





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

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.

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

PRESIDENT . . . . . Patrick Ferry  
 EXECUTIVE VICE PRESIDENT AND CHIEF OPERATING OFFICER . . . . Allen Prochnow  
 ASSISTANT TO THE PRESIDENT FOR GOVERNANCE AND PLANNING . . . Ross Stueber  
 SENIOR VICE PRESIDENT OF ACADEMICS . . . . . William Cario  
 SENIOR VICE PRESIDENT OF ENROLLMENT SERVICES . . . . .

ARTS AND SCIENCES . . . . . Gaylund Stone  
 BUSINESS ADMINISTRATION . . . . . David Borst  
 EDUCATION . . . . . Michael Uden  
 HEALTH PROFESSIONS . . . . . Linda Samuel  
 NURSING . . . . . Teresa Kaul  
 PHARMACY . . . . . Dean Arneson  
 STUDENT LIFE . . . . . Sarah Holton

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

**ACCREDITATION**

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

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

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

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

**ADMISSION TO GRADUATE AND PROFESSIONAL STUDIES**

All graduate programs offered by Concordia University are administered by the specific academic departments under the general supervision of the Senior Vice President of Academics. Students interested in enrolling in Graduate and Professional Studies are encouraged to contact the Graduate Admission Office at (262) 243-4248 or (800) 330-9866 for information on admission. Information may be found online at the Concordia website, [www.cuw.edu](http://www.cuw.edu).

## ADMISSION REQUIREMENTS- PROFESSIONAL PROGRAMS

Admission requirements are specific to professional programs including:

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

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## 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.

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## ACADEMIC PROBATION AND DISMISSAL

In general a graduate student, admitted without condition, who does not maintain a cumulative GPA of at least 3.00 (after taking at least 9 credits) is placed on academic probation; s/he then has 9 credits to raise her/his GPA to 3.0 or better. If a student fails to achieve this goal, the appropriate Dean, in cooperation 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, which take precedence over the aforementioned general procedure.

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

## PLAGIARISM

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

## CHEATING

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

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## ADVISING

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

## CAREER SERVICES

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

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

Federal regulations and Concordia University Wisconsin (CUW) policy require that any research involving human subjects must come before the Institutional Review Board (IRB) for review and approval. This policy pertains to projects for classes, independent studies, thesis and dissertation research, as well as faculty/student collaborative projects. Each research protocol involving human subjects must be reviewed and approved by the IRB4.6202100

FALCON-ONE CARD

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

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

## FINANCIAL ASSISTANCE

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

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

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

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

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

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

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

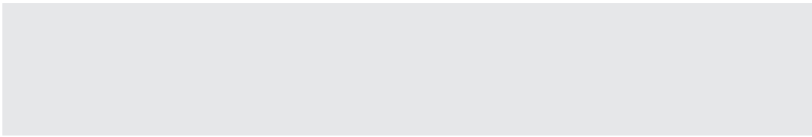
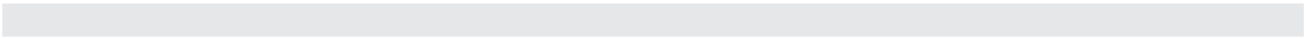
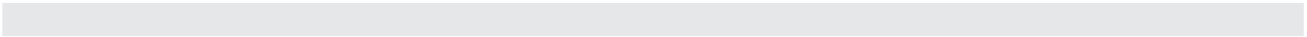
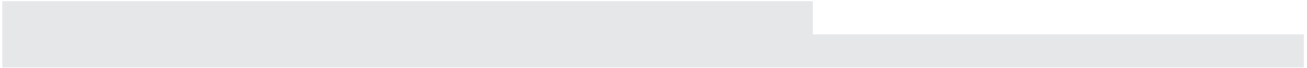
#### NON -DISCRIMINATION POLICIES

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

#### GOOD STANDING

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

#### APPLICA

## MASTER OF SCIENCE IN APPLIED EXERCISE SCIENCE DEGREE

### OVERVIEW

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

### MISSION STATEMENT

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

### GENERAL ACADEMIC INFORMATION

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

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

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## APPLICATION PROCESS

Application form available at: [www.cuw.edu/apply](http://www.cuw.edu/apply). In addition to the application, submit:  
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s / N E P A G E S D A E Y S C R A Y





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

Electives (Graduate level courses)

9 credits

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

## ADMISSION

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

## PROGRAM STRUCTURE

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

Classes are taught on the Mequon campus and at Ann Arbor MI, Appleton, Beloit, Dearborn MI, Frankenmuth, MI, Green Bay, Kenosha, Madison, Midtown, Miller Park Way, St. Louis, Waukesha, and locations. Videoconference classes are available for some courses. In addition to the live and synchronous format highlighted above, courses are also offered via Distance Learning. With classes held at multiple locations and through various formats, students' professional and personal schedules can be accommodated.

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

## PROGRAM PREREQUISITES

The prerequisite courses are undergraduate courses necessary to adequately prepare a student for the MBA. It is expected that students will have acquired the basic knowledge of these courses prior to beginning the program. Concordia University provides these courses in the adult education program, online, or at a regional college or university. Students who have completed any of these courses more than five years ago may wish to refresh their

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

## ABSENCE POLICY

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

## ACADEMIC ADVISING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

MBA 500/800	Managerial Economics	3 Cr.
MBA 510/815	Applied Statistical Methods	3 Cr.
MBA 530/830	Corporate Finance	3 Cr.
MBA 540/840		

## MBA CONCENTRATION COURSES

### Choose Five Courses In One Area

#### Concentration (15 credits)

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

#### Accounting

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

MBA 525/825	Advanced Auditing	3 Cr.
MIB530/830	Global Production & Operations	3 Cr.
MBA 576/876	Fraud Management	3 Cr.
MBA 529/829	Database Management	3 Cr.
MBA 532/832	Government/Not for Profit Accounting	3 Cr.
MBA 524/824	Systems Analysis and Design	3 Cr.
MBA 623/923	Statutory Accounting	3 Cr.
MMC 540/840	Public Speaking: Professional Reports and Presentations	3 Cr.

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Public Administration

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

Risk Management

MBA 570/870	Legal Aspects of Business	3 Cr.
MBA 576/876	Fraud Management	



## MASTERS OF SCIENCE IN EDUCATION - COUNSELING

### GRADUATE COUNSELING

#### MASTERS OF SCIENCE IN EDUCATION – COUNSELING

Concordia offers two options in Counseling:

1. School Counselor (K-12) – WDPI License #54
2. Professional Counselor

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

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

\*\*Alternative Education coursework and licensing options are identified and explained within this section of the Graduate and Professional Studies Academic Catalog for 2011-12. Information on the Alternative Education Program follows the licensing requirements for school counselors.

### THE OBJECTIVES OF THE COUNSELING DEGREE

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- s 4 O B E A B I T A T I O N A L S K I L L S I N C O U N S E L I N G
- s 4 O B E A B I T A T I O N A L S K I L L S I N C O U N S E L I N G

### 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 620/920-Management for Counselors.

1. Counseling Theory  
COUN 543/843 Counseling: Theories and Issues 3 Cr. (Required)
2. Human Growth and Development  
EDG 580/880 Family Development 3 Cr. (Elective)  
COUN 584/884 Human Development 3 Cr. (Required)
3. Social and Cultural Foundations  
COUN 550/850 Social Psychology 3 Cr. (Elective)  
COUN 552/852 Social/Cultural Foundations in Counseling 3 Cr. (Required)
4. Helping Relationships  
COUN 512/812 Psychopharmacology 3 Cr. (Elective)  
COUN 564/864 Consultation Strategies 3 Cr. (Required)  
COUN 582/882 Trauma Counseling 3 Cr. (Required)  
COUN 593/893 Individual Counseling 3 Cr. (Required)
5. Group Work  
COUN 594/894 Group Counseling 3 Cr.
6. Career and Lifestyle Development  
COUN 561/861 Career Counseling Foundations 3 Cr.
7. Appraisal  
COUN 587/887 Tests and Measurements for Counselors 3 Cr. (Required)  
COUN 588/888 Psychopathology 3 Cr. (Elective)

## 8. Research and Program Evaluation

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1. Counseling Theory

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2. Human Growth and Development

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s# / 5 . ( U M A S E V E L O P M E N T E Q B D R

3. Social and Cultural Foundations

s# / 5 . S O C I A L P S Y C H O L O G Y % L E C T I V E

s# / 5 . S O C I A L # & C U L T U R A L F O U N D A T I O N S E L I N G E Q B D R

4. Helping Relationships

s# / 5 . P E R S O N A L C O U N S E L I N G % L E C T I V E



## PRACTICUMS

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

## PORTFOLIO

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

## MASTER OF SCIENCE IN EDUCATION PROGRAMS - ART EDUCATION

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

## MASTER OF SCIENCE IN ART EDUCATION

(30-33 Credits Required)

### Required Courses (12 credits)

#### Conceptual Base:

AEG 501 The Historical Bases of Art Education 3 Cr.

AEG 531 Modern Practices in Art Education 3 Cr.

#### Contemporary Issues/Instructional Issues:

AEG 510 Developmental Issues in Art Education 3 Cr.

AEG 540 Curriculum Design in Art Education 3 Cr.

#### Relevant Practices (select 6-9 credits):

AEG 580 Studio Workshop in Art Education 3 Cr.  
Two-Dimensional Practices; Three-Dimensional Practices;  
Design; Multiple Image Processes  
(Printmaking, Photography, etc.); Craft Processes

AEG 533 Teaching Art with Art 3 Cr.

AEG 542 Methods for Teaching/Learning in the Art Classroom 3 Cr.

AEG 590 Technology in Art Education 3 Cr.

AEG 620 Extended Experiences in Art Education 3 Cr.

Field Applications; Directed Travel Study

#### Electives (select 6 - 9 credits)

AEG 500 Great Books in Art Education 1.5 Cr.

AEG 521 Seminar: Contemporary Readings in Art Education 3 Cr.

AEG 550 Integrative Issues in Art Education 3 Cr.

AEG 560 Seminar: Special Topics in Art Education 3 Cr.

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

#### Closure (3 credit Thesis or 6 credit alternative)

AEG 680 Art Education Thesis 3 Cr.

Scholarly; Applied; Studio

Non-Thesis Alternatives (2 semesters): 6 Cr.

## EARLY CHILDHOOD EDUCATION

### Purpose

This concentration is designed to prepare specialists in early childhood education









3. Science Content Component (choose 12 credits):

BIO 510/810 Ecology

3 Cr.

BIO 517 Plant Anatomy

3 Cr.

BIO 540/840 Advanced Botany

3 Cr.

BIO 544 Taxonomy of Vascular Plants

3 Cr

## MASTER OF SCIENCE IN EDUCATION

(30 credits)

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### Required Courses

EDG 552/852 Improvement in the Teaching of Reading	3 Cr.
EDG 509/809 Integrating Learning and Reading Skills Across the Curriculum	3 Cr.
EDG 556/856 Language Arts for the Teaching of Reading	3 Cr.
EDG 553/853 Reading Assessment and Instruction	3 Cr.
EDG 554/854 Practicum in Reading	3 Cr.
EDG 576/876 Literature for Children K-12	3 Cr.
EDG 627/911 Portfolio I	0 Cr.
EDG 628/912 Portfolio II	0 Cr.

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

EDG 507/807 Curriculum Development	3 Cr.
EDG 537/837 Supervision of Instruction	3 Cr.

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

### Project Option:

EDG 544/844 Topics & Research in Reading
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Total credits for students entering with an Adaptive Education Minor: 30 Crs.

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## TEACHER CERTIFICATION PROGRAM - ELEMENTARY AND SECONDARY

Concordia University Wisconsin offers an accelerated, graduate Teacher Certification Program for adults who wish to be certified to teach in Grades 1-8 (Middle Childhood through Early Adolescence) or in Grades 6-12 (Early Adolescence-Adolescence). Individuals interested in these programs must already have a Bachelor's degree from an accredited university, and meet our program entrance requirements. Once students complete the licensing portion of the program, they take additional graduate credits to complete the master's degree in Teaching and Learning.

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

### Program Highlights

- Cohorts run given an adequate number of qualified accepted applicants. Applications are accepted on a rolling basis.
- The 22-month program also includes a semester of full-time student teaching.
- The 18-month program also includes a semester of full-time student teaching.
- 25% in a face-to-face setting. The face-to-face classes take place on Saturdays. This program option is 24-months long.
- Students must have an official transcript evaluation conducted by CUW staff to determine if all secondary core requirements have been met.

### Program Specifications

- Praxis Tests: Students must pass the Praxis I exam prior to admission and the Praxis II exam prior to student teaching.
- Observation reflections are due at the end of each class.
- The program is subject to change without notice.

### Master's Degree Eligibility

Only for students who have successfully completed CUW's Graduate Teacher Certification Program (TCP, ACE, OR GTCP program)

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## 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 twenty-four (24) semester hours of required courses, and allows for nine (9) semester hours of course work related to the teacher interest areas. The total Master's degree requires thirty-three (33) semester hours.

There are two tracks available in this concentration:

Masters Degree for Elementary, Middle or High School Teacher.

Masters Degree with Teacher Certification (please see Teacher Certification section of catalog)

**MASTER OF SCIENCE IN EDUCATION – TEACHING AND LEARNING FOR AN ELEMENTARY,  
MIDDLE OR HIGH SCHOOL TEACHER**  
(33 Credits Required)

## Required Courses

EDG 507/807 Curriculum Development and Design	3 Cr.
EDG 521/821 Human Learning and Motivation	3 Cr.
EDG 528/828 Strategies for Effective Teaching	3 Cr.
EDG 587/887 Assessment for Learning	3 Cr.
EDG 632/932 Educating Students at Risk	3 Cr.
EDG 633/933 Alternative Education	3 Cr.
EDG 515/815: Education Research Methods	3 Cr.
EDG 590/890: Thesis Completion Seminar (EDG 515 is a prerequisite)	3 Cr.
OR EDG 595/895: Graduate Capstone Project (EDG 515 is a prerequisite)	3 Cr.
EDG 627/924 Portfolio I . . . . .	0 Cr.
EDG 628/925 Portfolio II . . . . .	0 Cr.
EDG 629/926 Portfolio III . . . . .	0 Cr.

## Electives

EDG 509/809 Integrating Learning Across the Curriculum	3 Cr.
EDG 526 The American Family Today	3 Cr.
EDG 533/833 Leadership for Change	3 Cr.
EDG 535/835 Legal and Ethical Issues in Education	3 Cr.
EDG 537/837 Supervision of Instruction	3 Cr.
EDG 556/856 Language Arts and Teaching Reading	3 Cr.
EDG 562 Faith Development of Young Children	3 Cr.
EDG 570 Cooperative Learning in the Classroom	3 Cr.
EDG 574 Art in Elementary and Early Childhood Education	3 Cr.
EDG 576/876 Literature for Children K-12	3 Cr.
EDG 649/949 Professional Learning Communities	3 Cr.
EDT 514/814 Educational Ministry in the Digital World	3 Cr.
EDT 589/889 Applying Technology in the Content Areas	3 Cr.
EDT 607/907 Multimedia for the Classroom	3 Cr.
EDT 608/908 Critical Issues in Educational Technology	3 Cr.
EDT 639/939 School Leadership in Technology	3 Cr.
EDT 657/957 Building Online Learning Communities	3 Cr.
EDT 670/970 Integrating Technology in the Classroom	3 Cr.
COUN 543/843 Counseling: Theories & Issues	3 Cr.
COUN 569/869 Families and Schools Together	3 Cr.
COUN 584/884 Human Development	3 Cr.

## MASTER OF CHURCH MUSIC

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

In 1992 two emphasis areas were introduced: the Choral Emphasis and the Organ Emphasis. In 1997, the faculty approved a partnership between Concordia and Handbell Exploration International of Sellersville, PA, to establish a new Handbell Emphasis area to the curriculum.



RECITAL OR CONCERT

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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.

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## CURRICULUM

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

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

CSC 501/801 – Introduction to Informatics

Other undergraduate CSC courses as specified

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## MASTER OF SCIENCE IN NURSING

### Purpose

4 H E A S T E R S I E N I C E R S I N G R B M I L O N S H E A C C A I A T U R R S I O G N D A P T E O A R P I O F E S S I O N A L  
nurse leaders competent to fulfill advanced practice nursing roles as entry level family nurse practitioners, adult/gero  
nurse practitioners and nurse educators. Graduate level scholarly inquiry based on theoretically or clinically directed  
research provides the foundation for fulfillment of the professional standards and core competencies of advanced  
practice nursing. Opportunities to enhance ongoing personal and professional growth and development are guided  
by Christian principles. Interaction with faculty, student colleagues, preceptors, and other health related professionals  
empower the advanced practice nurse adult learner to meet the expectations of this role.

### PROGRAM OBJECTIVES

The Concordia University School of Nursing prepares professional nurse leaders for:

s! D V A N C E D C P R O G R A M U R S I N G S A M N U R S E



FAMILY AND ADULT/G

## CERTIFICATE AFTER GRADUATION EDUCATION

### 29-30 Credit Degree Program

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

## RN TO BSN TO MSN ONLINE

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

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

RN-MSN Program Admission Requirements: RN, BSN, MSN, JRN, DNP, 5FA, 2Q5, a%, &ãããA< Qp f£g 3 `Ð ð Ð  
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## MSN PROGRAM

## Nurse Practitioner (Family or Adult/Gerontology)

BIO 836	Pathophysiology	3 credits
COUN843	Counseling Theories and Issues	3 credits
EDG 883	Selected Issues in Family Life	3 credits – OR-
COUN 880	Family Development	3 credits
MSN 842	Pharmacotherapeutics	4 credits
MSN 538	Advanced Health Assessment – Residency	3 credits
MSN 851	FNP I Advanced Nursing Clinical Practicum	3 credits - OR -
MSN 865	AGNP I Advanced Nursing Clinical Practicum	3 credits
MSN 852	FNP II Advanced Nursing Clinical Practicum	3 credits – OR -
MSN 866	AGNP II Advanced Nursing Clinical Practicum	3 credits
MSN 853	FNP III Advanced Nursing Clinical Practicum	3 credits - OR-
MSN 867	AGNP III Advanced Nursing Clinical Practicum	3 credits
MSN891	Scholarly Project in Nursing	3 credits
MSN892	Global Perspectives / Primary Care	3 credits

## Nurse Educator

BIO 836	Pathophysiology	3 credits
EDG 821	Human Learning & Motivation	3 credits
MSN 842	Pharmacology: Concepts for Integration Into Nursing Education	2 credits
MSN 538	Advanced Health Assessment – Residency	3 credits
EDG 807	Curriculum Development	3 credits
MSN 877	Evaluation and Testing in Nursing	3 credits
MSN 871	Nurse Educator I	3 credits
MSN 872	Nurse Educator II	3 credits
MSN 874	Nurse Educator III	4 credits
MSN 891	Scholarly Project in Nursing	3 credits
MSN 892	Global Perspectives / Primary Care	3 credits

Exit with MSN, Sit for Boards and if desired request a formal review with the Program Director for progression to DNP program.



## DEGREE REQUIREMENTS

The 36 - 38 hour curriculum is delivered in an all Distance Learning format with the exception of 2 cohort meetings which must be attended at the CUW Campus in Mequon, Wisconsin. One meeting at the beginning of the program and final meeting which involves presentation of Translational Research Projects and exit interviews.

## DIRECT CARE TRACK

36 - 38 Credits

Initial Cohort Meeting CUW Mequon Campus

DNP 903 Biostatistics / Epidemiology	4 credits
DNP 915 Evidence Based Practice	3 credits
DNP 940 Translational Evidence Based Project 1	4 credits
DNP 921 Health Care Informatics	3 credits
MBA 920 Economics and Public Policy of Health Care	3 credits
MBA 930 Ethics and Leadership in Health Care	3 credits
DNP 925 Medical Genetics	4 credits
DNP 930 Clinical Residency I	4 - 5 credits
DNP 941 Translational Evidence Based Project II	4 credits
DNP 931 Residency II	Clinical 4 - 5 credits

Final Cohort Meeting / Presentation of Translational  
Evidence Based Projects

## MASTER OF OCCUPATIONAL THERAPY DEGREE

### OVERVIEW

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

### MISSION STATEMENT

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

### ACCREDITATION

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (OTA), located at 130 Montgomery Avenue, Suite 200, Alexandria, VA 22304.

Students may apply to the program before their bachelor's degree is awarded, but must have completed the prerequisite courses before the application deadline. Bachelor degree must be awarded prior to matriculation into the MOT program.

### APPLICATION PROCESS

The Occupational Therapy Department at Concordia University Wisconsin participates in the Occupational Therapy Centralized Application Service, known as OTCAS. Applicants for the Master of Occupational Therapy Program should apply online using the OTCAS application. To learn more about the OTCAS application process, please visit the OTCAS web site at [www.otcas.org](http://www.otcas.org).

Submit all application items directly to OTCAS. Concordia does not require students to submit GRE scores, a supplemental application, or supplemental application fee.

The Occupational 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.

Please see [www.concordia.edu/occupational-therapy](http://www.concordia.edu/occupational-therapy) for more information.









### Other prerequisites

- s 3 STATISTICS SEMESTER
- s 0 PSYCHOLOGY SEMESTER
- s " BEHAVIORAL SCIENCE SEMESTER DDITIONAL PSYCHOLOGY SEMESTER

Successful completion of an advanced placement examination will satisfy program prerequisites if the College Level Examination Program (CLEP) score is 4 or 5 in the subject area.

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

### GUARANTEED ADMISSION FOR CONCORDIA UNDERGRADUATE STUDENTS

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

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

### 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.ptcas.org).

Submit official GRE scores to code 7697 for the Concordia DPT program. GRE scores for code 7697 will automatically be sent to PTCAS. Do NOT send GRE scores to the main university or Concordia's graduate admissions code.

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.

## CURRICULUM

### Semester 1 (15 weeks)

DPT 550 Pathophysiology/Pharmacology I	3
BIO 550 Anatomy	6
DPT 505 Kinesiology	5
DPT 500 Foundations of Physical Therapy	3

## 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.

CUW offers a program for those students who need health insurance coverage. For information, please contact the University Health Services (262) 243-4332. Some clinical placements require verification of medical insurance prior to placement. (APTA also offers a student injury and sickness insurance plan. Visit their website at: [www.atpa.org](http://www.atpa.org).)

## FINANCIAL AID

Federal student loans are available to graduate students seeking degrees who are US citizens or permanent residents. Students may apply online at [www.fafsa.gov](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.

## MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES DEGREE

### OVERVIEW

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

### MISSION STATEMENT

The Physician Assistant program at CUW prepares students to become competent physician assistants who provide 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 primary care and preventive medicine as well as continual lifelong learning.

### PROGRAM GOALS

The goals of this program are to:

- 1) educate physician assistant in primary care and preventive medicine,
- 2) provide opportunities to work with diverse, medically underserved populations to improve access to health care,
- 3) instill the value of lifelong learning,
- 4) provide an interprofessional education in order to work effectively as a health care team member.

### ACCREDITATION

Professional Accreditation

The ARC-PA has granted Accreditation-Provisional to the Concordia University Physician Assistant Program.120]TJ EMC ET BT /T1\_2

## CREDENTIALS AWARDED

Upon successful completion of the PA program, students will be awarded a Master of Physician Assistant Studies (MPAS) 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 Provisional (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. Students may apply for the PA program before earning a Bachelor's degree, but the degree and all prerequisite courses must be completed before matriculation into the PA program if accepted.

Candidates for admission to the Concordia University Wisconsin PA program must meet the following requirements:

- s " A C C A L D E B E A T E P R O D M A T R I C U L A T I O N A C C R E D I T E B O R D C I T I O N O À ù P V 6 A € ^ T D

1. **Observation:** Students must be able to observe demonstrations, visual presentations, lectures, and laboratory studies in the basic medical and clinical settings. The candidate must be able to accurately observe a patient both close and at a distance; this requires functional use of vision, sensation, and smell. Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.
2. **Communication:** Students must be able to speak, hear, and observe patients to gather pertinent data, describe their observations (including activity and function, mood, and posture) and be able to perceive nonverbal communications. Students must be able to effectively communicate with patients, families, faculty, and colleagues from different cultural backgrounds in oral, written, computer and telephonic formats.
3. **Motor and Sensory:** Students must have gross and fine motor function and coordination in order to auscultate, palpate, and percuss as well as the ability to use appropriate diagnostic techniques and instruments to provide routine and emergent medical care and common diagnostic procedures such as, but not limited to, performance of cardiopulmonary resuscitation, advanced cardiac life support, administering intravenous medications, suturing of simple and complex wounds, treatment of respiratory distress or bleeding, and routine obstetric and gynecologic care, as well as assisting in surgery. Students should have adequate sensory skills, including tactile sensory and proprioceptive capability. Students must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training. **Strength, mobility and endurance:** Students must be able to tolerate physically taxing workloads.
4. **Cognitive, Integrative, and Quantitative 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 in Luther 200.

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

A current, full time student from CUW who will graduate with a bachelor's degree from CUW will be guaranteed an interview for the PA program if he or she meets certain requirements. Guaranteed interviews will be extended to students who have completed their PA application by the deadline, have a cumulative grade point average of at least 3.40, and a grade point average of at least 3.40 in prerequisite science courses.

CUW alumni will be guaranteed an interview if they achieved a cumulative grade point average of at least 3.40, and a cumulative prerequisite science grade point average of at least 3.40 while attending CUW.

## APPLICATION PROCESS

Application to the Physician Assistant program is competitive. Concordia University Wisconsin will admit one class of 30 full-time students in the summer 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 HYPERLINK "<http://portal.caspaonline.org>" CASPA website.

In addition to the online application, please submit:

- 3 LETTERS OF RECOMMENDATION FROM PHYSICIANS OR PROFESSIONALS WHOSE PERSONALITIES you have that would make you a successful Physician Assistant.
- 2 SEMESTER EDUCATIONAL EMPLOYMENT EXPERIENCE
- 4 RECOMMENDATION LETTERS FROM PROFESSIONALS AND RECOMMENDATION LETTERS FROM THE PA program. (two must be professional and/or academic and one must be from a MD, DO, PA, or NP)
- 3 TRANSCRIPTS OF RELEVANT COURSE EXPERIENCES
- 3 DOCUMENTS OF PROFESSIONAL OR RELEVANT EXPERIENCE IN THE HEALTH CARE INDUSTRY





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

**Advanced Placement:** Concordia University's Physician Assistant program does not accept advanced placement to matriculating students. All PA program courses must be completed at Concordia University in sequence.

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

## COST

Students pay a semester-based tuition which is posted on the Concordia University Wisconsin website for seven semesters. Winterim sessions are included for 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 REHABILITATION SCIENCE

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MASTERS DEGREE IN STUDENT PERSONNEL ADMINISTRATION

PURPOS

REQUIRED THEORY CORE COURSES					
Administration Emphasis			Athletic Emphasis		
Course #	CourseTitle	Credits	Course #	CourseTitle	Credits
SPA 501	Foundations of Student Personnel Administration	3	SPA 501	Foundations of Student Personnel Administration	3
SPA 502	Professional Writing & Research	1	SPA 502	Professional Writing & Research	1
SPA 506	Group Dynamics	3	SPA 506	Group Dynamics	3
SPA 510	Issues in American Higher Education	3	SPA 511	Current Issues in Athletic Administration	3
SPA 520	The American College Student	3	SPA 520	The American College Student	3
SPA 525	Student Programs & Assessment	3	SPA 526	The Organization & Management of Athletic Programs	3
SPA 530	Higher Education Administration	3	SPA 531	Fiscal Issues in Athletic Administration	3
SPA 535	Legal Issues in Higher Education	3	SPA 535	Legal Issues in Higher Education	3
EDG 515	Educational Research Methods	3	EDG 515	Educational Research Methods	3
May take SPA 511, 526, 531 as electives			May take SPA 510, 525, 530 as electives		
Total Required Core Credits		25	Total Required Core Credits		25

SKILL COURSES		
Skill courses are one credit each. The student is required to take 3 courses (total of 3 credits). SPA 550 is a course that will offer several current topics in student affairs. The student may take this course up to 3 times (total of 3 credits)		
Course #	Course Title	Credits
SPA 559-561	Skills courses are one credit each and will vary year-by-year with the objective of covering current topics in higher education	1
Total Required Skill Course Credits		3

INTERNSHIP		
Total of 300 supervised hours in 2 distinct fields including at least one Internship. Each Internship is 150 hours.		
Course #	Course Title	Credits
SPA 596	Internship I	3
SPA 597	Internship II	3
SPA 598	Internship III	3
Total Required Credits		3

ELECTIVES		
Student selects from these to complete credits required. Note: Student does not have to take electives if credits equals either Option A or B (see degree requirements below)		
EDG 533	Leadership for Change	

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

DEGREE REQUIREMENTS	
Option A	34 Credits including SPA 600 Thesis Completion Seminar and Passing SPA 602 Portfolio
Option B	40 Credits Including SPA 601 Capstone Project and Passing SPA 602 Portfolio

Examples of Possible Program Configuration

Requirement	Option A	Option B with 1 Internship	Option B with 3 Internships
Required Theory Core Courses	25 credits	25 credits	25 credits
Required Skill Courses	3 credits	3 credits	3 credits
Internship	3 credits	3 credits	9 credits
Electives	None	6 credits	None
Capstone	3 credits (Thesis)	3 credits (Project)	3 credits (Project)
Total Credits	34 credits	40 credits	40 credits

SPECIFIC PROGRAM REQUIREMENTS

- Students must complete all required theory and skill courses in the first two semesters of the program (excluding summer terms).
- Students must complete all required theory and skill courses except for EDG 515 Research Methods. The student may petition the Program Director in writing for an exception.
- Students must complete all required theory and skill courses before beginning an internship. The student must have completed the requirements for developing an internship and the Coordinator for SPA Internships has given approval to begin.
- Students must complete all required theory and skill courses before beginning an internship. The student must have completed the requirements for developing an internship and the Coordinator for SPA Internships has given approval to begin.
- Students must complete all required theory and skill courses before beginning an internship. The student must have completed the requirements for developing an internship and the Coordinator for SPA Internships has given approval to begin.

Required Courses	Term (Semester)				
	Fall		Spring		Summer
	First 9 Weeks	Second 9 Weeks	First 9 Weeks	Second 9 Weeks	Dates TBD
Each course is 3 credits except for SPA 502 (1 credit)	Instructors				
SPA 501 Foundations of SPA	Luptak				
SPA 502 Professional Writing and Research	Herrick		Herrick		
SPA 506 Group Dynamics		Crook			
SPA 510 Issues in American Higher Education	Barry				
SPA 511 Current Issues in Athletic Admin.	Barnhill				
SPA 520 The American College Student			Herrick		
SPA 525 Student Programs and Assessment		Herrick			
SPA 526 Organization & Manag. of Ath. Prog.		Barnhill			
SPA 530 Higher Education Administration			Luptak		

### Capstone Courses

Student registers for course under section number of Thesis Chair (SPA 600) or Capstone Advisor (SPA 601)					
SPA 600 Thesis Completion Seminar	X	X	X	X	X
SPA 601 Seminar Project	X	X	X	X	X
					Total Required: 3 Credits

### COURSE SEQUENCE

The following is the course sequence that students should follow.

If you begin the Program in the FALL TERM			
Year	Term	First 9 Weeks	



## OVERVIEW

Semester	Course	Credits
P2 Fall (cont.)	470 Applied Patient Care III	2
	480 IPPE-3	2
	Sem Total	18
P2 Spr	434 Pharmacology and Medicinal Chem18 127wnt Care III	

## ART EDUCATION

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

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

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

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

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

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

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## BUSINESS

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

MBA 506/806 G GROUP DYNAMICS AND L



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

MBA 577/877 LOSS PREVENTION Students will learn practical and strategic loss prevention techniques, and be able to apply them to business in a way that positively impacts sales and profits. Students will also learn how to provide safe and secure work environments. This course is an elective under the risk management MBA concentration.

MBA 580/880 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR IDEAS IN ACTION: EFFECTIVE COMMUNICATION ANALYZING understanding organizations and their attendant processes. Behavioral science concepts and theories are studied. Individual, group, and structural behavior and concepts are presented. A special emphasis on leadership is provided. Undergraduate management prerequisite required. 3 credits.

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

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

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

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

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

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

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

MIB 560/860 INTERNATIONAL BUSINESS Studies the business environment (political, legal, cultural, economic, social, and technological) that is peculiar to international business, as well as current trends, such as drive toward European unity, GAT6 5n \*3GAE



SEM 6 41 – GLOBAL PERSPECTIVES OF SPORT & ENTERTAINMENT MANAGEMENT The purpose of this course is to create an awareness and understanding of the issues prevalent in the sport/entertainment business industry today while providing various perspectives and developing possible solutions. Sport/entertainment contemporary business issues will be studied and are intended to evoke critical discussions relative to the nuances of this vastly growing global industry



EDG 507/807 CURRICULUM DEVELOPMENT considers the factors that influence design, implementation, and evaluation of curriculum. Emphasis will be placed on major educational philosophies and their respective approaches to curriculum development. This course is required for the Curriculum and Instruction, Education Administration, and Reading programs and has no prerequisites. 3 credits.

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

EDG 515/815 RESEARCH METHODS examines the research tools available to design, implement and evaluate the formal study of the educational process in order to conduct research. The course includes the study of descriptive and experimental research methods, basic statistical methods as well as techniques of literature review and report writing, that is, the reporting of research. Students completing this course should have a draft of the first three chapters for either a thesis or graduate seminar project. 3 credits.

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

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

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

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

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

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

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

EDG 539/839. PRACTICUM IN EDUCATIONAL ADMINISTRATION provides opportunities for aspiring or practicing administrators to



EDT 589/892 INSTRUCTIONAL DESIGN analyzes a variety of current and emerging instructional design models, learn to select and apply one or more of these models to the design of effective and engaging digital learning experiences, and gain firsthand experience with virtual teaming and other current approaches to collective knowledge and team-based instructional design. 3 credits.

EDT 583/893 THEORIES OF LEARNING AND DESIGN participants will explore learning theories and emerging research related to effective teaching and learning in technology-rich learning environments. Special attention will be given to cognitive load theory; emerging research on the brain and learning; as well as refining skills in finding, analyzing, and utilizing current research. 3 credits.

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

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

## INFORMATION TECHNOLOGY

CSC 501/801 - I



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

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

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

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

## MUSIC

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

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

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

MUS 541 GRADUATE COMPOSERAN <<at (30(rangepr1 Tf 8 0 0 8 55.72 521.42 Tm 26.863 -9.498 Td (.)Tj EMC ET BT45713623 511 Td m 22



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

MUS 686 HANDBELL PERFORMANCE

MSN 552/852/566/866 F NP & AG NP II - ADVANCED NURSING CLINICAL PRACTICUM The focus is to assess individuals presenting with health challenges. Integration of pathophysiology, advanced health assessment and pharmacotherapeutics with prevention as nursing intervention and medical supervision will be undertaken. Upon completion of this course, students will demonstrate advanced knowledge of common types of needs/problems presented by clients in primary health care settings and will utilize this knowledge to develop clinical intervention strategies for planning patient care. Prerequisites: MSN 551/851/566/866. 4 credits.

MSN 553/853 F NP III - ADVANCED NURSING CLINICAL PRACTICUM The student develops and analyzes critical thinking and problem-solving skills necessary for the diagnosis and management of health promotion and disease prevention concerns for individuals. The emphasis is on the five variables of the Betty Neuman Systems Model (BNSM) during history taking, physical examination and beginning discussion of additional data collection. Prerequisite: MSN 552/852. 4 credits.

MSN 567/867 AG NP III -ADVANCED NURSING CLINICAL PRACTICUM explores symptoms, differential diagnoses, diagnostic evaluation, and the management of common episodic and chronic health conditions throughout the adult lifespan. Integration of theory, pathophysiology, health assessment and pharmacotherapeutics for the older adult in the outpatient setting will be highlighted. This course emphasizes evidence based practice, health promotion and disease prevention. Prerequisite: MSN 566/866. 4 credits.

MSN 571/871 NE PRACTICUM I - ADVANCED SPECIALTY NURSING PRACTICE FOR NURSE EDUCATORS focuses on the development of advanced nursing practice knowledge and skills in a nursing specialty area such as medical-surgical, pediatrics, community health, as well as beginning the role development as a nurse educator. The class format is seminar style with each student presenting current, evidence-based concepts in the field. The presentations will be digitally recorded and analyzed for best practices in teaching and learning by the professor and peers. A minimum of 9 hours per week (144) will be spent in clinical with a master's prepared clinician as your resource and contact person, to learn how to incorporate new knowledge from the practice settings into own teaching plan in order to facilitate student learning. Prerequisites: MSN 538, BIOL 5/836, EDG 5/821 (can be concurrent). 3 credits.

MSN 572/872 NE PRACTICUM II - INSTRUCTION DESI

## OCCUPATIONAL THERAPY

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

**OT 521 FOUNDATIONAL CONCEPTS IN OT** This course is intended to ground the first semester students in both theoretical concepts important to occupational therapy practice and practical knowledge about the profession. Theoretically, students will be introduced to those fundamental concepts discussed in the OT literature and declared as important threads in the CUW OT Program curriculum. These include: 1) philosophical assumptions about the nature and therapeutic value of occupation (occupation-centered practice); 2) the importance of the collaborative nature of the client-therapist relationship (client-centered practice); 3) the role of scientific research evidence in making clinical decisions (evidence-based practice); and 4) the importance of service in professional and personal activities. In addition, important events and trends in occupational therapy's history will be discussed. Moreover, the role of professional ethics is introduced. Practical issues related to the profession of occupational therapy are also introduced, these include: various arenas or contexts of practice; important documents in OT; OT organizations; supervisory relationships (i.e., OTR-COTA); professional certification and licensure issues; and the importance of political involvement. 3 credits

**OT 523 CLINICAL KINESIOLOGY** This course covers anatomical and mechanical principles of human movement and the application of these fundamentals to the analysis of motor skills. The lab will focus on the observation and evaluation of human movement. Pre-requisites: Admission to the MOT program. 3 credits.

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

**OT 529 ASSESSMENT SKILLS** This course covers the beginning skill set of client-centered evaluation and use of the OT Process. Students will learn the basic process of performing evaluations, following a standardized format, and documenting results. Students will also learn to recognize influences on outcomes and how to compare client scores to normative data. This course will cover the skills needed to perform a number of basic evaluations, such as the manual muscle test, range of motion, and pinch/grip tests, in addition to the skills of observation, interviewing, and use of checklists and rating scales. Psychometric aspects of measurement tools (reliability, validity, etc.) will also be addressed. 3 credits.

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

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

**OT 540 SCIENTIFIC INQUIRY I** This course is designed to help occupational therapy students acquire beginning level skills related to consuming and producing research. Fundamental scientific inquiry skills related to reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. This course provides the student with critical reading and appraisal skills that will be used in clinical courses and fieldwork assignments. Students are also exposed to basic concepts of research methodology and a review of conceptually-based statistics that further enhances skills with consuming the scientific literature. The process of producing research is discussed, including topics of grant funding and research ethics, however, actual work on a research project is reserved for subsequent coursework in Scientific Inquiry II (OT 569) and Scientific Inquiry III (OT 582). Students will practice reading and critiquing professional literature in the evidence-based practice project portion of the course. Students will also have the opportunity to research the scientific literature to appraise the evidence for a specific area of clinical practice related to occupational therapy. Students will receive feedback on their ability to write in a scholarly manner. 3 credits

**BIO 585 NEURO SCIENCE** Neuroscience is an integrated approach to the principles of human nervous system structure and function; including development and neural plasticity. The gross anatomy of the central nervous system and its vascular supply, as well as functional pathways and circuits and the cellular anatomy and physiology of neurons and synapses will be described. The course will cover pathways and circu, and t3(ons mentesear)5(ch ethsuTj E0(nal )ser)-72co BTcural tissue(OT 56bloon )3(lsubracticdesc11(tiftey)74(, ibed)JTJ E187uits and



OT 584 CLINICAL PRACTICUM - ADULT REHAB This practicum experience occurs simultaneous to the students' Rehabilitation Science II (orthopedic) course and subsequent to the 3rd semester Rehabilitation Science I (neurological theory and practice) course. This practicum course is designed to provide the student opportunity to directly apply information learned in the two Rehab Science courses focusing on adult populations. Students will be matched with a community fieldwork site where they will be able to initially observe, but by the end of the semester, apply observation and evaluation skills, treatment techniques and to practice documentation of interactions. Students will be able to share and dialogue with the Rehab Science professors regarding interactions with the patients/clients they see in the clinic during Practicum experiences. 2 credits

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

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

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

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

OT 596 PEDIATRIC PRACTICE II This course builds on the foundational knowledge of Pediatric Practice I. Emphasis is placed on the evaluation process, treatment techniques, emerging pediatric practice areas, and current evidence that is utilized to support pediatric practice. Lab sections provide "hands-on" opportunities for students to observe, interact, and assess children.

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

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

OT 605 COMMUNITY PRACTICE This course will provide students with opportunities to investigate and experience current issues related to the practice of occupational therapy in community settings. The theoretical basis for community practice, performance of a needs assessment, literature review and justification, grant writing, legal liability, budgeting, and program planning for occupational therapy in a specific community setting or with a specific community topic will be explored. 3 credits

OT 610 PEDIATRIC COMMUNITY CLINIC This course will provide the student with hands on experience with evaluation and treatment of pediatric clients in an on campus clinical setting. It will also allow CUW students the opportunity to participate in writing Individualized Family Service Plans or Individualized Education Plans. Educationally based and client/family centered plans will be established by learners. Collaboration with other health professionals, educational personnel and physicians will be encouraged to support the rehabilitation/educational process. Learners will challenge their clinical/educational decision making skills through research of evidence based practice techniques. topic will be explored

OT 620/622 LEVEL II FIELDWORK - I & II Students will complete two 3-month Level II fieldwork placements that will culminate the Masters of Occupational Therapy program of education. The Clinical Fieldwork Supervisor as well as the Academic Fieldwork Supervisor will monitor placements. Day-to-day clinical supervision will be the responsibility of the Clinical Supervisor, but the AFC will monitor that the fieldwork placement fits into the "big picture" of the students overall educational plan, and will monitor the placements that are "in process" by visiting the site during the midterm point of the 12-week placement when at all possible. The clinical setting may provide the student with a set of objectives that have been approved of by CUW, or the facility may choose to utilize the fieldwork objectives as outlined in the fieldwork syllabus. 12 credits

Additional Elective

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

OT 640: CLINICAL IMPLICATIONS This course will focus on the foundational knowledge of many diseases evaluated and treated by occupational therapists. The course reviews basic pharmacology and explores the physiological changes which occur with wounds, scars, edema, cardio/pulmonary, vascular, oncology, and other organ systems. Students will be introduced to equipment commonly used in the acute care setting. Students will also be given case studies that will challenge them to explore different diagnoses and lab values commonly seen in the acute care setting. 3 credits

OT 645 GERONTOLOGY AND ADULT CONCEPTS TO PROMOTE OCCUPATIONAL PERFORMANCE This course examines the impact of the aging process on engagement in occupation. The role of OT in rehabilitation, habilitation, and promotion of health and wellness for older adults will be explored, along with special considerations when working with this population. A secondary focus of the course is to learn the role of assistive technology in supporting participation in occupations throughout the adult lifespan 3 credits

## PHYSIC

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

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

DPT 615 MOVEMENT SCIENCE exposes students to current topics in motor control and motor learning. The course will examine the processes and constraints to those processes that define acquisition, retention, and change of motor behavior across the life span by examining specific sample motor skills. In addition, students will be exposed to some current tools used for movement examination and description in the clinical setting. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 3 credits.

DPT 621 TOOLS FOR EVIDENCE-BASED PRACTICE presents students with research strategies, research tools, critical reading skills, and basic research design and methods in the context of assisting the practitioner with making best-practice decisions. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum 3 credits.

DPT 622 SCIENTIFIC INQUIRY I is a small-group directed study under the direction of a physical therapy faculty mentor. Students will be assigned to small groups to participate in a project under the guidance of a physical therapy faculty mentor. Pre-requisites: DPT 621. 3 credits.

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

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

DPT 630 CLINICAL P

DPT 645 THERAPEUTIC MODALITIES I provides the student with knowledge and hands-on skill in the safe and appropriate use of physical modalities used in physical therapy practice. The use of modalities will be taught from an evidence-based and physiological perspective, specifically addressing pain and inflammation and repair. The selection and use of modalities, including indication and contra-indications, will be learned in the full context of patient management model of examination, evaluation, PT diagnosis, and therapeutic intervention. The issues of safety and calibration, utilization, and incorporation of modalities into a treatment plan will also be addressed. The therapeutic modalities covered include superficial thermal agents, hydrotherapy, ultrasound, light therapy, laser, mechanical traction, chemical agents and compression. Pre-requisites: admission into the entry-level DPT Program and successful completion of previous coursework in the DPT curriculum. 2 credits

DPT 646 THERAPEUTIC MODALITIES II provides the student with knowledge and hands-on skill in the safe and appropriate use of electrophysiologic modalities used in physical therapist practice. The use of modalities will be taught from an evidence-based and physiological perspective. The selection and use of modalities, including indications and contra-indications, will be learned in the full context of the patient management model of examination, evaluation, PT diagnosis, and therapeutic intervention. The issues of safety and calibration, utilization, and incorporation of modalities into a treatment plan will also be addressed. Students will also discuss applicable ethical and legal issues regarding the utilization of electrotherapeutic agents in physical therapy care. The therapeutic modalities covered include electrical stimulation, electrodiagnostic testing and electrophysiologic evaluation within the physical therapy setting.







PHAR 340 PHARMACY AND THE HEALTHCARE SYSTEM (42-0-3) The course covers the major concepts related to the structure and functioning of the U.S. health care system. It emphasizes analyzing issues associated with health care, personnel, and the way that healthcare is organized, financed, and regulated. This course examines the provision of drugs and pharmacy services in the context of the health care enterprise. Prerequisite: P1 standing

PHAR 370 APPLIED PATIENT

PHAR 450 THERAPEUTICS AND PATHOPHYSIOLOGY I (42-0-3) The Therapeutics/Pathophysiology curricular components are divided into three courses. Therapeutics/Pathophysiology combines pathophysiology of disease with rational pharmacotherapy. Courses are divided into disease-state modules and focus on the therapeutic decision-making process. Concepts include physical findings, laboratory values, adverse drug effects, drug interactions, and patient education. Application of previous course materials, including Pharmacology and Medicinal Chemistry I, and pharmacokinetics is required. Prerequisites: P2 Standing, Pharmacology and Medicinal Chemistry I

PHAR 460 MEDICAL LITERATURE EVALUATION I (28-0-2) Research design, statistical analysis, and literature evaluation skills are incorporated to critically evaluate and apply biomedical, pharmaceutical, and health care research.  
Prerequisite: P2 standing

PHAR 470 APPLIED PATIENT CARE III (14-21-2) This course is the third of six courses in the Applied Patient Care series focusing on patient care skill development.





**PHAS 531 PATHOPHYSIOLOGY AND PHARMACOLOGY II** This lecture course is taught concurrently with Clinical Medicine II and covers the basic physiology, related pathophysiology, and pharmacology principles and therapeutics relevant to systems and diseases covered in Clinical Medicine I. Topics including efficacy, toxicity, adherence, potential drug interactions, and cost will be addressed using lecture and case studies. Prerequisites: Successful completion of all courses in Winterim I. 4 credits.

**PHAS 532 MEDICAL DIAGNOSTICS II** This course builds upon content taught in Medical Diagnostics I and addresses the use of medical imaging, ECG, and laboratory testing for the diagnosis and treatment of disease. Medical Diagnostics II is taught concurrently with Clinical Medicine II and Pathophysiology and Pharmacology II, and focuses on diagnostics relevant to diseases covered in these courses. The course is taught using lecture, laboratory and integrated case studies. Prerequisites: Successful completion of all courses in Winterim I. 2 credits.

**PHAS 560 SURGICAL MEDICINE** Surgical Medicine addresses the role of the physician assistant in surgery, commonly performed surgical procedures/skills and the evaluation and management of the surgical patient. Topics covered include principles of pre-operative, peri-operative, and post-operative care, sterile technique, and common surgical complications. This is a mixed lecture/laboratory course. Prerequisites: Successful completion of all courses in Winterim I. 4 credits.

YEAR II, SUMMER II (13 CREDITS) 2 1 THa

PHAS 630 OBSTETRICS AND GYNECOLOGY CLINICAL PRACTICUM This required 4 week rotation in Obstetrics and Gynecology is under the supervision of a clinical preceptor



SPA 600 THESIS COMPLETION SEMINAR (PLAN I) The student works under the supervision of his/her advisor to complete the thesis begun during the Educational Research Methods course. Upon completion of the thesis, the Oral Defense of the study findings is scheduled with the Chair of the Thesis Committee. 3 credits.

SPA 601 CAPSTONE SEMINAR (PLAN II) provides an opportunity to examine a range of problems in student personnel administration. Work will be structured to meet individual needs and problems of participants. 3 credits.

## GRADUATE TEACHER CERTI

~~EDC 525 COLLABORATION WITH THE FAMILY AND COMMUNITY~~ is a course which will focus on the broader function of the school within the community. The course highlights successful approaches to develop partnerships with community stakeholders, including the parents of students. Additionally, innovative partnership models will be explored. 1 credit

EDC 526 CURRICULUM AND METHODS IN THE FINE ARTS will acquaint the pre-service teacher with the fine arts for the classroom. The visual and performing arts, including dance, theatre, vocal, and instrumental music will all be considered. Special consideration will be given to the integration of the fine arts across the curriculum. 1 credit

EDC 511 PROFESSIONAL FOUNDATIONS II presents the dilemmas facing the classroom teacher as they enter and continue in the profession. School law, legal rights and teacher responsibilities are examined. Relationships with parents and the community are refined, focusing on the professional role of the teacher as a role model in and outside the classroom. 2 credits, 4 weeks

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EDC 568 PRACTICUM provides the education student with a supervised pre-student teaching experience at the middle school grade level. As part of the regular clinical hours required by the Graduate Teacher Certification Program, practicum students will develop and teach a minimum of a 5-lesson unit in their area of licensure based on Wisconsin Model Academic Standards and the specific classroom's curriculum. Education students pursuing certification in ESL will be required to complete an additional practicum specific to ESL. 1 credit

EDC 57\_ CURRICULUM & METHODS IN THE MAJOR/MINOR provides the opportunity for students to explore their specific content area in depth as it relates to effective teaching, assessment strategies, classroom management and meeting the needs of diverse learners for the secondary level. Topics which will be emphasized include curriculum planning, effective instruction methodologies and assessment strategies. Students will

## FULL-TIME FACULTY

ALBANO, CHRISTIAN B.

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

AMES, DIANE

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

ARNESON, DEAN L.

Associate Professor of Pharmacy Administration  
Academic Dean, School of Pharmacy  
Pharm.D., M.S., Ph.D., University of Nebraska Medical  
Center/9lt/Ger

FEHRENBACHER, LYNNE A.

Assistant Professor of Pharmacy Practice  
B.S., Pharm.D., University of Wisconsin-Madison.  
At Concordia since 2011.

FERGUSON, RANDALL (MBA; Education)

B.A., Concordia University, Ann Arbor; M.A., Bowling  
Green State University; M.Div., Concordia Seminary;  
Ph.D., University of Minnesota.

FRANZ, ANN (Physical

McDONALD, A

**BAY, SARAH C.**

Assistant Professor of Pharmacy Practice  
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At Concordia since 2012.

**RINKA, JOSEPH R.-G.**

Assistant Professor of Pharmacy Practice  
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At Concordia since 2010.

**ROLLER-VOIGT, KIMBERLY**

MPAS, PA-C, Assistant Professor of Physician Assistant  
Studies, M.P.A.S, Marquette University; B.S. University of  
Wisconsin-Madison

**SAMUEL, LINDA (Occupational Therapy)**

B.S., M.S., University of Wisconsin-Milwaukee;  
Ph.D., Marquette University.  
Dean, School of Health Professions

**SCHEEL, CARRIE JO (Occupational Therapy)**

B.S., Mount Mary College; M.S., University of  
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**SCHENKELBERG, LAURIE L.**

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**SCHNAKE, RICHARD (Education)**

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**SEIDER, CANDYCE (Education)**

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**SEM, DANIEL S.**

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**SERWE, KATRINA**

B.S.O.T., University of Wisconsin-Milwaukee  
M.S., University of Wisconsin-Milwaukee

**SHAWHAN, JEFFREY (Art Education)**

B.

## ADJUNCT FACULTY

ANDERSON, CATHERINE (Graduate Nursing)

BAHR, PAUL (Education)

B.A., Concordia University, River Forest, IL; M.S.,  
Canisius College, Buffalo, NY.

BAKER, DAVID (Education-Art)

B.A., University of Northern Iowa; M.Ed., University  
of Minnesota -Minneapolis; Ph.D., Pennsylvania  
State University.

BALDUKAS, DANA (MBA)

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BARNES, RICHARD (MBA)

B.S.E., M.S., Kansas State Teachers College; Ph.D.,  
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GERDS, STEVEN

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STRACHOTA, ELAINE (Occupational Therapy)

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