completed at a regionally accredited institution

First time freshman in the BSRS (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors>) program must have a high school GPA of 3.2 and an ACT score of 21. Those who apply and submit the tuition deposit prior to December 1st during their senior year in high school will be reviewed and ranked according to GPA and ACT scores. The top 30 applicants will be guaranteed admission to the MOT Program - Accelerated format after their second year at CUW as long as they maintain a 3.0 GPA and receive at least a "B" grade in BIO 191, BIO 192, BIO 301, and Medical Terminology.

Students transferring into Concordia's BSRS (<https://www.cuw.edu/academics/programs/rehabilitation-science-bachelors>) program will not be guaranteed placement into the MOT program - Accelerated format. Transfer students must complete at least 36 credits at Concordia to be given priority in the Accelerated MOT admission process and must include the following courses:

- BIO 191 Anatomy and Physiology I
- BIO 192 Anatomy and Physiology II
- BIO 301 Advanced Functional Anatomy and Physiology

Priority admission to the Accelerated MOT Program will be granted in the following order:

1. The first 30 deposited students who began at CUW in BSRS (with a high school GPA of 3.0 or above) are guaranteed if they meet the prerequisites.
2. Other students at CUW who are in the BSRS program but did not get the guarantee given to the first 30, with a 3.0 cumulative GPA, B's in A&P and BIO 301.
3. CUW students that are not in the BSRS program and transfer students who earn 36 credits at CUW with a 3.0 cumulative GPA, B's in A&P and BIO 301 taken at CUW.
4. Students from outside CUW.

If multiple students fall within the same priority level, the Accelerated MOT Admissions Committee within the Occupational Therapy Department will make acceptance decisions. Decisions of the committee are final.

Accelerated MOT Curriculum: 2018 Cohort

Course	Title	Hours
Year 1		
Summer		
BIO 550	Human Anatomy	6
OT 640	Clinical Implications	3
		Hours
		9
Fall		
BIO 585	Neuroscienc	5
OT 523	Clinical Kinesiology	3
OT 546	Group Skills	3
OT 548	Group Clinical Practicum	1
OT 540	Scientific Inquiry I	3
OT 521	Foundational Concepts in Occup	3
		Hours
		18
Winterim		
OT 564	Health & Wellness Promotion for OT	2
OT 566	Psychosocia Aspects of Wellness Fieldwork	1
		Hours
		3
Spring		
OT 530	Practice Skills	3
OT 586	Rehabilitation Science: Orthopedics	3
OT 569	Scientific Inquiry II	3
OT 561	Rehabilitation Science: Neurorehabilitation	3
OT 529	Assessment Skills	3
		Hours
		15
Year 2		
Summer		
OT 582	Scientific Inquiry III	3
OT 580	Pediatric Practice	4
OT 573	Pediatric Clinical Practicum	1
		Completion of the BSRS degree at the end of the summer session.
		Hours
		8
Fall		
OT 571	Work Practice	3
OT 584	Adult Clinical Practicum	2
OT 603	Practice Management	3

OT 565	Psychosocial Practice	3
OT 600	Special Topics in OT	3
Hours		14
Spring		
OT 590	Rehabilitation Science: Integrated	3
OT 601	Advanced Clinical Practice	3
OT 605	Community Practice	3
OT 595	Community OT Clinic	3
OT 575	Fieldwork Seminar (pass/fail)	0
OT 645	Gerontology and Assistive Technology Concepts to Promote Occupational Performance	3
Hours		15
Year 3		
Summer		
OT 620	Level II Fieldwork I (3 months)	6
Hours		6
Fall		
OT 622	Level II Fieldwork II (3 months)	6
Hours		6
Total Hours		94

Blended Master of Occupational Therapy Format

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

This program allows a student who wishes to become an occupational therapist to complete their degree in 2-1/2 years. The 24 students accepted into the program will begin taking graduate courses in January each year. Students may apply to the program before their bachelor's degree is awarded, but must have completed the pre-requisite courses before the application deadline. A bachelor's degree must be awarded prior to starting the MOT program. No specific major is required or preferred for entry into the program, provided the prerequisite classes have been met.

We emphasize learning through hands-on application. Your learning will take place in our state-of-the-art facilities. You may choose to enhance your education through global trips to Nepal and Nicaragua. Whether in the states and abroad, you will put your learning into practice. At CUW, you may benefit from fieldwork experiences that are paired with courses, active community partnerships, student and professional organizations, the Pi Theta OT honor society, and faculty-mentored research opportunities. CUW's Interprofessional Education (IPE) events

encourage students to work through real-world scenarios with a team of future health professionals.

The Blended MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- Eight credits of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department with a B or better in each course
- One semester credit of Medical Terminology with a B or better prior to application
- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of 40 hours of OT job shadowing
- Program-specific essays
 - Describe your understanding of occupational therapy
 - Describe your personal compatibility with the mission of Concordia University Wisconsin
 - Describe your plan for success in the blended program including time management, self-directed learning, and learning in a blended environment
- Completion of OTCAS application
- Complete and successfully pass a background check
- Applicants must have the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy-masters/#essentialfunctions>) of an occupational therapy graduate student
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Program Director for MOT program minimum scores and further information.
- Pre-requisite coursework must have been completed at a regionally accredited institution.

Blended MOT Application Process

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

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

Blended MOT Curriculum: 2019 Cohort

Course	Title	Hours
Year 1		
Spring		
BIO 550	Human Anatomy	6
OT 523	Clinical Kinesiology	3
OT 521	Foundational Concepts in Occup	3

OT 546	Group Skills	3
OT 548	Group Clinical Practicum	1
		Hours 16
Summer		
OT 564	Health & Wellness Promotion for OT	2
OT 566	Psychosocial Aspects of Wellness Fieldwork	1
OT 530	Practice Skills	3
OT 640	Clinical Implications	3
		Hours 9
Fall		
OT 540	Scientific Inquiry I	3
BIO 585	Neuroscience	5
OT 580	Pediatric Practice	4
OT 586	Rehabilitation Science: Orthopedics	3
OT 529	Assessment Skills	3
		Hours 18
Year 2		
Spring		
OT 571	Work Practice	3
OT 561	Rehabilitation Science: Neurorehabilitation	3
OT 584	Adult Clinical Practicum	2
OT 565	Psychosocial Practice	3
OT 569	Scientific Inquiry II	3
OT 603	Practice Management	3
		Hours 17
Summer		
OT 645	Gerontology and Assistive Technology Concepts to Promote Occupational Performance	3
OT 582	Scientific Inquiry III	3
		Hours 6
Fall		
OT 575	Fieldwork Seminar (pass/fail)	0
OT 590	Rehabilitation Science: Integrated	3

OT 601	Advanced Clinical Practice	3
OT 605	Community Practice	3
OT 595	Community OT Clinic	3
OT 600	Special Topics in OT	3
		Hours 15
Year 3		
Spring		
OT 620	Level II Fieldwork I (3 months)	6
		Hours 6
Summer		
OT 622	Level II Fieldwork II (3 months)	6
		Hours 6
		Total Hours 93

Transitional Master of Occupational Therapy Format

The Transitional format is designed for Certified Occupational Therapy Assistants with at least one year of experience. Applicants with an associate degree* can earn a Bachelor of Science in Rehabilitation Science (BSRS) and Master of Occupational Therapy (MOT) degrees in 4 years. Applicants with a bachelor's degree* can earn an MOT degree in approximately 3 years. *Degrees must be from a regionally accredited institution.

Our Transitional format is offered primarily online with an on-campus learning experience one weekend a month. We emphasize learning through hands-on application. Your learning will take place in our state-of-the-art facilities. You may choose to enhance your education through global trips to Nepal and Nicaragua. Whether in the states and abroad, you will put your learning into practice. At CUW, you may benefit from fieldwork experiences that are paired with courses, active community partnerships, student and professional organizations, the Pi Theta OT honor society, and faculty-mentored research opportunities. CUW's Interprofessional Education (IPE) events encourage students to work through real-world scenarios with a team of future health professionals.

The Transitional MOT admissions requirements are as follows:

- Minimum 3.0 cumulative GPA
- 8 semester credits of Human A&P with a lab component in every course from a Biology, Anatomy, or Physiology department with a B or better in each*
 - CUW may offer a 4-credit online A&P course that meets part of the prerequisite requirement if there is a need among applicants
- One semester credit of Medical Terminology with a B or better before beginning MOT courses*
- Applicants holding an Associate degree must meet the Concordia Advanced Transfer Core (<https://catalog.cuw.edu/undergraduate/university/academic-programs/#transfer-core>) requirements* as well as additional MOT program transfer course requirements*.
- Applicants holding a Bachelor's degree must meet the MOT program transfer course requirements*.
- Applicants must have the ability to perform essential functions (<https://www.cuw.edu/academics/programs/occupational-therapy->

masters/#essentialfunctions) of an occupational therapy graduate student

- Three letters of recommendation; letters of recommendation should address potential for success both academically and as an occupational therapist, giving specific details about the applicant.
- Documentation of at least one year of practice as an OTA
- Program-specific essays
 - Describe your rationale for transitioning from OTA to OTR degree
 - Describe how your clinical reasoning and other skills will change with a transition to the OTR role
 - Describe your personal compatibility with the mission of Concordia University Wisconsin
 - What are the unique qualities of a successful online graduate student, and what is your personal plan to manage time, manage stress, manage financial responsibilities, and be a successful online learner?
- Complete and successfully pass a background check
- International applicants who would attend on a student visa and whose native language is not English must take the Test of English as a Foreign Language (iBT TOEFL) or the IELTS (International English Language Testing System). Contact the OT Program Director for MOT program minimum scores and further information.
- **Pre-requisite coursework must have been completed at a regionally accredited institution.*

Transitional MOT Application Process

- Apply online (https://applynow.cuw.edu/ellucian.erecruiting.web.external/pages/createaccount.aspx?f=f3d6410f-ed9b-4bc1-ae4c-c124887c057a&o=069f7501-ab79-4f3f-9e0b-edf499504bd6&ReturnUrl=application_first.aspx?type=datatel_cuwtraditionalapplication)
- Non-refundable \$50 application fee
- All official college transcripts

Transitional MOT Curriculum: 2018 Cohort

Course	Title	Hours
Year 1		
Fall		
BSRS-MOT Start		
OT 201	Online Learning Lab	3
RSC 310	Cult in Rehabilitation	3
RSC 304	Teaching and Learning in Rehab	3
HHP 375	Biomechanics	3
		Hours 12
Spring		
LA 107	Lib Arts Health Care Workers	3
REL 100	The Bible	3
REL 110	Christian Faith	3
SW 392	Aging and the Social Environm	3
		Hours 12

Summer

MOT Only Start		
RSC 201	Med Ethics in Rehabilitation ((BSRS Only))	3
OT 701	Information Technology Lab ((MOT only))	3
BIO 301	Advan Func Anatomy & Physiolog	4
OT 564	Health & Wellness Promotion for OT	2
OT 566	Psychosocial Aspects of Wellness Fieldwork	1
RSC 106	Medical Terminology (Independen Study, As Needed)	1
		Hours 14

Year 2

Fall		
OT 640	Clinical Implications	3
BIO 550	Human Anatomy	6
OT 521	Foundations Concepts in Occup	3
		Hours 12
Spring		
BIO 585	Neuroscienc	5
OT 540	Scientific Inquiry I	3
OT 530	Practice Skills	3
		Hours 11

Summer

OT 529	Assessment Skills	3
OT 523	Clinical Kinesiology	3
		Hours 6
Year 3		
Fall		
OT 586	Rehabilitation Science: Orthopedics	3
OT 569	Scientific Inquiry II	3
OT 571	Work Practice	3
OT 561	Rehabilitative Science: Neurorehabi	3
OT 584	Adult Clinical Practicum	2
		Hours 14

Year 3

Fall		
OT 586	Rehabilitation Science: Orthopedics	3
OT 569	Scientific Inquiry II	3
OT 571	Work Practice	3
OT 561	Rehabilitative Science: Neurorehabi	3
OT 584	Adult Clinical Practicum	2
		Hours 14
Completion of BSRS at end of semester		
		Hours 14

Spring		
OT 645	Gerontology and Assistive Technology Concepts to Promote Occupational Performance	3
OT 582	Scientific Inquiry III	3
OT 580	Pediatric Practice	4
OT 603	Practice Management	3
OT 573	Pediatric Clinical Practicum	1
		Hours 14
Summer		
OT 595	Community OT Clinic	3
OT 600	Special Topics in OT	3
		Hours 6
Year 4		
Fall		
OT 605	Community Practice	3
OT 601	Advanced Clinical Practice	3
OT 590	Rehabilitation Science: Integrated	3
OT 565	Psychosocial Practice	3
		Hours 12
Winterim		
OT 620	Level II Fieldwork I ((Dates will vary by fieldwork site))	6
		Hours 6
Spring		
OT 622	Level II Fieldwork II ((Dates will vary by fieldwork site))	6
		Hours 6
Total Hours		125

Master of Science in Applied Exercise Science

Overview

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

Mission Statement

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

General Academic Information

Major topics examined include exercise physiology and applied kinesiology research with the goal of applying these skills toward the enhancement of human physical performance, injury prevention and the treatment/prevention of chronic disease. Each student works with a faculty advisor to develop a thesis project in an area of interest to the student's career goals. Additionally, the student is allowed to take a number of electives, adding breadth to the program. Objectives of the program include:

- Broaden exercise physiology and kinesiology knowledge in applied exercise settings
- Acquire applied neuromuscular, cardiorespiratory, and bioenergetics exercise science knowledge
- Discover functional assessment, training and conditioning, rehabilitation, and injury prevention in healthy and clinical populations
- Develop and demonstrate critical thinking skills
- Enhance research skills in areas of personal interest
- Expand communication skills, both written and oral
- Build lifelong learning skills necessary for continued growth over the lifespan

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

Entrance Requirements

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

Entrance requirements include:

- Undergraduate degree in an Exercise Science related field (Example: Human Performance, Exercise Physiology, Kinesiology, Movement Science, or Athletic Training)
- If undergraduate degree is not in an Exercise Science field, the student must have taken the following prerequisite courses:
 1. A full year of human anatomy and physiology and
 2. A one semester course in Exercise Physiology
- Cumulative undergraduate GPA of 3.00 or above for full acceptance (Conditional acceptance can be made for GPAs under 3.00)
- Minimum grade of C in Anatomy and Physiology and Exercise Physiology courses
- Graduate entrance exams such as the GRE are not required

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

Application Process

Application form available at: www.cuw.edu/apply. In addition to the application, submit:

- Non-refundable \$50 application fee
- One page essay describing your reason for obtaining a graduate degree in applied exercise science and your plans for being successful in a blended learning environment (blended learning is defined as: The utilization of a combination of online learning and face-to-face learning within the same course)
- Resume of education and employment experience
- Two signed letters of recommendation that address potential for success in the program
- All official transcripts leading to bachelor's degree
- Students who have completed graduate level classes and wish to have them evaluated for possible transfer, please submit these transcripts

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

Curriculum

Code	Title	Hours
MSES 540	Applied Kinesiology	3
MSES 545	Cardiorespiratory Exerci Phys	3
MSES 550	Seminar in Exercise Science	3
MSES 565	Neuromuscular Exerc Physiology	3
MSES 569	Research Methods	3
MSN 820	Basic Statistics for Health Care Professionals	3
MSES 757	Bioenergetcs & Weight Control	3
MSES 600	Thesis ¹	6
Electives		
Select 6 elective credits ²		6
Total Hours		33

¹ The student needs to take at least 6 credit hours of MSES 600 Thesis prior to graduation. It is recommended that the student sign up for 3 credit hours during the first and second semester of thesis work typically completed in the second year of the program.

² Electives can be taken in most departments on the CUW campus but must be graduate level courses. Elective are determined in consultation with your advisor. You may consult the course catalog to examine potential courses of interest.

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

Details regarding the completion of the thesis and steps to graduation can be obtained from the Applied Exercise Science program director.

Students will have 5 years from the program admission date to complete the masters thesis.

Breaches of the Concordia University Student Conduct Code and/or Academic Integrity Policy may result in dismissal from the program.

Master of Science in Athletic Training

General Academic Information

The Master of Science in Athletic Training (MSAT) program at Concordia University Wisconsin (CUW) is a five-year Entry-Level Athletic Training Program, designed to prepare graduates to enter into a variety of

employment settings and to render health care to diverse individuals engaged in physical activity.

The CUW MSAT program will prepare students with the skills necessary to succeed as an entry-level athletic trainer. The program will provide students with an educational experience encompassing communication, problem solving, clinical skills, professional development, and service.

This will be accomplished through undergraduate level common core courses, undergraduate and graduate level athletic training courses, and approved graduate level electives. In addition, the MSAT program enhances the classroom education with extensive hands-on clinical experiences in a variety of settings. The students in the MSAT program will complete approximately four years of clinical rotations, concentrated during the second, third, fourth, and fifth years. As a result, the students graduating from the program will be prepared to pass the Board of Certification (BOC) Computer Based Examination and will possess the knowledge, skills, and abilities of a successful clinician.

The CUW MSAT program will accomplish its mission through a holistic approach to the development of the mind, body, and spirit. The CUW MSAT program is designed to meet all of the requirements set forth by the Commission on Accreditation of Athletic Training Education (CAATE) for an accredited program, as well as the graduation requirements for CUW. The students who complete this program will be awarded a Bachelor of Science in Sports Medicine degree and a Master of Science in Athletic Training degree.

Code	Title	Hours
Core Requirements (https://catalog.cuw.edu/undergraduate/university/academic-programs/#Core)		45
Major Requirements		98
Electives ¹		9
Total Hours		152

¹ The students in the MSAT program must complete 9 credits of graduate-level elective coursework. The list of approved graduate-level electives varies from year to year; please see the Athletic Training Program Director for a complete list of approved graduate-level electives.

Major Requirements

Code	Title	Hours
Required Core Courses		
BIO 191	Human Anat & Phys I (Natural World)	
MATH 205	Statistics I (Natural World)	
PSY 101	General Psychology (Human Beings and Being Human)	
Required Major Courses		
BIO 192	Human Anat & Phys II	4
EXPH 470	Exercise Physiology	4
HHP 342	Nutrition Wellness/Perform	3
MSAT 115	Med Term for Health Profession	1
MSAT 130	Advanced Weight Training	2
MSAT 172	Athletic Training Foundations	3
MSAT 205	First Aid & Emer Procead & Lab	3
MSAT 272/273	Intro-Athletic Training	3
MSAT 289	Athletic Training Seminar (1 credit, taken 4 consecutive semsters)	4

MSAT 291	Athletic Training Pract I	3
MSAT 292	Athletic Training Practicum II	3
MSAT 301/302	Rehab Tech-Athlet Inj	3
MSAT 303/304	Therapeutic Modalities	3
MSAT 312	Admin & Org of Athlet Training	3
MSAT 330	Manual Muscle Testing	2
MSAT 348	Palpatory Anatomy	2
MSAT 350	Appl Biomechanics & Arthrokin	3
MSAT 372/374	Recog/Eval Ath Inj I	3
MSAT 376/378	Recog/Eval Ath Inj II	3
MSAT 380	Rec & Eval Athletic Inj III	3
MSAT 391	Athletic Training Practic III	3
MSAT 392	Athletic Training Practic IV	3
MSAT 403	Advanced Injury Management	3
MSAT 491	Athletic Training Practicum V	3
MSAT 492	Athletic Training Practicum VI	3
MSAT 501	Manual Based Exam & Treatment	3
MSAT 510	Pathophys, Pharm & Gen Med	4
MSAT 520	Basic Stats for Athletic Train	3
MSAT 530	Psychosocial Aspects of AT	3
MSAT 540	Applied Kinesiology	3
MSAT 569	Research Methods	3
MSAT 600	Thesis (3 credits, taken 2 consecutive semesters)	6

Electives (Graduate-Level Courses)

Select 3 courses from the Approved List of Electives provided by an Academic Advisor

Total Hours 98

Admission To The Program

The Master of Science in Athletic Training program is a selective program that accepts approximately twenty students each year. This admission process and limited class size promotes quality education, provides the students with opportunities for hands-on learning, and maintains compliance with CAATE accreditation standards. Prospective athletic training students will formally apply to the MSAT program during the spring semester of their first year of coursework. Students with higher academic standing or transfer students may apply and will be given equal consideration; these students will need to formally apply and go through the MSAT program curriculum at Concordia University Wisconsin. Once admitted to the program, the Athletic Training Students will complete the remaining four years of core curriculum and athletic training coursework.

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

1. Earn a Cumulative Grade Point Average of 2.75 in all course work (Overall CGPA).
2. Earn a Cumulative Grade Point Average of 3.00 in all major course work (AT CGPA). (BIO 191 Human Anat & Phys I, BIO 192 Human Anat & Phys II, MSAT 115 Med Term for Health Profession, MSAT 130 Advanced Weight Training, MSAT 172 Athletic Training Foundations, MSAT 205 First Aid & Emer Proced & Lab, MSAT 272 Intro-Athletic Training / MSAT 273 Athletic Training Lab).
3. Complete the MSAT Program Application by the specified date, including a background check.

4. Submit two MSAT program evaluations, from two personal references.
5. Interview with the MSAT program Admissions Committee.
6. Complete and pass the following courses:
 - a. BIO 191 Human Anat & Phys I: with a grade of C (2.0) or higher
 - b. BIO 192 Human Anat & Phys II: with a grade of C (2.0) or higher
 - c. MSAT 115 Med Term for Health Profession: with a grade of B (3.0) or higher
 - d. MSAT 130 Advanced Weight Training: with a grade of B (3.0) or higher
 - e. MSAT 172 Athletic Training Foundations: with a grade of B (3.0) or higher
 - f. MSAT 205 First Aid & Emer Proced & Lab: with a grade of B (3.0) or higher
 - g. MSAT 272 Intro-Athletic Training / MSAT 273 Athletic Training Lab: with a grade of B (3.0) or higher

Retention Standards

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

1. Maintain a Cumulative Grade Point Average of 2.75 in all course work (Overall CGPA).
2. Maintain a Cumulative Grade Point Average of 3.00 in all major course work (AT CGPA). (BIO 191, BIO 192, EXPH 470, HHP 342, all MSAT courses, and Elective courses).
3. Must pass all Practicum courses (MSAT 291 Athletic Training Pract I, MSAT 292 Athletic Training Practicum II, MSAT 391 Athletic Training Practic III, MSAT 392 Athletic Training Practic IV, MSAT 491 Athletic Training Practicum V, and MSAT 492 Athletic Training Practicum VI) with a grade of B (3.0) or higher.
4. Must adhere to the MSAT Program Handbook.
5. Maintain required and scheduled clinical experience hours. Must make every attempt to schedule all classes prior to 2:00pm in order to complete clinical rotations.
6. Must pass all required athletic training courses, in sequence, in order to progress in the Athletic Training Program. If a student does not pass a course during a particular semester, that student cannot progress in the program until the course has been re-taken and the student has passed the course. This will likely cause a one year delay in the completion of the MSAT program. Students who do not pass an athletic training course during the first attempt may re-take that course one additional time in an effort to pass the class. Students will not be allowed to take any athletic training course more than two times.

Please see the Concordia University Wisconsin Master of Science in Athletic Training website for more information, such as: Technical Standards for Admission, Degree Completion Requirements, Communicable Diseases, Accreditation Status, BOC Exam Pass Rate, Tuition and Fees, and Scholarships

Master of Science in Computer Science

WE SOLVE PROBLEMSSM

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

Computer Science involves the creation of technology used to solve problems along with a foundational understanding of how existing technology is implemented. Today, every business and enterprise requires Computer Science in order to function productively, efficiently and competitively in the global economy. Succinctly, computer science is the engine powering the implementation and optimization of current technology.

The MS in CS will prepare the student to be a highly proficient computer scientist, able to create complex hardware and software systems, a manager of complex information technology (IT) systems, a leader of a technical team, or a successful student in a Ph.D. program in computer science or in a related field.

Building on the student's undergraduate background in the field, the program is designed to deepen the student's skills and knowledge in the principal areas of computer science. Problem solving, collaboration, creative design processes, close contact with professional literature, writing, presentation, and ethical practices grounded in a Christian worldview are incorporated throughout the program.

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

Our MS CS program emphasizes 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.

Courses in the MS CS program are offered in an on-campus format. Each semester-long course is 6 credits and requires weekly class attendance and a significant amount of independent work outside of the classroom.

More information, including program policies, may be found at the MS CS website, www.cs.cuw.edu/mcsc

Program Highlights

CUW's MS CS program is:

- a solid, classic foundation in graduate-level computer science
- excellent preparation for professional positions in software development and other technical and design oriented pursuits in computing
- excellent preparation for Ph.D.-level study in computer science or related fields
- designed with working professionals in mind
- intense, focused classroom instruction with an immersive experience
- Ph.D.-level professors with decades of experience in software development, computer science research, and graduate education
- unique with six-credit courses allowing serious exploration of subject matter

Program Preparation

In order to be considered for regular acceptance into the MS CS program, a student must have an undergraduate degree in Computer Science or

Information Technology or a closely related discipline from a regionally accredited US university with a GPA of 3.0 or above

Students without the requirements for regular admission will be considered based upon academic background and relevant work experience. These students may be admitted conditionally and will be required to complete CSC 502 Essentials of Computer Science as a necessary pre-requisite course.

Curriculum

The MS CS degree program requires a minimum of 36 credits hours of Computer Science course specified below (39 credits for those admitted conditionally).

Code	Title	Hours
Required Courses		
CSC 502	Essentials of Computer Science ¹	3
CSC 508	Theoretical Found of Comp Scie	6
CSC 518	Software Design & Development	6
CSC 528	Human Aspects of Comp Systems	6
CSC 538	Data Management & Security	6
CSC 548	Computing Infrastructure	6
CSC 568	Research in Computer Sci	6
Total Hours		39

¹ Courses, other than CSC 502 Essentials of Computer Science, may be taken in any order.

Program Structure

On-campus courses in the MS CS program follow an accelerated, evening model whereby the class meets on the Mequon campus one night a week over the course of the semester. The MS CS program follows the traditional CUW semester system and classes are held during the Fall and Spring semester. A student may begin the program in either the Fall or Spring semester.

A student taking 2 courses per semester (12 credits) can complete the MS CS program in 18 months.

Graduation Requirements

The MS CS degree program requires the successful completion of at least 36 credit hours of Computer Science graduate courses. The following 6 courses are required:

Code	Title	Hours
CSC 508	Theoretical Found of Comp Scie	6
CSC 518	Software Design & Development	6
CSC 528	Human Aspects of Comp Systems	6
CSC 538	Data Management & Security	6
CSC 548	Computing Infrastructure	6
CSC 568	Research in Computer Sci	6

The successful completion of a course requires a grade of "B-" or better. Earning a grade of less than "B-" indicates insufficient mastery of the material for the MS CS program. Students earning a grade of C+ or below in a course are required to retake that course. A cumulative GPA of 3.0 or higher is required for graduation.

Transfer Credits

A maximum of six credits may be transferred in to CUW's MS CS program from graduate-level coursework completed at a regionally accredited US university. The program director will consider course content, learning activities, and grade earned when making a determination of the equivalency of the transfer course. Credit transfer requests must be initiated and approved during the admission process before the student begins the MS CS program.

Attendance

Attendance at all on-campus class sessions is expected and necessary to be successful in the course. Because emergencies do arise, students may be excused from a maximum of two on-campus class session during a course. To be considered present for a class session, the student must be present the entire time.

Successful Progress / Good Standing

A student who has earned a B or better in each class is making successful progress in the program and is in Good standing. A student who earns a B- in any course will still be considered to be in Good Standing as long as their cumulative GPA is 3.0 or above. A student who earns less than a B- in a course is in Course Deficient standing. The course needs to be repeated and a satisfactory grade earned within the next semester in order to return to Good standing. Students with a cumulative GPA below 3.0 are in Probationary standing. The cumulative GPA must be raised to at least 3.0 within the next 9 credits attempted or the student will be subject to dismissal.

Late Work

Assignments must be submitted online by the due date. Late assignments are not accepted.

Initial Course

If required, CSC 502 Essentials of Computer Science must be completed before any other course in the program. Otherwise a student may choose to begin with any course in the curriculum other than CSC 568 Research in Computer Sci.

Course Registration

Students must register for an on-campus course before the date of the first class meeting. A class may not be added once the course has begun.

Academic Misconduct

Cheating takes many forms and is unacceptable academic conduct. Plagiarism is taking the words or ideas of another and presenting them as your own. In CUW's MS IT program, cheating and plagiarism are unacceptable. Both are cause for dismissal from the program.

See the general graduate school policies for additional information on academic misconduct, including cheating and plagiarism.

Complete information about CUW's MS CS program may be found online at www.cs.cuw.edu

Master of Science in Information Technology

The Technology Program with a SoulSM

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

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

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

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

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

Our MS IT program emphasizes ethical computing. How a Christian professional responds to the needs of clients, users and society in general is of paramount importance within our program. A Christian worldview is integrated within the curriculum and each course.

Courses in the MS IT program are offered in an accelerated on-campus format and also via eLearning.

More information may be found at the MS IT website, www.cs.cuw.edu/msit

Program Preparation

In order to be considered for regular acceptance into the MS IT program, a student either has:

- an undergraduate degree in Computer Science / Information Technology or a related discipline (science, technology, engineering, math, information systems, etc) with a GPA of 3.0 or above

OR

- demonstrated work experience in the field of Computer Science / Information Technology (minimum 1 year of full-time employment)

along with an undergraduate degree in any discipline with a GPA of 3.0 or above

Students without these qualifications may still apply for the program. You are encouraged to discuss your situation with the program director and seek conditional admittance to the program.

Curriculum

The MS IT degree program requires a minimum of 39 credits hours of Computer Science course specified below.

Students with an undergraduate degree in Computer Science or Information Technology from a regionally accredited US university may have the CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics requirement waived. Contact the program director for more information.

Code	Title	Hours
Required Courses		
CSC 501/801	Introduction to Informatics ¹	3
CSC 505/805	Foundations Information Tech ¹	3
CSC 510/810	Vocation and Ethical Computing	3
CSC 520/520	Human Computer Interaction	3
CSC 530/530	Database & Info Management	3
CSC 535/835	Systems Develop:Theory&Practic	3
CSC 565/565	IT Integrative Capstone	3
Electives		
Select six of the following after consulting with your advisor:		18
CSC 515/815	Applied Artificial Intelligenc	
CSC 525/825	Data Security & Info Assuance	
CSC 532/832	Advanced Database Topics	
CSC 537/837	Programming Practice II	
CSC 540/840	Networking	
CSC 545/845	System Design and Configuratio	
CSC 550/850	System Admin and Maintenance	
CSC 555/855	Project Management	
CSC 560/860	Web Systems & Technologies	
CSC 570/870	Readings in IT	
CSC 580/880	Internship in IT (typically 1 credit)	
Total Hours		39

¹ CSC 505 Foundations Information Tech/CSC 805 Foundations Information Tech is the required first course in the program, and is to be taken by all MS IT students. Students who are required to take CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics should take that class concurrently with CSC 505 Foundations Information Tech/CSC 805 Foundations Information Tech, if possible. If not, both CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics and CSC 505 Foundations Information Tech/CSC 805 Foundations Information Tech must be completed before enrolling in any other MS IT course. Students may apply at any time for the MS IT program.

Program Structure

On-campus courses in the MS IT program follow an accelerated, evening model whereby the class meets on the Mequon campus one night a week (for 4 hours) over the course of 8 weeks. The MS IT program follows the traditional CUW semester system (Fall, Spring, Summer) with one

additional element. There are two "sessions" of MS IT classes in both the Fall and Spring semesters (session A and B). The two sessions are run back-to-back over the semester. During the Summer semester there is only 1 session. The first courses in the MS IT program are offered during session A of Fall and Spring, and usually in the Summer semester also.

MS IT eLearning classes follow an asynchronous model. A student may enroll in an eLearning classes at any time. The course begins as soon as the student enrolls. Currently, eLearning courses should be completed within 8 weeks of enrollment. International students have additional regulations regarding eLearning courses; contact your advisor for more information.

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

Graduation Requirements

The MS IT degree program requires the successful completion of at least 39¹ credit hours of Computer Science graduate courses.

Code	Title	Hours
Required Courses		
CSC 501/801	Introduction to Informatics ¹	3
CSC 505/805	Foundations Information Tech	3
CSC 510/810	Vocation and Ethical Computing	3
CSC 520/820	Human Computer Interaction	3
CSC 530/830	Database & Info Management	3
CSC 535/835	Systems Develop:Theory&Practic	3
CSC 565/865	IT Integrative Capstone	3
Electives		
Select a minimum of 18 credits of the following:		18
CSC 515/815	Applied Artificial Intelligenc	
CSC 525/825	Data Security & Info Assuance	
CSC 532/832	Advanced Database Topics	
CSC 537	Programming Practice II	
or CSC 837	Programming Language II	
CSC 540/840	Networking	
CSC 545/845	System Design and Configuratio	
CSC 550/850	System Admin and Maintenance	
CSC 555/855	Project Management	
CSC 560/860	Web Systems & Technologies	
CSC 570/870	Readings in IT	
CSC 580/880	Internship in IT	
Total Hours		39

¹ Students admitted with an undergraduate degree in Computer Science or Information Technology from a regionally accredited US university may have the CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics course requirement waived. For these students the MS IT degree program is a minimum of 36 credit hours.

The successful completion of a course requires a grade of "B-" or better. Earning a grade of less than "B-" indicates insufficient mastery of the material for the MS IT program. Students earning a grade of C+ or below

in a course are required to retake that course. A cumulative GPA of 3.0 or higher is required for graduation.

Many MSIT courses have one or more course prerequisites. The student must successfully complete the course prerequisite(s) before beginning the course.

Transfer Credits

A maximum of six credits may be transferred in to CUW's MS IT program from graduate-level coursework completed at a regionally accredited US university. The program director will consider course content, learning activities, and grade earned when making a determination of the equivalency of the transfer course. Credit transfer requests must be initiated and approved during the admission process before the student begins the MS IT program.

Attendance

Attendance at all on-campus class sessions is expected and necessary to be successful in the course. Because emergencies do arise, students may be excused from a maximum of one on-campus class session during a course. To be considered present for a class session, the student must be present the entire time.

Successful Progress / Good standing

A student who has earned a B or better in each class is making successful progress in the program and is in Good standing. A student who earns a B- in any course will still be considered to be in Good standing as long as their cumulative GPA is 3.0 or above. A student who earns less than a B- in a course is in Course Deficient standing. The course needs to be repeated and a satisfactory grade earned within the next semester in order to return to Good standing. Students with a cumulative GPA below 3.0 are in Probationary standing. The cumulative GPA must be raised to at least 3.0 within the next 9 credits attempted or the student will be subject to dismissal.

Late Work

Assignments must be submitted online by the due date. Late assignments are not accepted.

Initial Courses

CSC 501 Introduction to Informatics/CSC 801 Introduction to Informatics and CSC 505 Foundations Information Tech/CSC 805 Foundations Information Tech must be completed as the first two courses in the program. These courses may be taken concurrently.

Course Registration

Students must register for an on-campus course before the date of the first class meeting. A class may not be added once the course has begun.

Academic Misconduct

Cheating takes many forms and is unacceptable academic conduct. Plagiarism is taking the words or ideas of another and presenting them as your own. In CUW's MS IT program, cheating and plagiarism are unacceptable. Both are cause for dismissal from the program.

See the general graduate school policies for additional information on academic misconduct, including cheating and plagiarism.

Master of Science in Nursing

Mission

The Master of Science in Nursing (MSN) Program, guided by Christian principles, builds on the baccalaureate nursing foundation to prepare advanced nurses as family nurse practitioners (FNP), adult gerontology primary care nurse practitioners (AGPCNP), and nurse educators (NE), to meet professional standards and competencies.

Program Outcomes

Upon graduation the graduate student will be able to:

1. Integrate liberal arts and sciences into advanced nursing roles and education.
2. Analyze organizational and systems leadership principles to improve quality and patient safety in advanced nursing roles.
3. Integrate evidence-based approaches into advanced nursing practice and education.
4. Integrate healthcare technologies in the delivery, enhancement, and coordination of quality patient care.
5. Analyze healthcare policies, finances, and regulations that impact healthcare systems.
6. Integrate patient-centered care using interprofessional teams to improve health outcomes of individuals and populations.
7. Integrate evidence-based, culturally appropriate knowledge in clinical prevention and population health at the individual and aggregate level.
8. Assume accountability for advanced nursing practice and lifelong learning.
9. Apply best evidence to assure competence in advanced nursing practice or nursing education with diverse populations.

General Information

1. The MSN Programs and Certificate After Graduate Education (CAGE) are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC. 20001, 202-887-6791.
2. All students must maintain RN licensure in the state in which they do their clinical practica while enrolled in the Advanced Practice Nursing or Nurse Educator clinical courses. It is the students' responsibility to make sure their program of study is eligible and meets all requirements within that states' Department of Licensing & Regulation.
3. 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.
4. Students must maintain a minimum 3.0 grade point average while in the program. Policies regarding progression and retention will be applied if the GPA falls below 3.0.
5. Students are expected to act with appropriate professional behavior at all times.
6. The MSN FNP and AGPCNP clinical sequences are designed to provide a minimum of 720 hours of clinical time to meet the requirements for taking the appropriate certification examination. Some students may require additional hours. All students will be required to identify appropriate preceptors. CUW faculty will make the final decision regarding preceptor approval.

7. Once accepted to the program, students are required to begin the program at the start of the next semester.
8. Students must complete all degree requirements within a five-year period from the time of taking the first course in the program.

Entrance Requirements for the Graduate School of Nursing in Addition to Graduate School Requirements

- BSN degree from an accredited nursing school
- Minimum 3.0 cumulative GPA
- Science GPA is evaluated as part of the admission process
- Current licensure as a registered nurse in the USA
- Actively working in practice. Preference is given to nurses with a minimum of two years of nursing experience.
- Current CPR certification
- Ability to perform Technical Standards for Registered Nurses
- Successful completion of: Statistics course – three credits with a minimum grade of B or higher. Must be completed before registering for MSN 840 Advanced Evidence-Based Nursing Practice

Application/Admission Process

Students may apply online through Concordia's direct online application at www.cuw.edu/apply. When applying directly, students will submit:

- Application form available at www.cuw.edu/apply
- Non-refundable \$50 application fee
- All official college transcripts leading to the bachelor's degree
- An essay that addresses the following topics:
 - Rationale for choosing a career as a primary care Nurse Practitioner or as a Nurse Educator
 - Career goals as a primary care Nurse Practitioner or Nurse Educator
 - Personal compatibility with the CUW mission
 - Plans for academic success, including time management, stress management, and professional communication
 - Any previous academic issues
- Professional resume and a Certified Background Check
- Three letters of reference: two must be professional and/or academic and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's degree.
- Applicants who have completed graduate level classes and wish to have them evaluated must submit these transcripts and the transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view?usp=sharing>). GRE exams are not required.

The deadline for fall admission is May 1.

The deadline for spring admission is October 1.

In addition to the Graduate Admission Requirements, there may be a pre-admission telephone interview.

The admission committee will review applications and forward recommendations to the Dean of the School of Nursing. After the

recommendation for admission is approved, a formal letter of acceptance or denial is sent to the student.

Degree Requirements

The 41 credit Nurse Practitioner option will prepare primary care FNPs or AGPCNPs. The 39 credit NE option prepares students to teach in schools of nursing and health care settings. The MSN program is offered online with residency requirements for Nurse Practitioner students.

Family and Adult/Gerontology Primary Care Nurse Practitioner

Code	Title	Hours
Required Core Courses		
BIO 850	Genetics, Immunology & Microbi	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaboration	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 860	Foundations of Healthcare Informatics	3
MSN 845	Role Transition for APN	2
BIO 842	Pharmacotherapeutics	3
MSN 538	Advanced Health Assessment	3
MSN 892	Global Perspectives in Health Care	3
or MBA 827	Project Management	
or MBA 985	Spec Topics-Health Care	
or MMC 840	Pub Speak:Reprt/Presen	
or MPA 840	Public Program Evaluation	
Specialization		
Select one of the following specializations		12
Specialization Courses (FNP)		
MSN 851	Adv Prim Care Clin I-FNP	
MSN 852	Adv Prim Care Clin II-FNP	
MSN 853	Adv Prim Care Clin III-FNP	
Specialization Courses (AGPCNP)		
MSN 865	Adv Prim Care Clin I-AGPCNP	
MSN 866	Adv Prim Care Clin II-AGPCNP	
MSN 867	Adv Prim Care Clin III-AGPCNP	
Total Hours		41

Nurse Educator

Code	Title	Hours
Required Core Courses		
BIO 850	Genetics, Immunology & Microbi	3
MSN 830	Healthcare Policy & Issues in Advanced Nursing	3
MSN 834	Theoretical Foundations for Adv Nursing Roles and Interprofessional Collaboration	3
MSN 836	Advanced Pathophysiology Across the Life Span	3
MSN 840	Advanced Evidence-Based Nursing Practice	3
MSN 860	Foundations of Healthcare Informatics	3
BIO 842	Pharmacotherapeutics	3
MSN 839	Advanced Health Assessment for Nurse Educators	2
MSN 892	Global Perspectives in Health Care	3
or MBA 827	Project Management	

or MBA 985	Spec Topics-Health Care
or MMC 840	Pub Speak:Reprt/Presen
or MPA 840	Public Program Evaluation

Specialization Courses (NE)

MSN 877	Eval and Testing in Nursing Ed	3
MSN 871	NE I: Role Transition for Nurse Educator	3
MSN 872	NE II Instructional Design In Nursing Education II: Classroom Teaching	3
MSN 875	Nurse Educator Capstone	1
MSN 874	Instructional Design in Nursing Education: NE III Clinical Teaching	3
Total Hours		39

Certificate After Graduation Education Credit Degree Program

Students with a prior Master of Science in Nursing degree may add a new area of certification by completing a Certificate After Graduate Education (CAGE) in Nursing. Credit requirements for completion will vary based on prior academic work.

RN to BSN to MSN Online

The online RN-BSN-MSN program allows a seamless academic progression for RNs who currently hold an Associate Degree in Nursing (ADN) to achieve a higher level of education through an innovative educational curriculum with the option to exit at the BSN level or continue to the MSN Program. This program combines BSN and MSN studies, and has three areas of specialization:

1. Nurse Educator (NE)
2. Family Nurse Practitioner (FNP)
3. Adult Gerontology Primary Care Nurse Practitioner (AGPCNP)

The core liberal arts courses are taken from the following:

- Theology 6 credits
- Humanities 6 credits
- Cross Cultural 3 credits
- Social Science 6 credits
- Communication 3 credits
- and an additional 6 credits from the following science classes:
 - Anatomy and Physiology I with lab
 - Anatomy and Physiology II with lab,
 - Microbiology
 - and Lifespan Development.

Students may transfer in any of these courses, with the exception of Theology, if approved by the director.

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

RN-MSN Program Admission Requirements

- Non-refundable \$50 application fee
- RN with ADN from an accredited program
- Licensed as an RN in the state in which student is working
- Current CPR certification

- Overall GPA of 3.0 or higher from all previous course work. Transcripts will be reviewed and up to 85 credits from previous coursework will be accepted toward this degree (i.e. Anatomy and Physiology 8 credits, Microbiology 4 credits, Chemistry 3 credits, and Human Development 3 credits, nursing courses.)
- An essay that addresses the following topics:
 - Rationale for choosing a career as a primary care Nurse Practitioner or as a Nurse Educator
 - Career goals as a primary care Nurse Practitioner or Nurse Educator
 - Personal compatibility with the CUW mission
 - Plans for academic success, including time management, stress management, and professional communication
 - Any previous academic issues
- Three letters of reference: two must be from professional and/or academic sources, and one must be from an individual who has worked with the applicant in a professional capacity and has a minimum of a Master's degree.
- Professional resume and a Certified Background Check

RN-BSN Online Cohort

Code	Title	Hours
NURS 336	Nursing Research for RNs	3
NURS 830		3
NURS 834		3
NURS 342	Population Health	4
MSN 840	Advanced Evidence-Based Nursing Practice	3
NURS 301	Dimensions of Profess Nursing	3
NURS 442	Leadership: the Future of Nurs	3
BIO 850	Genetics, Immunology & Microbi	3
MSN 820	Basic Statistics for Health Care Professionals	3
Total Hours		28

Exit with BSN or request a formal review with the Program Director to progress to MSN program.

Transfer of Credit

The Graduate Nursing Program will accept up to 6 transfer credits, of previous graduate level coursework, into the MSN program based on the following criteria:

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the MSN faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered in the MSN Program. The student will need to provide a course description and the course syllabus for any course requested for transfer. A transfer credit form (<https://drive.google.com/file/d/1EJCHDgkhX7B874BAvP2J7nhcGA7GEqEF/view>) must be completed and submitted to the Graduate Nursing Office for approval upon admission.
3. All courses transferred in must be at least 3.0 on a 4.0 scale.
4. All transfer credits must be certified by the Registrar and approved for the degree by one of the Co-Directors of the Graduate Nursing program.
5. Pathophysiology and Pharmacotherapeutics will not be accepted as transfer credits.

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

Master of Science in Organizational Leadership and Administration

Today's challenging and changing global economy demands ethical and effective leaders! The Master of Science in Organizational Leadership & Administration (OLA) at Concordia University empowers you to develop the qualities and traits of a transformational leader. The OLA program exposes you to leadership theory and practice, vital ethical and guiding principles, and team-building exercises. Christian Leadership that Empowers Today's Minds to Transform Tomorrow's World! The OLA Program requires 32 semester hours of credit comprising 11 courses.

Inspiring change and cooperation in an organization requires a smart and intuitive team leader, equipped with the right tools to create and maximize the benefits of a truly motivated work environment. The result: a strong group identity built on commitment and trust.

A graduate-level degree in Organizational Leadership and Administration (OLA) prepares you for management roles in all areas of business. Concordia University OLA program blends Christian leadership and ethics with organizational theory and practice. It prepares a wide variety of working professionals to work with people and guide group efforts effectively with methods based in proven scientific study.

Code	Title	Hours
OLA 505	Theories, Strat, Visioning Ldr	4
OLA 509	Leading Change in Orgs	3
OLA 515	Organiz Comm and Negotiation	3
OLA 521	Select & Implement Info Sys	3
OLA 542	Ethical Dimens of Leadership	3
OLA 550	Special Topics in Leadership	3
OLA 555	Financial Analysis & Budg	3
OLA 563	Leadership in Internatl Orgs	3
OLA 570	Leadership Competencies Pract	3
OLA 599	Graduate Research Project	4
Total Hours		32

Graduate Certificate

Post-Baccalaureate students can earn a graduate certificate by completing an additional 15 credits within one of the MBA concentration areas.

Master of Science in Physician Assistant Studies

Overview

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

Mission Statement

The Physician Assistant program at CUW prepares students to become competent physician assistants who provide high quality health care

in a respectful, culturally sensitive, caring and knowledgeable manner. CUW PA graduates are committed to caring for patients in mind, body and spirit with an emphasis on continual lifelong learning.

Program Goals

The goals of this program are to:

1. PA graduates will have a first-time PANCE pass rate at or above the national average.
2. The CUW PA Program will maintain continuing accreditation status, fully compliant with all ARC-PA Standards.
3. The CUW PA Program will provide academic support to all matriculated students.
4. Faculty and students will support and promote the CUW PA Program.
5. Faculty and graduates will promote academics and leadership within the PA profession.
6. The CUW PA Program will provide opportunities in inter-professional education in order to perform effectively as a member of the healthcare team.

Accreditation

Professional Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Concordia University Wisconsin Physician Assistant Program sponsored by Concordia University Wisconsin. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be September 2026.

The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Information on accreditation is available at www.arc-pa.org (<http://www.arc-pa.org>) or at: Accreditation Review Commission on Education for the Physician Assistant, Inc., 12000 Findley Road, Suite 150, Johns Creek, GA 30097, (770) 476-1224.

General Academic Information

The Concordia University Wisconsin PA Program is a full time 26 consecutive month curriculum. The didactic phase is held at the Mequon Campus and provides the foundation for the clinical year. Spanning the first 15 months of the program, the didactic phase consists of courses in the basic sciences and clinical/behavioral medicine. Areas of study include human anatomy with cadaver lab, physical examination and history taking, pharmacology, physiology/pathophysiology, clinical skills, and topics and issues related to the profession. The clinical portion of the program will be in urban, rural, and medically underserved settings throughout Wisconsin as well as possible out-of-state locations with physician and PA preceptors.

Clinicals

The clinical phase of the curriculum is made up of rotations in family medicine, internal medicine, general surgery, women's health, behavioral medicine, pediatrics, emergency medicine and two electives. Rotations are mainly located throughout Wisconsin. Students are responsible

for their lodging, transportation, and meals. The Director of Clinical Education is responsible for deciding which clinical site the student will be assigned to for each rotation. The Director of Clinical Education places the student where they feel the best fit will occur based on the student's level of skill and knowledge.

Credentials Awarded

Upon successful completion of the PA program, students will be awarded a Master of Science in Physician Assistant Studies (MSPAS) from Concordia University Wisconsin. The graduate is then eligible to sit for the Physician Assistant National Certifying Examination (PANCE). This examination is administered through the National Commission on Certification of Physician Assistants (NCCPA). The program has received Accreditation-Continued until 2026, (See accreditation statement) which allows for the graduates of this program to sit for the Physician Assistant National Certifying Examination (PANCE).

Entrance Requirements

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

Candidates for admission must meet the following requirements:

- Baccalaureate degree earned prior to matriculation from a regionally accredited university or college
- Minimum 3.2 cumulative GPA
- Minimum 3.2 cumulative prerequisite science GPA
- All prerequisite courses must be successfully completed with a grade of "C" or higher from a regionally accredited college or university
 - Applicants must have all prerequisite science courses complete at the time of application. One non-science prerequisite course may be pending at the time of application, but will need to be completed prior to matriculation in the program.
 - Lab components must be completed in a face-to-face format on-campus. Online labs are not accepted.
- If the transcripts are not in English, transcripts will need to be evaluated through the required service designated by CASPA.
- Complete a minimum of 500 hours* of hands-on patient care experience. Medical scribe work can be applied towards part of this requirement; however, applicants are strongly encouraged to obtain more hands-on patient care experience than scribe work. Please review the CUW website for further information regarding the patient care experience requirements.
- Complete a minimum of 24 hours* of job shadowing with a Physician Assistant
- Able to perform Technical Standards for Physician Assistants
- Three letters of reference are required as part of the application process. One letter of reference must be from a PA with whom you have shadowed, and should speak to your understanding of the role of a PA. One letter of reference must be from an employer/supervisor of your patient care experience, and should speak to your interaction and care of patients. At least one more letter (may be more than one) can be professional, academic, or a character reference.

Science Prerequisites (See www.cuw.edu/pa for additional details):

- General Chemistry- Two semesters of sequenced courses with labs
- Organic Chemistry- One semester with lab
- Biochemistry- One semester with or without lab
- Microbiology- One semester with lab
- Human Anatomy with lab and Physiology- Two Semesters. Can be either separate Anatomy (with lab) and Physiology courses OR combined A&P I and II courses including labs.*
- Biology- Two semesters with labs (excluding the listed prerequisite science courses mentioned even at higher levels)
- Genetics- One semester with or without lab

Other prerequisites:

- Psychology - One semester
- Statistics - One semester
- College Algebra or higher - One semester
- Medical Terminology - One semester*

* A&P and Medical Terminology are *recommended* within five years of applying to the program.

Questions about specific prerequisites courses should be directed to the Graduate Admission Office.

A felony conviction may affect a graduate's ability to attain state licensure or placed on clinical rotations.

Technical Standards for Admissions and Retention

The Concordia University Wisconsin (CUW) has specific technical standards that apply to all candidates for admission and those who are selected to enter the program. Students selected to enter the program must have the capacity to complete the entire course curriculum to achieve the Master of Science in Physician Assistant Studies degree.

Some accommodations may be able to be made for some disabilities in some of these areas, but the Physician Assistant's (PA) role in the provision of health care requires that he or she be able to perform in an independent manner that does not compromise patient care.

In order to perform the functions required of a physician assistant in a variety of clinical situations and render competent patient care stipulated by the faculty, accreditation agencies, and the standards of practice as a PA, candidates/students for the program must meet the following technical standards:

1. **Observation:** Students must be able to observe demonstrations, visual presentations, lectures, and laboratory studies in the basic medical and clinical settings. The candidate must be able to accurately observe a patient both close and at a distance; this requires functional use of vision, sensation, and smell. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.
2. **Communication:** Students must be able to speak, hear, and observe patients to gather pertinent data, describe their observations (including activity and function, mood, and posture) and be able to perceive nonverbal communications. Students must be able to effectively communicate with patients, families, faculty, and colleagues from different cultural backgrounds in oral, written, computer and telephonic formats.

3. **Motor and Sensory:** Students must have gross and fine motor function and coordination in order to auscultate, palpate, and percuss as well as the ability to use appropriate diagnostic techniques and instruments to provide routine and emergent medical care and common diagnostic procedures such as, but not limited to performance of cardiopulmonary resuscitation, advanced cardiac life support, administering intravenous medications, suturing of simple and complex wounds, treatment of respiratory distress or bleeding, routine obstetric and gynecologic care, as well as assisting in surgery. Students should have adequate sensory skills, including tactile sensory and proprioceptive capability. Students must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training. Strength, mobility and endurance: Students must be able to tolerate physically taxing workloads.
4. **Cognitive, Integrative, and Quantitative Skill:** Students must exhibit skills in problem solving, and critical thinking, measurement, calculation, and comprehension of three dimensional relationships consistent with medical practice. Students must be able to assimilate and learn large amounts of complex, technically detailed information in the form of lectures, discussions, videos, handouts, and clinical exam demonstrations and to synthesize and apply concepts arising from it to create diagnostic and therapeutic plans.
5. **Behavioral and Social Skills:** Students must possess sufficient emotional health to allow them to optimally utilize intellectual, cognitive, and reasoning judgment required of medical professionals and be able to quickly complete all duties and responsibilities commensurate with effective diagnosis and treatment of patients of all ages. Students must be able to demonstrate empathy, sensitivity, and the ability to quickly establish rapport with patients, exhibiting adequate interpersonal communication skills, compassion, concern for others, honesty, and integrity. Students must be able to tolerate physically demanding workloads (which may involve nights, weekends, and on call), noisy environments, and long hours. Students need to be able to maintain composure and emotional stability in challenging and stressful, changing circumstances and to deal effectively with uncertain, possibly emotionally charged situations. Students must be able to accept constructive criticism and respond via appropriate behavior modification. Students must be able to complete all assignments and activities as assigned by the program. Students must be able to attend all classes, labs, examinations, and rotations on time and act in a professional manner.

The PA program at Concordia University Wisconsin has the freedom and ultimate responsibility for selection and evaluation of students, design, implementation and evaluation of curriculum, and determination of who will be awarded a degree and certificate of completion. Admission, retention, program completion, and graduation decisions are made based on satisfactory academic and clinical performance and upon nonacademic, behavioral factors which serve to ensure overall success in the PA profession.

Candidates for admission to the Concordia University Wisconsin's PA program will be required, if admitted, to certify in writing that they understand and meet the above technical standards. Candidates who feel that they may not or cannot meet these technical standards will need to contact the Learning Resource Center (LRC) in Luther 200 to see if reasonable accommodations as determined by the LRC and their disability policies can be made.

Concordia University will attempt, to the best of its ability, to develop mechanisms by which otherwise qualified candidates for admission can

be accommodated; however, the integrity of the curriculum and the need to provide optimal patient care must be maintained in order to ensure that all parts of PA education are delivered to all students.

Admission for Concordia Undergraduate Students and Alumni

Current students and alumni of a Concordia University system school will be guaranteed an interview for the PA program if they meet certain requirements. Guaranteed interviews will be extended to students and alumni who have submitted a verified CASPA application by the deadline, have a cumulative AND prerequisite science point average of at least 3.40, and have completed all additional entrance requirements.

Application Process

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

The Physician Assistant Studies Program at Concordia University of Wisconsin participates in the Centralized Application Service for Physician Assistants (CASPA). Applicants for the Master of Physician Assistant Studies program should apply online using the CASPA application. To learn more about the CASPA Application process, visit the <http://portal.caspaonline.org> CASPA website.

In addition to the online application, please submit:

- **Personal Statement:** Your personal statement will be completed as part of the CASPA application, and should speak to your desire to pursue a career as a Physician Assistant.
- **Letters of Reference:** Three letters of reference are required as part of the application process. One letter of reference must be from a PA with whom you have shadowed, and should speak to your understanding of the role of a PA. One letter of reference must be from an employer/supervisor of your patient care experience, and should speak to your interaction and care of patients. At least one more letter (may be more than one) can be professional, academic, or a character reference.
- **Official Transcripts:** Submit official transcripts from all previously attended universities directly to CASPA. Students with international transcripts must have them evaluated by a foreign transcript evaluation service, and the official scores must be submitted directly from the evaluation service to CASPA.
- **Patient Care & Shadowing:** Complete 500 hours of patient care experience and 24 hours of job shadowing.
- Graduate entrance exams such as the GRE are not required
- The TOEFL iBT® exam will be required unless the applicant is a graduate of a United States college or university. The minimum required score for the TOEFL iBT® is 100.

All parts of the completed application are given consideration. The admissions committee also evaluates the applicant's desire to become a physician assistant, evidence of academic potential, motivation, personal maturity, self-assurance, good interpersonal skills, and when applicable, the interview evaluation report.

At this time we are unable to enroll F-1 international students in the Physician Assistant Program.

Anti Discrimination Policy

As a matter of policy, Concordia University admits students of any age, race, color, gender, and national and ethnic origin. Admitted students enjoy the rights, privileges, programs and activities generally offered to all Concordia students. Further, Concordia University does not discriminate according to age, race, color, gender, and national and ethnic origin in administering admissions and educational policies, scholarship and loan programs, and athletic and other school-administered programs.

Applicant Interviews

Completed and verified applications undergo preliminary evaluation as they are received to make sure the minimum entrance requirements are met. After the admission deadline, qualified applicants will be reviewed by committee members and select candidates will be chosen to attend a campus interview.

An on-campus interview will give the applicant an opportunity to learn more about Concordia University Wisconsin's PA program and will give the program faculty an opportunity to meet and talk with the applicant.

During the interview process, the curriculum, program expectations as well as other information will be discussed. Interviews take place with at least two faculty members. After completion of the interview, the PA program admissions committee reviews each applicant and a final decision is made.

Applicants who have been selected to come in for an interview who still need to complete a non-science prerequisite will have to provide documentation when they will be taking the prerequisite course and that they will be able to complete the coursework prior to matriculation if accepted into the program.

Applicants who have been selected to enroll in the program after the interview process who still need to complete prerequisite coursework and/or their Bachelor's degree will be conditionally accepted into the program. Those applicants who do not successfully pass prerequisite courses with a grade of "C" or higher, (a grade of C - is not allowed), do not complete all prerequisite courses, or do not complete their Bachelor's degree prior to the first day of class, will not be allowed to matriculate into the program. Being offered an opportunity to interview for a seat in the program, does not guarantee admission or acceptance to enroll.

Background Checks

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

Curriculum

Course	Title	Hours
Year 1		
Summer		
PHAS 500	Anatomy	6
PHAS 501	Physician Assistant Seminar (PA Seminar I)	1
PHAS 515	Molecular Mechanisms	3
PHAS 535	Evidence Based Medicine	1

PHAS 540	Public Health & Epidemiology	2
<hr/>		Hours
		13
Fall		
PHAS 502	PA Seminar II	2
PHAS 525	Clinical Medicine I	6
PHAS 526	Pathophys & Pharmacology I	5
PHAS 520	Neuroanator	2
PHAS 527	Medical Diagnostics I	3
PHAS 504	Physical Assessment I	2
PHAS 506	Clinical Skills 1	1
<hr/>		Hours
		21
Winterim		
PHAS 580	Intro to Clinical Practice	3
PHAS 570	Behavioral Medicine	2
PHAS 575	Obstetrics & Gynecology	2
<hr/>		Hours
		7
Spring		
PHAS 530	Clinical Medicine II	6
PHAS 507	Clinical Skills 2	1
PHAS 505	Physical Assessment II	2
PHAS 531	Pathophys/ Pharmacology II	5
PHAS 532	Medical Diagnostics II	3
PHAS 560	Surgical Medicine	3
PHAS 503	PA Seminar III	2
<hr/>		Hours
		22
Year 2		
Summer		
PHAS 545	Emergency Medicine	4
PHAS 550	Pediatrics	3
PHAS 508	Clinical Skills 3	1
<hr/>		Hours
		8
Fall		
Clinical Rotations I		16
<hr/>		Hours
		16
Winterim		
Clinical Rotations II		4
<hr/>		Hours
		4

Spring		
Clinical Rotations III		16
	Hours	16
Year 3		
Summer		
Clinical Rotations IV		8
PHAS 600	PA Seminar IV	2
	Hours	10
	Total Hours	117

Students will be placed on a rotation schedule for the last 11 months of their education.

The following rotations are required:

Code	Title	Hours
PHAS 610	Family Medicine Clin Pract I	4
PHAS 615	Family Medicine Clin Pract II	4
PHAS 620	Internal Medicine Clin Pract I	4
PHAS 625	Internal Medicine Clin Prac II	4
PHAS 630	Women's Health	4
PHAS 635	Pediatric Clinical Practicum	4
PHAS 640	Emerg Medicine Clin Practicum	4
PHAS 645	Surgery Clinical Practicum	4
PHAS 650	Behavioral Medicine Clin Pract	4
PHAS 655	Clinical Practicum Elect I	4
PHAS 660	Clinical Practicum Elect II	4
Total Hours		44

Total Credits Required: 117

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

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

Employment: The PA program strongly discourages working while attending the program. The PA program is in intensive didactic and clinical educational program that involves an average of at least 40 to 50 hours per week, in addition to study, laboratory, and other activities. Most students find they cannot be academically successful in the program if they attempt to work. During the clinical year, students are not allowed to work due to the number of hours required in the clinical setting which includes being on call. Students are not allowed to be substituted for staff at any time during their education.

Cost

Students pay a semester-based tuition, for seven semesters, which is posted on the Concordia University Wisconsin website. Winterim sessions are included at no additional charge. Housing and transportation expenses are not included in tuition and fees. Additional program specific fees and equipment costs will be associated with the program.

During the clinical rotation 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 come to and leave campus for lectures, labs, and clinical experiences.

Concordia University Wisconsin student liability insurance is included in the tuition.

Financial Aid

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at www.fafsa.gov (<http://www.fafsa.gov>). Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses.

Master of Science in Product Development

Program Overview

Our MPD program provides real-world skills in multiple tracks: pharmaceutical, chemical, and food and beverage. The pharmaceutical and chemical track is housed within the School of Pharmacy and centers on pharmacology, formulations and process development. The food and beverage track, housed within the Batterman School of Business, dives into the business of food and beverage development, from the development process in the marketplace, to package design, to marketing and management. You'll partner with industry leaders on product development projects, and you'll perform work in state-of-the-art labs that are cGMP, Cleanroom 100, ISO 5, and USP 797 compliant.

Of course, a program like this wouldn't be complete if we didn't teach you the entrepreneurial skills you'll need to start your own company or innovate within a company. But you'll also learn to build critical-thinking and teamwork skills through case-based teaching and labs, blending technical skills with business, legal, regulatory, and compliance knowledge. You'll learn how to use analytics and demand projections to make management decisions, while using concepts—like Lean Six Sigma and sensitivity analysis—to solve operations and process-optimization challenges. And finally, you'll learn about the Triple Bottom Line throughout the course of this program: people, profit, and planet, with a focus not only on sustainability, but on how to boost it.

What to Expect

You'll learn a lot in this program—from conceptualization and design to development and marketing. Professionally, you'll be prepared to fill an unmet need in the industry. That is, after all, what launching a new product is all about. Students typically take 24 credits per year for a total of 48 credits to graduate. Students also write, present and defend a Product Development Project based on research performed over the two year period. This research project is co-mentored by one CUW faculty member and an industry mentor who is actively involved in chemical, pharmaceutical or food and beverage product development. (note: most classes are taught in mornings or evenings, to accommodate working students, many of whom have jobs or internships in regional pharmaceutical and chemical companies).

Locations

In addition to our main and online campuses, Concordia has nine center locations which offer accelerated undergraduate and graduate programs close to where you live and work.

Course	Title	Hours		
Year 1				
Fall				
MPD 534	Principles of Drug Design and Development (Pharmaceutical and Chemical Track)	3	MPD 597	Product Development Project 2
MPD/PHAR 543	Industry Leader Seminar Series	1	MPD 599	Formulation & Delivery Forms (Pharmaceutical and Chemical Track) 3
MPD 595	Pharm Manufact & Process Chem (Pharmaceutical and Chemical Track)	3	MIB 830	Global Production Systems 3
MBA 686	Sustainabil & Social Entrepren	3	Track-specific Courses	
MBA 688	New Venture Form & Bus Develop	3	CHEM 435	Advanced Organic Chemistry (4 cr. (Chemical Track))
Track Specific Courses			PHAR 330	Pharmacology I (3 cr. (Pharmaceutical Track))
CHEM 455	Instrumental Analysis (4 cr. (Chemical Track))		MPD 515	Food/Bev Prod Dev & Launch II (3cr. (Food and Beverage Track))
MPD 598	Biopharmac & Drug Repurposing with GXP (3 cr. (Pharmaceu Track))		Hours 12	
MBA 550	Strategic Marketing (3cr. (Food and Beverage))		Year 2	
MPD 510	Food/Bev Prod Dev & Launch I (3 cr. (Food and Beverage))		Fall	
Hours 13			MPD/PHAR 543	Industry Leader Seminar Series 1
Spring			MPD 597	Product Development Project 2
MPD/PHAR 543	Industry Leader Seminar Series	1	MBA 687	Intellectual Prop and Reg Issu 3
MPD 596	Advanced Pharmaceutical and Process Chemistry (Pharmaceutical and Chemical Track)	3	Track Specific Courses 6	
			MPD 424	Pharmacokii (3 cr. (Pharmaceu Track))
			Hours 12	
			Spring	
			MPD/PHAR 543	Industry Leader Seminar Series 1
			MPD 597	Product Development Project 2
			MBA 569	Mgmt Science & Analytics 3
			Track-specific Courses	
			MPD 593	Analyt Char of Drugs Oth Chems (3cr. (Chemical Track))

Electives for the Pharmaceutical and Chemical track can be business, chemistry or other areas approved by program director.

MPD516-518 are required courses for the Food and Beverage Track		5
MPD 516	Strategic Package Design (3cr.)	
MPD 517	Sales and Category Management (3cr.)	
MPD 518	Consumer Insights (3cr.)	
	Hours	11
	Total Hours	48

Admissions and Application Information

Individuals interested in the MPD program should contact the Assistant Program Director, Scott G. Van Ornum, Ph.D., at Scott.VanOrnum@cuw.edu; 262-243-4488. Applicants should have a Bachelor of Science degree in chemistry, biochemistry, pharmacology, or biology. (Other baccalaureate degrees might be accepted, as long as the student has successfully completed two semesters of organic chemistry, one semester of analytical chemistry, and one semester of instrumental analysis). For the Food and Beverage track, a Bachelor's degree in any area of business would be acceptable. Additional program information for the pharmaceutical and chemical track can be found at: <https://www.cuw.edu/academics/schools/pharmacy/prospective-students/admissions/mpd.html>. Additional program information for the Food and Beverage track can be found at: <https://www.cuw.edu/academics/programs/product-development-business-masters/index.html#admissions>

Important Dates:

- August 1: Master of Product Development (MPD) program application opens for the following fall
- October–April: Interviews are scheduled with selected MPD program candidates
- November–July: MPD program acceptance offers are extended on a rolling basis
- Mid August 2018: MPD program classes begin

Master of Science in Rehabilitation Science

Purpose

The Master of Science in Rehabilitation Science (MSRS) Program offers an advanced masters degree for physical and occupational therapists who have completed their professional training at the bachelor's level. MSRS courses will be taught in a face-to-face format by current faculty in the Physical and Occupational Therapy Departments at Concordia University Wisconsin. This degree is designed so students can complete all requirements to graduate in a 12-month period. Students will begin the program in the fall (late August). The remaining course work will be completed during the subsequent spring and summer semesters. Students will be allowed to matriculate into the program only during the late August start time and are encouraged to complete the degree within one year (full time).

Mission Statement

The mission statement of the Master of Science Degree in Rehabilitation Science is to provide physical and occupational therapists with an evidence-based and clinically-focused curriculum intended to increase knowledge of and exposure to practice skills and areas.

Goals/Objectives of the Program

The three main objectives of the Master of Science in Rehabilitation 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 occupational therapy or physical therapy
- Cumulative GPA of 2.5 or better in undergraduate degree based on credential evaluation by an outside agency or evaluation by admissions staff in the Office of International Student Services at CUW
- TOEFL or IELTS exam scores (this does not apply to applicants whose language of instruction for their OT or PT degree was in English). For the TOEFL, Concordia University requires a minimum score of 213 (computer-based), 80 (internet-based), or 550 (paper-based). A minimum score of 6.5 (overall band score) on the IELTS is required (minimum score of 6 in all areas). Students completing an approved ESL program may be exempt from taking the TOEFL or IELTS

Complete the online application (www.cuw.edu/apply) and submit the following items:

- Application fee of \$50.00 USD online or send money order or cashier's check
- Official transcripts from all schools attended. If the transcripts are not in English, please have them translated into English and attested
- TOEFL or IELTS scores
- A brief, typed resume (please include any previous clinical experience)
- A one-page statement of purpose stating why you would like to enroll at CUW
- Two (2) reference letters from previous teachers and/or employers
- A bank statement with the balance converted into U.S. dollars. If a relative or parent is sponsoring you, please submit their letter of support along with their bank statements. If a company is sponsoring you, please have that company write a letter of support and provide a financial statement from the company on company letterhead. If your degree would be financed by a scholarship, please provide proof of scholarship
- 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

Curriculum

Course	Title	Hours
Year 1		
Fall		
Evidence-Based Practice in Rehabilitation		4
Writing in Rehabilitation Science		4
Pediatric Conditions and Practice Environments		4
	Hours	12
Spring		
Adult Neurological Conditions and Practice Environments		4
Adult Orthopedic Conditions and Practice Environments		4
Industrial Rehabilitation and Practice Environments		4
	Hours	12
Summer		
Older Adult Conditions and Practice Environments		4
Research Project and Application to International Practice		4
	Hours	8
	Total Hours	32

Master of Science in Student Personnel Administration in Higher Education

Master of Science in Student Personnel Administration in Higher Education

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 and practice applied from a Christian perspective. This program has a total of 36 credits required for the degree.

Degree Requirements

Courses	Credits
Theoretical Courses	24
Internship(300 hours)	3
Skill Courses	3
Elective	3
Portfolio	0
Capstone (one of two below)	
Thesis	3
Capstone	3
Total Degree Requirements	36

Code	Title	Hours
<i>Required Theory Courses</i>		
Select one of the following concentrations:		
<i>Administration Concentration</i>		
SPA 501	Found Student Personnel Admin	3
SPA 506	Group Dynamic/Leader	3

SPA 510	Issues/American Higher Educati	3
SPA 520	American College Student	3
SPA 525	Student Programs & Assessment	3
SPA 530	Higher Education Admin	3
SPA 535	Legal Issues in Ed Administrat	3
SPA 515	Research Methods	3
Optional electives ¹		
<i>Athletic Concentration</i>		
SPA 501	Found Student Personnel Admin	3
SPA 506	Group Dynamic/Leader	3
SPA 511	Curr Issues in Athlet Admin	3
SPA 520	American College Student	3
SPA 526	Organiz & Mange of Athlet Prog	3
SPA 531	Fiscal Iss in Athletic Admin	3
SPA 535	Legal Issues in Ed Administrat	3
SPA 515	Research Methods	3
Optional electives ²		

Skill Courses

These courses are required-each course is one credit, no prerequisite required) ³		
SPA 559	Event Manag in Athletics (this course is required for students who have selected the Athletic Concentration)	1

SPA 560-569 Current Topics in Student Affairs. Courses in specific higher education current topics will be offered annually. These courses are designed to meet student interests and needs in areas where the student can explore a specific topic in detail.

Internship

Select at least one internship: ⁴		3
SPA 596	Internship I	3
SPA 597	Internship II	3
SPA 598	Internship III	3

Capstone Courses

Select one of the following Capstone courses + Portfolio:		3
SPA 600	Thesis Completion Seminar	3
SPA 601	Capstone Colloquium	3
SPA 602	Portfolio (grade = pass/fail)	0

Electives

Select one of the following: ⁵		3
SPA 597	Internship II	3
EDG 533	Leadership for Change	3
COUN 543	Counsel-Theory & Issues	3
COUN 561	Career Counsel Foundation	3

¹ May take SPA 511 Curr Issues in Athlet Admin, SPA 526 Organiz & Mange of Athlet Prog, SPA 531 Fiscal Iss in Athletic Admin as electives.

² May take SPA 510 Issues/American Higher Educati, SPA 525 Student Programs & Assessment, SPA 530 Higher Education Admin as electives.

³ SPA 550 Current Topics In: is a course that will offer several current topics in student affairs. The student may take this course up to 3 times (total of 3 credits).

⁴ Total of 300 supervised hours in 2 distinct fields including at least one internship. Each internship is 150 hours.

⁵ Students may take the required courses of a different concentration to fulfill elective requirement

Master of Social Work

MASTER OF SOCIAL WORK DEGREES

OVERVIEW

Concordia University Wisconsin offers the Master of Social Work (MSW) program. The MSW is a two-year graduate program. Advanced standing is available to those with a Bachelor of Social Work. The program is available for full-time and part-time students.

MISSION STATEMENT

The mission of Concordia University Master of Social Work (MSW) program is to provide a Christian environment that prepares MSW professionals to assume leadership roles in an increasingly diverse and global society. To prepare students to be advanced generalist social workers who embrace Christian values, and support resiliency and strengthen individuals, families, groups, organizations, and communities, and advocate for social and economic justice.

ACCREDITATION

MSW programs are accredited by the Council on Social Work Education (CSWE). The CUW- MSW program is working with CSWE toward full accreditation. The program has been granted Candidacy by CSWE, and is in good standing. Full accreditation is anticipated in February 2020. Accreditation is retroactive to the first class who graduated in August, 2018.

GENERAL ACADEMIC INFORMATION

The Master of Social Work program is designed to prepare students for professional practice with individuals, families, groups, organizations, and communities. The MSW is a competency based degree that emphasizes the significant contribution of knowledge, values, skills, and the importance of cognitive/affective responses to practice situations. The MSW degree is a highly sought after professional degree and recognized nationally and internationally for the quality of professional practice.

Social work practitioners are found in every aspect of practice. They are licensed in every state. Social workers provide critical services at multiple levels of practice and in inter-professional settings. The Advanced Generalist Specialization prepares social workers for practice at all levels of practice. Advanced Generalist Social Workers are employed in hundreds of positions requiring the special knowledge base of the profession.

Advanced Generalist Social Work practitioners work with those who have mental health issues, domestic violence, child abuse, family problems and many others. They work in the criminal justice system as probation officers, juvenile justice social workers, court social workers, and many others positions. Social workers work in community agencies to develop programs, write grants, organize and manage community endeavors to better society. Social work practitioners are prepared for administration as CEOs, administrators, supervisors, political advocates, politicians, and many other macro level jobs.

FIELDWORK EXPERIENCES

The MSW degree requires two field placements supervised by experienced MSW practitioners. The program has contracts with more than 80 agencies willing to provide supervised experience for MSW

interns. The Department of Social Work plans for and places students in agencies supporting the student's specified area of interest.

TRANSFER OF CREDIT

The department will accept up to 6 transfer credits, of previous graduate level coursework, into the MSW program based on the following criteria:

1. Coursework must have been completed within five years prior to admission to the program (or be approved by the MSW faculty committee).
2. Courses transferred must be comparable in scope and subject matter to courses offered by the Social Work department. The student will need to provide a course description and the course syllabus for any course transfer requests.
3. An earned grade of 3.0 (B) is required for all courses transferred.
4. All transfer credits must be certified by the Registrar and approved for the degree by the Chair of Social Work.
5. No more than 6 credits may be transferred.

ENTRANCE REQUIREMENTS

- Bachelor's degree from an accredited college/university.
- BSW from CSWE accredited Social Work program, if applying for advanced standing. (within 7 years)
- Minimum undergraduate GPA of 3.00 for full acceptance.

HOW TO APPLY

- Application form available at: www.cuw.edu/apply
- Non-refundable \$50 application fee
- One page essay, using APA format, describing your reason for obtaining a Master of Social Work Degree
- Current resume, including your education, employment, volunteer and community involvement, and any military experience
- Three professional letters of recommendation that address your potential for success in the program and profession
- All official transcripts leading to your bachelor's degree
- Completed criminal background check through the agency specified by CUW
- Contact Elizabeth Talbot with any further inquiries. 262.243.4272
Elizabeth.talbot@cuw.edu

COST

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website.

PROFESSIONAL MEMBERSHIP

NASW student membership is highly recommended for all students. Current student membership rates are available on www.nasw.org. The department also recommends membership with the North American Association of Christians in Social Work (NACSW). Visit www.nacsw.org

FINANCIAL AID

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at www.fafsa.gov. Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses.

SOCIAL WORK COMPETENCIES

The Curriculum is based on the following competencies:

1. Demonstrate Ethical and Professional Behavior

Social Workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decisionmaking and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of the other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Advanced Behaviors

Advanced Generalist Social Workers recognize the importance of life-long learning to enhance and strengthen skills that will provide ethical and responsible social work services in a continuously changing and dynamic social environments. Advanced Generalist Social Workers utilize their professional affiliations to create life-long learning opportunities for themselves and their constituents. They utilize decision-making frameworks and concept maps that provide an organized structure for the selection and application of theories and perspectives. They seek opportunities for inter-professional discussions that will impact the provision of services for individuals, families, communities, and organizations. They strategically use supervision and consultation to address ethics in practice. They appraise the intersection between Christianity and the NASW Code of Ethics and demonstrate the integration of the Code of Ethics with Christian values when interacting with constituents and agency clients.

2. Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. Social workers understand that as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also

understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences, and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Advanced Behaviors

Advanced Generalist Social Workers seek opportunities to strengthen knowledge and support services to an increasingly diverse and global society. They exercise leadership in the development of necessary alliances to advocate effectively for change with underserved at risk populations and other groups. They employ/model a conscious use of self, self-regulation, self-monitoring, and self-correction in practice situations.

3. Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social Workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Advanced Behaviors

Advanced Generalists Social Workers incorporate an understanding of regional and global interconnections of oppression and applies this understanding to social work practice. They engage in community collaborations that foster social and economic justice and social change. They analyze the consequences of social and economic injustice for constituent groups. They take action to promote humane and responsive social institutions, social policies, programs, and practice.

4. Engage in Practice-informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple

ways of knowing. They also understand the processes for translating research findings into effective practice. Social Workers:

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings, and
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Advanced Behaviors

Advanced Generalist Social Workers use evidence-based research findings to inform and improve social work practice. They design, implement, and interpret social work research. They articulate how research findings can improve social service delivery.

5. Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulations, analysis, implementation, and evaluation. Social Workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Advanced Behaviors

Advanced Generalist Social Workers apply techniques of effective leadership with agencies, colleagues, and client systems for political action and policy changes to advance social wellbeing through effective service. They evaluate the intended and unintended impact of social policies and develop mechanisms that identify resources for clients. They articulate the impact of policies on service delivery and conduct assessments and evaluations on the implementation of policy. They identify gaps in policies at varied levels such as agency policies, public policies and regulations. They provide leadership for colleagues, client systems, and agencies for effective policy action.

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers

understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaborations to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social Workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Advanced Behaviors

Advanced Generalist Social Workers use appropriate assessments and intervention strategies that are grounded in human behavior theories and conceptual frameworks. They critique and apply the knowledge base of the profession to help them understand the person in the environment. They engage in relationship building activities in varied client systems and evaluate the clients' perception of the quality of the relationship. They employ culturally responsive engagement skills.

7. Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social Workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaborations in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Advanced Behaviors

Advanced Generalist Social Workers interface with complex problems in systems of all sizes, assessing, intervening, and evaluating at multiple levels of practice. They evaluate the multi-systemic dimensions of client problems. Use client system approaches, they design interventions that affect change at multiple systemic levels of practice. They identify the range of legalities and / or legal risks that may exist for a client or client system that may be considering accessing social services.

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require inter-disciplinary inter-professional and inter-organizational collaborations.

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on-goals.

Advanced Behaviors

Advanced Generalist Social Workers build culturally competent ways to enhance client choice, client motivation, and client hopefulness during the process of change. They synthesize and apply a broad range of interdisciplinary knowledge and skills consistent with current evidence informed practice.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social Workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Advanced Behaviors

Advanced Generalist Social Workers critically analyze multiple client system intervention processes, evaluating for effectiveness and cultural competence. They evaluate the impact of intentional and unintentional practice approaches. They use evidence based research to support

methods of intervention in one's own practice. They review, analyze and evaluate the effectiveness of one's own practice.

CURRICULUM

66 credits

Generalist Year	27 credits
Specialization Year	39 credits
Advanced Standing Year	39 credits

Prerequisites

- Statistics (completed within 7 years - Math 205 or comparable)
- Life Span Development (Non - BSW students only)

Generalist Year

Code	Title	Hours
MSW 600	Adv Human Behavior Social Env	3
MSW 610	Gen Pract I: Individ & Fam	3
MSW 615	Generalist Practice II: Groups, Organizations & Communities	3
MSW 620	Social Policy & Advocacy	3
MSW 650	Research Methodologies	3
MSW 670	Advanced Field Education I	3
MSW 675	Advanced Field Education II	3
MSW 680	Advanced Field Seminar I	3
MSW 685	Advanced Field Seminar II	3

Generalist Year Total Credits

27 credits

Specialization

Second Year Graduate Students & Advanced Standing

Code	Title	Hours
MSW 700	Administration & Supervision with Groups, Organizations & Communities	3
MSW 710	Advanced Practice: Individuals & Families	3
MSW 715	Adv Pract: Diverse & Vulnerable Pop	3
MSW 750	Research Project I	3
MSW 752	Research Project II	3
MSW 754	Research Project III	3
MSW 770	Advanced Field Education III	3
MSW 775	Advanced Field Education IV	3
MSW 780	Advanced Field Seminar III	3
MSW 785	Advanced Field Seminar IV	3
MSW 790	SW Ethics & Christianity	3

Second Year Graduate Student & Advanced Standing

39 credits

Total Program Credits 66

MASTER OF SOCIAL WORK COURSES

MSW 530. Dual Disorders. (3 Credits)

MSW 565. Drugs, Society & Human Behav. (3 Credits)

MSW 575. Understanding Death & Dying. (3 Credits)

MSW 592. Aging and the Social Env. (3 Credits)

MSW 599. Special Topics. (3 Credits)

MSW 600. Adv Human Behavior Social Env. (3 Credits)

Offered at: CUW

MSW 610. Gen Pract I: Individ & Fam. (3 Credits)

Offered at: CUW

MSW 615. Generalist Practice II: Groups, Organizations & Communities. (3 Credits)

this course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths perspective. 3 Credits.
Prerequisite: None

Offered at: CUW

MSW 620. Social Policy & Advocacy. (3 Credits)

MSW 650. Research Methodologies. (3 Credits)

MSW 670. Advanced Field Education I. (3 Credits)

Offered at: CUW

MSW 675. Advanced Field Education II. (3 Credits)

Offered at: CUW

MSW 680. Advanced Field Seminar I. (3 Credits)

Offered at: CUW

MSW 685. Advanced Field Seminar II. (3 Credits)

MSW 700. Administration & Supervision with Groups, Organizations & Communities. (3 Credits)

This course provides students with the skills and knowledge that will assist them in the ability to work with groups in administrative Social Work positions in organizations and communities. Students learn about working with groups of people at the mezzo and macro level of practice. They learn about team building, communicating, and the development of skills such as mediation and negotiation. Students will learn how to plan, implement, manage and evaluate projects designed to meet community needs. Students will learn about the implementation of policies into practice. They will integrate social work ethics into their knowledge base as it pertains to leadership roles, accountability, and professional supervision. Students will learn about strategic planning. They will learn about risk management, understanding and managing the decision-making processes, and actions needed to improve client experiences. They will learn about the everyday politics of organizational life, the importance of respectful conduct between colleagues, and the management of a continuously changing environment. 3 Credits.
Prerequisite: None

Offered at: CUW

MSW 710. Advanced Practice: Individuals & Families. (3 Credits)

this course addresses an advanced level of practice with individuals, families, and groups in society. Issues are viewed through a family lens. Students learn to apply social work theories designed for practice with individuals, families and small groups. They examine potential for change, and the long-term consequences of social stressors. Students utilize the Strengths Perspective and its application in social work practice. Students examine and reflect on the importance of evaluating practice – knowing what worked well and how to use theory in evaluation. Students examine the importance of faith in the social environment. They explore, examine, discuss and reflect on the role of larger systems in society and the impact on family life. 3 Credits.
Prerequisite: None

Prerequisite: None

Offered at: CUW

MSW 715. Adv Pract: Diverse & Vulnerable Pop. (3 Credits)

this course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. The material covers categories of vulnerability such as AIDS, Alcoholism, Personality Disorders, and Depression. Other discussions will cover issues of life circumstances such as Immigrants and refugees, Returning servicewomen and veterans, survivors and victims of terrorism, homelessness, and children in foster care or bullying. Students will also explore and discuss the problems facing social work professionals. Issues to be discussed will include the significantly increasing difficulty of providing services to vulnerable populations, the concern serious problems continue to emerge in modern society and resources are not as available as experienced by previous generations. 3 Credits.
Prerequisite: None

Prerequisite: None

Offered at: CUW

MSW 750. Research Project I. (3 Credits)

Offered at: CUW

MSW 752. Research Project II. (3 Credits)

MSW 754. Research Project III. (3 Credits)

MSW 770. Advanced Field Education III. (3 Credits)

Offered at: CUW

MSW 775. Advanced Field Education IV. (3 Credits)

Offered at: CUW

MSW 780. Advanced Field Seminar III. (3 Credits)

Offered at: CUW

MSW 785. Advanced Field Seminar IV. (3 Credits)

Offered at: CUW

MSW 790. SW Ethics & Christianity. (3 Credits)

Offered at: CUW

MSW 875. Understanding Death & Dying. (3 Credits)

MSW 892. Aging and the Social Env. (3 Credits)

MSW 530 Dual Disorders

MSW 615 Generalist Practice II: Groups, Organizations & Communities

MSW 620 Social Policy & Advocacy

MSW 650 Research Methodologies

MSW 670 Advanced Field Education I

MSW 675 Advanced Field Education II

MSW 680 Advanced Field Seminar I

MSW 685 Advanced Field Seminar II

MSW 700 Administration & Supervision with Groups, Organizations & Communities

MSW 710 Advanced Practice: Individuals & Families

MSW 715 Adv Pract: Diverse & Vulnerable Pop

MSW 750 Research Project I

MSW 752 Research Project II

MSW 754 Research Project III

MSW 770 Advanced Field Education III

MSW 775 Advanced Field Education IV

MSW 780 Advanced Field Seminar III

MSW 785 Advanced Field Seminar IV

MSW 790 SW Ethics & Christianity

MBA - Health Care Administration for Health Care Practitioners Program

The Master of Business Administration for Health Care Practitioners is a specialized degree program designed to prepare health care practitioners to meet the challenges of a changing administrative environment. It is intended to transition health care practitioners interested in the business side of their industry into that realm. The curriculum offers broad-based knowledge needed by middle and upper level managers in health care organizations.

Program Preparation

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. The MBA Health Care Practitioners track serves students in the health care professions currently enrolled in, or have already completed a graduate degree in a health care program:

- Doctor of Nursing Practice (DNP)
- Master of Science in Nursing (MSN)
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Physician Assistant (PA)
- Master of Science in Applied Exercise Sciences (MSES)
- Doctor of Pharmacy (Pharm. D.)
- Master of Science in Professional Counseling (MSEC)
- Master of Science in Athletic Training (MSAT)
- and other graduate level health care students or professionals

Curriculum

Prerequisite: The following prerequisite course may be required and does not count towards the 39 credit minimum in the MBA program. This prerequisite course is necessary to adequately prepare a student for the MBA. It is expected that students will have basic knowledge in the content areas of management, marketing, statistics, economics, accounting, and finance prior to beginning the program. The course may

be waived for students demonstrating competency through credit or professional experience. Please consult the MBA Program Director about waivers.

MBA513/813 Business Foundations: This course provides the integration of management, marketing, statistics, economics, finance, and accounting concepts essential to the management and administration of healthcare organizations. Students will synthesize knowledge of theories and application that will serve as a basis for developing effective roles as healthcare administrators. (3 credits)

Transfer Credit

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.

Code	Title	Hours
Required Core Courses		
Select 6 of the following courses:		18
MBA 569/869	Mgmt Science & Analytics	
MBA 610/910 or MPA 568/868	Issues Human Res Management Public Personnl Admin	
MBA 540/840 or MPA 535/835 or MBA 623/923	Acct:Fin Analysis/Decision Budget in Public Agenc Statutory Accounting	
MBA 510/810	Appl Statistic Meth	
MBA 620/920	Economics and Public Policy of Health Care	
MBA 590/890	Strategic Management (capstone course)	
Concentration Electives		
Select 7 of the following:		21
MMC 520/820	Manag Comm Prac & Prin	
MBA 570/870	Legal Aspects	
MBA 622/922 or MBA 627/927	Intro to Insur and Risk Manage ARM 54 Corporate Risk Mgmt	
MBA 624/924	Health,Life & Business Soc Ins	
MBA 685/985	Spec Topics-Health Care	
MBA 527/827	Project Management	
MBA 555/855 or MBA 688/888	Small Business Management New Venture Form & Bus Develop	
MBA 577/877	Loss Prevention	
MBA 557/857	Sustainable Business Practices	
MBA 565/865	Supply Chain Management	
Total Hours		39

Program Delivery

Each four-hour long MBA course meets once a week for eight weeks and is scheduled for either a weekday evening or Saturday morning. The program consists of six continuous eight-week terms per year. If taking the standard one course per term, the total time needed to complete the program is 26 months. However, expedited program completion is possible. Students must complete all requirements for the MBA degree within five years of matriculation.

Classes are taught on the Mequon campus and at Ann Arbor, Appleton, Beloit, Green Bay, Kenosha, Madison, Midtown, Miller Park Way, St. Louis, Waukesha locations. Videoconference classes are available for some courses. In addition to the live and synchronous format highlighted above, this program is also offered in the online format. With classes held at multiple locations and through various formats, students' professional and personal schedules can be accommodated.

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

Need more information?

Contact: Dr. Carrie Buri, MBA Program Director carrie.buri@cuw.edu

Admissions:

MBA Graduate Admissions 262-243-4411 www.cuw.edu/mequon

Post-Professional Doctorate in Occupational Therapy

Overview

Concordia University Wisconsin offers a post-professional Doctorate in Occupational Therapy (OTD) program. The post-professional OTD Program is a primarily online program designed for practicing occupational therapists who are interested in pursuing continued, specialty education in upper extremity rehabilitation, pediatrics, or education.

Mission Statement

The mission of Concordia University Wisconsin's post-professional Doctorate in Occupational Therapy is to develop practicing occupational therapist's clinical expertise through evidence-based practice. Through advanced study, our students will be prepared to serve their clients and contribute to their profession with excellence and integrity.

General Academic Information

The online post-professional Doctorate in Occupational Therapy program at Concordia University Wisconsin provides individuals the opportunity to earn their OTD in as little as two years. All courses will be taught in an online format. Two visits to campus are required:

1. a 2-day orientation prior to the start of the program
2. and a 3-day visit while enrolled in the specialty track courses during the second year.

The program provides three specialty tracks to help students reach their professional goals: education, upper extremity rehabilitation, and pediatrics. Students in the upper extremity rehabilitation or pediatrics tracks are challenged to explore current practice techniques and the efficacy of treatment methods currently used in clinical work environments. Individuals in the education track not only gain the ability

to effectively teach students occupational therapy practices but also the evidence to support their treatments.

Admission Requirements

The post-professional Doctorate in Occupational Therapy admissions requirements are as follows:

- 3 years of experience as an occupational therapist
- Current license to practice as an occupational therapist
- Essay
- Resume
- Official college transcripts
- Minimum 3.0 GPA in occupational therapy degree
- Three letters of recommendation

Application Process

Students interested in applying to the post-professional Doctorate in Occupational Therapy Program should visit the Concordia University Wisconsin online application page at www.cuw.edu/apply/

Applicants will click on the "Graduate Section" to complete all necessary pre-requisite information.

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

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

Cost

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website.

Tuition will not increase during the program as long as a student successfully completes all courses according to the scheduled curriculum.

Additional expenses not included in the tuition are books, lab supplies, professional attire, name tags, and photocopy expenses for reports, articles, presentation, etc. Students are also responsible for all costs related to the on-campus visits

Financial Aid

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at www.fafsa.gov (<http://www.fafsa.gov>). Concordia's school code is 003842. Students are eligible for Federal Student loans and Graduate PLUS loans to cover the cost of tuition, books, fees, transportation, and living expenses. Students are also eligible to apply for scholarships from the American Occupational Therapy Foundation. More information can be found at www.aotf.org (<http://www.aotf.org>).

Curriculum Upper Extremity Rehabilitation Track

Course	Title	Hours
Year 1		
Fall		
OT 901	Prof Writing for Occup Therap	3
OT 911	Adv. Evidenced-Based Practice	4
OT 925	OTD Capstone I	1
		Hours 8
Spring		
OT 910	OT Theory & Conc Current HC En	3
OT 915	Occupationa Science	3
OT 916	Mentoring/ Clinical Education	3
OT 926	OTD Capstone II	1
		Hours 10
Year 2		
Fall		
OT 920	Adv Anat & Kines of Upp Extrem	3
OT 921	Conditions & Eval of Up Extrem	3
OT 927	OTD Capstone III	2
		Hours 8
Spring		
OT 922	Surg Proc Inform Clin Dec-Mak	3
OT 923	Evidence-Based Up Extrem Rehab	3
OT 928	OTD Capstone IV	2
		Hours 8
		Total Hours 34

Education Track

Course	Title	Hours
Year 1		
Fall		
OT 901	Prof Writing for Occup Therap	3
OT 911	Adv. Evidenced-Based Practice	3
OT 935		1
		Hours 7

Spring		
OT 910	OT Theory & Conc Current HC En	3
OT 915	Occupationa Science	3
OT 916	Mentoring/ Clinical Education	3
OT 936		1
		Hours 10
Year 2		
Fall		
OT 930	Educating the Adult Learner	3
OT 931	Clinical Pract to Higher Educ	3
OT 937		3
		Hours 9
Spring		
OT 932	Assess Higher Edu Allied Hlth	3
OT 933	Ins Dsgn Hghr Ed Alld Hlth Pro	3
OT 938		2
		Hours 8
		Total Hours 34

Pediatric Track

Course	Title	Hours
Year 1		
Fall		
OT 901	Prof Writing for Occup Therap	3
OT 911	Adv. Evidenced-Based Practice	3
OT 945		1
		Hours 7
Spring		
OT 910	OT Theory & Conc Current HC En	3
OT 915	Occupationa Science	3
OT 916	Mentoring/ Clinical Education	3
OT 946		1
		Hours 10
Year 2		
Fall		
OT 940	Theory & Evidence of Ped Treat	3

OT 941	Impl Evid- Based Trt in Ped OT	3	solving complex business problems and creating sustainable solutions in collaborative innovative approaches.
OT 947		2	<ul style="list-style-type: none"> • A three (3) credit professional seminar series will be delivered further allows the student to learn from industry leaders, develop effective connections through professional organizations and networks and hone their networking skills with likeminded professionals. This course culminates in a working trip to Silicon Valley to learn from leading tech entrepreneurs.
	Hours	8	
Spring			
OT 942	Impact Gov Policy Ped Practice	3	<p>Prior graduate degree and professional experience will provide a foundation for which students chose to place emphasis in their studies, and also help drive the focus of student applied projects.</p> <p>Applicants will be evaluated for knowledge in the areas of accounting, finance, management, marketing, economics, and statistics, and provided guidance on how to fulfill any prerequisites if required. However, prerequisites do not need to be completed prior to starting the pMBA program. Students with professional experience in these content areas may request to have the prerequisite(s) waived.</p>
OT 943	Motor Cntrl & Motor Learn Ped	3	
OT 948		2	
	Hours	8	
	Total Hours	33	

professional Master of Business Administration

PROFESSIONAL MBA (PMBA): ADVANCED STANDING DEGREE

The pMBA advanced standing degree program will empower working professionals to maximize their God given potential in executive, business and other organizational leadership roles i.e. doctors, engineers, lawyers, corporate executives and officers, by recognizing their existing expertise, coupled with business administration acumen. It builds upon and leverages current professional experience and graduate training (e.g. MD, PhD).

The pMBA program seeks to prepare professional individuals in mind, body and spirit for service in the World, as part of our University's Christ-centered mission. The focus will be on Christian ethical business practices, global citizenship, collaboration, and analytics and problem solving that add business skills to students' existing professional skills. Students will have the opportunity to work closely with faculty and their cohort peers analyzing and evaluating business scenarios from various angles for the purpose of developing a strong lens through which to see the world, its problems and challenges, and its opportunities. Students will get exposure to prominent business leaders and entrepreneurs in their fields, both in the Midwest and via a class trip to Silicon Valley. pMBA students will also be able to bring the Christian ethical worldview back to their companies, their places of businesses, and their communities, and demonstrate these principles in their interactions with others. The pMBA program seeks to produce strong and well educated leaders capable of significant impact, and the confidence to make real change in their organizations, communities and in the world. *Currently the pMBA advanced standing degree is a cohort based program offered at Concordia University's Ann Arbor campus location exclusively

Program Structure

The pMBA is an advanced standing degree consisting of thirty-nine (39) credits. Students will enter the program with nine (9) credits of advanced standing over the traditional MBA program for recognition of prior graduate coursework and professional executive-level, or other leadership experience. Thus, students must complete thirty (30) credits of pMBA course work as follows:

- The pMBA core curriculum is comprised of twenty-four (24) credits and is designed to provide students with a broad spectrum of advanced instruction in many areas of business.
- An additional required three (3) credits of strategic innovation which allows the student to harness the power and potential of leading and

Admissions Requirement

In addition to the requirements for the traditional MBA, because this is a professional MBA, applicants must also possess a doctoral or other terminal degree in their industry/discipline/profession (e.g. MD, PhD, JD, PharmD). If applicants lack the doctoral degree, admission may be allowed if applicants have at least 10 years of qualifying executive-level experience (if no Doctorate degree) or 5 years executive level experience (if Master's degree), and with approval of the program director. Applicants must submit a written essay that describes how they will draw upon their professional experience including any prior graduate program work, to be used as part of their pMBA studies, including the capstone project and the seminar series (where prominent speakers in the applicants' discipline will be hosted). Students will be expected to apply business principles learned in the pMBA program to their current professional area.

- Completed online application
- A doctoral, masters, or other terminal degree from a regionally accredited institution, plus 5 years of executive-level experience or leadership role within an organization.
- Official transcripts from each degree-granting institution attended
- Current résumé with references
- Two letters of recommendation
- Written essay (no more than three pages) citing evidence as to how you intend to apply your professional experience towards your pMBA studies. Include reasons why you chose Concordia University Ann Arbor.
- Admissions interview

Please contact the graduate admissions office or program director for specific cohort launch information and start dates.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP AND ADMINISTRATION

Today's challenging and changing global economy demands ethical and effective leaders! The Master of Science in Organizational Leadership & Administration (OLA) at Concordia University empowers you to develop the qualities and traits of a transformational leader. The OLA program exposes you to leadership theory and practice, vital ethical and guiding

principles, and team-building exercises. Christian Leadership that Empowers Today's Minds to Transform Tomorrow's World! The OLA Program requires 32 semester hours of credit comprising 11 courses.

Inspiring change and cooperation in an organization requires a smart and intuitive team leader, equipped with the right tools to create and maximize the benefits of a truly motivated work environment. The result: a strong group identity built on commitment and trust.

A graduate-level degree in Organizational Leadership and Administration (OLA) prepares you for management roles in all areas of business. Concordia University OLA program blends Christian leadership and ethics with organizational theory and practice. It prepares a wide variety of working professionals to work with people and guide group efforts effectively with methods based in proven scientific study.

OLA505 Theories, Strategy, and Visioning for Leaders OLA555
Financial Analysis and Budgeting

OLA509 Leading Change in Organizations OLA563
Leadership in International Organizations

OLA515 Organizational Communication and Negotiations OLA570
Leadership Competencies Practicum

OLA521 Selecting and Implementing Information Systems OLA585 Oral
Defense of Capstone Project

OLA542 Ethical Dimensions in Leadership OLA584 Capstone
Project Research (1 day residency/prospectus)

OLA550 Special Topics in Leadership

Training Major

FACULTY

A

Adams-Qualls, Lisa

Assistant Professor of Social Work

Alfonsi, Elizabeth

Assistant Professor of Physical Therapy

DPT, BS, Marquette University

At Concordia since 2016

Alles, Brad A

Assistant Professor of Education-Secondary/K-12

MA, Concordia University Chicago; BS, Concordia University Nebraska

At Concordia since 2016

Altevogt, Brian

Professor of Music

DMA, University of Michigan

At Concordia since 2003

Ames, Diane

Associate Professor of Nursing-Grad

Department Chair

DNP; MS, UW-Oshkosh; BS, UW-Eau Claire; BSN, Alverno College; Other, CUW

At Concordia since 2012

Arneson, Dean

Associate Professor of Pharmaceutical & Admin Sci

Dean

Ph D, Other, University of Nebraska Medical Center; MS, University of

Nebraska Medical Center; MS, University of Nebraska Medical Center

At Concordia since 2008

Arnholt, Philip J

Professor of Natural Science

Ph D, University of Nebraska; MS, Eastern Illinois university

At Concordia since 1971

B

Barnett, Jon J

Assistant Professor of Natural Science

Ph D, Auburn University; BS, University of Montevallo

At Concordia since 2008

Barnhart, Robert

Professor of Physical Therapy

Program Director

Sci D, University of Tennessee Health Science Center; MS, University of

Tennessee; BA, West Virginia Wesleyan College; Other, Emory University

School of Medicine

At Concordia since 2010

Bartelme, Kassandra M

Associate Professor of Pharmacy-Practice

Pharm D, University of Minnesota - Twin Cities; BS, University of

Wisconsin - Madison; Other, University of Minnesota - Twin Cities College of Pharmacy

At Concordia since 2011

Baum, Jon

Professor of Mathematics

Department Chair

Ph D, University of Wisconsin Milwaukee; MS, MBA, Marquette University;

BS, Valparaiso University

At Concordia since 1975

Beck, Jordan P

Associate Professor of Natural Science

Ph D, BS, University of Illinois at Urbana-Champaign

At Concordia since 2011

Becker, Jennifer

Assistant Professor of Education-Early Childhood

Program Director

MS, Concordia University Wisconsin

At Concordia since 2014

Bellone, Jessica M

Associate Professor of Pharmacy-Practice

Other, Drake University

At Concordia since 2014

Belz, Angela

Assistant Professor of Qualitative Business

MS, Concordia University Wisconsin; BA, Ottawa University

At Concordia since 2016

Berger, Gisela

Berrios Barillas, Reivian

Assistant Professor of Occupational Therapy

Ph D, MPT, BA, Marquette University; DPT, University of St. Augustine

At Concordia since 2016

Bialkowski, Joey

Assistant Professor of SEB/HEM

Department Chair

EDD, Concordia University Chicago; MBA, Canisius College; BS, Brock

University

At Concordia since 2011

Bichler, Katherine A

Professor of Natural Science

Assistant Chair

Ph D, Northwestern University; BS, Carroll College

At Concordia since 2008

Bloedow, Mark E

Assistant Professor of Music

MM, Concordia University Wisconsin; BME, University of Wisconsin-

Oshkosh

At Concordia since 2016

Boonenberg, John

Assistant Professor of Music

At Concordia since 2017

Borst, Michael J

Associate Professor of Occupational Therapy

OTD, Rocky Mountain University of Health Professions; MS, Western

Michigan University; BA, Calvin College

At Concordia since 2007

Borys, Douglas J

Professor of Pharmaceutical & Admin Sci

Pharm D, Shenandoah University; BS, University of Minnesota
At Concordia since 2011

Bowman, Christine

Assistant Professor of Occupational Therapy
MS, Duquesne University; BS, Syracuse University
At Concordia since 2011

Brock, William B

Associate Professor of Quantitative Business
Ph D, Benedictine University; MBA, Emory University; BBA, Georgia
College & State University
At Concordia since 2016

Brown, Michael C

Professor of Pharmacy-Practice
Associate Dean
Pharm D, BS, University of Wisconsin-Madison; Other, VAMC - William S.
Middleton Veterans Hospital and Clinics
At Concordia since 2009

Bryant, Emily E

Pharm D, Concordia University Wisconsin; Other, Aurora Health Care,
Metro Inc.
At Concordia since 2017

Buckley, Elizabeth

Associate Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin Madison
At Concordia since 2010

Bull, Bernard

Associate Professor of Education-Graduate
Vice Provost
EDD, Northern Illinois University; MA, University of Wisconsin - Milwaukee;
MA, Concordia University Chicago; BA, Concordia University Wisconsin
At Concordia since 2006

Bunyan, Sheri L

Assistant Professor of Physical Therapy
BS, Northern Michigan University; Other, Marquette University; Other, St.
Catherine University
At Concordia since 2009

Burlage, Robert S

Professor of Pharmaceutical & Admin Sci
Department Chair
Ph D, University of Tennessee; MS, Columbia University; MS, Duquesne
University; BA, Rutgers University
At Concordia since 2011

C

Calhoun, Paul S

MFA, City University of New York
At Concordia since 2017

Canapa, Sally

Ph D, University of Wisconsin Milwaukee
At Concordia since 1990

Cario, William

Professor of History
Provost
Ph D, MA, New York University; BA, Concordia Teachers' College

At Concordia since 1990

Castillo, Uvidelio F

Assistant Professor of Pharmaceutical & Admin Sci
Ph D, Nagoya University; MS, Universidad de Los Andes Mérida; BS,
Colorado State University; Other, Plant Sciences, Montana State
University
At Concordia since 2013

Cero-Jaeger, Cathy

Assistant Professor of Nursing-Undergrad
MS, University of Wisconsin Milwaukee; BSN, University of Wisconsin
Madison
At Concordia since 2014

Chappy, Sharon

Professor of Nursing-Grad
Dean
Ph D, University of Wisconsin Milwaukee; MS, University of Wisconsin
Oshkosh; BS, University of Wisconsin Madison
At Concordia since 2014

Chlebos, Daniel

Assistant Professor of Justice & Public Policy
MS, University of Wisconsin - Platteville; BA, Concordia College (now
University); Other, Cornell University; Other, Monroe Community College;
Other, University of Wisconsin - Milwaukee
At Concordia since 2007

Chuhuran, Kyle B

Assistant Professor of Education-Elementary
MS, Concordia University - Wisconsin; BA, Concordia College
At Concordia since 2014

Clemons, Renee

Assistant Professor of Nursing-Undergrad

Collins, Sarah

At Concordia since 2017

Condie, Bradley O

Professor of Qualitative Business
Ph D, Northwestern University; MBA, Keller Graduate School of
Management; BA, Wheaton College
At Concordia since 1991

Cunningham, Christopher W

Associate Professor of Pharmaceutical & Admin Sci
Ph D, BS, University of Maryland; Other, University of Kansas Department
of Medicinal Chemistry and Specialized Chemistry Center
At Concordia since 2011

Curry, Brian

Associate Professor of Business

D

Daugherty, Ryan

Assistant Professor of Social Science

Davis, Roxxi

Assistant Professor of Social Work

DeJongh, Beth

Associate Professor of Pharmacy-Practice

Pharm D, University of Minnesota; Other, West Palm Beach Veterans Affairs Medical Center; Other, University of Minnesota Medical Center, Fairview
At Concordia since 2011

Dellinger, John

Professor of Pharmaceutical & Admin Sci
Ph D, University of Illinois
At Concordia since 2009

Delwiche, Jennifer

Assistant Professor of Nursing-Undergrad
MS, Cardinal Stritch University; BS, Viterbo College; Other, CUW
At Concordia since 2007

Doebele, Alexa

Associate Professor of Music
DMA, MME, University of Colorado; BM, Washington University
At Concordia since 2009

Dougherty-Klein, Meagan

Assistant Professor of SEB/HEM
At Concordia since 2017

Dvorak, Leah M

Professor of Natural Science
Vice Provost
Ph D, University of Wisconsin-Madison; BA, Oberlin College
At Concordia since 2011

Dyson, John L

Assistant Professor of Nursing-Undergrad
Ph D, Northcentral University
At Concordia since 2011

E

Eernisse, Elizabeth R

Ph D, The University of Wisconsin-Madison; MA, The University of Texas at Austin; BS, Northwestern University
At Concordia since 2017

Ehlers, Greg

Associate Professor of Health & Human Performance
Department Chair
EDD, MS, Northern Illinois University; BS, San Jose State University (California State University System)
At Concordia since 2010

Ehlke, Roland C

Professor of Philosophy
At Concordia since 1999

Evans, Dennis N

Associate Professor of Mathematics
Ph D, MA, University of Illinois at Champaign-Urbana; BS, BA, University of Missouri - Columbia
At Concordia since 2004

Evans, Elizabeth L

Associate Professor of Education-Graduate
CELT Director
Ph D, MS, University of Wisconsin - Milwaukee; BS, Carroll University
At Concordia since 1998

F

Fehrenbacher, Lynne

Associate Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin Madison
At Concordia since 2011

Fenno Ladwig, Colleen

Associate Professor of English
Ph D, MA, Marquette University; BA, University of Wisconsin-Madison
At Concordia since 2010

Fenske, Cynthia

Associate Professor of Nursing-Undergrad
Campus Dean
DNP, Oakland University; MS, University of Michigan; BSN, Valparaiso University
At Concordia since 2015

Ferguson, Randall L

Associate Professor of Communication
Ph D, University of Minnesota; MA, Bowling Green State University; M Div, Concordia Seminary, St. Louis; BA, Concordia College, Ann Arbor
At Concordia since 1991

Ferry, Patrick

Professor of History
President
At Concordia since 1991

Ferry, Tamara

Fieten, Jennifer A

Assistant Professor of Family Life
MA, University of Texas at San Antonio; BS, Northern Illinois University
At Concordia since 2017

Fisher, Joseph B

Assistant Professor of Natural Science
Ph D, Medical College of Wisconsin; BS, Saint Norbert College
At Concordia since 2017

Franz, Ann M

Professor of Physical Therapy
Ph D, Medical College of Wisconsin; Other, University of Wisconsin - Madison
At Concordia since 1994

Frazier, Tiffany M

Assistant Professor of Physician Assistant
Other, Marquette University
At Concordia since 2016

Frazier-Tucker, Arletta L

DSW, Aurora University
At Concordia since 2017

Freese, James

Professor of Music
Other, Northwestern University
At Concordia since 2007

G

Gerke, Dale

Associate Professor of Physical Therapy
MPT, Concordia University Wisconsin; BA, Wisconsin Lutheran College;
Other, Texas Tech University Health Sciences Center
At Concordia since 2009

German, Brian T

Assistant Professor of Theology
Ph D, Wycliffe College (Toronto School of Theology); M Div, Concordia
Theological Seminary; BA, Concordia University Wisconsin
At Concordia since 2014

Gerner, Steve W

Associate Professor of Education-Elementary
Dean of Students
EDD, Nova Southeastern University; MS, Concordia University Wisconsin;
BS, Martin Luther College
At Concordia since 2007

Giacomazzi, Amber

Assistant Professor of Health & Human Performance
MS, California State University, Fullerton; BS, California State University,
Fresno
At Concordia since 2016

Goldbach, Wendy P

Associate Professor of Occupational Therapy
BS, University of Wisconsin-Milwaukee; Other, Temple University; Other,
Colorado State University; Other, Milwaukee Area Technical College
At Concordia since 2008

Gonzalez, Jorge E

Assistant Professor of Quantitative Business
MBA, Harvard Business School; BS, Other, Universidad de los Andes
At Concordia since 2001

Gotzler, April

Assistant Professor of Health & Human Performance
MA, California State University-Chico; BS, University of Wisconsin-
Madison
At Concordia since 2015

Graff LaDisa, Anne

Associate Professor of Pharmacy-Practice
Pharm D, Drake University; Other, Barnes-Jewish Hospital
At Concordia since 2012

Gray, Stacy

Assistant Professor of Education-Secondary/K-12
At Concordia since 2018

Grimm, Jessica L

DPT, Concordia University
At Concordia since 2017

Gunderson, Brian J

Assistant Professor of Modern Languages
Department Chair
Ph D, MA, Western Michigan University; BA, University of Minnesota-
Duluth
At Concordia since 2014

H

Haendel, Angela D

Assistant Professor of Speech & Language Pathology

MS, University of Wisconsin Milwaukee; BS, University of Wisconsin
Whitewater; Other, Marquette University
At Concordia since 2015

Harries, Brian J

Associate Professor of English
Ph D, MA, BA, University of Kansas
At Concordia since 2010

Harris, Kenneth E

Ph D, Marian University
At Concordia since 2017

Harris, Sandra J

Associate Professor of Education-Secondary/K-12
Campus Dean
EDD, MA, Other, Eastern Michigan University
At Concordia since 2016

Harrison, Lois

Associate Professor of Physical Therapy
DPT, MS, Rosalind Franklin University of Medicine and Science; BS,
University of Wisconsin - Madison
At Concordia since 2006

Heinitz, Jan

Program Director
Ph D, Marquette University; MS, Central Missouri State University; BS,
Concordia University
At Concordia since 1986

Hendrix, Stephen

Assistant Professor of Social Science
At Concordia since 2018

Hensel, Linda

Professor of Education-Special
Department Chair
Ph D, MA, Cardinal Stritch University; BS, University of Wisconsin
At Concordia since 2006

Hill, R.S.

Assistant Professor of History
Ph D, University of Michigan; MA, University of Alabama; BA, University of
Southern Mississippi
At Concordia since 2014

Hollander, Erik

Assistant Professor of Qualitative Business
MBA, Concordia University Wisconsin; BS, Cardinal Stritch University
At Concordia since 2015

Holtan, Sarah

Associate Professor of Communication
Department Chair
Ph D, Marquette University; MS, Concordia University Wisconsin; BA,
Augsburg College; Other, CUS
At Concordia since 2006

Hopkins, Theodore J

Assistant Professor of Theology
Ph D, M Div, Concordia Seminary; BS, Valparaiso University
At Concordia since 2015

Horgan, John

Assistant Professor of History
Ph D, St. John's University; MA, BA, Marquette University
At Concordia since 1991

Hrdi, Cindy M

Assistant Professor of Speech & Language Pathology
MS, University of Wisconsin - Milwaukee (UWM); BS, Viterbo University;
Other, Northern Illinois University
At Concordia since 2015

Hurtienne, Matthew

Ph D, Colorado State University; BS, Southern Illinois University; Other,
Norwich University
At Concordia since 2017

J

Jacobsen, Joseph J

Professor of Quantitative Business
Ph D, Marquette University; MBA, BA, CUW; Other, Wisconsin Technical
College System; Other, Milwaukee School of Engineering; Other, MATC
At Concordia since 2015

Jahns, Sandra

MBA, University of Wisconsin, Whitewater
At Concordia since 2012

Jastram, Nathan

Professor of Theology
Ph D, Harvard University; M Div, Concordia Theological Seminary; BA,
University of South Dakota
At Concordia since 1999

Jobe, Brenda M

Instructor of Nursing-Undergrad
MS, Other, State University New York: Upstate Medical University; BS,
South Dakota State University
At Concordia since 2006

Jones, Karen B

Assistant Professor of Mathematics
EdS, MA, University of Michigan; BA, Concordia College Ann Arbor
At Concordia since 2005

Juergensen, James

Associate Professor of Education-Secondary/K-12
EDD, Cardinal Stritch University
At Concordia since 2011

K

Kabara, Pollyanna M

Assistant Professor of Physician Assistant
Academic Coordinator
MS, Finch University of Health Sciences; BA, University of Wisconsin- La
Crosse; Other, CU-Portland
At Concordia since 2013

Kazik, Jacqueline C

Program Director
MA, Marquette University; BS, UW-Madison
At Concordia since 2017

Keiper, Val

Professor of Education-Elementary

Program Director
Ph D, University of Missouri; MA, University of Wisconsin Milwaukee; BA,
Concordia College
At Concordia since 1981

Kenney, Theresa A

Professor of Art
Ph D, Other, University of Wisconsin - Milwaukee; Other, Milwaukee Public
Television; Other, Milwaukee Institute of Art & Design
At Concordia since 1998

King, Theodore I

Professor of Rehabilitation Science
Department Chair
Ph D, BS, Michigan State University; MS, Midwest College of Oriental
Medicine; MS, MA, Other, Western Michigan University
At Concordia since 2009

Kittleman, Joshua

Assistant Professor of Family Life
MS, Concordia University Nebraska; BA, Concordia University Ann Arbor
At Concordia since 2017

Koefler, Sara E

BA, Marquette University; Other, University Wisconsin-Milwaukee
At Concordia since 2017

Kolander, Kurt D

Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College
At Concordia since 2018

Kopp, Mary L

Ph D, Capella University; MS, Concordia University Wisconsin; BS,
Concordia College
At Concordia since 2005

Koppa, Amy S

Assistant Professor of Education-Graduate
MS, University of Wisconsin - Milwaukee; BS, University of Wisconsin -
Oshkosh
At Concordia since 2017

Korte, Don

Professor of Natural Science
Department Chair
Ph D, University of Tennessee Center for the Health Sciences; MS, Murray
State University; BS, College of William and Mary; Other, Concordia
University Wisconsin
At Concordia since 1994

Kosinski, Tracy M

Assistant Professor of Pharmaceutical & Admin Sci
Pharm D, University of Wisconsin; BS, University of Wisconsin - Eau Claire
At Concordia since 2011

Kostrzewa, Audrey B

Assistant Professor of Pharmacy-Practice
Other, Froedtert Hospital; Other, The University of Iowa
At Concordia since 2013

Kreiger, Georgia

Professor of English
Assistant Vice President
Ph D, MA, West Virginia University; BS, Frostburg State University

At Concordia since 2012

Krell, Jill

Assistant Professor of Nursing-Undergrad
DNP, MS, BS, Concordia University
At Concordia since 2010

Kremer, Kathleen G

Associate Professor of Education-Elementary
Ph D, Marquette University; BS, University of Wisconsin - Milwaukee
At Concordia since 2010

Kuerschner, Dawn R

Ph D, Capella University; BSN, Elmhurst College; Other, Rush University
At Concordia since 2017

Kuhfuss, Kristine M

Assistant Professor of Nursing-Undergrad
Other, Cardinal Stritch University; Other, University of Wisconsin Oshkosh;
Other, Lakeshore Technical College
At Concordia since 2014

Kukor, Stacey L

Instructor of Occupational Therapy
MS, BA, Concordia University Wisconsin
At Concordia since 2013

L

Lane, Jason D

Assistant Professor of Theology
ThD, Universität Hamburg; M Div, Other, Concordia Theological Seminary;
BA, Framingham State College
At Concordia since 2013

Lemley, Kathy J

Associate Professor of Physical Therapy
Ph D, Marquette University; MS, University of Wisconsin - Milwaukee; BS,
University of Wisconsin
At Concordia since 2007

Levey, Janet A

Associate Professor of Nursing-Undergrad
Ph D, Marquette University; Other, Concordia University Wisconsin; Other,
De Paul University
At Concordia since 2012

Liesener, Katherine

Assistant Professor of Health & Human Performance
Program Director
Ph D, University of Wisconsin - Milwaukee; MS, University of Akron; BS,
University of Wisconsin - La Crosse
At Concordia since 2004

Lindgren, Amy M

Assistant Professor of Education-Early Childhood
Department Chair
MS, BA, Concordia University Wisconsin
At Concordia since 2011

Litman, Michael B

Associate Professor of Computer Science
Ph D, Nova Southeastern University; MS, BS, Western Illinois University
At Concordia since 2006

Little, Lynn

Assistant Professor of Music
MM, Other, Indiana University; Other, Augustana College
At Concordia since 1999

Locklair, Gary H

Professor of Computer Science
Department Chair
Ph D, Nova Southeastern University; MS, University of Idaho; BS,
California State University Sacramento; Other, Concordia University
Wisconsin
At Concordia since 1986

Locklair, Oliver J

Assistant Professor of Computer Science
MS, BS, Concordia University Wisconsin
At Concordia since 2015

Lokken, James

Assistant Professor of Pharmacy-Practice
Pharm D, CUW School of Pharmacy; MS, Concordia University of
Wisconsin; MS, South Dakota State University; BS, University of
Wisconsin Stout
At Concordia since 2016

Looker, Mark

Professor of English
Program Director
Ph D, University of Michigan; MA, Washington University in St. Louis; BA,
Concordia University Chicago
At Concordia since 1975

Loontjer, Kimberly S

Assistant Professor of Social Science
JD, University of Nebraska; MA, University of Denver Korbel School of
International Studies; BA, Concordia University Chicago
At Concordia since 2016

Loppnow, Jessica J

Assistant Professor of Natural Science
Ph D, University of Wisconsin - Milwaukee; BS, University of Wisconsin -
Eau Claire
At Concordia since 2013

Lorenzen, Ashley R

Assistant Professor of Pharmacy-Practice
BS, William Jewell College; Other, Aurora BayCare Medical Center; Other,
University of Missouri Kansas City - School of Pharmacy
At Concordia since 2014

Lovern, Sarah B

Associate Professor of Natural Science
Ph D, University of Wisconsin-Milwaukee; BS, Truman State University;
Other, Augustana College; Other, Oregon Institute of Marine Biology
At Concordia since 2008

Luckhardt, Jessica K

Assistant Professor of English
Ph D, Saybrook University; MA, East Carolina University; BS, Eastern
Michigan University
At Concordia since 2012

Lueders Bolwerk, Carol

Professor of Nursing-Undergrad

Program Director
Ph D, University of WI: Milwaukee; Other, Marquette University
At Concordia since 1987

M

Mac Kelly, Matthew

Assistant Professor of Justice & Public Policy
JD, Marquette University Law School; BS, North Dakota State University;
Other, Regent University
At Concordia since 2013

Macafee, Timothy

Assistant Professor of Communication
Ph D, University of Wisconsin-Madison; MA, BA, University of Wisconsin-
Milwaukee
At Concordia since 2014

Madinger, Hilary

Assistant Professor of Natural Science
At Concordia since 2018

Makstieniaks, Santa

Professor of Natural Science
Other, Tartu University, Estonia
At Concordia since 1994

Martin, Alex D

Assistant Professor of Natural Science
Ph D, Virginia Commonwealth University; BS, University of Michigan
At Concordia since 2016

Masse, Gary M

Associate Professor of Pharmaceutical & Admin Sci
Ph D, BS, University of Windsor; Other, Everblue Training LLC; Other,
University of Western Ontario; Other, University of Wisconsin - Madison
At Concordia since 2016

McGraw, Joseph E

Associate Professor of Pharmaceutical & Admin Sci
Ph D, BS, Other, University of Illinois
At Concordia since 2010

McGuire, Richard A

Professor of Speech & Language Pathology
Department Chair
Ph D, Bowling Green State University; MA, BS, Northern Michigan
University
At Concordia since 2015

McKinnis, Michael S

MA, Concordia University Wisconsin; BS, Auburn University
At Concordia since 2013

McLaughlin, Margaret M

Associate Professor of Nursing-Undergrad
Ph D, BA, University of Michigan; BSN, Johns Hopkins University; Other,
Johns Hopkins Bloomberg School of Public Health
At Concordia since 2016

McMillan, William

Professor of Computer Science
Ph D, Case Western Reserve University; MS, MA, Case Western Reserve
University; MBA, Wayne State University; BA, Cleveland State University

At Concordia since 2013

Meell, Marilyn A

Associate Professor of Education-Graduate
EDD, University of Houston; MS, Eninboro State University in PA; BS,
Edinboro State University of PA; Other, Stephen F. Austin State University
At Concordia since 2015

Menchaca, Louis A

Professor of Music
Department Chair
Ph D, MA, The Ohio State University; BA, St. Mary's University of San
Antonio
At Concordia since 1992

Menuge, Angus

Professor of Philosophy
Department Chair
Ph D, MA, University of Wisconsin-Madison; BA, University of Warwick;
Other, International Academy of Apologetics, Evangelism and Human
Rights
At Concordia since 1992

Migan, Neal E

Professor of English
Ph D, Purdue University; MA, BA, Michigan State University
At Concordia since 2005

Miller, Nadine E

Instructor of Physician Assistant
Director of Clinical Education
BS, UW-Madison
At Concordia since 2016

Mobley, Susan

Professor of History
Department Chair
Ph D, MA, University of Wisconsin-Madison; BA, University of Oklahoma
At Concordia since 1998

Mobley, Van A

Associate Professor of History
Ph D, MA, University of Wisconsin-Madison; BA, Vanderbilt University;
Other, Indiana University; Other, United States Military Academy
At Concordia since 2000

Moeser, Elliott L

Associate Professor of Education-Graduate
Program Director
Ph D, University of Minnesota-Twin Cities; MA, University of Wisconsin -
River Falls; BA, Midland Lutheran College
At Concordia since 2014

Moldenhauer, Aaron

Assistant Professor of Theology
At Concordia since 2018

Montreal, Steven R

Professor of Social Science
Dean
Ph D, University Wisconsin - Milwaukee; MA, Mankato State University;
BA, University of Wisconsin - Green Bay
At Concordia since 1995

Mosemann, Brian M

Assistant Professor of Theology
Other, Concordia Seminary
At Concordia since 2010

Mucino, Gabriel
Instructor of Modern Languages
MA, Marquette University
At Concordia since 2010

Mudge, Ronald
Associate Professor of Theology
Program Director
Ph D, Concordia Seminary; M Div, Concordia St. Louis Seminary; BA, The University of Michigan-Flint
At Concordia since 2007

Mueller, Lois
Professor of Health & Human Performance
EDD, University of Northern Colorado; MS, State University of New York; BA, Carthage College
At Concordia since 1978

Mueller, Robert
Assistant Professor of Pharmacy-Practice
Pharm D, BA, University of Minnesota; Other, Froedtert Hospital
At Concordia since 2013

Mumme, Jonathan W
Assistant Professor of Theology
ThD, University of Tuebingen; BA, Concordia University Chicago; Other, Concordia Seminary
At Concordia since 2014

Muth, Nicole
Associate Professor of Education-Elementary
Department Chair
Ph D, Northcentral University; MA, University of Texas at Dallas; BA, Concordia University Wisconsin
At Concordia since 2006

N

Neal, Timothy
Assistant Professor of Health & Human Performance
MS, Syracuse University; BS, Ohio University
At Concordia since 2016

Nelson, Reid
Professor of Health & Human Performance
Ph D, University of Minnesota; MS, Illinois State University
At Concordia since 2002

Nelson, Steven
Associate Professor of English
Department Chair
Ph D, MA, BBA, University of Wisconsin Milwaukee
At Concordia since 2009

Nemec-Kessel, Charlene
Assistant Professor of Art
Other, The School of the Art Institute of Chicago, IL
At Concordia since 2012

Nestor, Olga S
DOT, Concordia University of Wisconsin

At Concordia since 2018

Niemiec, Christopher J
Assistant Professor of Art
MA, Art Academy of Cincinnati; BA, Eastern Michigan University; BA, Hillsdale College
At Concordia since 2007

O

O'Neil, Heather
Assistant Professor of Education-Elementary
MA, Cardinal Stritch University; BA, St. Norbert College

Oldani, Michael J
Associate Professor of Pharmaceutical & Admin Sci
IPE Coordinator
Ph D, Princeton University; MS, University of Wisconsin-Milwaukee; BS, University of Wisconsin-Parkside
At Concordia since 2015

Oldenburg-McGee, Christine
Assistant Professor of Physician Assistant

P

Paape, Adam
Associate Professor of Education-Secondary/K-12
Department Chair
EDD, George Fox University; MS, BA, Concordia University Wisconsin
At Concordia since 2010

Paavola, Daniel
Professor of Theology
Department Chair
Ph D, Concordia Seminary; M Div, Concordia Theological Seminary; BA, Moorhead State University; Other, Princeton Theological Seminary
At Concordia since 1996

Paly, Elizabeth L
Assistant Professor of Physical Therapy
DPT, Concordia University; BS, Marquette University
At Concordia since 2013

Parks, Ann
Assistant Professor of Pharmacy-Practice
Pharm D, BS, University of Wisconsin; MBA, Concordia University Wisconsin (Anticipated); Other, Providence Health Care, Sacred Heart Medical Center; Other, Aurora Health Care, St. Luke's Medical Center
At Concordia since 2012

Parrish, Stephen E
Professor of Philosophy
Ph D, MA, Wayne State University; BS, Eastern Michigan University; Other, The University of Michigan; Other, Schoolcraft College
At Concordia since 1999

Parve, Julie
Associate Professor of Nursing-Grad
DNP, MS, CUW-Mequon; BSN, Marian University
At Concordia since 2013

Pease, Betsy
Assistant Professor of History

MA, University of Chicago; BA, University of Wisconsin-Madison; Other, Indiana University-Bloomington
At Concordia since 2014

Peckham, Elizabeth M

Assistant Professor of Natural Science
Ph D, University of Michigan; BS, Ashland University
At Concordia since 2014

Penhallegon, Philip W

Associate Professor of Theology
Ph D, Concordia Seminary St. Louis; BA, Concordia College, Ann Arbor;
Other, Concordia Seminary, St. Louis
At Concordia since 2004

Peppard, Sarah R

Associate Professor of Pharmacy-Practice
Pharm D, University of Wisconsin
At Concordia since 2011

Perrine, William M

Assistant Professor of Music
Ph D, Indiana University; BA, Transylvania University; Other, University of Nebraska-Lincoln
At Concordia since 2012

Petersen, Cheryl M

Professor of Physical Therapy
MS, BS, University of Minnesota; Other, Indianapolis University; Other, Concordia University Wisconsin
At Concordia since 2002

Peterson, Ryan

Assistant Professor of Theology
D Min, Trinity Evangelical Divinity School; M Div, Concordia Seminary; BA, Concordia University Wisconsin
At Concordia since 2013

Pickart, Michael A

Associate Professor of Pharmaceutical & Admin Sci
Ph D, MS, BS, University of Wisconsin
At Concordia since 2012

Pickett, Rachel F

Associate Professor of Social Science
Program Director
Ph D, MA, Southern Illinois University - Carbondale; BA, Clarke College
At Concordia since 2009

Pies, Timothy

Professor of Education-Graduate
Ph D, University of Michigan
At Concordia since 1986

Pingel, James

Associate Professor of Education-Secondary/K-12
Ph D, Cardinal Stritch University; MS, BA, Concordia University Wisconsin;
MA, Marquette University
At Concordia since 2014

Pitchford, Eugene

Assistant Professor of Education-Elementary
MA, Alverno College; BA, Mississippi Valley State University
At Concordia since 2016

Polzin, Elizabeth A

Assistant Professor of Education-Graduate
Assistant Vice President
MA, Other, Lindenwood University; BS, Hannibal-LaGrange University
At Concordia since 2016

Potratz, Jeffrey

Assistant Professor of Natural Science
Ph D, University of Texas at Austin; BS, Wisconsin Lutheran College
At Concordia since 2015

Pulliam, Dornicho S

Associate Professor of Social Work

R

Ramsey, Jacqueline M

Assistant Professor of Modern Languages
EDD, Concordia University-Portland; BA, University of Richmond; Other, University of Wisconsin-Madison
At Concordia since 2001

Ray, Sarah

Associate Professor of Pharmacy-Practice
Pharm D, Creighton University; Other, BPS; Other, Aurora Health Care
At Concordia since 2012

Reasor, Jonathan

Assistant Professor of Natural Science
Ph D, Meharry Medical School; BS, University of Alabama at Birmingham
At Concordia since 2016

Refenes, James L

Assistant Professor of Natural Science
Ph D, MS, Eastern Michigan University; BA, Concordia River Forest
At Concordia since 2004

Reid, Terry-Elinor

Ph D, BS, Howard University
At Concordia since 2018

Reynhout, Timothy

Assistant Professor of Mathematics
At Concordia since 2018

Rinka, Joseph R

Associate Professor of Pharmacy-Practice
Other, University of Wisconsin-Madison School of Pharmacy
At Concordia since 2010

Rokicki, Sara

Assistant Professor of Education-Secondary/K-12
Ph D, Northcentral University; MA, Oakland University; BA, Western Michigan University
At Concordia since 2014

Ross, Natalie

Assistant Professor of Nursing-Undergrad
At Concordia since 2018

Routier, Wanda J

Assistant Professor of Education-Graduate
Program Director

EDD, Nova Southeastern University; MA, Hampton University; BA, Bluffton College; Other, Marshall-Wythe School of Law, College of William & Mary

At Concordia since 2011

S

Saleska, Thomas J

Professor of Natural Science

Ph D, University of Wisconsin Milwaukee; MA, University of Houston; BA, Concordia River Forest; Other, St. John's Lutheran Junior College

At Concordia since 1993

Samuel, Linda

Professor of Occupational Therapy

Dean

Ph D, Marquette University; MS, BS, University of Wisconsin - Milwaukee

At Concordia since 1995

Sanborn, Gary K

Instructor of Accounting, Finance & Economics

BA, University of Michigan - Flint; Other, American Institute of Certified Public Accountants- AICPA; Other, American Institute Of Certified Public Accountants-AICPA

At Concordia since 2015

Scheel, Carrie

Professor of Occupational Therapy

Department Chair

EDD, Cardinal Stritch University; MS, University of Wisconsin - Milwaukee;

BS, Mount Mary College

At Concordia since 1995

Scheppa, Timothy S

Assistant Professor of Quantitative Business

MS, Other, University of Wisconsin - Milwaukee; BS, University of Wisconsin - Madison

At Concordia since 1999

Schmitz, Mark H

At Concordia since 2017

Schmitz, Mikaely T

MS, BS, Marquette University; MA, Western Governors University; Other, University of Wisconsin Milwaukee

At Concordia since 2017

Schnake, Richard K

Associate Professor of Education-Graduate

Ph D, Marquette University; MA, Concordia Seminary; BS, Concordia Teachers College; Other, Concordia Junior College

At Concordia since 2001

Scholz, Thomas R

MBA, University of Chicago; BBA, University of Wisconsin-Madison

At Concordia since 2016

Schulz, Charles R

Assistant Professor of Theology

MA, University of Virginia; MA, Washington Univeristy; M Div, Other, Concordia Seminary; BA, Concordia University

At Concordia since 2001

Schulz, Gregory P

Ph D, Marquette University; D Min, Concordia Theological Seminary

At Concordia since 2013

Schwehm, Jeffery M

Associate Professor of Natural Science

Ph D, University of Arkansas; BS, Southeastern Louisiana University

At Concordia since 2013

Sem, Daniel

Professor of Pharmaceutical & Admin Sci

Dean

Ph D, UW-Madison; JD, MBA, Marquette University; BS, UW-Milwaukee

At Concordia since 2011

Serwe, Katrina M

Assistant Professor of Occupational Therapy

Ph D, Texas Woman's University; MS, BS, University of Wisconsin Milwaukee

At Concordia since 2011

Sesing, Kim E

AuD, University of Florida; MS, University of Wisconsin; BS, University of Wisconsin - Stevens Point

At Concordia since 2017

Shawhan, Jeffrey

At Concordia since 1997

Shultz, Lance M

Assistant Professor of Natural Science

MS, University of Michigan; BS, Grand Valley State University

At Concordia since 2016

Shuman, Kristin M

Assistant Professor of Health & Human Performance

MPE, EDD, Idaho State University; BS, Eastern Michigan University

At Concordia since 2017

Siegle, Suzanne

Associate Professor of Business

Campus Dean

EDD, Regent University; JD, Ave Maria School of Law; MBA, Western Governors University; BA, The University of Michigan

At Concordia since 2007

Sigmund, Kemery J

Assistant Professor of Health & Human Performance

Clinical Education Coordinator

MS, Illinois State University; BA, Hope College

At Concordia since 2014

Simmons, Anita M

Instructor of Nursing-Undergrad

BSN, Anderson University; Other, Lourdes University

At Concordia since 2016

Smith, Darrin M

Assistant Professor of Health & Human Performance

Ph D, Rocky Mountain University of Health Professions; MS, Western Illinois University; BS, Concordia University Wisconsin

At Concordia since 2010

Smith, Steven

At Concordia since 2002

Soenksen, Jason R

Professor of Theology
Ph D, Hebrew Union College
At Concordia since 2005

Sokolowski, Diane S

Assistant Professor of Nursing-Undergrad
Ph D, Capella University; Other, University of Phoenix; Other, Carroll University; Other, Waukesha County Technical College
At Concordia since 2011

Speck, Justin

Assistant Professor of Natural Science
At Concordia since 2018

Spencer, Antoinette P

Assistant Professor of Qualitative Business
MS, Concordia University Wisconsin; BBA, University of Wisconsin - Milwaukee; Other, Colorado Technical University
At Concordia since 2016

Springer, Tzvia

Assistant Professor of Pharmaceutical & Admin Sci
At Concordia since 2018

Stark, Christopher C

Assistant Professor of Social Science
Ph D, MA, Southwestern Baptist Theological Seminary; MS, Texas A&M University; BS, Purdue University
At Concordia since 2014

Steele, Patrick W

Associate Professor of History
Ph D, Marquette University; MA, BA, University of Wisconsin Milwaukee
At Concordia since 2013

Steinkellner, Beth J

Professor of Art
MFA, Northern Illinois University; BA, State University of New York
At Concordia since 1997

Stinson, Stacy A

Assistant Professor of Quantitative Business
MBA, University of Wisconsin - Madison; BBA, University of WI - Milwaukee
At Concordia since 2017

Stoehr, Nancy

Assistant Professor of Pharmaceutical & Admin Sci
Pharm D, University of WI - Madison
At Concordia since 2012

Stolzman, Stacy C

Assistant Professor of Health & Human Performance
Ph D, MS, BA, Other, Marquette University
At Concordia since 2016

Stone, Gaylund K

Professor of Art
Department Chair
Ph D, University of Wisconsin, Milwaukee; MS, Southwestern Oklahoma State University; Other, Princeton University
At Concordia since 1991

Stremski, Ernest

Professor of Pharmaceutical & Admin Sci

MD, Medical College of Wisconsin; MBA, Cardinal Stritch University; BS, UW LaCrosse
At Concordia since 2010

Strycker, Paul

Assistant Professor of Natural Science
Ph D, MS, New Mexico State University; BS, University of Notre Dame
At Concordia since 2014

Suss, Travis W

Assistant Professor of Pharmacy-Practice
Pharm D, University of Wisconsin - Madison School of Pharmacy; BS, University of Wisconsin - Madison
At Concordia since 2015

T

Talbot, Elizabeth P

Professor of Social Work
Department Chair
Ph D, Loyola University-Chicago; MS, Northern Illinois University; BS, Northern Illinois University; Other, Aurora University; Other, Waubesa College
At Concordia since 2014

Taylor, Kurt

Associate Professor of Theology
Program Director
At Concordia since 2018

Theesfeld, Melissa L

Associate Professor of Pharmacy-Practice
Director of Experiential Learning
Pharm D, BS, University of Wisconsin; Other, Froedtert Hospital
At Concordia since 2010

Thompson, Dylan J

Assistant Professor of Natural Science
Ph D, Purdue University; BS, Hillsdale College; Other, CUENET
At Concordia since 2014

Thorpe, Jennifer

Assistant Professor of Health & Human Performance
Clinical Education Coordinator
MS, University of Illinois; BS, University of Wisconsin - Milwaukee
At Concordia since 2006

Tomesch, Harald G

Professor of Theology
ThD, Concordia Seminary; BA, Concordia University Wisconsin; Other, University of Toronto; Other, Brock University
At Concordia since 2010

Toppe, Michael P

Assistant Professor of Physician Assistant
MS, University of New England; BA, University of Wisconsin, Madison; Other, University of North Carolina, Chapel Hill
At Concordia since 2014

Traynor, Andrew

Associate Professor of Pharmacy-Practice
Department Chair
Pharm D, Other, University of Minnesota College of Pharmacy; Other, Board of Pharmaceutical Specialties

At Concordia since 2010

Traynor, Laura M

Associate Professor of Pharmacy-Practice
Pharm D, University of Minnesota; Other, Minneapolis VA Medical Center
At Concordia since 2010

Tuffey, Tracy

Assistant Professor of Social Science
MS, UW Milwaukee
At Concordia since 2000

U

Uden, Michael

Professor of Education-Elementary
Vice Provost
Ph D, University of Wisconsin; MS, BA, Concordia University Wisconsin
At Concordia since 1998

Ulmen, Brenda F

Assistant Professor of Nursing-Undergrad
MS, BS, Concordia University of Wisconsin; Other, Lakeshore Technical College
At Concordia since 2013

Underberg, Daniel L

Assistant Professor of SEB/HEM
Ph D, MS, Cardinal Stritch University; BS, University of Wisconsin-Madison
At Concordia since 2016

V

Valentine Brouner, Victoria R

Assistant Professor of Pharmaceutical & Admin Sci
Ph D, MS, BS, Other, University of Wisconsin-Madison; Other, Madison Area Technical College
At Concordia since 2013

Van Oostenbrugge, Steven

Associate Professor of Qualitative Business
Ph D, Capella University; MBA, BS, Davenport University
At Concordia since 2014

Van Ornum, Scott G

Associate Professor of Natural Science
Program Director
Ph D, University of Wisconsin-Milwaukee; BS, University of Wisconsin-Stevens Point
At Concordia since 2010

VanHart, Rochelle M

Assistant Professor of Natural Science
Ph D, University of Wisconsin-Milwaukee; MS, University of Wisconsin-Madison; BS, Mount Mary University
At Concordia since 2010

Verbeten, AmyJo

Assistant Professor of Occupational Therapy
At Concordia since 2018

Verdegan, Rhonda L

Associate Professor of Health & Human Performance
Ph D, Capella University; MS, Illinois State University; BS, University of Wisconsin Stevens Point

At Concordia since 2016

Vernon, Giannina M

Assistant Professor of Nursing-Undergrad
Other, CUW
At Concordia since 2010

Viets, Aaron D

Assistant Professor of Natural Science
BS, Missouri University of Science and Technology

Voss, Kevin E

Associate Professor of Philosophy
Program Director
Ph D, Saint Louis University; BS, Other, University of Minnesota; Other, Academy of Apologetics, Human Rights, and Evangelism; Other, Concordia Seminary
At Concordia since 2003

W

Wahl, Robert S

Assistant Professor of Computer Science
Ph D, Capella University; MS, North Central College; BS, University of Wisconsin - Milwaukee; Other, Milwaukee Area Technical College
At Concordia since 2011

Walmsley, Angela

Associate Professor of Mathematics
Ph D, Saint Louis University; BS, University Of Illinois-Urbana; Other, University Of Dublin; Other, Trinity College
At Concordia since 2015

Walz, Jeffrey

Professor of Social Science
Department Chair
Ph D, MA, University of Nebraska-Lincoln; BA, Valparaiso University
At Concordia since 1997

Waterman, Glenda C

Assistant Professor of Communication
MS, BA, Eastern Michigan University
At Concordia since 2000

Watry-Christian, Meghan

Assistant Professor of Occupational Therapy
Ph D, Northcentral University; BA, Wisconsin Lutheran College; Other, Concordia University Wisconsin
At Concordia since 2013

Weber, Thomas

Associate Professor of Mathematics
At Concordia since 1999

Weisenbach, Janice L

Assistant Professor of Education-Graduate
MA, BA, Saginaw Valley State University; Other, Central Michigan University
At Concordia since 2007

Williams, Loren-Ashley

Assistant Professor of Pharmacy-Practice
At Concordia since 2012

Wilmeth, Thomas L

Professor of English
At Concordia since 1991

Witt, Steven C

Professor of Education-Graduate
Program Director
Ph D, Curtin University; MS, Concordia University of Austin; MA, University
of Texas; BS, Dr. Martin Luther College
At Concordia since 2008

Witte, Cynthia E

Associate Professor of Nursing-Undergrad
Other, Rush University - College of Nursing; Other, Concordia University
Wisconsin
At Concordia since 1999

Wolf, Mark J. P.

Professor of Communication
Department Chair
Ph D, MA, BA, University of Southern California
At Concordia since 1995

Woodall-Schaufler, Lori A

Assistant Professor of Communication
MFA, California Institute of the Arts; BA, University of Wisconsin-Madison
At Concordia since 2014

Wulz, Jordan L

Pharm D, Palm Beach Atlantic University; Other, Samford University;
Other, Samford University/Jefferson County Department of Health
At Concordia since 2017

Y

Yakimow, Scott E

Professor of Theology
Ph D, MA, University of Virginia; MA, Luther Seminary; M Div, Concordia
Seminary; BS, Other, Valparaiso University
At Concordia since 2017

Young, Michael E

Associate Professor of Natural Science
Assistant Chair
Ph D, Washington University in St. Louis; BS, Michigan State University;
Other, Colloquy for LCMS teachers - Concordia University Irvine
At Concordia since 2013

Z

Zavala, Pedro

Associate Professor of Pharmaceutical & Admin Sci
Ph D, MS, University of Florida; BS, Seton Hall University
At Concordia since 2011

Zegrean, Mihaela

Assistant Professor of Nursing-Undergrad
DNP, Maryville University; MS, BSN, University of Windsor; Other, Wayne
State University
At Concordia since 2017

LEGAL NOTICES

The Family Education Rights and Privacy Act

Consistent with the Family Educational Rights and Privacy Act (FERPA) or 1974, as amended by S. J. Res 40 (12-30-74), the following statement represents the position of Concordia University Wisconsin with respect to the confidentiality of student records.

The Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.

The Act provides that no party may review a student's record with the exception of the following, who do not need written consent of the student to view a record: other school officials, officials of other schools or systems in which the student intends to enroll, authorized representatives of:

1. the Comptroller General of the U.S.
2. the Secretary of H.E.W.
3. administrative head of an education agency
4. state educational authorities. Persons working in connection with a student's application for, or receipt of, financial aid.

Any other than those listed above can obtain access to a student's file only upon written release from the student. This record will be available for inspection only by the student. The following procedure has been established for CUW students.

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

The following types of information are considered directory information and may be included in publications or disclosed upon request without consent of the student, but only after public notice of these categories of information has been given in order to allow sufficient time for the student to inform the institution that any and all of this information should not be released without prior consent, such requests can be made in writing to the Registrar's Office:

- student's name
- address including e-mail
- telephone number
- dates of attendance
- photo
- class standing and class schedules
- previous institution(s) attended
- major field of study
- awards
- honors (including Dean's List)
- degree(s) conferred (including date)
- past and present participation in official recorded sports activities
- physical factors (height, weight of athletes)
- date and place of birth

The Act provides the student the right to file with the U.S. Department of Education a complaint concerning alleged failures by the education institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education
600 Independence Avenue, SW - Washington, DC 20202-4605

Public Notice Designating Directory Information

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

Category I

Name, address, telephone number, dates of attendance, 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.

Jeanne Clery Campus Safety and Campus Crime Report

The safety of all members of our campus community is a high priority at Concordia University Wisconsin. Become an informed member of our campus community to protect yourself and welcome visitors.

A copy of Concordia University's annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from the campus. This report also includes institutional policies concerning campus security/safety, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

You may obtain a copy of this report through any one of the means listed below by contacting the Student Life Office of Concordia University requesting either a written copy or an electronic copy (sent via e-mail).

US Mail:

Concordia University Wisconsin - Student Life Office
12800 North Lake Shore Drive - Mequon, WI 53097
E-mail: student.life@cuw.edu

Location: Luther Hall, Room 127 (above address)

Grievance Procedure

Students with grievances may wish to consult with their academic advisor or the appropriate division chairperson. Procedure for the process involved in working through a grievance is spelled out in the Student Handbook.

Non-Discrimination Policies

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

Title IV

Concordia University fully subscribes to all Federal and State civil rights laws banning discrimination for private, church-affiliated institutions of higher education. CU will not discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, State or Federal law.

A pamphlet summarizing CU's policy and procedures relating to sexual harassment and gender discrimination, and a full explanation of the policy, which includes a list of University staff members who can help, can be found at: www.cuw.edu/consumerinformation

Weapons Prohibited

All persons are prohibited from possessing or carrying a firearm, ammunition or weapons of any kind, as determined in CU's sole discretion, regardless of whether the person has a permit to carry a firearm. Any employee, faculty, student or other representative of the University who violates this policy shall be notified of the violation and subject to disciplinary action, up to and including termination or expulsion.

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