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The University

Concordia University is one of nine colleges or universities in the Concordia University System, an entity of 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

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Patrick Ferry</td>
</tr>
<tr>
<td>Executive Vice President and Chief Operating Officer</td>
<td>Allen Prochnow</td>
</tr>
<tr>
<td>Provost and Chief Academic Officer</td>
<td>William Cario</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>Monday</td>
<td>Pharmacy classes begin - Mequon</td>
</tr>
<tr>
<td>August 25</td>
<td>Sunday</td>
<td>Opening Service - Mequon</td>
</tr>
<tr>
<td>August 26</td>
<td>Monday</td>
<td>First Day of Traditional Classes; Opening Service - Ann Arbor</td>
</tr>
<tr>
<td>September 2</td>
<td>Monday</td>
<td>LABOR DAY - No Class</td>
</tr>
<tr>
<td>September 6</td>
<td>Friday</td>
<td>Last day to add a Regular Semester Class</td>
</tr>
<tr>
<td>October 24 &amp; 25</td>
<td>Thursday - Friday</td>
<td>Fall Break - No traditional undergrad. classes</td>
</tr>
<tr>
<td>October 23</td>
<td>Tuesday</td>
<td>Mid-Term Grades Due - Traditional Undergrad</td>
</tr>
<tr>
<td>November 1</td>
<td>Friday</td>
<td>Last day to drop a regular semester class</td>
</tr>
<tr>
<td>November 27</td>
<td>Wednesday</td>
<td>Thanksgiving Vacation begins - no traditional undergraduate classes meet that start after 4:00 pm</td>
</tr>
<tr>
<td>November 28</td>
<td>Thursday</td>
<td>THANKSGIVING DAY - No Classes</td>
</tr>
</tbody>
</table>

Deans

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences CUAA</td>
<td>Erin Laverick</td>
</tr>
<tr>
<td>School of Arts and Sciences CUW</td>
<td>Steven Montreal</td>
</tr>
<tr>
<td>Haab School of Business CUAA</td>
<td>Suzanne Siegle</td>
</tr>
<tr>
<td>Batterman School of Business CUW</td>
<td>Daniel Sem</td>
</tr>
<tr>
<td>School of Education CUAA</td>
<td>Sandra Harris</td>
</tr>
<tr>
<td>School of Education CUW</td>
<td>James Pingel</td>
</tr>
<tr>
<td>School of Health Professions CUW</td>
<td>Linda Samuel</td>
</tr>
<tr>
<td>School of Nursing CUAA</td>
<td>Cynthia Fenske</td>
</tr>
<tr>
<td>School of Nursing CUW</td>
<td>Sharon Chappy</td>
</tr>
<tr>
<td>School of Pharmacy CUW</td>
<td>Dean Arneson</td>
</tr>
<tr>
<td>Student Life CUAA</td>
<td>John Rathje</td>
</tr>
<tr>
<td>Student Life CUW</td>
<td>Steven Gerner</td>
</tr>
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</table>

2019 - 2020 Academic Year

Semester I
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 29</td>
<td>Friday</td>
<td>Thanksgiving Break Continues - No Classes</td>
</tr>
<tr>
<td>December 2</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>December 9 - 13</td>
<td>Monday - Friday</td>
<td>Final Examinations, Christmas Recess begins after last exam</td>
</tr>
<tr>
<td>December 14</td>
<td>Saturday</td>
<td>Commencement 1:30 pm - Mequon</td>
</tr>
<tr>
<td>December 25</td>
<td>Tuesday</td>
<td>CHRISTMAS DAY</td>
</tr>
</tbody>
</table>

### Winterim

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 7</td>
<td>Monday</td>
<td>Classes Resume – Winterim Begins</td>
</tr>
<tr>
<td>January 25</td>
<td>Friday</td>
<td>Winterim Examinations</td>
</tr>
</tbody>
</table>

### Semester II

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

### Summer Sessions

#### 3 Weeks

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20 - June 7</td>
<td></td>
<td>(no school May 27)</td>
</tr>
<tr>
<td>June 10 - June 28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 6 Weeks

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20 - June 28</td>
<td></td>
<td>(no school May 27)</td>
</tr>
<tr>
<td>June 10 - July 19</td>
<td></td>
<td>(no school July 4)</td>
</tr>
</tbody>
</table>

### Accreditation

Concordia University Wisconsin is accredited by the Higher Learning Commission.

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

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

### 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.

### Classification of Students

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Full-time</td>
<td>9+ Credits</td>
</tr>
<tr>
<td>Graduate Three-Quarter-time</td>
<td>6-8 Credits</td>
</tr>
<tr>
<td>Graduate Half-time</td>
<td>3-5 Credits</td>
</tr>
<tr>
<td>Graduate Less than Half-time</td>
<td>0-2 Credits</td>
</tr>
</tbody>
</table>

#### Degree

- Seeking an Doctor of Education, Doctor of Nursing Practice, Doctor of Occupational Therapy, Doctor of Pharmacy, Doctor of Physical Therapy, Masters Degree, Master of Arts, Master of Science, Master of Business Administration, Master of Church Music, Master of Occupational Therapy, Master of Physical Therapy, Master of Science Athletic Training, Master of Science in Occupational Therapy, Master of Science in Physical Therapy, Master of Science in Rehabilitation Science, Master of Science Physician Assistant Studies, Master of Science in Nursing, Master of Social Work

- Non-Degree
  - Not seeking a degree
Academic Policies

Church Vocation Students

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

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

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

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

Conditional Student Credit Load

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

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.

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.

Grading

Formal reports of the student’s progress are available at the close of each semester.

The following grade point systems is used in connection with these grades:

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

Final Examinations

Faculty policy requires a culminating experience, such as a final examination or project during the finals week of a traditional semester. Exemptions to final examinations may be offered to students carrying an A for the course at the discretion of the instructor. First semester freshmen are not eligible for exemptions. Second semester freshmen and sophomores can be exempted from one exam per semester. Juniors and seniors can be exempted from no more than 2 exams per semester. If an instructor offers exemptions and students elect to take them, the instructor must submit the name of the course and the names of students taking the exemption to the office of the Provost’s Office before the second last week of the semester.

Incomplete Grades

An incomplete grade given in any term (i.e., first and second semester, Winterim, Summer Session) becomes a failing grade if the work is not completed within three weeks after the end of the final examination period for that term or by the time agreed to between the instructor and student. Requests for extension of time to resolve an I grade will
be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this three-week policy. In unusual circumstances, beyond the control of the student and the approval of the instructor, incomplete grades can be held for one semester.

**Individual Instruction/Independent Study/Guided Study**

Students may be given the option of taking a course as Individual Instruction or Independent Study or Guided Study. Further information is available on the CU Portal.

**Winterim**

Winterim offers students the opportunity either to explore topics not in their regular course of studies or to take courses that are part of their Core, major, or minor programs. Students pay a reduced per credit tuition for these three week January courses. 2-3 credits are typical; 4 is maximum.

**Audit Policy**

An audited class will appear on the transcript as a zero-grade point class with a grade of AU, and no credits earned. Students may sign up to audit a traditional class before the semester starts as long as there is room in the class. After the semester starts, students may change their registration status from enrolled for credit to audit up until the drop deadline. Students taking accelerated classes must register as an audit before the class starts. The university offers audits on a space-available basis, and programs/majors/instructors have the ability to not allow audits: such policies need to be stated in writing. Self-paced online classes cannot be audited.

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

**Change of Name or Address**

Students are to promptly notify the Registrar in writing of any change in name or address.

**Academic Probation and Dismissal Policy**

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

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

**Academic 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 meets with the student at which
time additional sanctions may be imposed, including suspension or expulsion. The Academic Conduct Board (ACB) consists of the CAO, Assistant Vice President of Academics, and the appropriate Dean. If the student is in an Adult Education program, the appropriate Regional Director joins the ACB. If the student is a Graduate student, the appropriate Program Director joins the ACB.

**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.

CUW, including online and accelerated, 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.

CUAA students should direct their appeal to the appropriate campus Dean.

**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.

**Transcripts**

An official transcript bears the seal of the University and the signature of the Registrar or his/her representative. Official transcripts may be given to students or alumni or can be mailed directly to institutions or persons considering the applicant for admission or for employment. An unofficial transcript is given to the student whose credits are listed thereon and is marked unofficial. Concordia University accepts no responsibility for the accuracy of an unofficial transcript after it has been issued.

Federal regulations require the student’s signature before the record can be released. You can access the transcript request form by visiting our website: www.cuw.edu or www.cuaa.edu depending on which campus you are enrolled.

**Graduation**

**Associate**

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. spent at least two semesters in residence, including the one immediately prior to graduation. Evening division degree candidates need not meet residency requirements, but instead must complete a minimum of 18 semester hours of academic work on campus;
3. satisfied any program-specific requirements;
4. met all financial obligations to the University.

**Bachelors**

Concordia University confers the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Science Nursing, or Bachelor of Social Work on a student of good character who has met the following requirements:

1. accumulated a cumulative grade point average of 2.00 or better for all credited work completed at Concordia University;
2. earned a minimum of 36 semester credits of academic work on campus, at least 12 of which should be in the major and 6 in the minor, and have spent the last two semesters in residence including the one immediately prior to graduation;
3. satisfied any program-specific requirements;
4. met all financial obligations to the University.

**Doctoral/Master**

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

1. accumulated a cumulative grade point average of 3.00 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.
Commencement Participation
In order to participate in commencement, the student must have:

- completed all coursework in the degree (or be in the process of taking the final class);
- completed the Graduation Application;
- paid the graduation fee.

Change of Enrollment
Adding a Course
Traditional Undergraduate Students
Students may add a seated classroom course before no more than 15% of the scheduled class periods have occurred. The chart below outlines the number of class periods that meet the 15% requirement based on the course credits. After the first week of class, consent of the instructor must also be obtained on the add/drop form to add a course.

Students may add an online collaborative course up to the end of the first week of class. Students may add an online self-paced course up to eight weeks prior to the class end date.

Graduate and Accelerated Learning Students
Students may add a seated course up to the end of the first week of class. Students may add an online collaborative course up to the end of the first week of class. Students may add an online self-paced course up to eight weeks prior to the end of the non-traditional semester (until 11/1 for fall; until 5/1 for spring).

Dropping a Course
Students may request to drop a course at any point in the term; however, students must meet with their academic advisor and financial aid counselor prior to dropping a course. The number of class periods that meet the 15% requirement based on the course credits, the course credits, the number of class periods that meet the 15% requirement based on the course credits, the course credits, or program progression. Please see the Refund Policies for details regarding the potential academic and financial implications of dropping a course.

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

- Failure to begin the course in the allotted time frame;
- Failure to comply with attendance policies;
- Disciplinary reasons (i.e. academic dishonesty).

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

Withdrawal from the University
Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor and financial aid counselor prior to making changes as withdrawing from the institution may have implications on student status, financial aid, and future athletic eligibility or program progression.

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

Students who are inactive from coursework for two consecutive semesters, and who have not notified the University of their intention to take a stop out, will be withdrawn from the University for inactivity. Students will be required to reapply to the University if they wish to resume coursework.

Medical Withdrawal
Students who are seriously injured/ill and cannot continue in coursework due to medical necessity may be eligible for a medical withdrawal. Students must contact their academic advisor to request a withdrawal and discuss the extenuating circumstances. Medical documentation must be provided within 30 days of the student’s notification of withdraw. Medical documentation will be reviewed by the Provost’s Office.

If a medical withdrawal is authorized, the last date of attendance will be used to determine financial responsibility following the Refund Policy. The student will receive a “W” in all active courses. If a medical withdrawal is not authorized, tuition, room and board responsibility and a grade for courses will follow the Refund Policies.

Prior to returning following a medical withdraw, students must reapply to the University and complete a Health and Wellness Meeting. Students will not be authorized for a medical withdrawal more than once during their enrollment at CU.

Temporary Stop Out from the University
Students who wish to temporarily cease coursework, but plan to register in the future, may request a temporary stop out for up to two semesters after the conclusion of a term. Students must contact their academic advisor and financial aid counselor prior to requesting a stop out, as stopping out of coursework may have implications on student status, financial aid eligibility, athletic eligibility, or program progression.

Prior to returning to coursework, the student may be required to reapply to his/her program. Students who do not return to the University within two consecutive semesters must reapply to the University. Students required to reapply will be subject to the program requirements and policies under the current academic catalog.

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.

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.

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.

Continuing and Distance Education

Continuing and Distance Education Concordia University Wisconsin (CUW) is dedicated to providing flexible, accessible 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 success advisor 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 success advisor 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

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.

Reserved 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 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):

<table>
<thead>
<tr>
<th>Degree</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate in Physical Therapy</td>
<td>3 years</td>
</tr>
<tr>
<td>Master's Degree</td>
<td>3 years</td>
</tr>
<tr>
<td>Master's in Occupational Therapy</td>
<td>6 years</td>
</tr>
<tr>
<td>Bachelor's Degree in Education</td>
<td>5 years</td>
</tr>
<tr>
<td>Bachelor's Degree in All Other Programs</td>
<td>4 years</td>
</tr>
<tr>
<td>Certificate Program in Medical Assistant</td>
<td>1 year</td>
</tr>
</tbody>
</table>

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.

## 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 withdrawal 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
- Absent 4 consecutive weeks of a 16-week self-paced course

Collaborative Courses:

- 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.
- 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 tenth (10) week of class, a drop will incur 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 class, a drop will incur a failing grade (F).

Twelve week Courses

- Absent 3 consecutive weeks of a 12-week collaborative course
- Absent 4 consecutive weeks of a 16-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

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.
- 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, 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

- Absent 3 consecutive weeks of a 12-week self-paced course
- Absent 4 consecutive weeks of a 16-week self-paced course

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.

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- After the designated week in the 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.

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- After the tenth (10) week of class, a drop will incur a failing grade (F).

Twelve week Courses

- Absent 3 consecutive weeks of a 12-week self-paced course
- Absent 4 consecutive weeks of a 16-week self-paced course

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.
The SOP currently offers Pathways with: 

- Residency
- Underserved focuses.

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

### Student Services

#### Graduate Academic & Career Advising

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

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

#### Tools for Professional Development

- **Handshake** is our Career Services online tool. You can use this to find jobs, internships, and other career resources. This innovative platform will help take you through college and into the first Handshake with your employer.

- **Career Document Series:** This is located on our cuw.edu/careers website. Visit this for a complete list of information that will be helpful in preparing your professional documents, interviewing, and other aspects of your career.

- **Focus v2** will help you find out more about yourself with its skills, personality, values, and work interest assessments. Find out what you can do with your major and how to start down a path toward success.

- **CUWConnect** is a tool that will allow you to connect with current alumni in your field. Alumni can be an invaluable resource as you pursue your vocation. Create an account and begin searching for mentors and connections in your interest area.

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

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

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

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

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

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

**Academic Resource Center (ARC)**

The Academic Resource Center (ARC) provides free services, programs and supports for Undergraduate, Graduate, Center and Online students. The Academic Resource Center is located on the Mequon and Ann Arbor campuses. Hours of operation are Monday - Friday, 8:00 a.m. - 4:30 p.m. For more information email Mequon campus at arc-as@cuw.edu or Ann Arbor campus at arc-as@cuaa.edu.

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

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

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

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

**Online Tutoring** - Free online tutoring service staffed by trained online instructors who can tutor students in the general undergraduate subject areas of Mathematics (Algebra, Geometry, Trigonometry, and Calculus), Science (General and Organic Chemistry, Physics, Biology, Anatomy, Physiology), Business (Introduction to Accounting, Economics, Statistics, Finance), Spanish, and Writing. For more information contact the ARC on the CUW or CUAA campus: www.cuw.edu or www.cuaa.edu.

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

**Accessibility Support Services**

The Academic Resource Center (ARC) is home to Accessibility Services. Our office collaborates with the CUW and CUAA communities to coordinate support services and programs for students with disabilities. The ARC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504 of the Vocational Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAAA). Any CUW/CUAA enrolled student with a disability who requires accessible accommodations in order to obtain equal access to an education and university life and accessible educational environments, can visit our website to get registered and request accommodations: www.cuw.edu/arc or www.cuaa.edu/arc. The ARC – Accessibility Services office is committed to students with disabilities and ensuring academic and campus life accessibility needs.

**Counseling Services**

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

**Computer Access**

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.

**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:

**Refund Policies**

**Tuition**

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

No courses may be dropped or withdrawn from during a week when finals are given.

**Health Services**

The Health Service is operated at set hours for evaluation and treatment of minor illness, first aid, and consultation regarding health manners. 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.
### Course Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Week #</th>
<th>Week #</th>
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<tr>
<td>16 Week 1</td>
<td>16 Week 2</td>
<td>16 Week 3</td>
<td>16 Week 4</td>
<td>16 Week 5</td>
<td>16 Weeks 6-10</td>
<td>16 Weeks 11-16</td>
</tr>
<tr>
<td>80%</td>
<td>75%</td>
<td>60%</td>
<td>40%</td>
<td>25%</td>
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<td>0%</td>
</tr>
<tr>
<td>12 Week 1</td>
<td>12 Week 2</td>
<td>12 Week 3</td>
<td>12 Week 4</td>
<td>12 Weeks 5-8</td>
<td>12 Weeks 9-12</td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>10 Week 1</td>
<td>10 Week 2</td>
<td>10 Week 3</td>
<td>10 Weeks 4-7</td>
<td>10 Weeks 8-10</td>
<td></td>
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<tr>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
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</tr>
<tr>
<td>8 Week 1</td>
<td>8 Week 2</td>
<td>8 Week 3</td>
<td>8 Weeks 4-5</td>
<td>8 Weeks 6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Week 1</td>
<td>6 Week 2</td>
<td>6 Weeks 3-4</td>
<td>6 Weeks 5-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td>40%</td>
<td>0%</td>
<td>0%</td>
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</tr>
<tr>
<td>4 Week 1</td>
<td>4 Week 2</td>
<td>4 Week 3</td>
<td>4 Week 4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>50%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Week 1</td>
<td>3 Week 2</td>
<td>3 Week 3</td>
<td></td>
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<tr>
<td>50%</td>
<td>0%</td>
<td>0%</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 Day 1</td>
<td>1 Day 2</td>
<td>1 Day 3</td>
<td>Days 4-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grades reflected on transcript due to dropping of a class:**

1. Course not reflected on transcript for traditional undergrads. Grade of W will be issued for graduate and accelerated learning.
2. Grade of W will be issued for the course
3. A grade of F will be issued for the course

**Fees**

Academic Fees are not refundable.

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

**Room**

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

**Board**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the first week of classes</td>
<td>90</td>
</tr>
<tr>
<td>During the second week of classes</td>
<td>80</td>
</tr>
<tr>
<td>During the third week of classes</td>
<td>70</td>
</tr>
<tr>
<td>During the fourth week of classes</td>
<td>60</td>
</tr>
<tr>
<td>During the fifth week of classes</td>
<td>50</td>
</tr>
<tr>
<td>During the sixth week of classes</td>
<td>40</td>
</tr>
<tr>
<td>During the seventh week of classes</td>
<td>30</td>
</tr>
<tr>
<td>During the eighth week of classes</td>
<td>20</td>
</tr>
<tr>
<td>During the ninth week of classes</td>
<td>10</td>
</tr>
<tr>
<td>During the tenth week of classes</td>
<td>0</td>
</tr>
</tbody>
</table>
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.

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

- Adult and Community Education Graduate Certificate (p. 29)
- Bioethics Certificate (p. 18)
- Business Scholars MBA Program (https://catalog.cuw.edu/graduate/programs/mba/business-scholars)
- Christian Education Certificate (p. 30)
- Digital Age Teaching & Learning Certificate (p. 32)
- Doctor of Nursing Practice (DNP) Program (p. 19)
- Doctor of Pharmacy (p. 20)
- Doctor of Physical Therapy (p. 21)
- Doctorate of Education in Leadership in Innovation and Continuous Improvement (https://catalog.cuw.edu/graduate/programs/edi)
- Early Childhood Special Education (p. 32)
- Master of Business Administration (p. 41)
- Master of Church Music (p. 47)
- Master of Occupational Therapy (p. 49)
- Master of Science in Applied Exercise Science (p. 54)
- Master of Science in Art Education Programs - Art Education (p. 33)
- Master of Science in Athletic Training (CUW) (p. 56)
- Master of Science in Computer Science (p. 57)
- Master Of Science In Curriculum & Instruction (https://catalog.cuw.edu/graduate/programs/cuaa-education/ms-curric-inst)
- Master Of Science In Curriculum & Instruction With ESL Endorsement (Nns) (https://catalog.cuw.edu/graduate/programs/cuaa-education/ms-curric-inst-esl)
- Master of Science in Education - Counseling (p. 34)
- Master of Science in Education - Early Childhood Education (p. 36)
- Master of Science in Education - Educational Design and Technology (p. 36)
- Master of Science in Education - Family Life (p. 37)
- Master of Science in Education - Teaching & Learning with Teacher Licensure (p. 37)
- Master Of Science In Educational Leadership (https://catalog.cuw.edu/graduate/programs/cuaa-education/ms-edu-leadership)
- Master of Science in Information Technology (p. 59)
- Master of Science in Nursing (p. 61)
- Master of Science in Organizational Leadership and Administration (p. 64)
- Master of Science in Physician Assistant Studies (p. 64)
- Master of Science in Product Development (p. 68)
- Master of Science in Rehabilitation Science (p. 70)
- Master Of Science In Special Education Learning Disabilities (AM) (https://catalog.cuw.edu/graduate/programs/cuaa-education/ms-spec-edu)
- Master of Science in Speech-Language Pathology (p. 70)
- Master of Science in Student Personnel Administration in Higher Education (p. 78)
- Master of Social Work (p. 78)
- MBA in Healthcare Administration for Practitioners (https://catalog.cuw.edu/graduate/programs/mba/hcadmin-pract)
- PHARMD/MBA (https://catalog.cuw.edu/graduate/programs/mba/pharm-mba)
- Post-Professional Doctorate in Occupational Therapy (p. 82)
- Professional MBA (pMBA) (https://catalog.cuw.edu/graduate/programs/mba/pmba)
- Required Reading Courses For Professional Certification (https://catalog.cuw.edu/graduate/programs/cuaa-education/prof-cert)
- School Administrator Certificate Program (SACP) (https://catalog.cuw.edu/graduate/programs/cuaa-education/sacp)

Bioethics Certificate

Introduction

The bioethics certificate program, developed by the Concordia Center for Bioethics under the auspices of the Departments of Theology and Philosophy, offers a course of study designed for persons involved in rehabilitative sciences, nursing, health care practice, research, administration, pastoral ministry, or litigation.

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

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

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

The Certificate Program incorporates into its design as much flexibility as possible so that students from anywhere in the country may enroll. 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: 12

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

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

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

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 coinciding with 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

2. Non-refundable $50.00 application fee.
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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP 903</td>
<td>Initial Cohort Meeting CUW Mequon Campus</td>
<td>4</td>
</tr>
<tr>
<td>DNP 940</td>
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<td>4</td>
</tr>
<tr>
<td>DNP 915</td>
<td></td>
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<tr>
<td>MBA 920</td>
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<td>3</td>
</tr>
<tr>
<td>MBA 803</td>
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<td>3</td>
</tr>
</tbody>
</table>
Doctor of Pharmacy

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/1EJCHDgkhX7B874BAvP2J7nhecGA7GqEF/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.
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 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 lifelong 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.
MBA 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.capteonline.org (http://www.capteonline.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 winters, 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

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%E2%B8%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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
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</tr>
<tr>
<td>DPT 510</td>
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<tr>
<td>DPT 501</td>
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<tr>
<td>DPT 560</td>
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<tr>
<td>DPT 584</td>
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<td><strong>Fall</strong></td>
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<tr>
<td>DPT 550</td>
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<tr>
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</tr>
<tr>
<td>DPT 585</td>
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<tr>
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<td>DPT 540</td>
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<td><strong>Hours</strong></td>
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<tr>
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<td>DPT 586</td>
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<td><strong>Hours</strong></td>
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<td><strong>Year 2</strong></td>
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<td>DPT 665</td>
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<td>DPT 635</td>
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<tr>
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<td>DPT 625</td>
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<tr>
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<td>DPT 610</td>
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<tr>
<td><strong>Hours</strong></td>
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**CUW 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**

<table>
<thead>
<tr>
<th>Programs</th>
<th>WI Department of Public Instruction Certification</th>
<th>Notes</th>
<th>Degrees Granted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Areas within Graduate Education</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Alternative Education | Potentially | | MS-E |

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.
<table>
<thead>
<tr>
<th>Program</th>
<th>Certification Type</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art Education</td>
<td>Potentially</td>
<td>May result in certification with special conditions.</td>
</tr>
<tr>
<td>Literacy Teacher</td>
<td>Yes</td>
<td>Completion of requirements will lead to an endorsement for a #1316 license.</td>
</tr>
<tr>
<td>Literary Specialist</td>
<td>Yes</td>
<td>Completion of requirements will lead to a #5017 reading administration license.</td>
</tr>
<tr>
<td>Special Education</td>
<td>Yes</td>
<td>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.</td>
</tr>
<tr>
<td>Master of Science in Education - Teaching and Learning</td>
<td>Potentially</td>
<td>This concentration is designed to prepare master classroom teachers.</td>
</tr>
<tr>
<td>Graduate Teacher Certification Program: Early Childhood</td>
<td>Yes</td>
<td>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</td>
</tr>
<tr>
<td>Graduate Teacher Certification Program: Elementary</td>
<td>Yes</td>
<td>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</td>
</tr>
<tr>
<td>Graduate Teacher Certification Program: Secondary</td>
<td>Yes</td>
<td>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</td>
</tr>
<tr>
<td>Graduate Teacher Certification Program: Special Education</td>
<td>Yes</td>
<td>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</td>
</tr>
<tr>
<td>ESL</td>
<td>Yes</td>
<td>Must hold a bachelor's degree and a WI Teaching License to earn the ESL #1395 license</td>
</tr>
<tr>
<td>Program</td>
<td>Required</td>
<td>Certification</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>----------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Bilingual Education Concentration</td>
<td>Yes</td>
<td>MS-E</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted &amp; Talented Teacher</td>
<td>Yes</td>
<td>MS-E</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gifted &amp; Talented Coordinator</td>
<td>Yes</td>
<td>MS-E</td>
</tr>
<tr>
<td>Must hold a bachelor's degree and a WI Teaching license. Must hold the GT Teacher's license. License # 5013, Gifted and Talented Coordinator.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counselor</td>
<td>Yes</td>
<td>MS-E</td>
</tr>
<tr>
<td>Must hold a bachelor's degree. Completion of requirements will lead to a #7054 license endorsement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Counselor: Substance Abuse Counselor</td>
<td>No</td>
<td>None</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Foundations</td>
<td>No</td>
<td>Non-licensable degree</td>
</tr>
<tr>
<td>Completion of requirements will lead to eligibility to apply for Professional Counselor Training License through DSPS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas within Graduate Education in Administration Licensure</td>
<td>Yes</td>
<td>MS-E</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Yes</td>
<td>Completion of requirements will lead to a #5003 license endorsement</td>
</tr>
<tr>
<td>Educational Administration</td>
<td>Yes</td>
<td>Completion of requirements will lead to a #5051 license endorsement</td>
</tr>
</tbody>
</table>

**CUW Graduate Catalog 2019-2020**
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 Community Scholarship:
Grants are available to teachers in Christian Schools. To be eligible, the student must be employed at a private Christian school and taking courses in Graduate Education at one of Concordia University campus locations or online. The value of the grant is $500 toward a three-credit course. An application for the Christian Community Scholarship is required each academic year. The application can be found at: https://www.cuw.edu/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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>EDG 632/932</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 633/933</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 627/927</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

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.

**REQUIRED COURSES (12 Credits)**

*Conceptual Base:*
- AEG 501
- AEG 531

*Contemporary Issues/Instructional Issues:*
- AEG 510
- AEG 540

*Relevant Practices (select 6-9 credits):*
- AEG 580
- AEG 533
- AEG 542
- AEG 590
- AEG 620

*Electives (select 6-9 credits)*
- AEG 500
- AEG 521
- AEG 550
- AEG 560

*Two-Dimensional Practices; Three-Dimensional Practices; Design; Multiple Image Processes (Printmaking, Photography, etc.); Craft Processes*
- AEG 533
- AEG 542
- AEG 590
- AEG 620

*Research component: Students select between the project option OR the thesis option*
- EDG 507/807
- EDG 537/837

*Project Option:*
- EDG 544/844
- EDG 595

*Thesis Option:*
- EDG 544/844
- EDG 590/890

**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)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDG 552/852</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 509/809</td>
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<td>EDG 556/856</td>
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<tr>
<td>EDG 576/876</td>
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</tr>
<tr>
<td>EDG 628/912</td>
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</tr>
</tbody>
</table>

*Upon completion of the above 18 credits students are eligible for the #1316 Reading Teacher Certification*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
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<tr>
<td>EDG 537/837</td>
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</tr>
</tbody>
</table>

*Research component: Students select between the project option OR the thesis option*

**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 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.

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>OR</td>
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<td>EDG 590/890</td>
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<tr>
<td>EDG 735/935</td>
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<td>3</td>
</tr>
<tr>
<td>EDG 737/937</td>
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<tr>
<td>EDG 739/934</td>
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<td>3</td>
</tr>
<tr>
<td>EDG 741/941</td>
<td></td>
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</tr>
<tr>
<td>EDG 742/942</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 743/943</td>
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</tr>
<tr>
<td>EDG 627/996</td>
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<td>EDG 628/997</td>
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<td>0</td>
</tr>
<tr>
<td>EDG 629/998</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

Electives (8 credits)

Total credits for a 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 724/919</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 784/984</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 787/987</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 737/937</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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

**Electives in Special Education**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<td>EDG 562/862</td>
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<tr>
<td>EDG 768/968</td>
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<tr>
<td>EDG 769/969</td>
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<tr>
<td>EDG 637/945</td>
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<td>3</td>
</tr>
<tr>
<td>EDG 740/940</td>
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</tr>
<tr>
<td>EDG 723/946</td>
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</tr>
<tr>
<td>EDG 781/936</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 724/919</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 779/979</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 784/984</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 787/987</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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.

**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)

**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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 515/815</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 595/895</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDG 590/890</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 507/807</td>
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<tr>
<td>EDG 521/821</td>
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<td>EDG 528/828</td>
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<tr>
<td>EDG 699/887</td>
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<tr>
<td>EDG 515/815</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 590/890 (EDG 515 is a prerequisite)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDG 595/895 (EDG 515 is a prerequisite)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDG 627/924</td>
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</tr>
<tr>
<td>EDG 628/925</td>
<td></td>
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</tr>
<tr>
<td>EDG 629/926</td>
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</table>

Electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 509/809</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 552/852</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 569</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 526</td>
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<tr>
<td>EDG 533/833</td>
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<td>EDG 535/835</td>
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<td>EDG 537/837</td>
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<tr>
<td>EDG 576/876</td>
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<td>3</td>
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<tr>
<td>EDG 801</td>
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</tr>
<tr>
<td>EDG 811</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 632/932</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 633/933</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDT 589/889</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDT 670/970</td>
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<td>3</td>
</tr>
<tr>
<td>COUN 543/843</td>
<td></td>
<td>3</td>
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</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>EDG 763/963</td>
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<tr>
<td>EDG 764/964</td>
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<td>EDG 765/965</td>
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<td>EDG 766/966</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 767/967</td>
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<td>3</td>
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</tbody>
</table>

Total Hours: 15

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.
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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 632/932</td>
<td>(Required)</td>
<td>3</td>
</tr>
<tr>
<td>EDG 633/933</td>
<td>(Required)</td>
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<tr>
<td>EDG 627/910</td>
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<td>0</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

Licensing Information
The EDG 632 and EDG 633, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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<tr>
<td>COUN 523</td>
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<td>COUN 553</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>COUN 563</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>COUN 565</td>
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<td>COUN 577</td>
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<td>3</td>
</tr>
<tr>
<td>COUN 578</td>
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<td>3</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<td>EDG 902</td>
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<td>EDG 903</td>
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<td>EDG 904</td>
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<td>EDG 905</td>
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<tr>
<td></td>
<td>Total Hours</td>
<td>15</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 737/937</td>
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<td>3</td>
</tr>
<tr>
<td>EDG 739/934</td>
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<td>3</td>
</tr>
<tr>
<td>EDG 741/941</td>
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</tr>
<tr>
<td>EDG 743/943</td>
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</tr>
<tr>
<td>EDG 627/EDG996</td>
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<td>0</td>
</tr>
<tr>
<td>EDG 628/997</td>
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<tr>
<td>EDG 629/998</td>
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</tr>
<tr>
<td></td>
<td>ELECTIVES (8 Credits)</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 724/919</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 779/979</td>
<td></td>
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<td>EDG 784/984</td>
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<td>EDG 787/987</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td>Total Hours</td>
<td>12</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 515/815</td>
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<td>3</td>
</tr>
<tr>
<td>EDG 595/895</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td>EDG 590/890</td>
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</tr>
<tr>
<td></td>
<td>EDG 731/931</td>
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<tr>
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<td>EDG 628/997</td>
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<td>EDG 629/998</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>ELECTIVES (8 Credits)</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 724/919</td>
<td></td>
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</tr>
<tr>
<td>EDG 784/984</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>EDG 737/937</td>
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</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

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 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDT 908</td>
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<td>EDT 892</td>
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<td>EDT 885</td>
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<td>3</td>
</tr>
<tr>
<td>EDT 928</td>
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<td>EDT 929</td>
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<tr>
<td>EDT 820</td>
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</tr>
<tr>
<td>EDT 851</td>
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</tr>
<tr>
<td>EDT 894</td>
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<tr>
<td>EDT 907</td>
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</tr>
<tr>
<td>EDT 939</td>
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<td>EDT 945</td>
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<td>3</td>
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<tr>
<td>EDT 971</td>
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<td>3</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>EDT 889</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDT 957</td>
<td>(Web 2.0/ Learning 2.0)</td>
<td>3</td>
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<tr>
<td><strong>Electives</strong></td>
<td></td>
<td><strong>6</strong></td>
</tr>
<tr>
<td>EDT 908</td>
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<td><strong>Total Hours</strong></td>
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</table>

### 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>EDG 595/895</td>
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<td>3</td>
</tr>
<tr>
<td>or EDG 590/890</td>
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<td>EDG 731/931</td>
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<td>EDG 732/938</td>
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<tr>
<td>EDG 733/930</td>
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<tr>
<td>EDG 735/935</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDG 742/942</td>
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<td>3</td>
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<tr>
<td>EDG 744/944</td>
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<td>1</td>
</tr>
<tr>
<td>EDG 627/996</td>
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<td>0</td>
</tr>
<tr>
<td>EDG 629/998</td>
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</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<td>EDG 784/984</td>
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<td>EDG 787/987</td>
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<tr>
<td>EDG 737/937</td>
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<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 562/862</td>
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</tr>
<tr>
<td>EDG 768/968</td>
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<tr>
<td>EDG 769/969</td>
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<td>EDG 637/945</td>
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<tr>
<td>EDG 740/940</td>
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</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>Required Courses</td>
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<tr>
<td>AEG 501</td>
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<tr>
<td>AEG 531</td>
<td></td>
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<tr>
<td>Contemporary Issues/Instructional Issues</td>
<td></td>
<td></td>
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<tr>
<td>AEG 510</td>
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<tr>
<td>AEG 540</td>
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<tr>
<td>Relevant Practices</td>
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<tr>
<td>Select 6-9 credits of the following:</td>
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<tr>
<td>AEG 580</td>
<td>(Two-Dimensional Practices; Three-Dimensional Practices; Design; Multiple Image Processes (Printmaking, Photography, etc.); Craft Processes)</td>
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</tr>
<tr>
<td>AEG 533</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEG 542</td>
<td></td>
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<tr>
<td>AEG 590</td>
<td></td>
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</tr>
<tr>
<td>AEG 620</td>
<td>(Field Applications; Directed Travel Study)</td>
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<tr>
<td>Electives</td>
<td></td>
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<tr>
<td>Select 6-9 credits of the following:</td>
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</tr>
<tr>
<td>AEG 500</td>
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<td></td>
</tr>
<tr>
<td>AEG 521</td>
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<tr>
<td>AEG 550</td>
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<td>AEG 560</td>
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<td>Closure</td>
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<tr>
<td>Select one of the following:</td>
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<tr>
<td>Thesis</td>
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<td></td>
</tr>
<tr>
<td>AEG 680</td>
<td>(Scholarly; Applied; Studio)</td>
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<tr>
<td>Non-Thesis Alternative (2 Semesters)</td>
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<tr>
<td>AEG 660/661</td>
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<td></td>
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<tr>
<td>AEG 670/671</td>
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</tr>
<tr>
<td>AEG 681/682</td>
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</tbody>
</table>

Total Hours 30-33

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 - Counseling

Concordia offers multiple options in Counseling:

1. School Counselor (K-12) – WDPI License #7054. The School Counselor Program is approved by the Wisconsin Department of Public Instruction. The program follows the licensing requirements for school counselors.

2. Professional Counselor – WDSPS Certificate 226-Licensed Professional Counselor in Training Students may also be endorsed for a Substance Abuse Counselor in Training (SAC-IT) 130 License - See the counseling program director for specifics on SAC-IT endorsement requirements.

3. Counseling Foundations - Non-Licensable Degree-See counseling program director for specifics for this counseling master degree alternative.

4. A Christian Counseling Certificate is a 15 credit program designed for individuals who are currently working in or planning to work in a church, church school, or Christian agency setting.

The Objectives of the Counseling Degree

Concordia University’s Graduate Counseling Program prepares its graduates to be ethical servant leaders who value the diversity of God’s children and embrace social justice with compassion. Graduates help others to lead purposeful and fulfilling lives in mind, body and spirit.

Graduates of the Counseling program will:

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

INTERNATIONAL STUDENTS

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

CURRICULUM FOR SCHOOL COUNSELING

Students must complete a minimum of one course in each of the following 10 categories. A total of 45 credits are required for graduation. In categories with more than one course listed, required and elective courses are identified within that category. Additionally, students without a teaching license who are in school counseling program must take 48 credits including the Category 11: COUN 620 /COUN 920 .

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>COUN 543/843</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COUN 584/884</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 552/852</td>
<td>Social and Cultural Foundations</td>
<td>3</td>
</tr>
<tr>
<td>COUN 564/864</td>
<td>Helping Relationships</td>
<td>3</td>
</tr>
<tr>
<td>COUN 582/882</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>COUN 593/893</td>
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<td>3</td>
</tr>
<tr>
<td>COUN 594/894</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>COUN 561/861</td>
<td>Career and Lifestyle Development</td>
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</tr>
<tr>
<td>COUN 587/887</td>
<td>Appraisal</td>
<td>3</td>
</tr>
<tr>
<td>COUN 586/886</td>
<td>Research and Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>COUN 592/892</td>
<td>Professional Orientation</td>
<td>3</td>
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<tr>
<td>COUN 627/927</td>
<td>Supervised Practicum and Portfolio</td>
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<td>COUN 628/928</td>
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<td>COUN 590</td>
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<td>2</td>
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<tr>
<td>COUN 632</td>
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<tr>
<td>COUN 620/920</td>
<td>Lesson Planning/Classroom Management (Non-Teachers in School Counseling)</td>
<td>3</td>
</tr>
<tr>
<td>COUN 510</td>
<td>Electives</td>
<td>3</td>
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<td>COUN 512</td>
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<td>COUN 515</td>
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<tr>
<td>COUN 520</td>
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<td>COUN 522</td>
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<tr>
<td>COUN 523</td>
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<td>COUN 528</td>
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</tbody>
</table>
Licensing Requirements for School Counselor (K-12) - License #7054

Portfolio Requirements
The student seeking a Wisconsin DPI counseling license and endorsed by Concordia, must complete a Portfolio and demonstrate an understanding and ability to apply the Pupil Service Standards within counseling practice. The Portfolio is comprised of five sections. The Introduction to Portfolio is completed while a student is enrolled in COUN 543 /COUN 843. Pre-Practicum Portfolio is to be completed and submitted as a part of the application process for participation in the Practicum experiences. The last 3 portfolio sections (elementary school, middle school, and high school) will be completed during the Practicum experiences.

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

Praxis II Exam Requirement
Students must successfully complete the PRAXIS II exam prior to graduation.

Curriculum for Professional Counseling
A total of 60 credits are required for students seeking the Licensed Professional Counseling - In Training endorsement from Concordia. The student must successfully complete a minimum of class in each of the categories listed below.

Graduate Counseling Courses
Department of Safety and Professional Services requires at least 3 credit hours in a counseling theory or counseling approaches course.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 543/843</td>
<td>Counseling Theory</td>
<td>3</td>
</tr>
<tr>
<td>COUN 584/884</td>
<td>Human Growth and Development</td>
<td>3</td>
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<tr>
<td>COUN 592/892</td>
<td>Professional Orientation</td>
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</tr>
<tr>
<td>COUN 606/906</td>
<td>Supervised Practicum and Portfolio</td>
<td>3</td>
</tr>
<tr>
<td>COUN 589/889</td>
<td>Foundations of Clinical Mental Health Counseling</td>
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</tr>
<tr>
<td>COUN 596</td>
<td>Clinical Mental Health Counseling Diagnosis and Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>COUN 582/882</td>
<td>Crisis and Trauma Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 588/888</td>
<td>Abnormal Behavior and Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>COUN 520/820</td>
<td>Addictions Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 581/881</td>
<td>Family, Partnership and Couples Counseling</td>
<td>3</td>
</tr>
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<td>COUN 511</td>
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<td>COUN 544</td>
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<td>COUN 577</td>
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<td>COUN 578</td>
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<td>Total Hours</td>
<td></td>
<td>105</td>
</tr>
</tbody>
</table>

1 Course is required if seeking substance abuse counselor-in-training license.
Practicum for Professional Counselor

The professional counseling student seeking licensure as a Professional Counselor in the State of Wisconsin will be required to complete a minimum of 700 hours in practicum/internship experiences. Each applicant must be supervised at each practicum site by a Wisconsin Department of Safety and Professional Services (DSPS) licensed professional counselor and a CUW supervisor. A practicum agreement between the student, Concordia University and each receiving site agency/hospital are required for each practicum placement. The practicum affords the student the opportunity to work as a counselor in a community setting and may include experiences such as assessment and implementation of counseling programs, individual and group counseling, and consultation with other community agencies. Those students pursuing a licensure as a Professional Counselor must complete all practicum hours in not less than two academic years. Applications for practicum must be made to the Director of the Counselor Education Program after a minimum of 33 credits of coursework is completed.

After graduation from the CUW Master of Science of Education – Counseling program, students will be eligible to apply for Professional Counselor Training License through the DSPS. The specific post-graduation requirements to receive a Professional Counselor Training License are established by the DSPS. Current DSPS regulations for Professional Counselors with a Training License include an additional 3000 hours supervised practicum.

Master of Science in Education - Early Childhood Education

Purpose

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 802</td>
<td>Accomplished Early Childhood Teacher in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>or EDG 702</td>
<td></td>
<td></td>
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<tr>
<td>EDG 803</td>
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Total Hours 30

1 EDG 515 is a prerequisite for EDG 890 and EDG 895

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

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

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Select One

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Electives
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<tr>
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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 coursework 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

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Electives

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

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

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

• Early Childhood: Birth - Grade 3
• Elementary Education: Grades K-9
• Secondary Education: Grades 4-12 or K-12 (depending on content area)
• Special Education: Grades K-12

Individuals interested in these programs must hold a Bachelor’s degree from an accredited university, and meet our program entrance requirements. Once students finish the licensing portion of the program and successfully complete the Capstone course (EDC 761), the Master of Science in Education with a Teaching and Learning emphasis will be awarded.

The Concordia Accelerated Programs for Teacher Licensure (CAPTL) is available at our Mequon, Madison, Appleton, and Kenosha campuses.
CAPTL courses are available in both face-to-face and an online/blended option.

In addition to initial teacher licensure opportunities, CAPTL also offers add-on licensure options. These additional options include ESL, Bilingual, and Gifted & Talented.

Program Highlights

- CAPTL cohorts begin twice each year. All face-to-face cohorts will start each fall and online/blended cohorts will start in spring. 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.
- Face-to-face classes meet once a week for four hours in the evenings (example: 5:00 - 9:00 p.m.)
- Online/blended 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 the Mequon campus on Saturdays from 9:00 am - 3:00 pm.
- All CAPTL, provisional (initial) licensure programs require a semester of full-time student teaching.
- Students must have a Bachelor’s degree with a cumulative GPA of 3.0 or higher, as well as a 3.0 GPA in all certification areas which the student is seeking licensure. Students must have an official transcript evaluation conducted by CUW staff to determine if all secondary core requirements have been met.
- 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 maintain a minimum GPA of 3.0 within content courses prior to student teaching.
- Clinical Hours: 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 CAPTL - Graduate Program.
- The Master’s of Science in Education - Teaching and Learning is earned when EDC 761: CAPTL Capstone course is successfully completed.
- Students have 5 years to complete the Master’s degree following the licensure portion of the program.

Curriculum

Master of Science in Education - Teaching and Learning - Early Childhood & Elementary Courses – 51 Credit

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Must also take one of the content area methods course below

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EDC 575/875  
EDC 577/877  
EDC 578/878  
EDC 756  
EDC 759  
EDC 586/886  
EDC 587/887  
EDC 761 CAPTL Capstone  
EDC 832  
EDC 812  
EDC 846  
EDG 700/900  
EDG 706/906  
EDG 677/816  
EDG 681/817  
EDG 682/819  
EDG 683/871  
EDG 695/897  
EDG 782/982  
EDG 783/983  
EDG 785/985 (pass/ fail)  
EDC 620/820  
EDC 621/821  
EDC 622/822  
EDC 623/823  
EDC 624/824  
EDC 625/825  
EDC 835  
EDC 836  
EDC 837  
EDC 838  
EDC 839  
EDC 840  
EDC 841  
EDC 842  
EDC 843  
EDC 844  
EDC 845  
EDC 846  
EDC 761 CAPTL Capstone
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

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1 EDG 515 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 - 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 15 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

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

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<tr>
<td>EDG 596/896</td>
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<tr>
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Masters of Science in Education - Environmental Education

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<tr>
<td>EDG 563</td>
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<td></td>
</tr>
<tr>
<td>or EDG 675</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEG 510</td>
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<tr>
<td>AEG 540</td>
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<td>AEG 590</td>
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<td>1,2</td>
</tr>
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<td>1,2</td>
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<td>EDG 595</td>
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<tr>
<td><strong>Required Courses</strong></td>
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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**

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<td>EDG 788/988</td>
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Master of Business Administration

Batteman School of Business and Haab School of Business Graduate Programs

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

Led by our Christ-centered values, we believe that the best business leaders demonstrate both uncompromising compassion and unmatched competitive skill. Because of this, our education develops students to master the “triple bottom line:” people, planet, profit. As a Concordia business graduate, you can expect to stand out as you develop a
General Information. MBA Programs and Graduate Certificates

Absence Policy
Due to the intensive nature of the program, students are allowed only one excused absence per course defined as an emergency, personal illness or 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 MBA Program 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.

Drop Policy
If the student drops a full class within seven days of the course start date, the student will be charged a $60 late drop fee. If a student drops an on-campus class that is already in progress, the student 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). Please check student web portal for link and instructions on how to drop a class.

Grade Point Average
Students pursuing an MBA degree or Graduate Certificate must earn a grade of C- or better in all MBA courses to earn a business degree or certificate. Students are also required to maintain a minimum cumulative GPA of 3.0. Students with a cumulative GPA lower than 3.0 will be placed on probation. Students placed on probation will have three classes (nine credits) in which to raise their cumulative GPA to 3.0 or better and are required to receive at least a “B” in all three classes. If a student is unable to do so, the student will be suspended from the University. Additionally, students taking MBA 505 and/or MBA 513 are required to pass courses with a B or better.

Late Registration
Students who attend a class without being on the class roster will be charged a $60 late registration fee. Once the MBA term has begun, students must register for classes through the MBA office.

Suspension
Suspended students may appeal their academic dismissal as outlined under “Appeals Process for Academic Dismissal” within the Graduate & Professional Studies Academic Catalog.

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

For additional information please see the Master of Business Administration Student Handbook.

Master of Business Administration (MBA)
Concordia University Wisconsin’s Master of Business Administration (MBA) Program is designed to prepare students to meet the challenges of a changing administrative environment. The curriculum provides a broad base of knowledge needed by 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 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. The program consists of six eight-week terms per year. Students must complete all requirements for the MBA degree within five years of matriculation.

Classes are taught online; at the Mequon, WI and Ann Arbor, MI campuses; as well as Appleton, Beloit, Green Bay, Kenosha, Madison, Midtown, Miller Park Way, and Waukesha center locations. Visual collaboration classes are available for some courses.

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

Core: Students complete eight (8) courses for a total of 24 credits:

- MBA 500 Managerial Economics and Econometrics
- MBA 503 Ethics and Organizational Leadership
- MBA 510 Applied Statistical Methods
- MBA 530 Corporate Finance
- MBA 540 Accounting: Financial Analysis for Decision Making
- MBA 569 Management Science and Analytics
- MBA 610 Leadership Perspectives in HR
- MBA 590 Strategic Management (Capstone – taken last)

Concentration: Students chose five (5) courses from the following concentration areas for a total of 15 credits:

- Accounting
- Communications & Public Relations
- Finance
- Healthcare Leadership
- Human Resource Management
- Innovation & Entrepreneurship
- International Business
- Management
- MIS (Management Information Systems) (STEM)
- Nonprofit Management & Leadership
- Public Administration
- Risk Management
- Sport and Hospitality Management
- Strategic Marketing
- Sustainability Management & Analytics (STEM)

Students may choose to earn a degree with two or more concentrations. Students will select five (5) courses from an additional concentration. For additional concentrations students can count up to two courses that overlap between concentrations. However, each concentration requires completion of a minimum of three (3) different courses in those subsequent concentrations.
Concentration Courses

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.

Students that hold a bachelor’s degree in accounting can request to have the core course MBA 540 Acct: Fin Analysis/Decision waived and substituted for a preapproved course by the MBA Program Director.

Experiential Learning Opportunities:
MBA Internship
All students are encouraged to participate in an internship. Credits from MBA 845 MBA Internship (3 Cr.) apply to any concentration area and will count as one of the required five concentration courses. Please contact an advisor or the MBA Program Director for more information about internships.

Global Short-Term Study Abroad
Students may participate in weeklong study abroad opportunities for credit towards their MBA by taking MIB 570 Study Abroad (3 cr.). Annual trips can include Africa, Austria, Costa Rica, and China.

Program Prerequisites
The MBA program has four prerequisite content areas. These prerequisites are not required prior to starting the program but must be completed prior to taking the corresponding MBA course. Students will be evaluated as to whether they will need to fulfill any prerequisites. Students may have fulfilled prerequisites as part of their undergraduate studies. These content areas are Accounting, Finance, Management and Statistics. Students may fulfill these prerequisite content areas by either taking traditional or non-traditional 3 credit courses, CLEP or DSST examination, have them waived based on professional experience, or all prerequisite content areas can be fulfilled by taking a single course MBA 513 Business Foundations 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 Program Director.

Admission Requirements
• Bachelor’s degree from an accredited university.
• Minimum undergraduate GPA of 2.75 out of 4.0 for acceptance.
• Students with a GPA of 2.74 – 2.25 may be provisionally admitted by the MBA Program Director and have to meet special academic provisions.

Course Transfer Policy
The MBA program will accept up to six (6) hours of transfer credit, based upon the following criteria:
• Courses transferred must be comparable in scope and subject matter to courses offered in the MBA program.
• Courses transferred must have been completed at the graduate level from an accredited institution.
• Courses must have been completed with at least a 3.0 on a 4.0 scale.
• Transfer credits must not be older than seven years unless approved by the MBA Program Director.
• Transfer grades will not be used to compute CUW GPA.

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

Graduation Requirements
To be awarded an MBA degree, a student must complete all 39 credit hours with a minimum cumulative GPA of 3.0 and at least a C- in all MBA courses. Students must fill out an online Request to Graduate form while in their final class. Once the final grade has been posted in a student’s final class, the student must notify the MBA Office to begin file processing for creating a diploma. Please refer to the Graduation Information page on the Concordia website for important graduation deadlines.

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

Accounting
Learn to be consistently analytical and data driven in the context of organizational strategic decision-making.

Communications & public relations
Stimulate organizational growth and create customer value through articulation of management insight and strategic planning.

Finance
Develop your skills to understand corporate finance and sophisticated trends in capital markets in order to drive performance and value.

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

Human resource management
Focus on advanced business strategies in relation to employee compensation, recruitment, benefit analysis, insurance and employee management.

Innovation & entrepreneurship
Learn strategic thinking frameworks to recognize disruptive niches and critical capabilities to grow organizations.

International business
Recognize global changes and practice open-minded approaches to develop strategic frameworks that add value to customers, culture and companies.

Management
Gain new insights and enhance strategic decision-making process to improve performance of your organization.
Management information systems (STEM)
Develop a strong knowledge base with emphasis on analysis of Increase value and improve performance of your organization through the application of holistic strategies and gain insight into emerging patterns.

Nonprofit management & leadership
Address the unique character of nonprofit organizations by expanding your insight in public relations, program evaluation, board governance, and fundraising to specialize as an effective business leader in a nonprofit.

Public administration
Delve deeper into the business side of government to help build communities and shape our society.

Risk assessment & management
Develop your management skills while learning to identify, analyze and manage both short- and long-term risks and avoid financial pitfalls within your organization.

Sport & entertainment business
Advance your knowledge of management, sales strategy, brand activation, event management and sponsorship in diverse industries.

Strategic marketing
Translate conceptual business strategies into tangible marketing initiatives with a thorough understanding of today’s digital consumer, or position your new product via a marketing competitive advantage.

Sustainability management & analytics
Make a positive social impact on your company through profitable environmental progress.

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

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<td>MBA 503/803</td>
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<tr>
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</table>

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 bachelor’s degree in accounting can request to have the core course MBA 540 waived.

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<tr>
<td>MIB 530/830</td>
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<td>(3 credits)</td>
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<tr>
<td>MBA 576/876</td>
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<td>MBA 529/829</td>
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<td>MBA 623/923</td>
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<td>(3 credits)</td>
</tr>
<tr>
<td>MBA 541/841</td>
<td></td>
<td>(3 credits)</td>
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<tr>
<td>MBA 845</td>
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Communications and Public Relations

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Finance

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<td>MBA 576/876</td>
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MBA 626/926  (3 credits)
MIB 540/840  (3 credits)
MBA 628/928  (3 credits)
MBA 845  (3 credits)
MBA 541/841  (3 credits)
MBA 625/925  (3 credits)
MBA 517  (3 credits)

Total Hours  15

### Health Care Administration

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<tr>
<td>MBA 620/920</td>
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<tr>
<td>MBA 622/922</td>
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<tr>
<td>MBA 623/923</td>
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<tr>
<td>MBA 624/924</td>
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<tr>
<td>MBA 685/985</td>
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<tr>
<td>MPA 568/868</td>
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<tr>
<td>MBA 845</td>
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Total Hours  15

### Human Resource Management

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<tr>
<td>MPA 568/868</td>
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<td></td>
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<tr>
<td>MBA 624/924</td>
<td>3</td>
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<tr>
<td>MBA 845</td>
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<tr>
<td>MBA 587</td>
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<tr>
<td>MIB 570/870</td>
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Total Hours  18

### Innovation and Entrepreneurship Concentration

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<td>MBA 687/887</td>
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<td>MBA 688/888</td>
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<td>MBA 555/855</td>
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<td>MBA 553/853</td>
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MBA 511/811
MBA 578/878
MBA 845
MBA 587
MIB 570/870

Total Hours  15

### International Business

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<td>MIB 540/840</td>
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Total Hours  15

### Management

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Total Hours  15
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**Total Hours**: 15

### Nonprofit Management and Leadership

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**Total Hours**: 15

### Risk Assessment and Management

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**Total Hours**: 15

### Sport and Entertainment Business

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**Total Hours**: 15

### Strategic Marketing

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MBA 845
MBA 587
MIB 570/870
MBA 552/852

Total Hours 15

**Sustainability Management and Analytics (STEM Program)**

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Total Hours 15

**MBA Internship:** All students are encouraged to experience an internship for three credits, MBA 845 (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. 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.

**Mini-MBA Graduate Certificate**

Designed for the Post-Baccalaureate student that seeks business acumen and a well-rounded education applicable to their business or management career. Students select five courses from the MBA core area of study for a total of 15 credits to earn an MBA Graduate Certificate. At any time during the program students may transition into the MBA degree program course of study through the standard application process.

**Core:** Students chose five (5) courses from the following concentrations for a total of 15 credits:

- MBA 500 Managerial Economics and Econometrics
- MBA 503 Ethics and Organizational Leadership
- MBA 510 Applied Statistical Methods
- MBA 530 Corporate Finance
- MBA 540 Accounting: Financial Analysis for Decision Making
- MBA 569 Management Science and Analytics
- MBA 610 Leadership Perspectives in HR
- MBA 590 Strategic Management (Capstone – taken last)

**MBA Graduate Certificates**

Post-Baccalaureate students can earn a graduate certificate by selecting five courses within one of the MBA concentration areas of study for a total of 15 credits. Students may at any time transition into the MBA degree program course of study through the standard application process.

**Dual Degree MBAs**

Batterman School of Business MBA program offers dual degree opportunities for Concordia Wisconsin or Concordia Ann Arbor graduate students in Nursing, Occupational Therapy, Exercise Science, and Physical Therapy. Please see the MBA Program Director for details.

**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 course or MUS 642;
   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 or MUS 599.

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:

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>MUS 585</td>
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<td>3</td>
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<tr>
<td>MUS 586</td>
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<td>3</td>
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<tr>
<td>MUS 546</td>
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<td>3</td>
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<tr>
<td>MUS 686</td>
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<td>3</td>
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</tbody>
</table>

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 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

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
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<td>3</td>
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<tr>
<td>MUS 585</td>
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<td>MUS 565</td>
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<td>MUS 569</td>
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<td>MUS 571</td>
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<tr>
<td>MUS 541</td>
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<tr>
<td>or MUS 642</td>
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<tr>
<td>MUS 545</td>
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<td>3</td>
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<tr>
<td>MUS 521</td>
<td>(minimum of 6 credits)</td>
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<tr>
<td>MUS 522</td>
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<tr>
<td>MUS 599</td>
<td>(Recital Paper)</td>
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<td>MUS 642</td>
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<tr>
<td>Comprehensive Exams (Written and Oral)</td>
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| Total Hours | 36 |

Choral Emphasis

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<td>MUS 565</td>
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<td>MUS 541</td>
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<td>or MUS 642</td>
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<tr>
<td>MUS 545</td>
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<tr>
<td>MUS 551</td>
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</table>

MUS 511 |                        | 3     |
MUS 552 |                        | 3     |
MUS 599 | (Recital Paper)        | 3     |
MUS 642 |                        | 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.
Credentia ling
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) 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.nbct.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 in 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/dues-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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Year 1</td>
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<tr>
<td></td>
<td>Summer</td>
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<tr>
<td>BIO 550</td>
<td>Anatomy and Physiology I</td>
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<tr>
<td>OT 640</td>
<td>Anatomy and Physiology II</td>
<td>3</td>
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<tr>
<td></td>
<td>Hours</td>
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<td>BIO 585</td>
<td>Advanced Functional Anatomy and Physiology</td>
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<td></td>
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<td>OT 564</td>
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<td>OT 530</td>
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<td>Completion of the BSRS degree at the end of the summer session.</td>
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<td>OT 565</td>
<td>Anatomy and Physiology XXI</td>
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</table>
The 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
- 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. 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

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<td><strong>Spring</strong></td>
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<td>BIO 550</td>
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<tr>
<td><strong>Hours</strong></td>
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<td><strong>Summer</strong></td>
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<td><strong>Fall</strong></td>
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<td><strong>Hours</strong></td>
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<td><strong>Year 2</strong></td>
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OT 569 3
OT 603 3  
**Summer**
OT 645 3
OT 582 3  
**Fall**
OT 575 3 (pass/fail 0)
OT 590 3
OT 601 3
OT 605 3
OT 595 3
OT 600 3  
**Year 3**
**Spring**
OT 620 3 months 6  
**Summer**
OT 622 3 months 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

  - Non-refundable $50 application fee
  - All official college transcripts

Transitional MOT Curriculum: 2018 Cohort

<table>
<thead>
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<th>Year 1</th>
<th>Course</th>
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</tr>
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</table>
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, academic teaching, 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 (Examples: 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)
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. A maximum of 6 credits may be transferred into the Master of Applied Exercise Science program from outside institutions.

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

**Curriculum**

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<td>MSN 820</td>
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</table>

**Electives**

Select 6 elective credits

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 in graduate programs such as Athletic Training, Physical Therapy, Counseling, Business, Social Work, etc. In addition, a Practicum (MSES 560) can be completed for elective credits.

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 including successful oral defense and written thesis chapters.

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

The Accelerated Master of Applied Exercise Science is a five-year program allowing a student to complete both an undergraduate Exercise Physiology degree and a Master of Applied Exercise Science degree. The objective of this program is to prepare graduate trained students to enter a variety of careers in Strength and Conditioning, Sports Performance, Fitness, Wellness and Fitness, and Clinical Exercise Physiology. Students will have the opportunity to gain exercise physiology knowledge in the classroom, hand-on skills in the Exercise Physiology Laboratory and internship/practicum sites in the community, and research experience in both undergraduate and graduate projects.

**Program Goals**

- 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

**Admission Requirements**

There are no specific entry level admission requirements beyond normal undergraduate admission requirements for a typical incoming freshman. Students may choose to designate themselves for the accelerated track or to stay in the tradition 4 year Exercise Physiology undergraduate degree. By completion of Fall of Junior Year, students will be reviewed for progression into the graduate portion of the program based on the following:

1. Good academic standing
2. Good progression through undergraduate Exercise Physiology core courses making the student a good candidate to progress to graduate status during Year 4
3. Cumulative GPA of 3.0
5. No GRE is required
6. Transfer students will be considered for the Accelerated Master of Applied Exercise Science program through submission of academic transcripts of completed coursework from other universities. The
Program Director will review the transcripts to determine if entry into this program is a possibility on an individual basis.

Curriculum

Accelerated students will complete the University core curriculum (45 credits), Exercise Physiology core curriculum (48 credits) and the Master of Applied Exercise Science core curriculum (27 credits) along with undergraduate and graduate electives. A total of at least 150 credits is required for completion of the Accelerated Master of Applied Exercise Science program. Please refer to the Exercise Physiology Major and the Master of Applied Exercise Science curriculum pages for complete details. The graduate portion has a bi-annual course rotation creating two maps for Years 4 and 5. Please consult with the Applied Exercise Science program director for curriculum maps based on semester of entry.

- Years 1-3 will focus on undergraduate Exercise Physiology coursework.
- Year 4 will be a mixture of both undergraduate Exercise Physiology and graduate Applied Exercise Science courses.
- Year 5 will be solely graduate Applied Exercise Science coursework including completion of a thesis.
- Graduate electives can be completed 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 in graduate programs such as Athletic Training, Physical Therapy, Counseling, Business, Social Work, etc. In addition, a Practicum (MSES 560) can also be completed for elective credits.

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 entry into Year 4 to complete the masters thesis including successful oral defense and written thesis chapters.

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

- The Master of Applied Exercise Science Program offers core courses on a rotating basis every other year with the exception of MSES 569 (Research Methods) which is offered every Spring semester, MSES 600 (Thesis) which is offered every Fall and Spring semester, and MSN 820 (Basic Statistics) which is offered throughout the year. Placement of MSN 820 (Basic Statistics) is recommended in the first semester of entry into the program.

Fall (Odd Year)
- MSES 540: Applied Kinesiology
- MSES 545: Cardiorespiratory Exercise Physiology
- MSES 600: Thesis
- MSN 820: Basic Statistics

Spring (Even Year)
- MSES 550: Seminar in Exercise Science
- MSES 600: Thesis

- MSES 565: Neuromuscular Exercise Physiology
- MSES 569: Research Methods
- MSN 820: Basic Statistics

Master of Science in Athletic Training (CUW)

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.

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 PROBLEMS™

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/mscs

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 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 (42 credits for those admitted conditionally).

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</tr>
<tr>
<td>CSC 568</td>
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</table>

Total Hours 36

1 Courses, other than CSC 502, 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:

<table>
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<tr>
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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 may be 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 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.

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

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**Master of Science in Information Technology**

**The Technology Program with a Soul**

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

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**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 / CSC 801 requirement waived. Contact the program director for more information.

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**Electives**

Select six of the following after consulting with your advisor: 18

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Total Hours 36

1 CSC 505 / CSC 805 is the required first course in the program, and is to be taken by all MS IT students. Students who are required to take CSC 501 / CSC 801 should take that class concurrently with CSC 505 / CSC 805, if possible. If not, both CSC 501 / CSC 801 and CSC 505 / CSC 805 must be completed before enrolling in any other MS IT course. Students may apply at any time for the MS IT program.
Program Structure
On-campus courses in the MS IT program follow an accelerated, evening model whereby the class meets on the Mequon campus one night a week (for 4 hours) over the course of 8 weeks. The MS IT program follows the traditional CUW semester system (Fall, Spring, Summer) with one additional element. There are two “sessions” of MS IT classes in both the Fall and Spring semesters (session A and B). The two sessions are run back-to-back over the semester. During the Summer semester there is only 1 session. The first courses in the MS IT program are offered during session A of Fall and Spring, and usually in the Summer semester also.

MS IT eLearning classes follow an asynchronous model. A student may enroll in an eLearning classes at any time. The course begins as soon as the student enrolls. Currently, eLearning courses 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 39 credits of Computer Science graduate courses.

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Electives
Select a minimum of 18 credits of the following:

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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 /CSC 801 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 of 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 /CSC 801 and CSC 505 /CSC 805 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.
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 state’s 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

**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

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or MBA 827

or MBA 985

or MMC 840

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**Total Hours:** 41

### Nurse Educator

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### Certificate After Graduation Education

The Certificate After Graduate Education in Nursing (CAGE) program allows individuals with a prior Master of Science in Nursing degree to add a different clinical emphasis. The program offers three options: Family Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Nurse Educator. The program curriculum is individualized for each student based on their academic needs to meet their certification goals. A transcript review of previous MSN courses will be completed, providing an opportunity to increase advanced practice nursing knowledge and clinical experience without duplicating coursework previously completed. Credit requirements for completion will vary based on prior academic work.

### Family and Adult/Gerontology Primary Care Nurse Practitioner

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**Total Hours:** 39

### Nurse Educator

Note: This 9-credit or 15-credit graduate certificate provides participants with a foundation in the knowledge and skills required to teach in a nursing education program. Those who complete the program will be eligible to sit for the Certification for Nurse Educators (CNE) exam through the National League for Nursing.
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:

- Faith 6 credits
- Human Creativity and Expression 3 credits
- Society and Culture 6 credits
- Human Being and Being Human 3 credits
- Communication 6 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 Faith, 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
- Working 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 84 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**

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Total Hours 30

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

**MSN Portion of RN to BSN to MSN Program - Nurse Practitioner Tracks**

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**MSN Portion of RN to BSN to MSN Program - Nurse Educator Track**

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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 transformative 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 10 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.

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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:

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 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 patient care experience. 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.
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 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 or 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 a minimum of 500 hours of patient care experience and a minimum of 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**

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

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**Winterim**

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**Spring**

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**Year 3**

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**Total Hours**: 117

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 classes are 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. This is a rigorous program where 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. Projects can also be based on work that is relevant to where students are currently working, if they are currently employed in the industry. 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 and the Innovation Campus in Wauwatosa, Concordia has nine center locations which offer accelerated undergraduate and graduate programs close to where you live and work.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td><strong>Year 1</strong></td>
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<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>MPD 534</td>
<td>Pharmaceutical and Chemical Track</td>
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<td>MPD/PHAR 543</td>
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<tr>
<td>MPD 595</td>
<td>Pharmaceutical and Chemical Track</td>
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<tr>
<td>MBA 686</td>
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<tr>
<td>MBA 688</td>
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**Track Specific Courses**

| CHEM 455 | 4 cr. (Chemical Track)                  |       |
| MPD 598  | 3 cr. (Pharmaceutical Track)            |       |
| MBA 550  | 3 cr. (Food and Beverage)               |       |
| MPD 510  | 3 cr. (Food and Beverage)               |       |
|          | Hours                                   | 7     |

**Spring**

| MPD/PHAR 543 |                               | 1     |
| MPD 596     | Pharmaceutical and Chemical Track     | 3     |
| MPD 597     |                                         | 2     |
| MPD 599     | Pharmaceutical and Chemical Track     |       |
| MIB 830     |                                       | undefined |

**Track-specific Courses**

| CHEM 435 | 4 cr. (Chemical Track)                  |       |
| PHAR 330 | 3 cr. (Pharmaceutical Track)            |       |
| MPD 515  | 3 cr. (Food and Beverage Track)        |       |
|          | Hours                                   | 6     |

| **Year 2** |                                       |       |
| **Fall**   |                                       |       |
| MPD/PHAR 543 |                               | 1     |
| MBA 687    |                                       | 2     |
| Track Specific Courses |               | 6     |
| MPD 424   | 3 cr. (Pharmaceutical Track)           |       |
|          | Hours                                   | 9     |

| **Spring** |                                       |       |
| MPD/PHAR 543 |                               | 1     |
| MBA 689    |                                       |       |
| MBA 569    |                                       | undefined |

**Admissions and Application Information**

Individuals interested in the MPD program (Pharmaceutical or Chemical Track) should contact the Assistant Program Director, Scott G. Van Ornum, Ph.D., at Scott.VanOrnum@cuw.edu; 262-243-4488. Those interested in the Food and Beverage Track can contact Program Director Daniel Sem, Ph.D., MBA, JD at Daniel.Sem@cuw.edu; 262-243-2778 or Brian Curry, Ph.D., MBA at Brian.Curry@cuw.edu; 262-243-4282. Applicants for the Pharmaceutical or Chemical track 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 science or business would be acceptable. Additional program information for the Pharmaceutical and Chemical track can be found at: https://www.cuw.edu/academics/programs/product-development-chemical-masters/index.html and 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.

**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 2019: 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
- 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

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<tr>
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<tr>
<td>Fall</td>
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<td>Evidence-Based Practice in Rehabilitation</td>
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<tr>
<td>Writing in Rehabilitation Science</td>
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<tr>
<td>Pediatric Conditions and Practice Environments</td>
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<td>Hours</td>
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<tr>
<td>Adult Neurological Conditions and Practice Environments</td>
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<td>Older Adult Conditions and Practice Environments</td>
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<td>Research Project and Application to International Practice</td>
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Master of Science in Speech-Language Pathology

Overview
This two year graduate, full-time program is designed to prepare you to become a competent speech-language pathologist who provides quality care in a respectful, culturally sensitive, caring, and knowledgeable manner. Committed and experienced faculty will guide the didactic program along with high-quality clinical experiences to prepare you for professional certification and licensure.

Be part of a dynamic graduate program that is committed to:
- PROMOTING EXCELLENCE | SERVING COMMUNITY | EMBRACING DIVERSITY | INSPIRING COMPASSION | FOSTERING CRITICAL THINKING | VALUNG INDIPENDENCE

Concordia University Wisconsin Department of Speech-Language Pathology is committed to offering an engaging environment and access to off-site community service and clinical opportunities, in addition to the soon-to-be-completed, state-of-the art, on-campus Concordia University Wisconsin Speech, Language, and Hearing clinic. Clinical and therapeutic services are provided to students at LUMIN (Lutheran Urban Mission Initiative, Inc.) elementary schools throughout the Milwaukee area, individuals affiliated with Portal Industries in Grafton, and more.

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COMMUNICATION SKILLS: 
Practice.

The following are specific skills/essential functions needed by speech-language pathologists in order to provide service within the scope of practice. The document may be found at http://www.capcsd.org/proceedings/2007/talks/EFchecklist.pdf

MOTOR SKILLS:

Students must possess the stamina for physical tasks. Must be able to sit/stand for several hours.

Students must demonstrate the stamina to perform classroom/clinical tasks for the amount of time in a typical workday.

OBESERVATION SKILLS/SENSORY ABILITIES:

• Speech-language pathologists must have keen observation skills.
• Students must be able to pick up on non-verbal communication and non-verbal cues (e.g., facial expressions, gestures, body language/orientation, joint attention, eye contact)
• Students need to be aware of the sensory needs of their clients/patients and the impact on communication.
• Students must therefore demonstrate functional hearing skills (aided or unaided) for speech frequencies.
• Students must have sufficient vision (with or without glasses) to participate in academic and clinical aspects of their education.
• Students must be able to read materials such as medical records, IEP’s, and testing materials.
• Students must be able to complete visual assessment of the structure and function of oral-facial structures.
• Students must have the visual capability to read and interpret videos, fluoroscopic swallow studies.

INTELLECTUAL/COGNITIVE SKILLS:

• Students must have the cognitive skills to achieve competencies in required academic coursework.
• Students must demonstrate the ability to attend, memorize, organize, analyze, integrate and apply the information from coursework in a clinical setting.
• Students must have sufficient problem solving and critical thinking skills.
• Students must demonstrate the ability to use professional written language.

MOTOR SKILLS:

• Students must have sufficient use of gross and fine motor skills to carry-out clinical service to clients/patients. This includes, but is not limited to: keyboarding, clinical, diagnostic, and lab equipment, and note-taking (in class and clinically during interview/case history).
• Students must demonstrate the ability to access operate and/or access transportation to all clinical and academic placements.
• Students must demonstrate the ability to transfer to and from the floor safely.
• Students must demonstrate the ability to move between areas (some maneuverability in small spaces), and use technology (e.g., AAC, computers, hearing aids, microphones).

BEHAVIOR/SOCIAL SKILLS:

• Students must have good judgment and behave professionally.
• Students must have good emotional health, to allow for use of intellectual skills even in stressful situations.
• Students must be reliable, mature and act responsibly.
• Students must demonstrate the ability to interact with faculty, preceptors, other students, other professionals, clients/patients, and caregivers in a variety of academic and clinical settings.
• Students must demonstrate understanding of the ASHA Code of Ethics and be able to apply it to difficult clinical situations.
• Students must have sufficient time management skills to complete all required academic and clinical coursework in a timely manner.
• Students must demonstrate the ability to take in constructive criticism and self-evaluation and use it to enhance their skill development.
• Students must show respect for individuals of diverse backgrounds.

Admission Requirements
# Bachelor’s Degree in Communication Science & Disorders or equivalent (or a bachelor’s degree in another major and the completion of a CSD leveling program from a regionally accredited institution)
# Minimum 3.0 cumulative undergraduate GPA, firm
# Personal Essay (not to exceed 1000 words)
What has called you to the vocation of speech-language pathology? How is the Master of Science in Speech-Language Pathology program at CUW a good fit to meet your educational and career goals?
# GRE scores submitted via ETS
# Resume
# Three letters of recommendation
# Documented and signed ASHA qualified observation hours
# Ability to perform essential functions of a Speech-Language Pathologist as outlined by CAPCSD

Cost
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.

Concordia University Wisconsin is accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges: North Central Association of Schools and Colleges
https://www.cuw.edu/about/accreditation-approval.html

The Master of Science (M.S.) program in speech/language pathology at Concordia University Wisconsin is a Candidate for Accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association. This is a “pre-accreditation” status with the CAA, awarded to developing or emerging programs for a maximum period of five years.

Council on Academic Accreditation in Audiology and Speech-Language Pathology
American Speech-Language Hearing Association
2200 Research Boulevard #310
Rockville, MD 20850
800-498-2071

The CAA has determined that the program demonstrates sufficient compliance with the Standards for Accreditation as outlined in the 2019 Candidacy Compliance Continuum. As a result the CAA has awarded candidacy for a period of five years beginning 3/1/2019 through 2/29/2024. Award of candidacy allows the program to matriculate students into the program as it continues to document compliance with accreditation standards for the duration of the candidacy accreditation cycle.

Expected SLP Graduate Student Academic and Clinical Experience and Practice Outcomes
Upon successful completion of all requirements and graduation from the Master of Science in speech-language pathology program at CUW, individuals will be prepared to apply for initial licensure required for practice in the state of Wisconsin and will have demonstrated the knowledge and skills necessary for the ASHA Certificate of Clinical Competence. Upon completion of the SLP graduate program, students will have completed all required knowledge and skills competencies consistent with ASHA’s Council for Clinical Certification in Audiology and Speech-Language Pathology (CFCC – see link below). Further, all students will have met the required 25 hours of observation and 375 hours of clinical practicum to be prepared to transition into their clinical fellowship year following graduation. All competencies and clinical hours will be documented and maintained by the program using CALIPSQ, a web-based academic and clinical management program. In addition, the SLP graduate program will prepare students to pass the Praxis examination in Speech-Language Pathology (https://www.ets.org/praxis/asha).

Upon completion of their clinical fellowship, students will have completed all the requisite knowledge and skills competencies and will be eligible to apply for their certificate of clinical competence (CCC) through ASHA. Additionally, students will have demonstrated effective and professional interaction skills with patients, families, and other health care professionals through service learning and/or the provision of clinical services in the CUW Interprofessional Education (IPE) clinic while working collaboratively with other disciplines. This program will require successful completion of 42 core academic credit hours, 6 credit hours of electives, and 9 credit hours of clinical practicum resulting in a minimum of 57 credit hours of coursework (academic and clinical) for completion.

(CFCC link: https://www.asha.org/about/governance/committees/committeemartforms/council-for-clinical-certification-in-audiology-and-speech-language-pathology/)

SLP GRADUATE CLINICAL EDUCATION AND PRACTICE REQUIREMENTS
Graduate students in the Speech-Language Pathology graduate program must be “In Good Standing” to enroll in the Clinical Practicum courses (SLP 650, SLP 651, & SLP 652) and to participate in scheduled clinical activities. Students must maintain a cumulative GPA of 3.0 to be considered “In Good Standing”. In addition, students must have completed the requisite academic coursework prior to enrolling in clinical practicum related to that specific disorder.

Additionally, students must have no documented professional and/or ethical behavioral concerns in their graduate program record/file. Students may request access to their student record/file from their Departmental Advisor, the Clinic Director, and/or Department Chair.

Fieldwork and Clinical Practicum
YEAR 1 - SUMMER
SLP 650
1 client, on-campus if experience from undergrad
If no experience with clinic in undergrad will have 1 client, paired with experienced 2 nd year Practicum course; 1 hour classroom session per week

YEAR 1 - FALL
SLP 650
On-campus clinic; 1-2 clients
Practicum course; 1 hour classroom session per week

**YEAR 1 - SPRING**

SLP 650
½ the students in on-campus clinics

SLP 651
½ the students in off-campus ~10 hours/week (2, ½ days)
Both Practicum courses have a 1 hour classroom session per week

**YEAR 2 - SUMMER**

SLP 650
If off-campus in the prior spring semester, then on-campus may be paired with inexperienced 1st year student

SLP 651
If on-campus prior spring, now off-camp; experience; ~10 hours/week (2, ½ days)
Both Practicum courses have a 1 hour classroom session per week

**YEAR 2 - FALL**

SLP 651
All 2nd year students either off-campus (2, ½ days) or possibly on-campus with multiple more complex clients
Practicum course; 1 hour classroom session per week

**YEAR 2 - SPRING**

SLP 652
All 2nd year students off-campus full time
8 week medical placement
8 week school placement
No classroom requirement

**ASHA Clinical Certification Standards (CCC-SLP)**

Speech-Language Pathology graduate program student outcomes are consistent with the ASHA Clinical Competency and Certification Standards. All SLP graduates will likely meet the 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology. These standards can be found at https://www.asha.org/Certification/2020-SLP-Certification-Standards/


**At the conclusion of the CUW Speech-Language Pathology graduate program, students are expected to meet the following standards:**

**Standard I: Degree**

The applicant for certification (hereafter, “applicant”) must have a master’s, doctoral, or other recognized post-baccalaureate degree.

**Standard II: Education Program**

All graduate coursework and graduate clinical experience required in speech-language pathology must have been initiated and completed in a speech-language pathology program accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).[SMT1] (p.)

Implementation: The graduate program of study must be initiated and completed in a CAA-accredited program or a program with candidacy status for CAA accreditation. The applicant’s program director or official designee must complete and submit a program director verification form. Applicants must submit an official graduate transcript or a letter from the registrar that verifies the date on which the graduate degree was awarded. The official graduate transcript or letter from the registrar must be received by the ASHA National Office no later than one (1) year from the date on which the application was received. Verification of the applicant’s graduate degree is required before the CCC-SLP can be awarded.

Applicants educated outside the United States or its territories must submit documentation that coursework was completed in an institution of higher education that is regionally accredited or recognized by the appropriate regulatory authority for that country. In addition, applicants outside the United States or its territories must meet each of the standards that follow.

**Standard III: Program of Study**

The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.

**Implementation:** The minimum of 36 graduate semester credit hours must have been earned in a program that addresses the knowledge and skills pertinent to the ASHA Scope of Practice in Speech-Language Pathology.

**Standard IV: Knowledge Outcomes**

**Standard IV-A**

The applicant must have demonstrated knowledge of statistics as well as the biological, physical, and social/behavioral sciences.

**Implementation:** Coursework in statistics as well as in biological, physical, and social/behavioral sciences that is specifically related to communication sciences and disorders (CSD) may not be applied for certification purposes to this category unless the course fulfills a general the university requirement in the statistics, biology, physical science, or chemistry areas.

Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences (e.g., biology, human anatomy and physiology, neuroanatomy and neuropsychology, human genetics, veterinary science). Chemistry and physics are important for the foundational understanding of the profession of speech-language pathology. For all applicants who apply beginning January 1, 2020, courses that meet the physical science requirement must be in physics or chemistry. Program directors must evaluate the course descriptions or syllabi of any courses completed prior to students entering their programs to determine if the content provides foundational knowledge in physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, or public health. A stand-alone course in statistics is required. Coursework in research methodology in the absence of basic statistics cannot be used to fulfill this requirement.

**Standard IV-B**

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the
ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C
The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

• Speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification
• Fluency and fluency disorders
• Voice and resonance, including respiration and phonation
• Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), pre-linguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing
• Hearing, including the impact on speech and language
• Swallowing/feeding, including (a) structure and function of orofacial myology and (b) oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span
• Cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning
• Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities
• Augmentative and alternative communication modalities

Implementation: It is expected that coursework addressing the professional knowledge specified in this standard will occur primarily at the graduate level.

Standard IV-D
For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E
The applicant must have demonstrated knowledge of standards of ethical conduct.

Implementation: The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F
The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Implementation: The applicant must have demonstrated knowledge of the principles of basic and applied research and research design. In addition, the applicant must have demonstrated knowledge of how to access sources of research information and must have demonstrated the ability to relate research to clinical practice.

Standard IV-G
The applicant must have demonstrated knowledge of contemporary professional issues.

Implementation: The applicant must have demonstrated knowledge of professional issues that affect speech-language pathology. Issues include trends in professional practice, academic program accreditation standards, ASHA practice policies and guidelines, educational legal requirements or policies, and reimbursement procedures.

Standard IV-H
The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.

Standard V: Skills Outcomes

Standard V-A
The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

Implementation: Applicants are eligible to apply for certification once they have completed all graduate-level academic coursework and clinical practicum and have been judged by the graduate program as having acquired all of the knowledge and skills mandated by the current standards.

The applicant must have demonstrated communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others. For oral communication, the applicant must have demonstrated speech and language skills in English, which, at a minimum, are consistent with ASHA’s current position statement on students and professionals who speak English with accents and nonstandard dialects. In addition, the applicant must have demonstrated the ability to write and comprehend technical reports, diagnostic and treatment reports, treatment plans, and professional correspondence in English.

Standard V-B
The applicant must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation
   a. Conduct screening and prevention procedures, including prevention activities.
   b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
   c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
   d. Adapt evaluation procedures to meet the needs of individuals receiving services.
   e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
These experiences allow students to:

- interpret, integrate, and synthesize core concepts and knowledge;
- demonstrate appropriate professional and clinical skills; and
- incorporate critical thinking and decision-making skills while engaged in prevention, identification, evaluation, diagnosis, planning, implementation, and/or intervention.

Supervised clinical experiences should include interprofessional education and interprofessional collaborative practice, and should include experiences with related professionals that enhance the student’s knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology in order to count toward the student’s ASHA certification requirements.

**Standard V-C**

The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to the following activities: debriefing of a video recording with a clinical educator who holds the CCC-SLP, discussion of therapy or evaluation procedures that had been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos.

It is encouraged that the student observes live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds a current ASHA certification in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student’s observation or afterwards through review and approval of the student's written reports or summaries. Students may use video recordings of client services for observation purposes.

Applicants should be assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual’s family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through CS methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.

f. Complete administrative and reporting functions necessary to support evaluation.

g. Refer clients/patients for appropriate services.

2. Intervention

a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients’/patients’ needs. Collaborate with clients/patients and relevant others in the planning process.

b. Implement intervention plans that involve clients/patients and relevant others in the intervention process.

c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.

d. Measure and evaluate clients’/patients’ performance and progress.

e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

f. Complete administrative and reporting functions necessary to support intervention.

g. Identify and refer clients/patients for services, as appropriate.

3. Interaction and Personal Qualities

a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others.

b. Manage the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice.

c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.

d. Adhere to the ASHA Code of Ethics, and behave professionally.

Implementation: The applicant must have acquired the skills listed in this standard and must have applied them across the nine major areas listed in Standard IV-C. These skills may be developed and demonstrated through direct clinical contact with individuals receiving services in clinical experiences, academic coursework, labs, simulations, and examinations, as well as through the completion of independent projects.

The applicant must have obtained a sufficient variety of supervised clinical experiences in different work settings and with different populations so that the applicant can demonstrate skills across the ASHA Scope of Practice in Speech-Language Pathology. Supervised clinical experience is defined as clinical services (i.e., assessment/diagnosis/evaluation, screening, treatment, report writing, family/client consultation, and/or counseling) related to the management of populations that fit within the ASHA Scope of Practice in Speech-Language Pathology.

These experiences may include:

- experiences with related professionals that enhance the student’s knowledge and skills in an interdisciplinary, team-based, comprehensive service delivery model.

- Clinical simulations (CS) may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). These supervised experiences can be synchronous simulations (real-time) or asynchronous (not concurrent in time) simulations.

- Clinical educators of clinical experiences must hold current ASHA certification in the appropriate area of practice during the time of supervision. The supervised activities must be within the ASHA Scope of Practice in Speech-Language Pathology in order to count toward the student’s ASHA certification requirements.

- The applicant must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in guided clinical observation, and 375 hours must be spent in direct client/patient contact.

- Implementation: Guided clinical observation hours generally precede direct contact with clients/patients. Examples of guided observations may include but are not limited to the following activities: debriefing of a video recording with a clinical educator who holds the CCC-SLP, discussion of therapy or evaluation procedures that had been observed, debriefings of observations that meet course requirements, or written records of the observations. It is important to confirm that there was communication between the clinical educator and observer, rather than passive experiences where the student views sessions and/or videos. It is encouraged that the student observes live and recorded sessions across settings with individuals receiving services with a variety of disorders and completes debriefing activities as described above.

- The observation and direct client/patient contact hours must be within the ASHA Scope of Practice in Speech-Language Pathology and must be under the supervision of a qualified professional who holds a current ASHA certification in the appropriate practice area. Guided clinical supervision may occur simultaneously during the student’s observation or afterwards through review and approval of the student's written reports or summaries. Students may use video recordings of client services for observation purposes.

- Applicants should be assigned practicum only after they have acquired a base of knowledge sufficient to qualify for such experience. Only direct contact (e.g., the individual receiving services must be present) with the individual or the individual’s family in assessment, intervention, and/or counseling can be counted toward practicum. When counting clinical practicum hours for purposes of ASHA certification, only the actual time spent in sessions can be counted, and the time spent cannot be rounded up to the nearest 15-minute interval.

- Up to 20% (i.e., 75 hours) of direct contact hours may be obtained through CS methods. Only the time spent in active engagement with CS may be counted. CS may include the use of standardized patients and simulation technologies (e.g., standardized patients, virtual patients, digitized mannequins, immersive reality, task trainers, computer-based interactive). Debriefing activities may not be included as clinical clock hours.
Although several students may observe a clinical session at one time, clinical practicum hours should be assigned only to the student who provides direct services to the individual receiving services or the individual's family. Typically, only one student at a time should be working with a client in order to count the practicum hours. Several students working as a team may receive credit for the same session, depending on the specific responsibilities that each student is assigned when working directly with the individual receiving services. The applicant must maintain documentation of their time spent in supervised practicum, and this documentation must be verified by the program in accordance with Standards III and IV.

**Standard V-D**

At least 325 of the 400 clock hours of supervised clinical experience must be completed while the applicant is enrolled in graduate study in a program accredited in speech-language pathology by the CAA.

**Implementation:** A minimum of 325 clock hours of supervised clinical practicum must be completed while the student is enrolled in the graduate program. At the discretion of the graduate program, hours obtained at the undergraduate level may be used to satisfy the remainder of the requirement.

**Standard V-E**

Supervision of students must be provided by a clinical educator who holds ASHA certification in the appropriate profession, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development in clinical instruction/supervision after being awarded ASHA certification.

The amount of direct supervision must be commensurate with the student’s knowledge, skills, and experience; must not be less than 25% of the student’s total contact with each client/patient; and must take place periodically throughout the practicum. Supervision must be sufficient to ensure the welfare of the individual receiving services.

**Implementation:** Effective January 1, 2020, supervisors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision. The professional development/continuing education must be completed after being awarded ASHA certification and prior to the supervision of a student. Direct supervision must be in real time. A clinical educator must be available and on site to consult with a student who is providing clinical services to the clinical educator’s client. Supervision of clinical practicum is intended to provide guidance and feedback and to facilitate the student’s acquisition of essential clinical skills.

In the case of CS, asynchronous supervision must include debriefing activities that are commensurate with a minimum of 25% of the clock hours earned for each simulated individual receiving services.

**Standard V-F**

Supervised practicum must include experience with individuals across the life span from the range of disorders and differences named in Standard IV-C.

**Standard VI: Assessment**

The applicant must have passed the national examination adopted by ASHA for purposes of certification in speech-language pathology.

**Implementation:** Results of the Praxis® Examination in Speech-Language Pathology must be submitted directly to ASHA from the Educational Testing Service (ETS). The certification standards require that a passing exam score be earned no earlier than 5 years prior to the submission of the application and no later than 2 years following receipt of the application. If the exam is not successfully passed and reported within the 2-year application period, the applicant’s certification file will be closed. If the exam is passed or reported at a later date, then the applicant will be required to reapply for certification under the standards in effect at that time.

**Standard VII: Speech-Language Pathology Clinical Fellowship**

The applicant must successfully complete a Speech-Language Pathology Clinical Fellowship (CF).

**Implementation:** The CF experience may be initiated only after completion of all graduate credit hours, academic coursework, and clinical experiences required to meet the knowledge and skills delineated in Standards IV and V. The CF experience must be initiated within 24 months of the date on which the application for certification is received. Once the CF has been initiated, it must be completed within 48 months of the initiation date. For applicants completing multiple CFs, all CF experiences related to the application must be completed within 48 months of the date on which the first CF was initiated. Applications will be closed for CFs that are not completed within the 48-month timeframe or that are not submitted to ASHA within 90 days after the 48-month timeframe. The Clinical Fellow will be required to reapply for certification and must meet the standards in effect at the time of re-application. CF experiences more than 5 years old at the time of application will not be accepted.

The CF must be completed under the mentorship of a clinician who held the CCC-SLP throughout the duration of the fellowship and must meet the qualifications described in Standard VII-B. It is the Clinical Fellow’s responsibility to identify a CF mentor who meets ASHA’s certification standards. Should the certification status of the mentoring SLP change during the CF experience, the Clinical Fellow will be awarded credit only for that portion of time during which the mentoring SLP held certification. It is incumbent upon the Clinical Fellow to verify the mentoring SLP’s status periodically throughout the CF experience. Family members or individuals related in any way to the Clinical Fellow may not serve as mentoring SLPs to that Clinical Fellow.

**Standard VII-A: Clinical Fellowship Experience**

The CF must consist of clinical service activities that foster the continued growth and integration of knowledge, skills, and tasks of clinical practice in speech-language pathology consistent with ASHA’s current Scope of Practice in Speech-Language Pathology. The CF must consist of no less than 36 weeks of full-time professional experience or its part-time equivalent.

**Implementation:** At least 80% of the Clinical Fellow’s major responsibilities during the CF experience must be in direct, in-person client/patient contact (e.g., assessment, diagnosis, evaluation, screening,
treatment, clinical research activities, family/client consultations, recordkeeping, report writing, and/or counseling) related to the management process for individuals who exhibit communication and/or swallowing disabilities.

Full-time professional experience is defined as 35 hours per week, culminating in a minimum of 1,260 hours. Part-time experience should be at least 5 hours per week; anything less than that will not meet the CF requirement and may not be counted toward completion of the experience. Similarly, work in excess of 35 hours per week cannot be used to shorten the CF to less than 36 weeks.

**Standard VII-B: Clinical Fellowship Mentorship**

The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor. Mentorship must be provided by a clinician who holds the CCC-SLP, who has the equivalent of a minimum of 9 months of full-time clinical experience, and who has completed a minimum of 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP.

Implementation: Effective January 1, 2020, CF mentors for ASHA certification must complete 2 hours of professional development/continuing education in clinical instruction/supervision after being awarded the CCC-SLP and prior to mentoring the Clinical Fellow.

Direct observation must be in real time. A mentor must be available to consult with the Clinical Fellow who is providing clinical services. Direct observation of clinical practicum is intended to provide guidance and feedback and to facilitate the Clinical Fellow’s independent use of essential clinical skills.

Mentoring must include on-site, in-person observations and other monitoring activities, which may be executed by correspondence, review of video and/or audio recordings, evaluation of written reports, telephone conferences with the Clinical Fellow, or evaluations by professional colleagues with whom the Clinical Fellow works. The CF mentor and the Clinical Fellow must participate in regularly scheduled formal evaluations of the Clinical Fellow’s progress during the CF experience. The Clinical Fellow must receive ongoing mentoring and formal evaluations by the CF mentor.

The amount of direct supervision provided by the CF mentor must be commensurate with the Clinical Fellow’s knowledge, skills, and experience, and must not be less than the minimum required direct contact hours. Supervision must be sufficient to ensure the welfare of the individual(s) receiving services.

The mentoring SLP must engage in no fewer than 36 supervisory activities during the CF experience and must include 18 on-site observations of direct client contact at the Clinical Fellow’s work site (1 hour = 1 on-site observation; a maximum of six on-site observations may be accrued in 1 day). At least six on-site observations must be conducted during each third of the CF experience. On-site observations must consist of the Clinical Fellow engaging in screening, evaluation, assessment, and/or habilitation/rehabilitation activities. Mentoring must include on-site, in-person observations; however, the use of real-time, interactive video and audio conferencing technology may be permitted as a form of observation, for which pre-approval must be obtained.

Additionally, supervision must include 18 other monitoring activities. Other monitoring activities are defined as the evaluation of reports written by the Clinical Fellow, conferences between the CF mentor and the Clinical Fellow, discussions with professional colleagues of the Clinical Fellow, and so forth, and may be executed by correspondence, telephone, or reviewing of video and/or audio tapes. At least six other monitoring activities must be conducted during each third of the CF experience.

If the Clinical Fellow and their CF mentor want to use supervisory mechanisms other than those outlined above, they may submit a written request to the CFCC prior to initiating the CF. Written requests may be emailed to cfcc@asha.org or mailed to: CFCC, c/o ASHA Certification, 2200 Research Blvd. #313, Rockville, MD 20850. Requests must include the reason for the alternative supervision and a detailed description of the supervision that would be provided (i.e., type, length, frequency, etc.), and the request must be co-signed by both the Clinical Fellow and the CF mentor. On a case-by-case basis, the CFCC will review the circumstances and may or may not approve the supervisory process to be conducted in other ways. Additional information may be requested by the CFCC prior to approving any request.

**Standard VII-C: Clinical Fellowship Outcomes**

The Clinical Fellow must demonstrate knowledge and skills consistent with the ability to practice independently.

Implementation: At the completion of the CF experience, the applicant must have acquired and demonstrated the ability to:

- integrate and apply theoretical knowledge;
- evaluate their strengths and identify their limitations;
- refine clinical skills within the Scope of Practice in Speech-Language Pathology; and
- apply the ASHA Code of Ethics to independent professional practice.

In addition, upon completion of the CF, the applicant must demonstrate the ability to perform clinical activities accurately, consistently, and independently and to seek guidance as necessary.

The CF mentor must document and verify a Clinical Fellow’s clinical skills using the Clinical Fellowship Report and Rating Form, which includes the Clinical Fellowship Skills Inventory (CFSI), as soon as the Clinical Fellow successfully completes the CF experience. This report must be signed by both the Clinical Fellow and CF mentor.

**Standard VIII: Maintenance of Certification**

Certificate holders must demonstrate continued professional development for maintenance of the CCC-SLP.

Implementation: Clinicians who hold the CCC-SLP must accumulate and report 30 Certification Maintenance Hours (CMHs) (or 3.0 ASHA continuing education units [CEUs]) of professional development, which must include a minimum of 1 CMH (or 0.1 ASHA CEU) in ethics during every 3-year certification maintenance interval beginning with the 2020–2022 maintenance interval.

Intervals are continuous and begin January 1 of the year following the initial awarding of certification or the reinstatement of certification. Random audits of compliance are conducted.

Accrual of professional development hours, adherence to the ASHA Code of Ethics, submission of certification maintenance compliance documentation, and payment of annual membership dues and/or certification fees are required for maintenance of certification.

If maintenance of certification is not accomplished within the 3-year interval, then certification will expire. Those who wish to regain
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

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<td>Total Hours</td>
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Required Theory Courses

Select one of the following concentrations:

**Administration Concentration**

SPA 501/801 3
SPA 506/806 3
SPA 510/810 3
SPA 520/820 3
SPA 525/825 3
SPA 530/830 3
SPA 535/835 3
SPA 515/815 3

**Artistic Concentration**

SPA 501/801 3
SPA 506/806 3
SPA 511/811 3
SPA 520/820 3
SPA 526/826 3

Master of Social Work

MASTER OF SOCIAL WORK DEGREE

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

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

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

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

**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 the Department of Social Work with any further inquiries. 262.243.4436. Social.work@cuw.edu

**COST**

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

**PROFESSIONAL MEMBERSHIP**


**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 lifelong 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 lifelong 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

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Generalist Year Total Credits 27 credits

Specialization
Second Year Graduate Students & Advanced Standing

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Second Year Graduate Student & Advanced Standing 39 credits

Total Program Credits 66

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).

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### Post-Professional Doctorate in Occupational Therapy

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STUDENT CONDUCT

Important Student Information

Emergency Contact Information: All students are encouraged to provide emergency contact information on an annual basis to the Office of Campus Safety and keep the emergency contact information current throughout their enrollment at the University. This information is recommended for students’ health and well-being.

To enter or update the emergency contact information, go to the portal (http://my.cuw.edu or http://my.cuaa.edu). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large “Concordia University Safety Net” logo. “Add my Emergency Contact Information” is the middle link available.

Email Communication: It is the student’s responsibility to regularly (daily) read his/her Concordia University (CU) provided email. All pertinent information from a University Official/Office will be sent via the Concordia provided email. Failure to read ones email does not excuse a student from being responsible for the content provided in the communications and will not be considered as exigent circumstances in the student conduct process.

Online Communities: Concordia University and its faculty and staff do not monitor online communities and e-communication. Further, the University does not forbid faculty, staff and students from joining and participating in online communities as individuals not acting as agents of the University. However, any behavior that violates the Code of Student Conduct which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in the code.

Responsible Employee Policy: Any member of the University community, guest or visitor who believes that the policy on Equal Opportunity, Nondiscrimination, Sexual Harassment, and Other Forms of Harassment has been violated should contact the Title IX Coordinator, or any Assistant Coordinator. It is also possible for employees to notify a supervisor, or for students to notify an administrative adviser or faculty member, or any member of the community may contact Campus Safety. The University website also includes more information on reporting at www.cuw.edu/consumerinformation.

All employees receiving reports of a potential violation of University policy are expected to promptly contact the Title IX Coordinator or any Assistant Coordinator within 24 hours of becoming aware of a report or incident. All initial contacts will be treated with the maximum possible privacy. Specific information on any complaints received by any party will be reported to the Title IX Coordinator or Assistant Coordinator, but, subject to the University’s obligation to redress violations, every effort will be made to maintain the privacy of those initiating a report of the responding party. In all cases, the University will give consideration to the responding party with respect to how the responding party is pursued, but reserves the right to investigate and pursue a resolution when the reporting party chooses not to initiate or participate in a formal complaint.

Article 1 - Overview

A. Mission, Vision and Philosophy

Concordia University is an educational institution of the Lutheran Church-Missouri Synod and is dedicated to fostering and building a Christian community in mind, body and spirit for service to Christ in the Church and the world. As members of this community, students will interact with other students, staff, faculty and administrators. Therefore, it is essential that students understand that the Lord calls each person to: “Be devoted to one another in brotherly love. Honor one another above yourselves.” (Romans 12:10).

Honor and respect go hand in hand. Honoring others leads to respect for the rights of others. Therefore, students are required to engage in responsible social conduct that reflects credit upon the University community and models good Christian citizenship. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University, or with the rights of other members of the University, cannot be tolerated. We focus on our Honor One Another (H1A) goals:

1. Honor Others: One value of learning lies in understanding what knowledge can contribute to the community. It is expected that students will be open to learning, including learning about and respecting persons and cultures different from their own. Members of the campus community must act out of Christian charity and mutual respect to establish an atmosphere of trust. Therefore, Concordia University expects its members to behave towards one another with civility, sensitivity, consideration, understanding, tolerance and an active concern for the welfare of others. The University is particularly concerned that its members show respect for others regardless of race, creed, gender, disability or nationality, and avoid all forms of harassing or offensive behavior.
2. Honor the Community: Concordia University wishes to develop and foster a sense of community among the members of its Christian society. Behaviors which undermine the mission of the University, undermine any department or segment within the University, and/or adversely affect the educational goals of this community are counterproductive. Therefore, CU expects its members to value membership in this community and to honor the community with a high degree of respect. The University also wishes to be a good neighbor to the communities near which we reside. The actions of Concordia University students in these communities directly reflect on the image of the University and of all students attending Concordia. Therefore, the University expects its students to conduct themselves within the laws of the neighboring municipalities, the state and the nation. Students whose behavior (on or off campus) is judged to reflect negatively on the image of the University or who violate municipal, state and/or federal laws will be subject to all the disciplines and sanctions contained in this code.

3. Honor Oneself: Concordia University values all of its students and is deeply concerned with their total development. Concordia expects that students will care for their physical and mental well-being (self-care). Therefore, it is appropriate for the University to set expectations for personal integrity with the aim of encouraging students to appreciate their own talents, take responsibility for their behavior and actions, and enhance the quality of their lives. This translates into honoring oneself. When the student’s behavior becomes self-destructive and/or affects the education and lives of other members of the community, the Dean of Student’s office is empowered to respond appropriately as outlined in this Code. Students who engage in such self-destructive behavior or demonstrate an inability and/or unwillingness to provide for self-care may be required to submit to an assessment and/or comply with directions which will protect the student’s and/or others’ well-being. Students engaging in such behaviors are also encouraged to seek help from University resources (e.g., counseling, health services, and academic support services).

B. General Rights and Responsibilities

1. The Right to Fundamental Fairness: The University is committed to a fundamentally fair conduct process that affords each student alleged to have violated any policy notice of the allegations and a hearing before the designated University official(s). The university also allows for appeals by certain parties, as outlined in the appellate procedures below.

2. The Right to Review Records: Consistent with the Family Educational Rights and Privacy Act (FERPA) as amended, the Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student’s file.

3. Parental Notification: CU reserves the right to notify parents, in accordance with FERPA, when it determines the circumstances warrant such notification.
   a. According to CU policy we will notify parents/legal guardians of students following the first violation of the CU drug policy.
   b. According to CU policy we will notify parents/legal guardians of students following the second violation of the CU alcohol policy.
   c. For any students, regardless of age, that is in a situation that is threatening to their own health or safety situation or placed another in a situation that is threatening to their health or safety, the parents, legal guardians, and any "emergency contact" may be notified. This may include any referral to any wellness center for an alcohol or drug assessment.
   d. When the Chief Student Affairs Officer (CSAO) or designee determines that circumstances exist where it is in the best interest of the student and University to notify the parent, CU will notify the parents/legal guardians.
   e. If it is deemed by the CSAO or designee that it may be counterproductive to notify a parent, then the procedures may be altered as necessary.

4. Anti-Discrimination Statement
   a. Concordia University fully subscribes to all federal and state civil rights laws banning discrimination in private, church-affiliated institutions of higher education. CU will not illegally discriminate against any employee, applicant for employment, student 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, sexual orientation, or any other protected category under applicable local, state or federal law. However, CU is a Christian educational institution operated by The Lutheran Church-Missouri Synod and, in compliance with Title VII of the Civil Rights Act of 1964, reserves the right to give preference in employment based on religion. Gender discrimination and sexual harassment (including sexual assault) are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972.
   b. Accommodations for Students with Disabilities: Concordia University is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.
      i. Concordia University is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the programs and activities of the University.
      ii. All accommodations are made on a case-by-case basis. A student requesting any accommodation should first contact the Director of Disability Services who coordinates services for students with disabilities. The director reviews documentation provided by the student and in consultation with the student, determines which accommodations are appropriate to the student’s particular needs and programs. It is then the student’s responsibility to make direct requests for accommodations to the appropriate staff.

C. Statement of Reporting Party and Responding Party Rights

1. To be treated with respect by University officials.
2. To take advantage of campus support resources, such as Counseling, the Office of Campus Ministry, and University Health Services for students, etc.
3. To experience a safe living, educational, and work environment.
4. To have an advisor during this process.
5. To be free from retaliation.
6. To have complaints heard in substantial accordance with these procedures.
7. To be informed in writing of the outcome/resolution of the complaint.

**Article 2 - Policies General**

**Note:** Communication to students regarding violations of this code and information concerning this code will be through the students’ University email account. It is the students’ responsibility to regularly check their email account daily. Failure to check a students’ account will not be considered as an exigent circumstance for complying with this code.

**A. Jurisdiction**

This Code applies to any behaviors that take place on the campuses of Concordia University Wisconsin, Concordia University Ann Arbor and all other satellite campuses of the University and at University-sponsored events on or off campus. This code may also apply off-campus and to actions online when the CSAO or designee determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

1. Any action that constitutes criminal offense as defined by federal or state law. This includes, but is not limited to, single or repeat violations of any local, state or federal law committed in the municipality where the University is located;
2. Any situation where it appears that the accused individual may present a danger or threat to the health or safety of him/herself or others;
3. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder;
4. Any situation that is detrimental to the interests of the University/College; and/or
5. Any online postings or other electronic communication, including, but not limited to, cyber-bullying, cyber-stalking, cyber-harassment, etc.

**B. Standard of Proof**

In all cases of alleged violations of University policy, the standard of proof is the preponderance of the evidence (e.g., more likely than not). This standard is also employed when making determinations regarding interim restrictions/actions.

**C. Definitions**

1. The term “University” means Concordia University Wisconsin, Concordia University Ann Arbor and all other satellite campuses of the University.
2. The term “student” means any person who is admitted, enrolled or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with, or an educational interest in the University are considered “students.” A person shall also be considered a student during any period while the student is under suspension from the institution or when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, orientation, placement testing, and residence hall check-in, preseason athletic camps, summer student employees. This would include but is not limited to undergraduate, graduate, accelerated learning, e-learning, part-time, and full-time students.
3. The term “University official” includes any person employed by the University, performing assigned administrative or professional responsibilities including student employees (e.g., RAs) acting within the scope of his/her assigned position.
4. The term “member of the University community” includes any person who is a student, faculty member, University official or any other person employed by the University. A person’s status in a particular situation shall be determined by the Chief Student Affairs Officer or designee.
5. The term “University premises” includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University including adjacent streets, parking lots, and sidewalks, including sites utilized by Accelerated Learning/Graduate Programs.
6. The term “organization” means any number of persons who have complied with the formal requirements for University recognition as a student organization (e.g., student clubs/organizations, intramural/intercollegiate teams, music/drama groups).
7. The “Chief Student Affairs Officer” (CSAO) is that person designated by the University President to be responsible for the administration of the Code of Student Conduct. Any question of interpretation or application of the Code of Student Conduct shall be referred to the CSAO or his or her designee for final determination.
8. The term “business day” includes all days that the regular business of the University is ongoing. This may include days and times that academic classes are not in session but the University is open for business.
9. Reporting Party: A person that makes a complaint, alleges a violation of University policy, or files a formal allegation against another person.
10. Responding Party: A person alleged to have violated University policy.
11. Advisor: See “Advisor” section for the role and expectations of advisors.
12. Abbreviations used in this code:
   - CSAO: Chief Student Affairs Officer (at CUAA or at CUW)
   - CU: Concordia University (includes both CUAA and CUW)
   - CUAA: Concordia University Ann Arbor
   - CUW: Concordia University Wisconsin
   - DOS: Dean of Students
Article 2 - Policies General

FPH: Formal Panel Hearing
FAH: Formal Administrative Hearing
RFA: Request for Appeal
SCA: Senior Conduct Administrator
SCO: Student Conduct Officer

D. Residence Hall Policies

(Appplies to resident students and guests in residence halls)

1. Abandoned Property and Confiscated Items: University officials have the right to confiscate any item(s) which violate University policy. These item(s) may be disposed of or held by the Office of Residence Life or the Office of Campus Safety until the end of the semester in which they were confiscated. For these held items, students must reclaim them the day they leave the halls/campus for the semester. Items not reclaimed will be considered abandoned property.

Items left in a student’s room or residence hall after the student leaves the hall are considered abandoned property. Items will be disposed of after five business days if no contact is made by the student and/or the student misses an appointment to collect the item(s). Students who abandon property and cause the University additional labor to deal with this property may be charged for this work.

Left items not considered to be abandoned property include but are not limited to trash cans, toiletries, food items, cleaning supplies, small quantities of office supplies, and coins. These items will be disposed of immediately without notification.

All alcohol and tobacco products will be discarded immediately. Weapons will be held by Campus Safety and disposed of or returned at the discretion of that office. Road signs will be returned to the municipal highway department.

2. Appliances: Only University-approved appliances are permitted in the residence halls. For questions about any appliance or device, see the Residence Life staff. A list of appliances can be found at:

CUW: https://www.cuw.edu/life/residence-life/student-resources/_assets/appliances.pdf
CUAA: https://www.cuaa.edu/life/residence-life/student-resources/_assets/appliances.pdf

It is impossible to list all electrical appliances which are hazardous for use in the residence halls, although a general guideline is that an appliance is prohibited if it is rated over six amps (700 watts), if it has an exposed heating element, or if it is not UL listed. (Level A or B)

NOTE: Use of personal grills are not permitted on campus, unless permitted by Student Life office. Only grills provided by the University in their designated locations will be permitted.

3. Balconies: Throwing or hanging items from a balcony is prohibited. Grills are prohibited on the balconies. (Level A or B)

4. Break Period Housing: Use of residence halls without permission when closed is prohibited. (Level B or C)

NOTE: No one is allowed to live in the residence halls during break periods (as specified in the Residence Hall and Food Service Agreement) without official written permission from the Office of Residence Life. Overnight guests are prohibited.

5. Candles: Candles, incense, incense burners, flammable liquids (e.g., gas/oil), or other items that present a fire hazard are prohibited. For questions about any device, see the Residence Life staff. (Level B)

6. Cooking: Cooking in a residence hall room using anything other than the University-approved appliances is prohibited. Leaving food cooking unattended in a residence hall kitchen is prohibited. (Level B)

7. Displays: The following displays are prohibited:
   a. Any alcohol containers (e.g., beer cans, liquor bottles);
   b. Any drug substance, drug-related paraphernalia or drug-related images, inc.;
   c. Any display that would constitute a hostile work and/or educational environment for students and/or staff in the building.
   d. Any poster/signage of alcohol, drug-related materials, or provocative images. (Level A)

8. Entry and Search of Rooms: Failure to give access to a residence hall room when requested to do so by a University official is prohibited. (Level C)
   a. The University recognizes residents’ desire for privacy, particularly in the context of their living situation, and will do all it can to protect and guarantee their privacy. However, the University’s designated staff member reserves the right to enter a resident’s room at any time for the following purposes:
      i. To determine compliance with all relevant health and safety regulations (e.g., fire alarms, lock downs, health and safety checks, etc.);
      ii. To provide cleaning and/or pest control;
      iii. To conduct an inventory of University property;
      iv. To silence unattended loud alarms and music;
      v. Where there is an indication of danger to life, health, and/or property;
      vi. Where there is a reasonable cause to believe that a violation of University policy(s) is occurring or has occurred;
      vii. To search for missing university or student property; and/or
      viii. To perform maintenance work. For most maintenance concerns, prior notice will be given whenever possible.
   b. For a search to take place, conditions for room entry must exist, and permission from the Director of Residence Life, Residence Hall professional staff, the CSAO, Dean of Students, Director of Campus Safety or a designee will be obtained. A
room check may be done by a member of Residence Life or Campus Safety where warranted, per the Housing Agreement Terms. Items that violate university or housing regulations may be confiscated.

9. Furniture: The following are prohibited: (Level B)
   a. The arrangement of furniture and other items which restricts the efficient egress from a room;
   b. The stacking of university furniture (except as designed by manufacturer);
   c. Having more than two beds bunked on one fixture;
   d. Removing any university-issued furniture from a room; and
   e. The construction of any loft, partition, or mounted shelves.

10. Guest Responsibility & Cohabitation: Resident students are expected to register their guests each time with Campus Safety. A guest is anyone not officially assigned to the room by the Office of Residence Life. Guests may spend up to three nights total per month on campus. The host resident is personally and financially responsible for all the actions and behaviors of all of her/his guest(s). The host is responsible for informing guest(s) of the policies and procedures of campus housing. Guests must abide by University and residence hall policies and procedures at all times. The host is accountable and may be subject to disciplinary action if her/his guest violates a policy or procedure. Guests who exhibit inappropriate behavior as determined by Residence Hall staff or Campus Safety, may be required to leave campus at their own expense or at the expense of the host resident. Students are accountable for any and all violations their guests may commit while visiting them. (Level B or C)

   NOTE 1: Cohabitation (i.e., spending the night) by members of the opposite sex is prohibited.

   NOTE 2: Students who permit another person or student who has been expelled, suspended, removed from housing or otherwise banned from the residence halls or any campus access to the building or a room will be subject to immediate removal from housing and possible additional sanctions.

11. Laundry Room: The use of residence hall laundry rooms by nonresident students is prohibited. (Level A or B)

12. Network/Computing: In addition to the University Computing Policy, residence hall students are prohibited from installing any hubs, wireless access points, switches or other devices that may affect network activity. For questions about any device, see the IT staff. (Level B or C)

13. Noise/Quiet Hours: Failure to observe quiet hours is prohibited. This includes but is not limited to loud verbal and physical behavior, playing music/radio, television or other audio equipment such that the noise is disruptive to others. Playing sports in the halls is also prohibited. Please note the Visitation Hours in #16 are different from Quiet Hours. (Level A or B)

   NOTE 1: Each resident of the hall has the right to live (study, sleep, etc.) in a quiet environment, thus courtesy hours are in effect 24 hours a day. During courtesy hours, any noise that infringes upon the students’ right to a quiet and peaceful environment shall be a violation of quiet hours. Any student disturbed by noise during courtesy hours should first communicate with the person responsible for the source of the noise.

   NOTE 2: Continuous quiet hours are in effect during finals week each semester beginning Sunday at 10:00 pm and ending Friday at 10:00 am. A daily break period will be set by Residence Life staff. During the break period, noise levels may be a bit louder, but courtesy hours still apply.

   NOTE: Alterations of a resident hall room and/or facility, including but not limited to painting, building partitions, altering electrical/cable boxes and outlets are prohibited. (Level B + cost of repairs)

14. Odor: Any aroma of such intensity that it becomes apparent to others is prohibited. (Level A, B, or C)

15. Room/Hall Change: Unauthorized room or hall changes are prohibited. Residents must receive official authorization from the Office of Residence Life to occupy or change rooms. Any student who occupies a room without prior written authorization will be considered in violation of this policy and may incur a fee. (Level B + return to original room)

   NOTE 1: Resident students may have visitors in their room/hall at times specified below. The University reserves the right to restrict any nonresident student to Visitation Hours.

16. Visitation: Presence of an opposite gender person (including non-students) in a residence hall at times different from the established visitation hours or giving access to a person of opposite gender to a residence hall or room at times different from the established visitation hours is prohibited. Visitation hours apply to some resident hall lounges. (Level A: for up to 30 minutes after/before visitation hours; Level B: for violations occurring more than 30 minutes after or before visitation hours)

   NOTE 1: Resident students may have visitors in their room/hall at times specified below. The University reserves the right to restrict any nonresident student to Visitation Hours.

   NOTE 2: Visitation Hours also apply during all break periods and summer months.

   Visitation Hours are as follows: Sunday – Thursday: 8:00 a.m. – 1:00 a.m.

   Friday – Saturday: 8:00 a.m. – 2:00 a.m.

17. Windows: Tampering with, blocking or opening windows that require tools to open is prohibited. Throwing or dropping items from any window is prohibited. Hanging items outside windows without prior permission is also prohibited. Removing screens or damaging screens is prohibited. (Level B + cost of repairs)

E. University Policies (applies to ALL students)

1. Aiding or Abetting: Attempting, aiding, abetting, or being an accessory to an act is prohibited by the University shall be
considered the same as a completed violation. Students who anticipate or observe a violation of the Code of Student Conduct are expected to remove themselves from association or participation and bystanders are encouraged to report the violation. (Level A, B, C, or D)

2. Alcohol: Students are expected to comply with all University policy, state and local laws.

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

Please refer to the Resource List at the end of this document to read state alcohol laws.

a. Use, possession, manufacturing, distribution of alcoholic beverages, and possession of alcohol containers on University premises is prohibited.

NOTE 1: The University will also consider ALL individuals found in a location where an alcoholic beverage is present to be in possession of an alcoholic beverage. This would include locations off campus (e.g., underage students drinking in a bar or at a house party).

NOTE 2: The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student’s own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

NOTE 3: Alcohol includes beverages of low-alcohol content (e.g., “near” beer, cooking sherry/wine).

NOTE 4: Any person who is encountered by Campus Safety and is suspected of having consumed alcohol will be subject to a Preliminary Breath Test (PBT) for the purpose of determining if alcohol has been used by the student. Any student who refuses to provide a PBT breath sample will be considered in violation of this alcohol policy.

NOTE 5: Drinking paraphernalia that contributes to over and mass consumption including beer pong tables, beer bongs, or shot glasses.

b. Possession or consumption of alcohol by anyone under the age of 21 is prohibited.

c. Providing alcohol or access to alcohol to anyone under the age of 21 is prohibited. Students hosting (e.g. name is on lease or rental agreement) off-campus events will be considered in violation of providing alcohol and/or access to alcohol if persons under the legal drinking age are present.

d. Violating any provision of the Code of Student Conduct while under the influence of alcohol constitutes a violation of this policy.

e. Common containers (e.g., kegs) are prohibited on campus.

f. Operating a motor vehicle under the influence of drugs or alcohol (DUI/OWI) on campus or off campus is prohibited.

NOTE: Underage students who possess alcohol and/or drugs and/or drink while operating a motor vehicle will be considered driving under the influence.

g. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy as outlined in Article III.

20. Animals/Pets: Pets are not allowed in the resident halls with the exception of fish. The capacity of the fish tank cannot exceed 15 gallons. Animals are prohibited from the campus and at University-sanctioned events off campus. All service animals or emotional-support animals must be approved by the University, per its CU Policy and Guidelines for Emotional-Support Animals.

NOTE: The University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. See the University’s “Emotional-Support Animal Policy.”

21. Arrest Policy: Students who are arrested or taken into custody by any law enforcement agency are required to inform the Dean of Students or other appropriate university official (e.g., program director, coach) within 48 hours of their release. Students arrested may be subject to University disciplinary action when their conduct violates University standards. (Level B)

22. Bicycles: Bicycle riding, skateboarding, roller skating, rollerblading, scooter riding, Hoverboards (see note below), shoes with wheels (e.g., “heelies”), remote control toy cars, or other similar behavior within the hallways, rooms, or within the buildings of the University is prohibited. (Level A)

NOTE: Possession or use of Hoverboards is prohibited on campus.

23. Computer/Technology Misuse: The theft or other abuse of computer time/resources is prohibited. This includes but is not limited to: (Level B, C, D, E)

a. Unauthorized entry into a computer to use, read or change the contents, or for any other purpose;

b. Unauthorized transfer of a file;

c. Unauthorized use of another individual’s identification or password;

d. Use of computing facilities to interfere with the work of another student, faculty member or University official;

e. Use of computing facilities to send obscene, harassing, or abusive messages;
f. Use of computing facilities to view pornographic material;
g. Use of computing facilities and resources to interfere with normal operation of the University computing system;
h. Use of computing facilities and resources in violation of copyright laws;
i. The reproduction (still picture, motion picture or video) without permission from the Marketing office or President/Vice President of the University of any University icon, facility, and/or landmark which is posted electronically in a public venue may be subject to disciplinary action as outlined in this section; and/or
j. Any violation of the University's "Acceptable Use Policy." (see here (https://www.cuw.edu/about/offices/compliance/privacy-policy/acceptable-use-policy.html))

NOTE 1: This includes, and is not limited to, acts originating on University-owned computers in and out of student labs and privately owned computers in the resident hall rooms using University networking. All students are required to sign and follow an acceptable use policy annually.

NOTE 2: The University and its faculty and staff do not monitor online communities and e-communication. Further, the University does not forbid faculty, staff and students from joining and participating in online social communities as individuals not acting as agents of the University. However, any behavior that violates this Code which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in this Code.

24. Damage to Property: Damage to or destruction of property or actions that have the potential for such damage or destruction is prohibited. Conduct which threatens to damage, or creates hazardous conditions such as dropping, throwing, or causing objects or substances to fall from windows, doors, ledges, balconies or roofs is also prohibited. This includes, but is not limited to, unauthorized application of graffiti, paint, etc. to property or removal of window restrictors, security screens, etc. (Level A-D + cost of repairs)

25. Disruptive Activity: No person or organization may interfere with, disrupt normal activity and operations of, or promote the interference or disruption of students, faculty, administration, staff, or the educational mission of the University or its buildings, equipment or facilities. Any form of expression that materially interferes with such activities and operations or invades the rights of persons is prohibited. (Level A, B, C, or D)

26. Dress: As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). Inappropriate dress such that the attire could be considered provocative or would make others uncomfortable is prohibited. Recognizable gender parts must be covered at all times in public areas. (Level A or B)

NOTE: Please remember that shoes must be worn in all academic, administrative, and campus food service locations.

27. Drugs: Students are expected to comply with all University policies as well as all federal, state and local laws.

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

a. The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, “designer,” or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Code of Student Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy. The possession of drug paraphernalia is also prohibited. A diluted, late, missed, forged, or failed university required drug screen will constitute a violation of this policy.

b. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy. (see Article III for complete policy)

NOTE 1: The University will also consider ALL individuals found in a location where a drug is present to be in possession of a drug. This would include locations off campus (e.g., underage students drinking in a bar or at a house party). The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment from a licensed agency and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this
request will result in the participant being barred from further participation in that activity).

**NOTE 2:** Students who test positive to an athletic drug screen will be referred to the Dean of Student’s office for possible violations of the code of student conduct.

**NOTE 3:** Occasionally, local, state, and/or federal laws do not align. When that is the case, the University must establish a position that best allows its mission to be fulfilled in the University community. For example, the University does not recognize medical marijuana as an exception to its drug policy.

**28. Failure to Comply:** Students and student organizations are expected to comply with and respond appropriately to the reasonable requests of University officials in the performance of their duties. Students are expected to appear at conduct hearings to respond to allegations or testify as a witness. A failure to properly comply with or complete a sanction or obligation resulting from a conduct hearing or adjudication may also be considered failure to comply with an official request. (Level A, B, C, or D)

**29. Fire Alarms/Safety Equipment:** No person shall make, or cause to be made, a false fire alarm or emergency report of any kind. No person shall tamper with, damage, disable or misuse fire safety equipment including, but not limited to, fire extinguishers, fire hoses, fire alarms and fire doors. Tampering with or disabling any fire safety equipment in a residence hall may result in a student’s immediate removal from University Housing and a fine. Students are required to evacuate any University building when a fire alarm is sounding and/or when instructed to do so in an emergency or drill by University staff. (Level A, B, C, D + municipal fee for MFD response)

**NOTE 1:** No lights or decorations may be hung across ceiling or on door.

**30. Fraud/Lying:** Lying or fraudulent behavior in, or with regard to, any transaction with the University, whether oral or written, is prohibited, including but not limited to misrepresenting the truth before a hearing of the University or knowingly making a false statement orally or in writing to any University official. (Level B, C, D + retraction when appropriate)

**31. Gambling:** The University prohibits gambling, as defined by state law. (Level A, B, C)

**32. General Laws:** Students or student organizations involved in alleged violations of any federal, state, or local laws may be subject to disciplinary action. These allegations will be adjudicated using the University standard of proof and procedure. Disciplinary action imposed by the University may precede and/or be in addition to any penalty imposed by an off-campus authority. (Level A, B, C, D, E)

**33. Harassment (and Bias-related Incidents):** Conduct that creates or attempts to create an intimidating, hostile, or offensive environment for another person is prohibited. Such conduct includes, but is not limited to, action(s) or statement(s) that threaten, harm or intimidate a person, or any other form of unwanted contact. (see sanctioning grid)

**NOTE:** Bias-related incidents are behavior that constitutes an expression of hostility against a person or property of another due to the targeted person’s race, religion, sexual orientation, ethnicity, national origin, gender, age, marital status, political affiliation, or disability. These acts or behaviors may not rise to the level of a crime, or a violation of state or federal law, but may contribute to creating an unsafe, negative, or unwelcome environment for the targeted person.

**34. Harm to Person(s):** Actions which result in physical harm, have the potential for physically harming another person, which create conditions that pose a risk of physical harm to another, or which cause reasonable apprehension of physical harm are prohibited. Conduct that threatens to cause harm to persons, or creates hazardous conditions for persons, is also prohibited. (see Violence sanctioning grid)

Harm to person(s) includes but is not limited to:

a. Physical fights;

b. Slapping a boyfriend/girlfriend; and

c. Pranks which injure or have the potential of injury to another person

**NOTE:** Fighting is considered a form of “Harm to Person(s).” The University expects that students will withdraw from situations that may result in fighting. Students always have the option of contacting a University official to assist with a situation. Therefore, the University will charge both/all students who participate in fighting. The burden of proof will fall upon the student to demonstrate that he/she took reasonable measures to withdraw from the situation.

**35. Hazing:** An act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or complicity in the presence of hazing are not neutral acts; they are violations of this policy.

Hazing includes, but is not limited to:

a. All forms of physical activity deemed dangerous or harmful;

b. The application of foreign substances to the body;

c. Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community;

d. Depriving students of sleep;

e. Not providing decent and edible foods;

f. Depriving students’ means of maintaining personal hygiene;

g. Forcing, coercing, pressuring, or requiring students to consume alcohol or foreign or unusual amounts of substances;

h. Nudity or forcing students to dress in a degrading manner; and/or

**NOTE:** Bias-related incidents are behavior that constitutes an expression of hostility against a person or property of another due to the targeted person’s race, religion, sexual orientation, ethnicity, national origin, gender, age, marital status, political affiliation, or disability. These acts or behaviors may not rise to the level of a crime, or a violation of state or federal law, but may contribute to creating an unsafe, negative, or unwelcome environment for the targeted person.
36. Host Responsibility: Students are accountable for any and all violations their guests may commit while visiting the University student. (Level A, B, C)

NOTE 1: Current students may not host persons banned from the campus or any facility (e.g., Fieldhouse, academic buildings, residence halls), including but not limited to individuals whose housing agreements have been cancelled or revoked for any reason. Resident students may not host banned persons in the residence halls.

NOTE 2: Hosting a relative or non-relative child without parental supervision is prohibited (i.e., baby-sitting). Exceptions to this policy may be granted by a University official tasked with the supervision of a given facility (e.g., Resident Director for a residence hall, Director of Athletics for the Fieldhouse, Coordinator for Student Activities for the Student Center).

37. Interference/Obstruction of the Conduct Process: Interfering in any manner with the student conduct process is prohibited. Examples of violating this policy include, but are not limited to: (Level C, D, or E)
   a. Failing to participate in a hearing or investigation;
   b. Colluding with or intimidating witnesses;
   c. Intimidating any member of a student conduct panel or hearing board; and
   d. Providing false information or intentionally omitting relevant information from an investigation or hearing.

38. Littering: Littering on University premises is prohibited, including but not limited to the improper disposal of personal garbage (e.g., placing trash in non-designated areas). (Level B + clean-up costs)

39. Misuse of Documents: Forgery, alteration, or misuse of any document, record, or officially-issued or legal identification is prohibited. (Level B, C, D, E)

40. Misuse of Student Identifications: Providing access to unauthorized persons, allowing another person to use your university issued student ID, failing to present a Student ID card when requested by a University official acting in the performance of his or her duties, or possessing or using a fraudulent ID card, may subject the owner and/or the holder to disciplinary action. (Level A, B, C, or D)

41. Misuse of Keys: No person may use or possess any University key without proper authorization. No student is allowed under any condition to have a University key duplicated. (Level A, B, C, D, or E)

42. Motor Vehicles: Operating a motor vehicle on University property in a manner that causes or might potentially cause physical harm to an individual or property is prohibited. Failure to register a vehicle with Campus Safety, parking a vehicle in unauthorized parking lots or in unauthorized areas (e.g., parking outside striped double parallel lines and in restricted parking areas), driving or parking a vehicle on the grass or in an unsafe manner anywhere on campus is prohibited. Driving on University-owned or controlled property without a valid driver's license is prohibited. (Level A, B, or C)

NOTE: After multiple parking tickets within one year, the student may be subject to referral to the student conduct system. Habitual offenders may be subject to having their car towed at the owners'/students’ expense.

43. Posting: Publication and/or dissemination of materials on campus which have not been previously approved by Concordia University representatives are prohibited. (Level A)

44. Retaliation: Retaliation is defined as any adverse action taken against a person participating in a protected activity because of his/her participation in that protected activity. (see sanctioning grid)

NOTE 1: Retaliation against an individual for alleging harassment or discrimination, supporting a complainant, or for assisting in providing information relevant to a claim of harassment or discrimination is a serious violation of University policy and will be treated as an instance of harassment or discrimination.

NOTE 2: Acts of alleged retaliation should be reported immediately to the Title IX Coordinator, to the CSAO, Dean of Students and/or Campus Safety and will be promptly investigated. The University will take all appropriate actions to protect individuals who fear that they may be subjected to retaliation.

45. Searches: Failing to comply with a reasonable request to search is a violation of this policy, including events held on University premises or at off-campus University-sponsored functions. Students who are in possession of a bag, purse, backpack, or any other container where contraband, weapons, alcohol, or any other prohibited substance could be contained is subject to search by a University official. This includes, but is not limited to, vehicles parked on University premises, or at off-campus University sponsored events, when there is reason to believe the vehicle contains any prohibited item. (Level B, C, or D)

46. Sex: Consensual sexual behavior outside of marriage is prohibited.

NOTE 1: As Christians, we view sex as part of our total personality and part of the total context of life. However, God in His Word forbids sexual union or intercourse outside of the marriage relationship. In a relationship between two unmarried individuals, their sexuality performs primarily one function—the building of the relationship through physical and emotional communication and sharing. However, this physical, sexual sharing must be seen as only one part of a total relationship, which also involves emotional, social, spiritual and intellectual aspects. Any relationship should develop in all of these areas at a somewhat even pace. This means that individuals involved in relationships should be getting to know one another as total persons—not just as physical, sexual beings, but also as emotional, social and spiritual beings. Getting to know another person must be seen as a lifelong process; for as each person grows and matures,
there is always more to learn about him or her. Therefore, sharing one’s self sexually (e.g., sexual intercourse) outside of marriage would be inappropriate and unhealthy.

**NOTE 2:** The viewing and/or possession of pornography will also be considered a violation of this policy. The focus of pornography is purely sexual and thus does not promote individuals getting to know one another within the context of a healthy Christian relationship or promote individuals in developing their own Christian moral fiber.

**NOTE 3:** Because sex can involve a wide range of behavior, and pornography can take many forms, the Dean of Students (or the Dean’s designee) is charged to evaluate each case individually.

47. **Sexual Misconduct:** Sexual Misconduct as defined below is prohibited.

**NOTE:** The investigation, adjudication, and sanctioning for violations of the Sexual Misconduct policy is different from other policy violations. See Article IV Procedures & Hearings, Section K.

a. **Sexual Harassment is:***

   i. unwelcome, sexual or gender-based verbal, written or physical conduct that is,
   
   • sufficiently severe, or persistent or pervasive and,
   
   • has the effect of unreasonably interfering with, denying or limiting employment opportunities or the ability to participate in or benefit from the university’s educational, social, athletic, and/or residential programs, and is based on real or reasonably perceived power differentials (quid pro quo), and/or the creation of a hostile environment or retaliation.

b. **Non-Consensual Sexual Intercourse is defined as:***

   i. any sexual penetration or intercourse (anal, oral or vaginal),
   
   ii. however slight,
   
   iii. with any object,
   
   iv. by a person upon another person
   
   v. that is without consent and/or by force.

   **Note:** “Sexual penetration” includes actual or attempted vaginal or anal penetration by a penis, tongue, finger or object, or oral copulation by mouth-to-genital contact or genital-to-mouth contact.

   See Statement on Consent below.

c. **Non-Consensual Sexual Contact is defined as:***

   i. any intentional sexual touching or attempts,
   
   ii. however slight,
   
   iii. with any object,

   iv. by a person upon another person

   v. that is without consent and/or by force.

   **Note:** “Sexual touching” includes any actual or attempted bodily contact with the breasts, groin, genitals, mouth or other bodily orifice of another individual, or any other bodily contact in a sexual manner.

   See Statement on Consent below.

d. **Sexual Exploitation**

   **Notes:** Sexual exploitation refers to a situation in which a person takes non-consensual or abusive sexual advantage of another, and situations in which the conduct does not fall within the definitions of Sexual Harassment, Non-Consensual Sexual Intercourse or Non-Consensual Sexual Contact. Examples of sexual exploitation include, but are not limited to:

   i. Sexual voyeurism (e.g., watching a person undressing, using the bathroom or engaged in sexual acts without the consent of the person observed);

   ii. Taking pictures or video or audio recording another in a sexual act, or in any other private activity without the consent of all involved in the activity, or exceeding the boundaries of consent (e.g., allowing another person to hide in a closet and observe sexual activity, or disseminating sexual pictures without the photographed person’s consent);

   iii. Prostitution; and

   iv. Sexual Exploitation also includes engaging in sexual activity with another person while knowingly infected with human immunodeficiency virus (HIV) or other sexually transmitted infection (STI) and without informing the other person of the infection, and further includes administering alcohol or drugs (e.g., “date rape” drugs) to another person without his or her knowledge or consent.

   See Statement on Consent below.

e. **Stalking, Domestic and Dating Violence**

   **Note:** The states of Michigan and Wisconsin have defined stalking and domestic violence as violations of state law. The University will consider stalking behavior, domestic violence behavior, and dating violence behavior as violations of this sexual misconduct policy. In addition to the state law definition, the University has defined the terms as follows:

   i. Stalking is engaging in a course of conduct composed of a series of 2 or more separate non-continuous acts directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others and suffer emotional distress.
Statement on Consent:

- Consent is knowing, voluntary and clear permission by word or action, to engage in mutually agreed upon sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be a clear expression in words or actions that the other person is physically or mentally incapacitated/lacks the capacity to engage in the act.
- A person cannot consent if he or she is unable to understand what is happening or is disoriented, helpless, asleep, or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated/lacks capacity has violated this policy. It is not an excuse that the individual respondent of sexual misconduct was intoxicated and, therefore, did not realize the incapacity/lack of capacity of the other.
- Incapacitation/lack of capacity is defined as a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing consent (e.g., to understand the “who, what, when, where, why or how” of their sexual interaction). This policy also covers a person whose incapacity results from mental disability, involuntary physical restraint, and/or from the taking of incapacitating drugs.
- Consent to some sexual contact, such as kissing or fondling, cannot be presumed to be consent for other sexual activity, such as intercourse. A current or previous dating relationship is not sufficient to constitute consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced. Silence or the absence of resistance alone is not consent.
- A person can withdraw consent at any time during sexual activity by expressing in words or actions that he or she no longer wants the act to continue, and, if that happens, the other person must stop immediately.
- A minor below the age of consent according to state law cannot consent to sexual activity. This means that sexual contact by an adult with a person below the age of consent is a crime as well as a violation of this policy, even if the minor appeared to have wanted to engage in the act.

Note: To review additional University sexual misconduct policies that include reporting a violation, the process for addressing violations, sanction guidelines, and other information, access the University portal (Portal > Resources tab > Click Here).

48. Theft: Theft or attempted theft of any kind, including seizing, receiving, or concealing property with knowledge that it has been stolen, is prohibited. Sale, possession, or misappropriation of any property or services without the owner’s permission is also prohibited. (Level B for assessed value of property up to $100; Level C for assessed value of property > $101 - $2499; Level D for assessed value of property $2500 and above)

49. Tobacco/Smoking: Concordia promotes a healthy Tobacco-Free Campus Community. Use of smoking/inhalant/vaping materials within all rooms and buildings and outside within 100 feet perimeter of any building except within designated and posted areas is prohibited, including but not limited to cigarettes, electronic cigarettes, cigars, pipes, hookahs, personal aromatherapy devices and smokeless/chewing tobacco. (Level A + clean-up costs as appropriate)

NOTE: Possession of electronic cigarettes/vape pens are prohibited in the residence halls.

50. Unauthorized Presence in or Use of University Facilities or Property: Unauthorized entry into, presence in, or use of University facilities, residence halls, equipment or property (includes parking lot, table space, and outside green space) that has not been reserved or accessed through appropriate University officials is prohibited. (Level A, B, C, D, or E)

NOTE: Recognized groups are through our Student Government Association and Student Life Office.

51. Unmanned Aircraft Systems (sUAS): The use or operations of unmanned aircraft systems (sUAS) on campus is prohibited. This includes un-crewed aerial devices and drones. Students seeking exceptions for use of such devices for recreational or university-related purposes may apply to Student Life for limited approval. Any use of these devices must comply with local, state, and federal
Article 3 - Policies Student Welfare

A. University Medical Amnesty Policy (MAP) – "CALL FIRST"

Purpose: The purpose of the policy is to facilitate access and remove barriers to students who require medical assistance in drug or alcohol related emergencies, and to provide the opportunity for caring, non-punitive interventions in response to such incidents.

Policy: The Medical Amnesty Policy (MAP) is a key component of the University's comprehensive approach to reducing the harmful consequences caused by the use of drugs or excessive consumption of alcohol. The MAP represents the University's commitment to informed decision making and promotion of healthy behaviors. In order to achieve these goals, the MAP mandates that discretion be exercised, including the possibility of conversations with supportive people such as the Dean of Students, Resident Director, etc. and may involve some educational programming to support a transition to a healthy lifestyle. All of this can be possible as permitted under the University's Code of Student Conduct, as follows:

1. Students are expected to contact Resident Hall Staff or Campus Safety when they believe that assistance for an impaired student is needed. Also see Contact Protocol below.
2. At the discretion of the Department of Campus Safety, the Department will assist intoxicated individuals by facilitating transport to medical facilities.
3. In cases of concern for the health and safety of an individual, students should utilize one of the following options: notifying Resident Life Staff, notifying Campus Safety Staff, or by calling 911 for assistance by City Rescue Squad. Then notify Campus Safety or Resident Hall Staff.
4. Students seeking assistance for drug or alcohol related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.
5. Students who seek emergency assistance on behalf of a person(s) experiencing drug or alcohol-related emergencies will not be referred through the University's student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.
6. Records of all requests for assistance under this policy shall be maintained by the Office of the Dean of Students. Participation in any program as a result of this policy shall not be noted on the student's conduct record.
7. This policy does not preclude disciplinary action regarding other violations of the University Code of Student Conduct, such as causing or threatening physical harm, sexual abuse, damage to property, harassment, hazing, etc. Students should also be aware that this policy does not prevent action by local and state authorities.
8. Nothing in this policy shall prevent an individual who is obligated by state or federal law to do so from reporting, charging or taking other action related to the possible criminal prosecution of any student.
9. Students who may have violated the Code of Student Conduct when s/he became a victim of sexual misconduct shall be granted Amnesty. Therefore, an alcohol/drug violation will not be applied to a student who reports that s/he was under the influence at the time of a sexual assault or harassment incident.

B. University Missing Student Policy

In compliance with the "Higher Education Opportunity Act, P.L. 110-315, sec. 488, 122 Stat. 3301 (2008)" Missing Student Notification Policy and Procedures, it is the policy of the Office of Campus Safety to actively investigate any report of a missing resident who is enrolled at the University and residing in on-campus housing. Each resident will be notified of the Missing Student Notification Policy and Procedures via this Code.
For purposes of this policy, a student may be considered to be a “missing person” if the person’s absence is contrary to his/her usual pattern of behavior and unusual circumstances may have caused the absence. Such circumstances could include, but not be limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, where there are concerns for drug or alcohol use, is in a life-threatening situation, or has been with persons who may endanger the student’s welfare.

Each resident, on or before checking into his/her assigned room, has the option to identify the name and contact number of the individual(s) who are a primary contact to be notified in case of an emergency or in the event that the resident is reported missing (see Emergency Contact Information at the beginning of this document). In the event the resident is under the age of 18 or is not emancipated, the University is required to have the primary emergency contact be a custodial parent or guardian.

If a member of the University community has reason to believe that a student is missing, Campus Safety should immediately be notified. 

Note: This notification can be made anonymously.

Upon receiving notification, Campus Safety, through the Vice President of Student Life/Dean of Students, will make reasonable efforts to locate the student to determine his or her state of health and well-being. These efforts may include, but are not limited to, checking the resident’s room, class schedule, friends, ID card access, locating the resident’s vehicle, and calling his/her reported cell phone number. As part of the investigation, the University reserves the right to contact the individual(s) whom the student has identified as his/her emergency contacts person(s) to help determine the whereabouts of the resident.

If, upon investigation by Campus Safety and concurred by the Vice President of Student Life/Dean of Students, that the resident has been determined to be missing for at least 24 hours, the following will occur. A University representative will contact the resident’s designated emergency contact and the Director of Campus Safety or his designee who will contact the Local Police Department and request a missing person report initiating a police investigation. Even if a student has not registered a contact person, the local law enforcement agency will be notified that the student is missing. Investigation will continue in collaboration with law enforcement officers as appropriate.

C. University Emotional Support Animal Policy

Concordia University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. As the laws pertaining to emotional support animals are evolving, CU reserves the right to modify its policies and guidelines accordingly. The use of an emotional-assistance animal is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. Students with disabilities may seek an addendum to their housing contract to include an emotional-assistance animal as an accommodation. This determination will be made on a case-by-case basis as described below. The needs of the disabled person will be balanced with the impact that the animal has on programs or other members of the campus community.

Sufficient information and documentation may be required to determine whether the animal qualifies as an emotional-assistance animal under the applicable law. Documentation should be provided on the letterhead of a treating physician or mental health provider, and permit a determination as to whether:

1. The individual has a disability for which the animal is needed;
2. How the animal assists the individual, including whether the animal has undergone any training;
3. The relationship between the individual’s disability and the assistance the animal provides.
4. Animals whose sole function is to provide comfort and emotional support, meaning that they have not been trained to perform a specific task, do not qualify as service animals under the ADA.

Consistent with federal and state law, an emotional support animal may be prohibited from the residence halls if the animal’s behavior or presence poses a direct threat to the health or safety of others. It may be excluded from areas where its presence fundamentally alters the nature of a program or activity, if the animal is disruptive, if its presence would result in substantial physical damage to the property of others, or if it substantially interferes with the reasonable enjoyment of the housing or public accommodation by others.

The owner of the emotional support animal is responsible for the following requirements: vaccination, leash control, clean up rules, animal health and hygiene, etc. Individuals seeking the use of an emotional support animal as a reasonable accommodation must follow the procedures for implementation of this policy as described below.

1. Procedures for Gaining Authorization to Bring an Emotional-Assistance Animal to Campus
   a. Students must be registered with the Academic Resources Center (ARC) and the Accessibility Support Services. Students must gain authorization to bring an emotional support animal to the campus or at University sanctioned events off campus. The request must be directed to the Office of Accessibility Services.
   b. Students must complete form requests for Emotional Support Animals.
   d. Complete the medical documentation required (animal and student documentation).
   e. Contact Accessibility Support Services for intake appointment.
D. Poster and Posting Policies

1. Student organizations, Faculty and Staff are allowed to post signs, posters, or fliers in designated areas in buildings and residence halls in compliance with established posting procedures. All information must first be entered onto the Campus Calendar and approved for posting by the Student Life Office.

For more information regarding posting on the CUAA campus, visit this link (https://catalog.cuw.edu/file://cuw-storage.cuw.edu/dept/Division%20of%20SL/DOS/Code%20of%20Conduct/CUAA%20posting%20policy%20with%20posting%20places%20-%20NOV2017.docx):

2. Regulations:

   a. Posters and fliers may not exceed 11 x 17 inches in size. Any sign larger than this must receive special approval from the Student Life Office.

   b. The name of the sponsoring group must appear on each item approved for display. It is preferred to have the name spelled out (acronyms and logos may be used if they are easily recognizable and easily identify the sponsor).

   c. Sponsoring groups shall remove all posters after the advertised event. Signs without a Student Life stamp, those left after the expiration date, or those posted in an unauthorized area will be removed.

   d. Signs may not be posted on walls (interior or exterior), trees or shrub s, trash cans, elevators, or any other area other than specific bulletin boards. Any signs posted in unapproved areas will be removed. Only one poster per event is allowed on each bulletin board.

   e. Any CU sponsored events that require lawn signs must be approved by the Campus Safety office. Such signs are restricted to use on the day of the event.

   f. Guidelines for Approval: It is difficult to set definitive standards for the approval of the content contained in posters. Therefore, CU sets forth in writing these guidelines in order to give students general notice of appropriate conduct. The regulations should be interpreted broadly and are not designed to define posting conduct in exhaustive terms. The following are examples of content (explicit or implied) which are inappropriate:

      i. Any poster/posting which is not compatible with the Mission of the University and/or the doctrines of the Lutheran Church-Missouri Synod;

      ii. Words or images which demean the University, any office/organization/entity of the University, or student organization of the University;

      iii. Words or images which demean an individual/group by targeting an individual/group’s race, gender, and/or religion;

      v. Words or images which are sexually suggestive; or

   g. Students who identify themselves as a student of the University (explicitly or implied) or a member of a University organization on the internet (e.g., student organization, athletic team, choir) and/or electronic social networks (e.g., Facebook, YouTube) assume the responsibility for the content posted and are subject to sanctions contained in the Student Conduct Code for failure to abide by the posting guidelines directly above.
**NOTE:** For reporting violations of the sexual misconduct policy, access the University Portal (Portal > Resources tab > Click Here).

2. Reporting an allegation of a violation of policy:
   a. Anyone who believes a policy of the University has been violated should contact the office identified in the Resource List at the end of this document.
   b. For more information on reporting requirements of the University, see the University’s Clery and Responsible Employees policies.

### B. Statement on Confidentiality

1. In some cases, the confidentiality of a reporting party may not be able to be kept. In cases where this is requested, the Investigator, CSAO, Dean or designee will take all steps to protect a victim.

### C. Policy on Student Withdrawals with Pending Disciplinary Action

1. Concordia University may place a hold on a student’s account and/or Student ID Card if that student has a complaint pending for violation of Code of Student Conduct or any CU policy. Should a student decide to leave and not participate in an investigation and/or hearing, the process will nonetheless proceed in the student’s absence to resolution and that student will not be permitted to return to Concordia University unless all sanctions have been satisfied.

**NOTE:** The University reserves the right to place a Student Life hold on the student’s account until investigations have been completed and/or the disciplinary sanctions have been satisfied.

### D. Investigations by the Dean of Students’ Office

1. Following receipt of notice or a complaint, the Dean or designee of the Student Conduct Office will promptly investigate the complaint. The individual(s) designated are hereinafter referred to as the “Investigator” (e.g., Campus Safety, Resident Hall Staff).

2. In some instances (e.g., housing violations and minor conduct violations), these investigations will be comprised of an interview with the reporting party and the person(s) alleged to have violated the policy (the “Responding Party”). In other instances, more in-depth investigation may be required.

### E. Investigations by Title IX Office

**NOTE:** Refer to policies on the Portal (Portal > Resources tab > Click Here).

### F. Resolution Options

**NOTE:** Should a student fail to appear for an Initial Administrative Resolution meeting, Formal Administrative Hearing, Formal Panel Hearing, Appeal Hearing, or Title IX Process Meeting, that student may be considered as having waived his/her right to be present for the hearing and a decision will be made in his/her absence.

1. Initial Administrative Resolution: The Responding Party accepts the findings of the Investigation and, if appropriate, sanctions, as explained by the Investigator. (Not applicable in Title IX cases)

2. Formal Administrative Hearing: In certain cases, the Dean of Students may desire a formal hearing that does not involve the full Formal Hearing Panel (due to timing, sensitivity, or seriousness of incident). In these cases, a Formal Administrative Hearing will be convened with a single administrator, typically the Dean of Students. (Not applicable in Title IX cases)

3. Formal Panel Hearing: A formal hearing before the Formal Hearing Panel is to determine if a policy has been violated and sanctions, if appropriate. For more information on the procedures, see the “Formal Hearing Procedures.” (Not applicable to Title IX cases)

### G. Investigation Findings

1. Not Responsible (not a violation of policy): In these cases, the Investigator has determined that insufficient evidence exists for a finding of Responsible for the allegation(s). The case is closed and a record of the Not Responsible finding(s) is retained.

2. Responsible (a violation of policy): The Investigator determines that sufficient evidence exists for a finding of Responsible for the violation(s). In this case, the Responding Party may opt to resolve the case and acknowledge both the finding and sanctions.

3. Referral to Formal Hearing: When the Investigator determines that there is sufficient evidence for a finding of “Responsible” for any of the allegations, and the Responding Party does not acknowledge/accept the finding and/or sanctions – in whole or in part – then the case may be referred for a Formal Hearing.

### H. Formal Hearing Procedures Prior to the Hearing

1. The Formal Panel Hearing (FPH) shall consist of three-five members. The FPH is a pool of students, faculty and staff selected by the CSAO or designee and trained to deliberate on cases that involve allegations of violations of University policies.

2. Notice of Allegations and Hearing

   The Student Conduct Office will send a letter to the parties with the following information:

   a. A description of the alleged violation(s), a description of the applicable policies and a statement of the potential sanctions/responsive actions that could result;

   b. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Dean or designee may reschedule the hearing.

3. Prior to the Formal Hearing:

   a. The FPH members, the Responding Party and the Reporting Party, may be provided access to copies of all appropriate documentation. This will include, but is not limited to:

      i. The investigation report.

      ii. A list of any witnesses who will be available for the hearing, should their testimony be necessary.
iii. The names of the FPH members to allow for any Responding Party challenges for cause/bias to be made to the Dean or designee.

iii. The Dean of Students and Chair (or designee) will consider all challenges and the parties will be notified as to the determination.

v. Any other supporting documentation.

4. Role of the Advisor: The reporting party or responding party is entitled to only one advisor of his or her choosing to guide and accompany him/her throughout the campus investigation, adjudication, and/or resolution process. The advisor may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise him/her. Parties must notify the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases) of their advisor of record before the first meeting or hearing. If requested, a student may (not must) be granted advisor status for both parents by the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases).

Note: To view the complete advisor policy, consult the Portal under the Resources Tab in the Title IX Compliance and Sexual Harassment box and look for the “Advisors” link (https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/support/advisor-questions.html).

5. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to University consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisors.

6. In hearings involving more than one Responding Party or in which two Reporting Parties have accused the same individual of substantially similar conduct, the standard procedure will be to hear the complaints jointly; however, the Dean and/or Title IX Coordinator or Assistant Coordinator may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate determinations of responsibility will be made for each respondent.

7. In Preparation for the Hearing

a. The proceedings may be audio recorded, with the exceptions of deliberations. Persons given access to the recording will be required to sign an agreement confirming that they will protect the privacy of the information contained in the recording.

b. Formal rules of evidence will not apply. Any evidence that the panel believes is relevant and credible may be considered, including history and pattern of evidence and/or behavior. The Chair will address any evidentiary concerns prior to and/or during the hearing and may exclude irrelevant or immaterial evidence and may ask the panel to disregard evidence lacking in credibility. The Chair will determine all questions of procedure and evidence.

c. Character witnesses are not permitted to testify in the findings stage of the hearing, nor are statements of character to be introduced in the findings phase. Two letters of character support may be submitted for the sanctioning phase of the hearing.

d. “Impact statements,” describing the effect that the incident has had on the Responding Party or the Reporting Party, will not be permitted in the findings phase of the hearing, but may be offered in person or in writing during the sanctioning phase of the hearing.

I. Hearing Procedures (Not applicable to Title IX cases)

1. Initial Administrative Resolution Meeting

a. The Conduct Officer will send a letter and/or email to the parties involved with the following information:

   i. A description of the alleged violation(s), and a link to the Code of Student Conduct for further information; and

   ii. The time, date and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. (If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Conduct Officer may reschedule the hearing. Hearings for possible violations that occur near or after the end of an academic term will be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the University.)

b. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to university consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisor.

c. Students may ask questions throughout the Initial Administrative Resolution Meeting.

d. The Conduct Officer will greet the student and review the Respondent’s Rights of the Code of Student Conduct.

e. The Conduct Officer will briefly review the general conduct system and procedures for the meeting.

f. The Conduct Officer will review the specific alleged violation(s) and the documentation to support the charge(s). The student is allowed to view the documentation and may ask questions at any time.

g. The Conduct Officer will ask the student to respond to the alleged violation(s) by addressing the facts of the case, and whether the facts are in dispute or not. Both parties may ask questions to seek clarification.

h. The Conduct Officer will deliberate his/her decision. Typically, the decision of a finding is made during the Initial Administrative Resolution Meeting, unless further information or consultation is warranted at the discretion of the Conduct Officer.

i. The Conduct Officer will inform the student of the finding(s) and, if appropriate, sanction(s) to the student, or official notification of their formal resolution option.
NOTE 1 – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

NOTE 2 - Link to Outcome Appeal Form

2. Formal Panel Hearing
   a. The Chair will call the hearing to order, and will explain the procedures, including having all parties introduce themselves, and then offering a prayer.
   b. The Chair will ask the Investigator to present his/her report. This will include:
      i. A reading of the allegations/polices;
      ii. A reading of the facts not in dispute; and
      iii. A reading of the facts in dispute.
      iii. A reading of any prior records, only if they are relevant to the current case. (i.e. to establish a pattern of behavior)
   c. The Investigator will ask the parties if they have any comments or questions on the reading of the disputed and non-disputed facts.
   d. The Investigator will accept any questions from the FPH, including those to the parties that the FPH chooses to ask through the Investigator.
   e. The FPH may then ask the parties any relevant questions.
   f. The student will offer his/her testimony.
   g. The parties may ask relevant questions of the Investigator or one another when appropriate.
   h. The FPH and the parties may request the Investigator to call witnesses that are available.
      i. The Investigator, as the individual who interviewed all witnesses, should be questioned prior to calling a witness in for live testimony.
      ii. If a witness is called, the requesting party may ask him/her questions first, followed by the Investigator and the FPH.
   i. The Chair will dismiss all parties and the FPH will deliberate on the findings.
      i. The deliberations are to be private and not recorded. All notes from deliberation are to be destroyed after the hearing.
      ii. Should the members of the FPH have a procedural or other question for the Chair or the Investigator, they may ask the question to the Chair. The Investigator should communicate the nature of the question to the Responding Party and, when appropriate, the Reporting Party.

NOTE: In a sanctions-only hearing, after the reading of the allegations, the Responding Party will acknowledge responsibility for the violations. The hearing will then proceed to the sanctioning phase.

j. Once the FPH has deliberated, they will reconvene and the Chair will read the findings into the record. If the Responding Party has been found in violation of any of the allegations, the hearing will proceed to the Sanctioning Phase. If the findings are Not Responsible on all allegations, then the Chair will dismiss all parties.

k. The Sanctioning Phase of the Formal Panel Hearing
   i. The Chair (or the Investigator) will disclose the full prior record of the Respondent.
   ii. The Chair will inform the FPH with the range of sanctions that would allow for institutional consistency.
   iii. The Chair will ask the Responding Party to read his/her impact statement to the Panel.
   iv. The Chair will ask the Responding Party to read up to two letters of character support to the Panel.
   v. The Chair will remind all parties that the sanctions determined by the FPH are recommendations to be made to the Dean of Students.
   vi. The Chair will dismiss all parties for deliberation.

   i. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the hearing, barring exigent circumstances.

J. Formal Hearing Findings
   1. In a formal hearing, the FPH has the option of finding the Responding Party Responsible or Not Responsible. An FIO is not permitted as an outcome.
   2. In a Sanctions Only hearing, the FPH will not be permitted to alter the findings as admitted by the Responding Party.

K. Sanctions Only Hearing Procedures
   1. The Chair will call the Hearing to order, explain the procedures, conduct introductions, and offer a prayer.
   2. The Chair (or Investigator on the case) will present the findings for the violation(s), read the applicable range of sanctions, and disclose the full prior record of the Responding Party.
   3. The Responding Party will acknowledge responsibility and read his/her impact statement.
   4. The Panel may ask questions of the Responding Party.
   5. In cases where there is a victim, the Chair will ask the victim for his/her impact statement. Alternatively, the statement may be submitted in writing to the FHP. The Chair will determine if he/she or the Investigator will read the letter.
   6. Two letters of character support for the Responding Party may be read into the record.
7. The Chair will dismiss all parties from the room to deliberate, with the exception of the members of the Panel.

8. The Panel will determine its recommendations for sanctions (modified or affirmed) and forward the recommendations to the Dean.

9. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the Hearing, barring exigent circumstances.

L. Sanctions for Individual Students

1. The following University-wide disciplinary sanctions may be imposed upon students found Responsible for a violation of the Code of Student Conduct. All sanctions may be imposed either singularly or in combination.

2. The purposes of imposing sanctions are twofold: 1) to protect the University community from behavior which is detrimental to the community and/or the educational mission of the University; and 2) to assist students in identifying acceptable parameters and consequences of future behavior. The sanction(s) imposed is/are intended to correspond with the severity or frequency of violations, as well as the student’s willingness to recommit himself/herself to behaviors that fall within the Code of Student Conduct of the University and are consistent with the mission and values of the University. Other factors that may affect the sanctions are:

   a. The nature, severity of, and circumstances surrounding the violation;
   b. An individual’s disciplinary history;
   c. Previous complaints or allegations involving similar conduct;
   d. The need for sanctions/responsive actions to bring an end to the actions that were in violation of the Code;
   e. The need for sanctions/responsive actions to prevent the future recurrence of the actions that were in violation of the Code; and
   f. The need to remedy the effects of the actions that were in violation of the Code on the victim and the community.

3. Sanction Options:

   a. Expulsion: Dismissal from the University without the ability to apply for re-admittance.

      NOTE: Any student expelled for disciplinary reasons must vacate the campus within the period of time noted in the notice of expulsion (typically immediately). The student may not return to campus or University property without prior written permission by the CSAO or designee. Failure to comply with this request will constitute criminal trespass.

   b. Suspension: Denial of enrollment, attendance, and other privileges at the University for a specified period of time. Students will be subject to complete a period of disciplinary probation upon their return to the University.

        c. University Probation: A period of review and observation during which a student is under an official notice that subsequent violations of University rules, regulations, or policies are likely to result in a more severe sanction including suspension or expulsion from the University. While on conduct probation, a student may be considered to be "not in good standing" and may face specific limitations on his or her behavior and/or University privileges (see Conditions/Restrictions below).

        d. Conditions/Restrictions: Limitations upon a student’s behavior and/or University privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to restricted access to the campus or parts of campus, denial of the right to represent the University in any way, denial of housing or parking privileges, required attendance at a workshop, or participation in public service.

        e. Written Warning: An official reprimand that makes the misconduct a matter of record in University files. Any further misconduct could result in further disciplinary action.

        f. Fee/Restitution: An order may be issued to make restitution or to pay a fee when a student has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of payment, community service, or other special activities designated by the hearing authority. Additional fees may be assessed as a punitive measure for any conduct violation.

        g. Withholding Diploma: The University may withhold a student’s diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a complaint pending, or as a sanction if the student is found responsible for an alleged violation.

        h. Revocation of Degree: The University reserves the right to revoke a degree awarded from the University for fraud, misrepresentation, or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed prior to the awarding of the degree.

        i. Other sanctions: The University reserves the right to impose other sanctions as necessary to remain consistent with the mission and vision of the University. These may include,
but are not limited to mandated psychological assessment, research projects, drug/alcohol classes or testing, online educational classes, proof of employment or attendance at classes, and/or apology letter, etc.

4. Residence Life Specific Sanctions:

a. Permanent Housing Removal: Immediate removal from University housing with no ability to return.

**NOTE:** Any student permanently removed from University housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSAO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

b. Temporary Housing Removal: Immediate removal from university housing for a set period of time with an ability to reapply to return to university housing.

**NOTE:** Any student removed from university housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSAO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

c. Housing Relocation: Immediate removal from a specific hall, room, or floor within University housing, and reassignment to another hall, room, or floor.

**NOTE 1:** Any student removed from any specific hall within University housing for disciplinary reasons must vacate that hall within the period of time noted in the notice of relocation (typically immediately). The student may not return to the residence hall from which they were removed without prior written permission by the CSAO or designee. Failure to comply with this request may constitute criminal trespass and will result in more severe disciplinary action.

**NOTE 2:** The CSAO or designee reserves the right to charge the student for the housing relocation.

M. Sanctions for Student Organizations

The following disciplinary sanctions may be imposed upon student organizations or their membership when they have been found responsible for violating the Code of Student Conduct. All sanctions may be imposed either individually or in combination. Disciplinary sanctions are imposed for the purpose of holding student organizations and their membership accountable for their actions and the actions of their guest(s), whether on campus or at any organization-sponsored function.

1. Permanent Revocation of Organizational Charter: "Permanent revocation" of the organization’s registration charter means revocation without the ability to apply for new registration. Any organization whose registration is permanently revoked must cease all organizational activities upon receipt of the notice of permanent revocation. Any member of an organization whose registration has been permanently revoked shall relinquish any appointed or elected office held with that organization’s governing body. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSAO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to revocation may be reassigned to other eligible University organizations.

2. Suspension: Suspension means denial of rights and privileges of a registered organization for a specified period of time. Any organization whose registration is suspended or revoked must cease all organizational activities upon receipt of the notice of revocation or suspension. Any member of a suspended organization may not hold an appointed or elected office with that organization’s governing body for the duration of the organization’s period of suspension. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSAO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to suspension may be reassigned to other eligible University organizations. Leave to reapply for registration as a student organization may be granted with or without qualifications. Office or housing space assigned prior to suspension will not automatically be reassigned. The organization may reapply for a space assignment, subject to availability. Suspended organizations will automatically be placed on probationary status for a minimum of one academic year following their renewed registration.

3. Probation: A period of review and observation during which a student organization is under official notice that subsequent violations of University rules, regulations, or policies could result in a more severe sanction including suspension. During the probationary period, a student organization is deemed "not in good standing" with the University and may be subject to one or any combination of the following conditions and/or restrictions:

   a. Denial of the right to represent the University;

   b. Denial of the right to maintain an office or other assigned space on University property

   c. Denial of the privileges of:

      i. Receiving or retaining funding;

      ii. Participating in intramurals;

      iii. Sponsoring or co-sponsoring any social event or other activity;

      iv. Participating in any social event.
Alcohol Policy Violations

4. Conditions/Restrictions: Limitations upon a student organization’s privileges for a period of time or an active obligation to complete a specified activity or activities. This sanction may include, for example, denial of housing or social privileges, etc.

5. Written Warning: An official written reprimand making the misconduct a matter of record in University files for a specified period of time. Any further misconduct may result in further disciplinary action.

6. Restitution/Fines: An organization may be ordered to make restitution or to pay a fine when the organization has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent or disruptive behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of financial payment, public service, or other special activities designated by the hearing authority. Additional fines may be assessed as a punitive measure.

N. Sanctioning Guidelines

A point system, university fee, educational sanction, and probation period are employed for the level of offenses identified in this Code. Under normal circumstances the University will follow the schedule listed below. However, the University does reserve the right to impose harsher discipline for those offenses judged as involving extraordinary circumstances. As outlined in this code, the student may appeal sanctions which exceed the parameters below. The following sanctions may be imposed upon any student found to have violated this Code.

Fees, at the discretion of the Conduct Administrator, can be substituted with Community Restitution (assigned work hours). The number of work hours shall be calculated by dividing the fee by the minimum student worker hourly wage and rounded up to the nearest ½ hour.

<table>
<thead>
<tr>
<th>Violation</th>
<th>Fee</th>
<th>Points</th>
<th>Education or Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation PBT = 0 or &gt; 0</td>
<td>$0 to $15</td>
<td>0-1</td>
<td>AoD Assessment; and/or Education when appropriate</td>
</tr>
<tr>
<td></td>
<td>$100</td>
<td>5</td>
<td>AoD Assessment and Education</td>
</tr>
<tr>
<td>2nd Violation</td>
<td>$200</td>
<td>7</td>
<td>AoD Assessment, Education, and Notice to Parents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Violation</th>
<th>Fee</th>
<th>Points</th>
<th>Probation, Suspension, or Expulsion</th>
<th>Education or Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possession or Use Violation</td>
<td>none</td>
<td>9-12</td>
<td>Probation = 9 months With possible</td>
<td>AoD Assessment; Notice to parents</td>
</tr>
<tr>
<td>Possession or Use Violation</td>
<td>none</td>
<td>1 year</td>
<td>1 year Suspension or Expulsion</td>
<td>AoD Counseling to return; Notice to parents</td>
</tr>
<tr>
<td>Sale or Distribution</td>
<td>none</td>
<td>9-12</td>
<td>Probation = 9 months With possible</td>
<td>AoD Assessment; Notice to parents</td>
</tr>
</tbody>
</table>

3rd Violation: Residence students who incur a third violation within 18 calendar months are subject to Resident Hall Suspension. Commuter students who incur a third violation within 18 calendar months are subject to Conditions/Restrictions that limit time on the campus. Violations beyond the 3rd alcohol violation make a student eligible to be suspended from the University or other appropriate sanctions.

NOTE 1: If alcohol is found in a resident’s room or common area, and PBT = 0, all residents and guests will be subject to the student code of conduct.

NOTE 2: The fine above may be waived with proof of payment to the Municipality in which an off-campus drinking citation was issued. If a student is found responsible for hosting an off-campus event in which underage persons received citations, CU will treat hosts of the event who violate the alcohol policy as a second violation. CU will enforce the above fine for hosts regardless of Municipal consequences.

NOTE 3: A combination of one alcohol violation and one drug violation on a student’s record may also result in the equivalent sanction to a third alcohol violation.

Drug Policy Violations

NOTE 1: Because drugs can manifest itself in a range of severity, the University has established 2 levels of severity (see below). The sanctioning administrator reserves the right to evaluate the gravity of the student’s behavior (Severity Level 1 or 2) and impose any of the sanctions listed below to remediate the violation, as deemed appropriate.
## Violence Policy Violations – Code Policy #’s 33, 34, 35, 44, 52

<table>
<thead>
<tr>
<th>Violation</th>
<th>Fee</th>
<th>Points</th>
<th>Probation, Suspension, or Expulsion</th>
<th>Education or Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Severity Level 1</td>
<td>$50 to $100</td>
<td>2-5</td>
<td>Up to 5 months’ Probation</td>
<td>Online education program as appropriate; counseling as appropriate; mediation as appropriate; apology to victim; letter of reprimand</td>
</tr>
<tr>
<td>Severity Level 2</td>
<td>$100 to $200</td>
<td>6-9</td>
<td>6-12 months’ Probation</td>
<td>Housing relocation for residents; restricted campus access for commuters; counseling as appropriate; apology to victim; letter of reprimand; loss of privileges; student worker position revoked; additional restrictions/conditions as appropriate</td>
</tr>
<tr>
<td>Severity Level 3</td>
<td>none</td>
<td>University Suspension or Expulsion</td>
<td>Apology to the victim; loss of privileges; student worker position revoked; documentation of a completed program through a licensed agency with agency’s recommendation for return</td>
<td></td>
</tr>
</tbody>
</table>

## All Other Policy Violations (see specific policy number)

<table>
<thead>
<tr>
<th>Violation</th>
<th>Fee</th>
<th>Points</th>
<th>Probation, Suspension, or Expulsion</th>
<th>Education or Remediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level A</td>
<td>$0-$15</td>
<td>0-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level B</td>
<td>$35-$50</td>
<td>2-4</td>
<td>2 months’ Probation as appropriate for repeated offenses</td>
<td>Online education program as appropriate; counseling and/or mediation as appropriate</td>
</tr>
<tr>
<td>Level C</td>
<td>$70-$85</td>
<td>5-9</td>
<td>5 months’ Probation</td>
<td>Online education program as appropriate; counseling and/or mediation as appropriate</td>
</tr>
<tr>
<td>Level D</td>
<td>$100 - $200</td>
<td>9-12</td>
<td>6-12 months’ Probation</td>
<td>Online education program as appropriate; counseling and/or mediation as appropriate</td>
</tr>
<tr>
<td>Level E</td>
<td>Residence Hall Suspension or Expulsion; University Suspension or Expulsion</td>
<td>Conditions may be imposed as a condition to be readmitted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Points: The accumulations of student conduct points have the effect(s) as described below.

**Break Period Violations** - Students found reasonable for violating the student conduct code on campus during periods of hall closures (Christmas and Spring break) will have all student conduct points doubled.

**Yearly Conduct Points** - Student conduct points awarded for violations occurring after room selection of the current year carry over to the next academic year.

**Resident Students** - Current resident students who accumulate more than 19 student conduct points in the current year are not eligible to participate in the following year’s room selection process.

**Note:** All accumulated points affect a student's housing priority.

**All Students** - Students who accumulate a yearly student conduct point total of more than 24 points are subject to immediate resident hall suspension or expulsion or University suspension or expulsion.

0. Appeals
1. General Outline
a. There are two types of appeals that a student can request during the Initial Administrative Hearing (IAH).

b. The first appeal is called the **Outcome Appeal**, which a student can request if the student refuses to take responsibility for the conduct violation or disagrees with the sanctions recommended by the Conduct Officer.

*NOTE* – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

c. After a student has requested an Outcome Appeal, s/he will be given the Outcome Appeal Form by the Conduct Officer overseeing the case. The student will complete the Outcome Appeal Form in the presence of the Conduct Officer and then submit the form to the Conduct Officer. The Conduct Officer will then submit the Outcome Appeal Form to the Dean of Students who will review the form.

d. Once the Dean of Students has reviewed the form and noted whether the student requested either a Formal Administrative Hearing or Formal Panel Hearing (see Frequently Asked Questions for definitions), the Dean of Students will determine the time and meeting of the hearing.

e. The decisions made in both the Formal Administrative Hearing and Formal Panel Hearing are final.

f. The second appeal is called a **Procedural/Omission Appeal**, which can be requested in the following cases:

i. If a student believes that a procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc.)

ii. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

iii. The sanctions fall outside the range of sanctions the University has designated for the offense. As the Dean of Students or the Dean of Students and Title IX Coordinator reviews all sanctions, this ground for appeal is only appropriate when this review has not taken place.

*g. The Procedural/Omission Appeal must be submitted to the Vice President of Student Life by completing the form “Request for Appeal,” which can be found on the Portal under the Resource Tab.*

h. The Procedural/Omission Appeal must be submitted within three (3) business days after the IAH.

**Frequently Asked Questions**

1. What are the Formal Administrative Hearing and Formal Panel Hearing?

The Formal Administrative Hearing is a hearing including the Dean of Students (and/or) appointed representative and the student requesting the appeal. The student appealing will have this opportunity to discuss the conduct charges and/or sanctions with the Dean of Students/appointed representative. Decisions made by the Dean of Students and/appointed representative in this meeting are final.

The Formal Panel Hearing is a hearing that includes the student appealing and a panel made up of at least one faculty member, one student and one staff member. The student will have the opportunity to discuss the conduct charges and/or sanctions with the panel and the panel will then make a recommendation to the Dean of Students on the decision that the panel has reached.

1. Does a Formal Administrative Hearing/Formal Panel Hearing take the Conduct Officer’s decision into account?

The presumptive stance of the Dean of Students/the Panel is that the original hearing body was correct in its initial finding. The burden is on the appellant to convincingly communicate otherwise.

In the case of a Procedural/Omission Appeal, the appellant must show that either policy was not followed or that new information changes the decision that was made.

Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal. No interviewing of or testimony by the parties is appropriate.

1. Will sanctions be paused until the appeal is complete?

All sanctions instituted by the original hearing body are to be implemented, barring extreme exigent circumstances. Final exams, graduation-related events, and/or proximity to the end of a term are not considered exigent circumstances.

1. Who can request a Procedural/Omission Appeal?

Any party to a complaint (Reporting Party or Responding Party) may submit a Request for Appeal (RFA) form to the Vice President of Student Life or designee who will review the appeal (Hereinafter the “RFA Reviewer”). Any party to a complaint may only file one appeal per incident, exigent circumstances notwithstanding.

1. What is the General Outline of the Procedural/Omission Appeal?

a. Request for Appeal must be submitted in writing to the RFA Reviewer within three (3) business days of notification of the outcome of the Formal Hearing. All outcomes are assumed received by all parties three business (3) days after sent via e-mail.

b. Any Request for Appeal not filed in a timely fashion will be denied. No exceptions to this timeline are permissible without the express permission of the RFA Reviewer.

c. The RFA Reviewer, who was not involved in the investigation, will review all Requests for Appeal to insure the request has standing.

d. The RFA Reviewer, reviewing the Request, may consider credibility, plausibility, and weight in his/her assessment of the Request.

e. Any Request for Appeal will be shared with all parties (Reporting Party, Responding Party, Investigator and Formal Hearing Panel Chair) who may respond to the Request in a “Response Memorandum.”

f. All Response Memorandums must be submitted to the RFA Reviewer for consideration within three (3) days of the notification of the Request for Appeal.

g. All Response Memorandums will be shared with all parties.

h. The RFA Reviewer, after considering all Requests and Response Memorandums, will make and communicate one of the following
determinations within three (3) business days of receiving the final response.

Memorandum:

1) The findings of the original hearing panel are affirmed, therefore, the Request for Appeal is denied. This decision is final and there is no appeal to this decision permitted by any party.

2) The Request for Appeal is denied in part and being forwarded in part for consideration.

3) The Request for Appeal is being considered.

   i. Forwarded Requests for appeals will be considered and decisions will be communicated to all parties in writing within five (5) business days of receipt from the RFA Reviewer.

   j. The decisions are limited to the following:

      1) Affirming the decision of the original hearing body.

      2) In cases where it is determined that the procedural error did significantly impact the finding or sanction, it will either:

         i) Remand the case back to be reheard by a new Formal Hearing Panel/Hearing Officer.

         This is typically done in cases where the procedural error is so profound as to render the original panel too biased or influenced. Or,

         ii) Remand the case back to the original hearing body with instruction to repair the procedural error.

   k. In cases where it is determined that the new evidence, unavailable during the original hearing or investigation, is now available and could substantially impact the original finding or sanction it will either:

      1) Remand the case back to the original hearing body with instruction to consider the new evidence.

      2) In these cases, the original hearing body will convene solely to consider the new evidence. Whether all parties are required to be in attendance is at the discretion of the Chair/Original Hearing Officer.

3) Remand the case back to be reheard in its entirety by a new Formal Hearing Panel/Hearing Officer. This is typically done in cases where the new evidence is accompanied by a procedural error so profound as to render the original panel too biased or influenced.

4) In rare cases, the decision may be to alter the finding or sanction based on the new evidence. This will only be done in cases where reconvening the Panel would put an undue burden on the parties (e.g., the Panel is not available).

5) In cases where a new panel is convened or the original hearing panel is reconvened, the appellate process may still be available to the parties, but only on the outcomes and proceedings of the most recent hearing, and subject to the same grounds and restrictions. There are no appeals procedures applicable to a decision affirming the original findings.

### Flowcharts

**Initial Administrative Resolution Meeting**

- Responsible
- Not Responsible

**Sanctions**

- Appeals
  - Outcome Appeal
  - Procedural/Omission Appeal

- Formal Administrative Hearing
- Formal Panel Hearing
- Vice President of Student Life

### Resource Lists

**Alcohol Laws:**

Wisconsin state law can be found at:

http://docs.legis.wisconsin.gov/statutes/statutes/125/I/07

Michigan state laws can be found at:


**Drug Laws:**

Wisconsin laws can be found at:

http://docs.legis.wi.gov/statutes/statutes/961/IV/41

Michigan laws can be found at:

Emergency Contact Information: To enter or update the emergency go to the portal (http://my.cuw.edu or http://my.cuaa.edu). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large “Concordia University Safety Net” logo. “Add my Emergency Contact Information” is the middle link available.

Hazing Laws:

Wisconsin hazing law can be found at: http://docs.legis.wi.gov/statutes/statutes/948/51

Michigan hazing laws can be found at: http://legislature.mi.gov/doc.aspx?mcl-750-411

Office Resources

Disability Office:

Mequon Campus:

Contact Person: Director of Learning Resources
Room: LU 200
Phone: (262)243-4332
Email: arc@cuw.edu

Ann Arbor Campus:

Contact Person: Director of Resource Center
Room: ARC
Email: arc@cuaa.edu

Posting Approval:

Mequon Campus: Location:
Student Life AL107
Academics LU 128
Student Activities AL108D
Marketing Luther
Career Services R 004
Residence Life AL 107 (Res. Halls only & RD's can approve)

For CUW Center sites – see your Center Director

Ann Arbor Campus: Location:
Student Life SSC 106
Academics SSC 101
Student Activities SSC 106
Center for Career Engagement SSC 108
Residence Life SSC 106

Reporting (Violation of Policy and/or Crime)

Contact Information for Mequon Campuses:

Email: campus.safety@cuw.edu
Office: Rinker 023
Off Campus Phone: (262) 243-4344
On Campus Phone Extension: 4344
Tip Form: https://www.cuw.edu/academics/services/campus-safety/anonymous-tip-form.html

Contact Information for Ann Arbor Campus:

Email: security@cuaa.edu
Office: Student Service Center 114
Off Campus Phone: (734) 358-1340
On Campus Phone Extension: 7502
COURSE DESCRIPTIONS

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- Art Education-Graduate (AEG) (p. 109)
- Athletic Training (MSAT) (p. 109)

B
- Biology (BIO) (p. 109)
- Business-MBA Grad (MBA) (p. 109)
- Business-MBA Grad-Chinese (MBC) (p. 109)

C
- Chemistry (CHEM) (p. 109)
- Computer Science (CSC) (p. 109)
- Counseling-Graduate (COUN) (p. 109)

D
- Doctorate Nursing Practice (DNP) (p. 109)

E
- Education - CUAA (EDU) (https://catalog.cuw.edu/graduate/courses/edu)
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- Education-Graduate (EDG) (p. 109)
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L
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M
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- Master Sci Rehabilitation Sci (MSRS) (p. 109)
- Music (MUS) (p. 110)

N
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O
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- Organizational Leadership (OLA) (p. 110)

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- Physician Assistant (PHAS) (p. 110)
- Public Admin-Masters (MPA) (p. 110)

R
- Religion (REL) (p. 110)

S
- Science (SCI) (p. 110)
- Student Personnel-Graduate (SPA) (p. 110)

Applied Exercise Sci - Masters (MSES)
Art Education-Graduate (AEG)
Athletic Training (MSAT)
Biology (BIO)
Business-MBA Grad (MBA)
Business-MBA Grad-Chinese (MBC)
Chemistry (CHEM)
Computer Science (CSC)
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Organizational Leadership (OLA)
Pharmacy (PHAR)
Philosophy (PHIL)
Physical Therapy-Doctorate (DPT)
Physician Assistant (PHAS)
Public Admin-Masters (MPA)
Religion (REL)
Science (SCI)
Student Personnel-Graduate (SPA)
FACULTY

A

Adams-Qualls, Lisa
Assistant Professor of Social Work
Ph D, Capella University; BS, Tennessee State University; Other, University of Kentucky

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, MS, Other, University of Nebraska Medical Center
At Concordia since 2008

Arnholt, Philip J
Professor of Life and Earth Sciences
Ph D, University of Nebraska; MS, Eastern Illinois university
At Concordia since 1971

Barnett, Jon J
Assistant Professor of Physical Sciences
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

Bath-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

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
Assistant Professor of Physical Sciences
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
Assistant Professor of Pharmacy-Practice
Other, Drake University
At Concordia since 2014

Belz, Angela
Assistant Professor of Qualitative Business
Department Chair
Ph D, Cardinal Stritch University; MS, Concordia University Wisconsin; BA, Ottawa University
At Concordia since 2016

Berger, Gisela
Ph D, University of Maryland-College Park

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 Physical Sciences
Department 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
DMA, University of Michigan; MM, The Juilliard School; BM, The University of Michigan
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
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

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

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

Chuhran, Kyle B
Assistant Professor of Education-Elementary
MS, Concordia University - Wisconsin; BA, Concordia College
At Concordia since 2014

Clemm von Hohenberg, Sara
Assistant Professor of Education-Secondary/K-12
Academic Coordinator
Ph D, Northcentral University; MA, Oakland University; BA, Western Michigan University
At Concordia since 2014

Clemmons, Renee
Assistant Professor of Nursing-Undergrad
DNP, BA, University of Michigan - Ann Arbor; BSN, University of Michigan - Flint

Cole, Susan
Ph D, MS, Marquette University; RN, Northeast Wisconsin Technical Institute; BSN, Silver Lake College

Collins, Sarah
DSW, University of Thomas- St. Catherine's University; BA, Marquette University; Other, Dominican University
At Concordia since 2017

Condie, Bradley
Professor of Qualitative Business
Ph D, Northwestern University; MBA, Keller Graduate School of Management; BA, Wheaton College
At Concordia since 1991

**Cosgrove, Preston B**
Associate Professor of Education-Graduate
Ph D, Cardinal Stritch University; MA, Marquette University; BA, Taylor University

**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
At Concordia since 2018

**Daugherty, Ryan**
Assistant Professor of Social Science
Ph D, MA, University of Kansas; BA, Anderson University

**Davis, Roxxi M**
Assistant Professor of Social Work
DSW, Aurora University

**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
MA, State University of New York at Buffalo; BA, University of North Carolina - Chapel Hill
At Concordia since 2017

**Dvorak, Leah M**
Professor of Life and Earth Sciences
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

**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

**Ehke, 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

**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
President
At Concordia since 1991

**Ferry, Tamara**
At Concordia since 2011

**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 Life and Earth Sciences
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
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**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**
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Ph D, Wycliffe College (Toronto School of Theology); M Div, Concordia Theological Seminary; BA, Concordia University Wisconsin
At Concordia since 2014

**Gerner, Steve W**
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Dean of Students
EDD, Nova Southeastern University; MS, Concordia University Wisconsin; BS, Martin Luther College
At Concordia since 2007

**Giacomazzi, Amber**
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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 L**
Assistant Professor of Education-Secondary/K-12
Coordinator of Licensure and Assessment Secondary Education
MS, Walden University; BS, Edgewood College
At Concordia since 2018

**Grimm, Jessica L**
DPT, Concordia University; BS, University of Wisconsin, Green Bay
At Concordia since 2017

**Guedet, Stephanie**
Associate Professor of English
Ph D, Illinois State University; MA, Bradley University; BA, Taylor University

**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
Clinical Director
Ph D, Marquette University; MS, University of Wisconsin Milwaukee; BS, University of Wisconsin Whitewater
At Concordia since 2015

**Halsell, Kristin S**
MS, Philadelphia College of Osteopathic Medicine; BS, Smith College

**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; Other, Cornell 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, Steve
Assistant Professor of Social Science
BA, MidAmerica Nazarene University; Other, University of Oklahoma; Other, Nazarene Theological Seminary
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

Hurtienne, Matthew
Associate Professor of Qualitative Business
Associate Dean
Ph D, Colorado State University; MS, Norwich University; BS, Southern Illinois University; Other, Online Learning Consortium
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

Jastrand, 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, Ed.D, James D
Associate Professor of Education-Secondary/K-12
Director of Faith Integration for Athletics
EDD, Cardinal Stritch University
At Concordia since 2011

Julian, Chreston

K

Kabara, Pollyanna
Assistant Professor of Physician Assistant
Program Director
MS, Finch University of Health Sciences; BA, University of Wisconsin- La Crosse; Other, CU-Portland
At Concordia since 2013

Kansass, Kathleen N
Professor of Education-Graduate
Ph D, The University of Iowa; BS, Carroll University

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

Kennedy, 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
Kittleman, Joshua
Assistant Professor of Family Life
MS, Concordia University Nebraska; BA, Concordia University Ann Arbor
At Concordia since 2017

Koeferl, 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

Korte, Don
Professor of Life and Earth Sciences
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
Department Chair
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

Lane, Jason D
Assistant Professor of Theology
M Div, Other, Concordia Theological Seminary; BA, Framingham State College; Other, Universität Hamburg
At Concordia since 2013

Laverick, Erin
Professor of English
Campus Dean
Ph D, Bowling Green State University; MA, Illinois State University; BA, University Wisconsin-Green Bay
At Concordia since 2018

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

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
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 Life and Earth Sciences  
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 Life and Earth Sciences  
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  
Ph D, University of WI: Milwaukee; Other, Marquette University  
At Concordia since 1987

Lund, 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

Mac Kelly, Matthew  
Assistant Professor of Justice & Public Policy  
JD, Marquette University Law School; BS, North Dakota State University  
At Concordia since 2013

Macafee, Timothy  
Assistant Professor of Communication  
Ph D, University of Wisconsin-Madison; MA, BA, University of Wisconsin-Milwaukee

M

Makstenieks, Santa  
Professor of Life and Earth Sciences  
MD, Tartu University, Estonia  
At Concordia since 1996

Martin, Alex D  
Assistant Professor of Physical Sciences  
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

McGwire, Richard A  
Professor of Speech & Language Pathology  
Department Chair  
Ph D, Bowling Green State University; MA, BS, Northern Michigan University  
At Concordia since 2015

McInnes, Lisa  

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, Edinboro 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

**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  
MA, Northwestern University; M Div, Other, Concordia Theological  
Seminary; BA, Martin Luther College  
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  
MFA, Vermont College of Fine Arts; 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  
Ph D, 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

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
Ph D, Indiana University-Bloomington; MA, University of Chicago; BA, University of Wisconsin-Madison
At Concordia since 2014

Peckham, Elizabeth M
Assistant Professor of Life and Earth Sciences
Ph D, University of Michigan; BS, Ashland University
At Concordia since 2014

Penhallegon, Philip W
Professor of Theology
Ph D, Concordia Seminary St. Louis; M Div, Concordia Seminary, St. Louis; BA, Concordia College, Ann Arbor
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
Assistant Professor of Social Science
Program Director
Ph D, MA, Southern Illinois University - Carbondale; BA, Clarke College
At Concordia since 2009

Pingel, James
Associate Professor of Education-Secondary/K-12
Dean
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
EDD, MA, Other, Lindenwood University; BS, Hannibal-LaGrange University
At Concordia since 2016

Potratz, Jeffrey
Associate Professor of Physical Sciences
Ph D, University of Texas at Austin; BS, Wisconsin Lutheran College
At Concordia since 2015

Pulliam, Dornicho S
Associate Professor of Social Work
EDD, Other, National Louis University; Other, University of Southern Indiana; Other, Mississippi Valley State University

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Ph D, Saint Louis University; BS, Other, University of Minnesota; Other, Academy of Apologetics, Human Rights, and Evangelism; Other, Concordia Seminary
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Ph D, Curtin University; MS, Concordia University of Austin; MA, University of Texas; BS, Dr. Martin Luther College  
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Pharm D, Palm Beach Atlantic University; Other, Samford University; Other, Samford University/Jefferson County Department of Health  
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**Yakimow, Scott E**  
Professor of Theology  
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**Young, Michael**  
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Ph D, Washington University in St. Louis; BS, Michigan State University; Other, Colloquy for LCMS teachers - Concordia University Irvine  
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Assistant Professor of Nursing-Undergrad  
DNP, Maryville University; MS, Wayne State University; MS, BSN, University of Windsor  
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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