



UNIVERSITY OF WISCONSIN
WHITEWATER

Graduate Catalog 2017-2018

This catalog produced for campus use. Official Catalog (reflecting curricular and policy updates each semester) available online at:
<http://www.uww.edu/gradstudies/catalog>

TABLE OF CONTENTS

Graduate Catalog	3	Business and Marketing Education Degree Requirements (MS)	53
Graduate Education	4	Communication Sciences and Disorders Degree Program (MS)	54
School of Graduate Studies Mission Statement	5	Communication Sciences and Disorders Degree Requirements (MS)	56
Graduate School Policies, Procedures and University Information	6	56
Admission	6	Counseling Degree Program (MS)	57
Graduate Non-Degree Seeking Admission Requirements	7	Counseling Degree Requirements (MS)	61
Application Process	7	Certificate in Addictions Counseling	62
Residency	9	Certificate in Clinical Mental Health Counseling	62
Academic Information	10	Certificate in Community Counseling	63
Exceptions, Grievances, and Grade Appeals	10	Certificate in School Counseling	63
Graduation Requirements	12	Educational Leadership Degree Program (MS)	63
Master Degree Program Options	12	Educational Leadership and Policy Analysis Degree Requirements (MS)	66
Graduate Course Information and Policies	13	66
Financial Assistance	14	Professional Development Program (MSE-PD)	67
Licensure and Admission to Professional Education	15	Master of Science in Education Professional Development Requirements	79
College of Arts and Communication	19	(MSE-PD)	79
Communication Degree Program (MS)	19	Certificate in Professional Development Process	83
Communication Degree Requirements (MS)	22	Certificate in Teaching in Alternative Education Settings Program	83
College of Business and Economics	24	83
Accounting Degree Program (MPA)	24	Special Education Degree Program (MSE)	84
Accounting Requirements (MPA)	26	Special Education - Emphasis Cross Categorical Requirements (MSE)	89
Business Administration (MBA)	27	89
Master of Business Administration Requirements (MBA)	38	Special Education with an Emphasis in Professional Development	89
Certificate in Graduate Business Foundations	40	(M.S.E.)	89
Certificate in Graduate Project Management	40	Certificate in Applied Behavior Analysis	90
Certificate in Human Resource Management	40	Certificate in Autism Specialist Program	90
Data Analytics	41	Certificate in Transition Specialist Program	90
Doctorate of Business Administration (DBA)	41	90
Doctorate of Business Administration Degree Requirements (DBA)	43	Trauma-informed and Trauma Responsive Treatment Certificate	91
.....	43	College of Letters and Sciences	92
Applied Economics Degree (MS)	43	Education Specialist - School Psychology Degree Program (Ed.S.)	92
Applied Economics Degree Requirements (MS)	45	Education Specialist Degree Requirements (Ed.S.)	94
Environmental Safety And Health Degree Program	46	School Psychology (MSE)	95
Environmental Safety and Health Requirements (M.S.)	48	School Psychology Degree Requirements (MSE)	97
Certificate in Construction Safety Program	49	Computer Science	98
Certificate in Occupational Ergonomics	49	Graduate Faculty	100
School Business Management Degree Program	49	Course Inventory	111
School Business Management Degree Requirements (MSE)	50	Accounting (ACCOUNT)	111
College of Education and Professional Studies	52	African American Studies (AFRIAMR)	113
Business and Marketing Education Degree Program (MS)	52	American Indian Studies (AMERIND)	113
		Anthropology (ANTHROPL)	113
		Art History (ARTHIST)	113
		Art Studio (ARTSTDIO)	114
		Arts & Communication Interdepartmental (ACINDP)	114
		Asian Studies (ASIANSTD)	114

Astronomy (ASTRONMY)	114	Philosophy (PHILSPHY)	148
Biological Sciences (BIOLOGY)	114	Physical Education General (PEGNRL)	148
Business & Economics Interdepartmental (BEINDP)	115	Physical Education Professional (PEPROF)	148
Business Administration (DBA)	115	Physics (PHYSCS)	149
CI Business & Marketing Education (CIBME)	115	Political Science (POLISCI)	150
Chemistry (CHEM)	116	Psychology (PSYCH)	150
Chicano Studies (CHICANO)	116	Race & Ethnic Cultures General (RACEETH)	152
Coaching (COACHING)	116	Reading (READING)	152
Communication (COMM)	117	Recreation (RECREATN)	152
Communicative Disorders (COMDIS)	119	Religious Studies (RELIGST)	153
Computer Science (COMPSCI)	121	School Business Management (SCHBUSMG)	154
Counselor Education (COUNSED)	122	Secondary Education (SECNDED)	154
Criminal Justice (CRIMJUS)	125	Social Work (SOCWORK)	155
Curriculum & Instruction Field (CIFLD)	125	Sociology (SOCIOLOGY)	156
Curriculum & Instruction General (CIGENRL)	125	Spanish (SPANISH)	156
Early Childhood (EARLYCHD)	127	Special Education (SPECED)	156
Economics (ECON)	128	Special Education Field (SPECFLD)	160
Ed Foundations Practicum (EDFNDPRC)	130	Study Abroad (STDYABRD)	161
Education Interdepartmental (EDUINDP)	130	Theatre (THEATRE)	161
Educational Administration (EDADMIN)	131	Women's Studies (WOMENST)	162
Educational Foundations (EDFOUND)	131	Index	163
Elementary/Middle (ELEMMID)	132		
English (ENGLISH)	133		
English as a Second Language (ESL)	133		
Finance and Business Law (FNBSLW)	134		
French (FRENCH)	135		
Geography (GEOGRPY)	135		
Geology (GEOLGY)	135		
Health Education (HEALTHED)	135		
Higher Education Leadership (HELEAD)	136		
History (HISTORY)	138		
Information Technology & Supply Chain Management (ITSCM)	138		
Intrauniversity (INTRAUNV)	140		
Journalism (JOURNLISM)	140		
Letters & Sciences Interdepartmental (LSINDP)	141		
Library Media (LIBMEDIA)	141		
Management (MANGEMNT)	142		
Management Computer Systems (MCS)	144		
Marketing (MARKETNG)	144		
Mathematics (MATH)	145		
Music (MUSC)	146		
Occupational and Environmental Safety & Health (SAFETY)	146		

GRADUATE CATALOG

Message from the Interim Dean of Graduate Studies

Welcome to the School of Graduate Studies at UW-Whitewater

For more than 50 years, UW-Whitewater has offered high quality, practitioner-oriented graduate degree programs. Graduate education here uses knowledge and skills acquired through baccalaureate degrees and professional experiences as a foundation for advanced-level study and professional development—preparing our graduate students for leadership and highly-trained roles in business, education, or the human services.

Our nearly 20,000 graduate alumni confirm for us that our graduate faculty remain our greatest asset. There is a strong appreciation of our faculty and their commitment to mentoring, challenging, and supporting students throughout their programs whether it be at the master's, educational specialist, or doctoral levels. The UW-Whitewater graduate faculty have distinguished themselves as a unique blend of accomplished and widely-published scholars and knowledgeable, well-connected professionals who know what works in the field.

Further, we know that our graduate students build treasured, life-long relationships with their peers. Indeed, our data suggests that our graduate students learn through their seminars, projects, case studies, field placements and practica as much from the thinking and diverse experiences of their fellow students as they do from their own. Invariably, graduate peers in our various programs become close friends and key contacts in strong professional networks once they leave their programs.

The graduate catalog is filled with opportunities. We hope you find the graduate program that is right for you. If you're not sure which one that is, please don't hesitate to contact the School of Graduate Studies gradschl@uww.edu, (262) 472-1006, or stop in our offices in the Roseman Building.

Seth Meisel
Interim Dean, School of Graduate Studies and Continuing Education

University of Wisconsin-Whitewater School of Graduate Studies 2017-2018 Catalog

The information contained in this catalog is based upon current regulations and policies of the University of Wisconsin-Whitewater. Those regulations and policies are directive in nature and binding on the personnel, including faculty, academic staff, classified staff, limited appointment staff, other staff, and/or students, to which they pertain.

Wisconsin Statutes, administrative rules, resolutions of the Board of Regents of the University of Wisconsin System, court decisions, opinions of the Attorney General, regulations and policies of the University of Wisconsin-Whitewater, and any other rules or decisions from an authoritative source applicable to the University are among the sources of information in this publication. They are subject to change without notice.

Information contained in this publication is also subject to change without notice.

For the most specific, up-to-date information on any subject that is part of this publication, contact the Dean of Graduate Studies and Continuing Education.

The University of Wisconsin-Whitewater is committed to equal opportunity in its educational programs, activities and employment policies for all persons

regardless of race, color, gender, creed, religion, age, ancestry, national origin, disability, sexual orientation, political affiliation, marital status, Vietnam-era veteran status, parental status and pregnancy. Refer inquiries to the Assistant to:

Vice Chancellor for Affirmative Action
University of Wisconsin-Whitewater
Whitewater, WI 53190

In accordance with the Family Educational Rights and Privacy Act of 1974, the University of Wisconsin-Whitewater has established a written institutional policy and adopted procedures covering the privacy rights of students. The institution maintains the confidentiality of student education records and does not release any of these records except as provided by the law. Inquiries regarding specific items in the policy may be obtained from the Office of the Registrar.

GRADUATE EDUCATION

Until the early 1960s, the University of Wisconsin-Whitewater had only offered undergraduate degrees. In response to societal needs for greater specialization and increased education in the professional work force, graduate programs were initiated at UW-Whitewater in the early 1960s. Since then, UW-Whitewater has granted 15,555 master's degrees. It is presently the fourth largest graduate school in the UW System with 1,212 students enrolled during the fall of 2016.

Master's degree programs are available in accounting, applied economics, business administration, business education, communication, communication sciences & disorders, counseling, educational leadership & policy analysis, environmental safety & health, professional development, school business management, school psychology, and special education. An extensive program of evening and online classes is offered for those who are employed during the day. It is possible to complete some master's degree programs through summer and evening work without being a full-time student during the academic year. Beginning in the fall of 2014, UW-Whitewater began offering the first Doctorate of Business Administration degree.

Graduate certificate programs are available in business administration, safety, counseling, and special education.

Graduate degree programs at UW-Whitewater are fully accredited by the North Central Association, the American Assembly of Collegiate Schools of Business, the American Speech-Language-Hearing Association, the National Council for Accreditation of Teacher Education, and the Wisconsin State Department of Public Instruction.

Information on specific degree programs is found in the Degree Programs section of this catalog. For further information on admission to graduate studies contact:

School of Graduate Studies
Roseman 2013
University of Wisconsin-Whitewater
Whitewater, WI 53190
262-472-1006
Or visit our website at <http://grad.uww.edu>

SCHOOL OF GRADUATE STUDIES MISSION STATEMENT

The School of Graduate Studies at the University of Wisconsin-Whitewater oversees programs whose goal is to provide high quality, practitioner-oriented programs that use knowledge and skills acquired through baccalaureate degrees as a foundation for advanced preparation and professional development for careers in business and industry, education and human services.

The graduate programs achieve this through provision of learner-centered processes which couple professional experiences with advanced knowledge and highly-refined analytic, communicative and functional skills such that their students are capable of performances that characterize their best practices of their profession.

To that end, all master's level graduates will be able to:

- comprehend and discuss advanced theoretical questions and current issues;
- collect, analyze and interpret data applicable to complex questions and problems;
- conceptualize, evaluate and implement solutions to complex problems;
- use appropriate technologies as needed; and
- synthesize and articulate multiple concepts in a clear, concise and persuasive manner.

GRADUATE SCHOOL POLICIES, PROCEDURES AND UNIVERSITY INFORMATION

Graduate education at the University of Wisconsin-Whitewater uses knowledge and skills acquired through baccalaureate degrees and professional experiences as a foundation for advanced-level study and professional development. The goal of graduate education is to prepare individuals to apply an advanced knowledge-base and refined analytic, communicative, and functional skills to problems encountered in their professional careers.

Graduate courses are taught by individuals who have earned "graduate faculty" status or have been approved by the graduate faculty of a department and the Dean of the School of Graduate Studies and Continuing Education. Together these are individuals who are active scholars and productive professionals equipped to pass along timely experiences and knowledge about their evolving discipline.

Graduate course work, generally, will introduce students to contemporary issues in the discipline and help them develop a critical perspective for evaluating these and future developments. Graduate course work will help students develop an understanding for how a discipline is organized and how it conducts its research. In that regard, graduate course work is designed to be significantly different from its undergraduate counterpart in the following ways:

- requiring a greater depth and intensity of study;
- demanding a higher level of academic/intellectual rigor;
- focusing primarily on advanced and specialized topics;
- exploring the integration of theory and practice; and
- relying on pedagogical practices that require more personal interactions with the instructor, more collaborative interactions with fellow graduate students, and more self-directed learning than undergraduate studies.

Academic Assessment

Academic assessment is a process where academic programs:

1. articulate a set of knowledge-based, cognitive-based, and skill-based objectives defining the competencies that students will acquire in completing the curriculum;
2. collect data from students, alumni, alumni-employers, and other sources that allow it to assess the competency level of its graduates relative to its outlined objectives;
3. utilize the assessment data to make revisions to the curriculum, pedagogical processes, evaluation procedures, and/or program objectives; and
4. share their assessment results with faculty, students, and alumni.

Assessment helps the programs achieve one of the most important and difficult challenges facing the modern university: providing curricula that are well-focused, timely, and designed and delivered in such a way that they prepare graduates to be creative, successful professionals.

Graduate education at UW-Whitewater runs its academic assessment at two levels. At one level, each graduate program engages in the four steps outlined above. To assist with the data collection, students in the various programs

may be asked to assemble portfolios of their work, or may have their thesis or comprehensive exams assessed by a committee of faculty, and/or they may be asked to complete an exit interview.

At a comprehensive level, the School of Graduate Studies requires all students completing a degree program to complete an exit survey. These surveys provide an ongoing chronicle of student perceptions that are used to assess how well graduate programming is achieving the five comprehensive objectives that characterize the desired outcomes of all graduate programs.

Admission (Graduate)

In general, all persons who hold a bachelor's or advanced degree from a regionally accredited school may register in graduate-level courses for graduate credit. Proof of a bachelor's or higher degree is required.

Students may be admitted to a graduate degree program either in good standing or on probation. The admission status (e.g., "good standing" vs. "probation") of all applicants from baccalaureate-granting institutions that don't employ traditional grading systems will be left to the judgment and recommendation of the graduate program to which the student is applying. Certain other special categories are established for persons not attempting to complete a degree at this institution. These special categories are "noncandidate for degree" and "guest transfer of credit."

Effective fall 2007, individuals who have earned bachelor degrees created in accordance with the European Higher Education Area (i.e., Bologna Process), or earned bachelor degrees from institutions engaged in a formal agreement with the University of Wisconsin-Whitewater, will be considered admission eligible providing their academic performance in completing that degree is emblematic of future success in a graduate program (i.e., eligible to be admitted in "good standing").

Effective Fall 2017, individuals who have earned a 3-year bachelor's degree from a non-Bologna process (European Higher Education Area) university will be considered admission eligible upon satisfactory completion of an approved Master's Bridge program.

Approved UW-W international bridge programs

Business Bridge (See <https://uww-next.courseleaf.com/undergraduate/business-economics/inter-departmental-majors-emphases/business-masters-bridge-cert/>)

Computer Science Bridge (See https://uww-next.courseleaf.com/undergraduate/letters-sciences/computer_science/computer-science-masters-bridge-cert/)

Deficiencies in Background for Graduate Study

If a department finds that a student lacks the proper academic background for graduate studies, it may specify that deficiencies be made up before the student completes a degree. In some cases, deficiencies may have to be made up by registering in undergraduate courses that do not count toward completion of a master's degree.

Admission in Good Standing

Requirements for admission to a degree program in good standing are as follows:

1. A baccalaureate or higher degree from a regionally accredited institution.
2. At least a 3.00¹ overall grade point average in all the graduate work previously completed at UW-Whitewater, with no grades of I or IP pending.
3. One of the following:

- a. At least a 2.75 overall grade point average in the undergraduate degree program.
 - b. At least a 2.90 grade point average in the last half of the undergraduate degree program.
 - c. A master's degree or higher from an institution regionally accredited at the corresponding graduate level.
 - d. At least 12 credits of graduate work completed on a regular grade basis at UW-Whitewater.
4. Any additional requirements set by individual departments or colleges for admission to specific degree programs.

¹ All grade point averages are on a 4.00 basis.

Admission on Probation

A student who does not meet the requirements for admission in good standing may be admitted to a degree program on probation after furnishing credible evidence of ability to do satisfactory graduate work.

Such credibility is determined by the admitting academic department or individual program coordinator, and could be a creditable postgraduate employment record; a satisfactory score on the Graduate Record Examination, GMAT or Miller Analogies Test; or the successful completion of graduate work at a regionally accredited institution.

Students admitted on probation must meet the criteria above for good standing status within the first 12 units attempted, including repeated courses. Those failing to do so will be ineligible to take further graduate work in that degree program.

Noncandidate for Degree

Persons who hold a bachelor's degree or a graduate degree from a regionally accredited college or university but do not wish to be admitted to a graduate degree program are classified as NCFD students. Evidence of a bachelor's degree or an advanced degree is required for an NCFD student. This category allows the student to enroll in graduate level courses and to receive graduate credit for this work. Departments and colleges reserve the right to restrict NCFD students from their courses.

Before attempting more than 12 units as an NCFD, a student is encouraged to file an application for a degree program. Acceptance of any course work toward a graduate degree, including course work completed as an NCFD student, is at the discretion of the department. Because a graduate degree requires that the student complete a program of courses planned in consultation with an adviser, generally two-thirds or more of the course work must be completed after formal admission to the degree program. Consequently, a maximum of twelve units taken prior to admission to the program may be applied toward the completion of a degree.

Guest Transfer of Credit

Persons attending another graduate school who wish to take graduate courses at UW-Whitewater and transfer them to that institution may do so. The request for guest matriculant status form is to be completed by an official of the graduate school to which the units are to be transferred. The form certifies that the student is attending the other institution and states the provisions for approval of the work taken at UW-Whitewater toward the degree at the other institution. Students may download the Request for Guest Matriculant Status form at <http://www.uww.edu/gradstudies/> or contact the Graduate Studies Office.

Seniors Taking Graduate Courses

UW-Whitewater undergraduate students with senior status may be allowed to complete up to nine graduate units at UW-Whitewater provided they have completed at least 90 semester units with at least a 2.75 overall grade point

average (or 2.90 over the last half of their course work), have the written recommendation of the department chairperson of their undergraduate major and have a graduate application on file in the Graduate Studies Office. Students may download this form at <https://apply.wisconsin.edu/>.

Eligibility for this privilege must be established with the graduate program coordinator and Graduate Studies Office and is not available to seniors at other institutions or students who already possess a bachelor's degree. Seniors may not use graduate-level units to satisfy requirements for the bachelor's degree, and undergraduate fees will be charged for their graduate-level work.

Graduate Non-Degree Seeking Admission Requirements

Persons who hold a bachelor's degree or a graduate degree from a regionally accredited college or university but do not wish to be admitted to a graduate degree program are classified as NCFD students. Evidence of a bachelor's degree or an advanced degree is required for an NCFD student. This category allows the student to enroll in graduate level courses and to receive graduate credit for this work. Departments and colleges reserve the right to restrict NCFD students from their courses.

Before attempting more than 12 units as an NCFD, a student is encouraged to file an application for a degree program. Acceptance of any course work toward a graduate degree, including course work completed as an NCFD student, is at the discretion of the department. Because a graduate degree requires that the student complete a program of courses planned in consultation with an adviser, generally two-thirds or more of the course work must be completed after formal admission to the degree program. Consequently, a maximum of twelve units taken prior to admission to the program may be applied toward the completion of a degree.

Persons attending another graduate school who wish to take graduate courses at the University of Wisconsin-Whitewater and transfer them to that institution may do so. The request for guest matriculant status form is to be completed by an official of the graduate school to which the units are to be transferred. The form certifies that the student is attending the other institution and states the provisions for approval of the work taken at UW-Whitewater toward the degree at the other institution. Students may download the Request for Guest Matriculant Status form at <http://www.uww.edu/gradstudies/> or contact the Graduate Studies Office.

University of Wisconsin-Whitewater undergraduate students with senior status may be allowed to complete up to nine graduate units at UW-Whitewater provided they have completed at least 90 semester units with at least a 2.75 overall grade point average (or 2.90 over the last half of their course work), have the written recommendation of the department chairperson of their undergraduate major and have a graduate application on file in the Graduate Studies Office. Students may download this form at <https://apply.wisconsin.edu/>.

Eligibility for this privilege must be established with the graduate program coordinator and Graduate Studies Office and is not available to seniors at other institutions or students who already possess a bachelor's degree. Seniors may not use graduate-level units to satisfy requirements for the bachelor's degree, and undergraduate fees will be charged for their graduate-level work.

Application Process (Graduate)

Admission materials become the property of the university and are not returned to applicants or forwarded to other institutions.

All application credentials must be sent to:

School of Graduate Studies
Roseman 2013, UW-Whitewater

Whitewater, Wisconsin 53190-1790

Application to Degree Programs

To apply for admission to a graduate degree program, individuals must:

1. Submit a completed application and \$56 application fee. Available at <http://www.uww.edu/gradstudies> or from the Graduate Studies Office.
 2. All requests to transfer and/or apply previously taken graduate course work toward the degree requirements must be submitted at the time of application. Transfer credit forms may be obtained by visiting <http://www.uww.edu/gradstudies>.
 3. Submit an official degree-bearing transcript from the institution that granted the bachelor's degree and that includes at least 60 semester hours of course work. If fewer than 60 semester hours of course work were completed at the degree-granting institution, additional transcripts will be required.
 4. In addition to the official bachelor's degree-bearing transcript, submit copies of transcripts for all undergraduate work that was applied to the bachelor's degree, if that course work was not included in the degree-bearing transcript. These transcripts may be unofficial copies and may be submitted by the applicant.
 5. Submit, directly from the granting institution, an official transcript showing completion of any master's or higher degrees.
 6. Submit, directly from the granting institution, official transcripts for any other graduate work completed, if the work is to be considered for transfer into the student's degree program. If official transcripts for previously completed graduate work are not provided at the time of application to the program, credit for that work cannot be transferred at a later date.
 7. Have official transcripts sent directly from the registrar's office at the institution where the work was completed to:
School of Graduate Studies
Roseman 2013 UW-Whitewater
Whitewater, WI 53190.
(Note: Transcripts from UW-Whitewater will be ordered by the Graduate School.)
Transcripts faxed to UW-Whitewater or submitted personally by applicants will not be accepted.
- In the case of an institution in a foreign country that does not issue transcripts other than the single official copy presented to the student, a photocopy may be submitted provided that the applicant presents the official document for verification of authenticity at the Graduate Studies Office upon arrival at UW-Whitewater. A hold will be placed on their record until this is provided.
8. Submit all other credentials (e.g., test scores, letters of recommendation, goal statement, autobiography) required for admission to the particular program for which admission is being sought.
In addition, **International** students must:
 9. Submit an official "general" evaluation of all foreign educational credentials.
Contact:
Educational Credential Evaluators, Inc.
P.O. Box 514070
Milwaukee, WI 53203-3470
414-289-3400
Or visit <http://www.ece.org>
Approval for a different evaluator is at the discretion of the School of Graduate Studies.
 10. Arrange for an official Test of English as a Foreign Language (TOEFL) score to be sent directly to the School of Graduate Studies if English is not the native language. A TOEFL score of 550 paper, 213 computer, or 79 internet-based is required for admission into some degree programs and is strongly recommended by others.

or

Arrange for admission into the Wisconsin English Second Language Institute (WESLI (<http://www.wesli.com>)) in Madison, Wisconsin. Students must complete the institute's 700 level, including academic reading and writing, and academic listening and speaking skills, with a rating of "very good" or higher (3, 3+, or 4). Students must arrange to have these results and a recommendation from WESLI forwarded to the School of Graduate Studies.

or

Attend the Madison as a Second Language School (MESLS (<http://www.mesls.org>)) and substitute an acceptable score from MESLS in lieu of the currently required TOEFL score. Students would need to successfully complete MESLS's advanced-level (level six) Speaking and Grammar, Reading & Writing, and Speaking & Listening courses, earning, at least, an "AB" average overall, and no lower than a "B" in any single course.

or

An official International English Language Testing System (IELTS) score is acceptable. The minimum required score is 6.0.

Applicants are exempt from the TOEFL requirement if they:

- have earned a bachelor's degree from an English-speaking country.
 - have attended a U.S. college or university continuously for more than one year or have a completed U.S. undergraduate degree.
 - have received an undergraduate degree from a foreign institution where English is the language of instruction.
 - have resided and worked in the U.S. for more than one year without being a student.
11. Send a completed certification of finances form to the School of Graduate Studies to demonstrate that there is adequate financial support available during the planned period of study. Forms are located at <http://www.uww.edu/gradstudies>.
 12. Have a former professor send a letter of recommendation directly to the School of Graduate Studies attesting to the student's ability to pursue graduate study in the United States.

Reactivation

Applicants who do not enroll in graduate course work at UW-Whitewater within a calendar year of the beginning of the term for which they were admitted and students who have not enrolled in graduate course work within a calendar year are considered inactive. Inactive students and students who have completed their degree programs must update and reactivate their files by completing a reactivation form before they will be eligible to register for graduate courses. Forms are available at <http://www.uww.edu/gradstudies>.

Transfer of Credit

All course work, with the exception of up to nine units, must be completed at UW-Whitewater. Additional course work taken at other institutions may allow specific program requirements to be waived; however, no more than nine transfer units may be applied towards the unit requirements of a degree program. Some specific consortium arrangements between UW-Whitewater and other institutions may allow more than nine units to be completed at the participating institutions.

Units for a course completed at another institution may be transferred to UW-Whitewater and applied toward a graduate degree provided:

1. the institution offering the course is regionally accredited at the graduate level,

2. the course appears as a graduate course on the student's graduate transcript from the institution offering the course,
3. the course is applicable toward a graduate degree at the institution offering the course,
4. the course is appropriate for the student's proposed graduate degree program at UW-Whitewater,
5. the course is not a correspondence course, nor was it taught in a format less rigorous than that for UW-Whitewater courses, and
6. the student earned a grade of at least B (3.00) for the course (B- is less than a 3.00 and will not be transferable). All requests to apply course work taken by a student prior to being accepted into a degree program at UW-Whitewater toward the degree requirements must be included in the application for admission to the degree program.

Students who have already been admitted to a degree program here and who wish to take a course at another institution and have it transferred to UW-Whitewater, must obtain permission prior to enrolling in the course. Forms for this prior approval are available at <http://www.uww.edu/gradstudies>. The institution at which the student wishes to earn graduate credit may also require documentation of the student's graduate status at UW-Whitewater.

Questions for the comprehensive examination for the master's degree may be included from courses accepted in transfer to UW-Whitewater. Students should contact their degree program coordinator about this matter.

The 12 unit limit on courses taken prior to program admission does not apply to changes in emphasis within any of the degree programs.

Application Deadlines

Applications will not be processed until all of the above credentials have been received. All application material (including transcripts and other material that may be required) must be received at least 45 days prior to the start of classes to be considered for admission for a given term.

Please note: Individual programs may have earlier deadlines. Information on deadlines for specific degree programs is found in the Degree Programs section of this catalog.

In order to ensure receipt of all application materials by the deadline, applications should be submitted at least three months before the beginning of the term the applicant plans to attend. Applications received or completed fewer than 45 days prior to the start of classes will be considered for admission for the following term.

Students whose applications for program admission are pending may enroll in course work as noncandidate for degree students, but are subject to the twelve unit limit on course work that may be taken prior to the term of a program admission and then applied toward the completion of a degree.

Pending Degree-Bearing Transcripts

Application for admission will be considered during the applicant's last term of undergraduate study; however, admission will be conditional upon the applicant attaining the baccalaureate degree and meeting all the requirements for admission.

Acceptance

After application credentials have been evaluated, students will be notified of their admission status. If accepted into a degree program, they will be assigned an adviser and sent an admission letter. The letter will include an assigned student ID number and information on how to register for courses.

Advising

Students are assigned faculty advisers by, and generally within, their major or emphasis department. Advisers are available to help plan each student's program of study and to assist in the selection of courses before students register for classes.

Graduate students who seek state professional education licensure should also contact the Director of Licensure for current licensure requirements. See section on Admission to Professional Education in this catalog.

Residency (Graduate)

State Residency

Students who have been a bona fide resident of the State of Wisconsin for one full year prior to the beginning of the term of their enrollment are exempt from payment of non-resident tuition. Also, applicants who have been continuously employed full time in this state, and were relocated to Wisconsin by their current employer; or applicants who moved to Wisconsin for employment purposes and accepted current employment before applying for admission to the University of Wisconsin-Whitewater, may, along with their spouse and dependents, be exempt from the payment of non-resident fees provided the person making the application demonstrates an intent to establish and maintain a permanent home in Wisconsin.

In addition, persons may qualify as bona fide residents if they meet any of the following criteria:

- nonresident members of the armed forces (family included) stationed in the state, or members of the armed forces who reside in Wisconsin and are stationed at a federal military installation located within 90 miles of the borders of Wisconsin;
- Members of the armed forces who have served on active duty under honorable conditions in the U.S. armed forces or in forces incorporated in the U.S. armed forces, except service on active duty for training purposes, and meet the conditions to receive WI state veteran's benefits;
- graduates of a Wisconsin high school whose parents have been bona fide residents of the state 12 months prior to the beginning of the semester of enrollment, or whose last surviving parent was a bona fide resident of the state 12 months preceding his/her death;
- adult students who have been employed as migrant workers in the state for at least 2 months each year for 3 of the 5 years preceding the beginning of any semester or session for which they register at a university or center, or for at least 3 months each year for 2 of the 5 years preceding the beginning of the semester of enrollment;
- official refugees who moved to the state immediately upon arrival in the United States and who have resided in the state continuously; or
- minors or dependent adult students provided one or both parents have been bona fide residents of the state for at least 12 months preceding the beginning of the semester of enrollment.

Intent to become a bona fide resident may be demonstrated or disproved by factors including, but not limited to, filing of Wisconsin income tax returns, eligibility to vote in Wisconsin, motor vehicle registration in Wisconsin, possession of a Wisconsin operator's license, place of employment, and self support.

However, applicants who enter and remain in this state principally to obtain an education are presumed to continue to reside outside this state, and such presumption continues in effect until rebutted by clear and convincing evidence of bona fide residence.

Minnesota-Wisconsin Reciprocity

This agreement allows Minnesota residents to pay a reduced nonresident fee to attend a Wisconsin university. Arrangements to participate in this program may be made by filing an online application with:

State of Minnesota Higher Education Services Office, Reciprocity Program
1450 Energy Park Drive, Suite 350
St. Paul, MN, 55108-5227
Telephone: 651-642-0533 or 1-800-657-3866
Website: <http://www.ohe.state.mn.us>

Academic Information (Graduate)

In addition to the graduate school academic requirements and policies, it is the prerogative of each graduate degree program to impose more stringent requirements. A graduate student is responsible for meeting all degree requirements in effect at the University of Wisconsin-Whitewater during the term for which the student is admitted into the current degree program unless the student's attendance at UW-Whitewater is interrupted by an absence of four or more consecutive academic sessions (including summers), in which case upon reentry, the student will be subject to the requirements in effect at that time.

General graduate school academic requirements and policies (contained in this section) may be changed by the actions of the Graduate Council. Each graduate student is responsible for adhering to all current graduate school policies. Students are apprised of updated graduate policies through the schedule of classes. Information about changes in general graduate school policies is also available at <http://www.uww.edu/gradstudies/> or contact the Graduate Studies Office.

Academic Probation

Students in degree programs who fail to maintain at least a 3.00 overall grade point average for all graduate work completed at UW-Whitewater are placed on academic probation. A student on academic probation must attain at least a 3.00 overall grade point average within the next 12 graduate units attempted at UW-Whitewater (including courses that are repeated) in order to be returned to good standing status. Failure to accomplish this will result in the student being dropped from the degree program with ineligibility to take further graduate work in that degree program.

Degree Completion Time Limit

Students have seven years in which to complete their degree program. The seven years are measured from the beginning of the term for which they are admitted at UW-W. In the case of students transferring courses into their UW-W degree program, the seven years begins in the term of the first course to be included in the degree. These include courses completed as a non-candidate for degree student or in a prior graduate program.

International students are afforded the same amount of time, however, they need to comply with visa requirements while they are residing in the United States. Specifically, for those on F-1 and J-1 student visas, this means maintaining a full course load (generally nine credits) per academic semester.

Based upon good cause, students may request an extension of this time limit. Such requests should be made in writing, should include the reasons for which the request is being made, and should be directed to the student's degree program coordinator. Requests for extensions not exceeding two additional years will be considered and acted upon by the faculty of the degree program or the degree program coordinator. Requests for extensions beyond two additional years will be considered, with the recommendation of the program coordinator, by the

School of Graduate Studies. Requests for extensions beyond those additional two years will be considered only in cases of extreme and unavoidable hardship; such requests must also be acted upon by the Committee on Exceptions to Graduate Policy, and must carry the endorsement of the degree program coordinator. All student requests for extensions are reported by degree program coordinators to the Graduate Studies Office on the appropriate form.

Course Repeats

Graduate students are allowed to repeat at most two courses in their degree programs. Courses may be repeated only once. When a course is repeated, the original course and grade remain on the transcript; however, the last grade and units earned replace the originals and are the only ones used in computing the grade point average in the degree and emphasis. Students who have been dropped from a degree program may not use the course repeat process to gain readmission into that degree program.

Credit Restrictions

Undergraduate courses, including those taken to make up deficiencies in background or in supervised teaching, will not be counted toward the number of graduate units required for a degree. Undergraduate courses may not be used to satisfy master's degree requirements, and graduate courses may not be used to satisfy undergraduate requirements at UW-Whitewater.

The minimum required overall grade point average for graduation will be 3.00. No course in the major or emphasis or any other required course in which a grade of below C (2.00) has been earned may be applied toward the completion of any degree. However, some programs may require higher standards.

During a semester, students may register for at most 15 units, while those on probation should not take more than 12 units. Graduate assistants must be registered for at least nine graduate units, but no more than 12 units each semester. During the 12-week summer session, students are limited to a total of 12 units. Courses taken on an audit basis are subject to the above limits.

A student may not carry more than three units of individual studies in a single term. Not more than four units in individual studies, not more than six units of special studies, and not more than a combined total of nine units of individual studies, workshops, and special studies may be applied toward the completion of a degree. Departments retain the prerogative of allowing fewer than nine of these types of units to apply toward their respective graduate degrees.

Course Retakes

A course taken for undergraduate credit may not later be changed to graduate credit. Courses taken for undergraduate credit may not be retaken for graduate credit. Although, exceptions may be granted by the student's degree program coordinator when the field of knowledge has changed to the degree that the course content has changed substantially from the first time the student took the course to the present. Graduate courses may not be retaken unless indicated otherwise in the Graduate Catalog.

Exceptions, Grievances, and Grade Appeals (Graduate)

Graduate students are responsible for meeting the terms and conditions of the School of Graduate Studies and the individual program requirements. Unusual circumstances may give rise to request specific exceptions to policy, provide grounds for filing a grievance, or provide a basis for appealing a grade. Each scenario has its own procedure.

Exceptions to Graduate Policy

In cases where exception to graduate school policies or other regulations seems justified, a student should follow this procedure:

1. Request for specific exception to graduate school policy is presented by the student in writing to the graduate program coordinator of his/her program. This request should include clearly stated reasons that may justify an exception and should be submitted to the program at least 30 days before the term for which the request would be effective.
2. The graduate program (or academic department) will forward the student's request and the program's recommendation regarding the request to the School of Graduate Studies.
3. The School of Graduate Studies will convene the Committee on Exceptions to Graduate Policy for consideration of the request. (The Committee is made up of one graduate faculty representative from each of the four colleges and one graduate student representative.) Students will be notified of the Committee's decision within one week.
4. Actions by the Committee on Exceptions to Graduate Policy are binding. Decisions may be appealed to the Provost, in writing, within thirty days of the student being notified of actions/decisions. However, the Provost isn't authorized to overturn a decision made by the Committee. The Provost can only request the Committee reconsider the decision.

Requests for exceptions involving college or department policies, procedures, or other academic matters, including those that supersede graduate school policy, will be resolved by the appropriate unit within the college. Such appeals are initiated by students through their advisers. Since NCFD students are not assigned an adviser, they may appeal directly to the college or department where the problem occurred. In either case, appropriate appeal procedures will then be followed as established by the individual college or department within the college.

Grievances

A grievance is a request for specific action to solve a problem or redress an injury done to the individual presenting it. When that individual is a student and is responding to treatment received as a student, it is a student grievance. However, if a student wishes to challenge an academic decision that impacts their grade, the Student Grade Appeal procedures should be used.

A grievance may concern the actions taken by any University of Wisconsin-Whitewater employee who is a member of any college, department, office, administrative unit or committee of the University. A grievance may not necessarily be directed at a particular individual but rather at a policy or rule which the student believes to be unfair. The basis for a grievance is to raise a problem for the purpose of resolving it by the parties closest to it. This is true whether the issues involve an instructor, administrator, service personnel or members of any University department, college, division, administrative unit or committee.

A cause of action would involve a specific injury to the student or a specific problem. A remedy should be available. If no remedy is available or if punishment of someone is sought, the procedures for complaints rather than grievances should be used (see University Handbook, Sections VI-F and VI-A). Process timelines are established to enable review and resolution within a reasonable time after the problem occurred. This assists problem solving when memories and facts are still fresh. Written appeals and responses need not be lengthy but rather describe events, relevant facts and reasoning, so that parties are clear about what is at issue and why decisions are being made the way they are.

The following are the steps, both informal and formal, that the University has established relevant to the resolution of a grievance.

1. Problem occurs.
2. Within 14 calendar days, discuss it with the person whose actions are in question (informal).
3. If no satisfaction, within 7 calendar days, talk it over with the chair or supervisor of the person (informal).
4. Chair/supervisor will attempt to resolve within 14 calendar days (informal).
5. If no satisfaction, student has 7 calendar days to write it up as a formal grievance, including why dissatisfied with recommended resolution and propose a remedy (formal).
6. Within 14 calendar days, the dean or director will attempt resolution or make the final decision (formal).

Grade Appeals

At the University of Wisconsin-Whitewater it is expected that instructors will evaluate students regularly and consistently by criteria and guidelines presented to students at the beginning of each grading period. If a student has reason to believe the grade is incorrect, the student may act on that by taking the following steps in chronological order. A complaint which is timely and filed under any other student complaint procedure and then referred for processing under these procedures, shall be considered to have met the deadline for filing as a grade appeal. The process for filing a grade appeal is the same at the graduate and undergraduate levels, and begins with an informal process, before moving to a formal process.

Informal Process

1. Consult the instructor whose grade is being appealed. This consultation must take place within 7 calendar days of start of classes after the grading period in question.
2. If the student/instructor conference is unsatisfactory or if the instructor is unwilling or unable to participate, within 7 calendar days the student may schedule a conference with the chair of the department in which the course was offered.
3. After hearing the student's appeal, the chair will attempt to resolve the problem within 7 calendar days.
4. If this resolution is unsatisfactory, the student may then, within 7 calendar days after receiving the chairperson's response, submit a written appeal to the department's Grade Appeals Committee through the chairperson. This will initiate the Formal Appeal Process.

Formal Process

1. The appeal must be in writing and signed by the student.
2. The Department Grade Appeals Committee will (i) convene to examine the appeal, the response and render its conclusion in writing to the chair, student and instructor, within 14 calendar days of receipt of the appeal. (ii) While the Grade Appeals Committee cannot require the instructor to change a student's grade, the Committee can recommend such a change to the instructor and to the Dean of the School of Graduate Studies.
3. Should the student wish to appeal beyond the department, the student may submit the Committee findings and the basis for the further appeal to the Dean of the School of Graduate Studies, within 3 calendar days of presentation of Committee findings. The Dean will review the student's appeal and the findings of the Committee, and recommend appropriate action to the department and the instructor within 14 days of receipt of the appeal.
4. If this action is unsatisfactory to the student, a final appeal may be made to the Provost who will determine whether a change in grade is to be made within 14 days of receipt of the appeal. The Provost is the only individual authorized to change a student grade without the instructor's permission.

However, the Provost may change a grade only when the faculty department committee and the Dean support such a change.

Graduate student satisfaction with their educational experience remains a preeminent concern of the Office of Graduate Studies. Students who have questions, concerns or grievances about non-policy related issues are encouraged to contact the Office of Graduate Studies 262-472-1006

Graduation Requirements (Graduate)

Before the beginning of the term in which a degree is expected, students should meet with their advisers to make sure that all course requirements are being met. A student's degree program coordinator is responsible for certifying that the student has met all of the academic requirements for graduation.

No student may receive a degree until all I and IP grades have been cleared and the student is in good standing with at least a 3.00 grade point average in the graduate level credits earned in the degree program and in the emphasis area.

Also, all financial obligations to the University must be cleared by the Accounting Office before students may be issued diplomas and final transcripts of their academic records.

Application for Graduation

Students must file applications for graduation and a diploma with the Graduate Studies Office within the first two weeks of the semester or the first week of the summer session in which they plan to graduate. An application for graduation also serves as an application for the comprehensive examination. Forms are available at <http://www.uww.edu/gradstudies/admission> or at the Graduate Studies Office.

A graduation fee must be paid no later than one month before the date of graduation regardless of whether or not students attend the voluntary commencement ceremony. The fee is payable to UW-Whitewater and should be sent to the Cashier's Office. The fee is published in the current schedule of classes. If a student fails to graduate during the intended term, a new application form for graduation must be filed in the subsequent term, although the graduation fee does not have to be paid again. An exit survey is required of all students completing a degree program.

Minimum Degree Credit Requirements to Graduate

All graduate degree programs at UW-Whitewater require at least 30 graduate units distributed according to the requirements of the individual programs. The minimum unit requirements and unit distribution for specific degree programs are stated in this catalog under program descriptions.

At least half of the graduate work in a degree program and at least half of the work in an emphasis within the program must be completed in courses numbered 700 or higher. In addition, a grade point average of at least 3.00 (B) overall in the graduate work taken toward the degree, as well as in all the graduate work taken in the student's emphasis, is required for graduation.

Second Degree/Emphasis Policy

Students may not receive a master's degree from a degree program in which they already hold a master's degree, although they may complete a second emphasis within a degree program.

Master Degree Program Options

At the discretion of the individual degree programs, the following options are available to students completing a master's degree:

- **Comprehensive examination option.** A minimum of 30 unit hours of course work, including a comprehensive examination.
- **Thesis option.** A minimum of 30 unit hours of course work, including a thesis taken for one to six units.
- **Applied research project option. A minimum of 30 unit hours of course work, including completion of an applied research project course for one to six units.**
- **Course work option.** A minimum of 36 credit hours of course work.

Degree programs may set additional requirements for any of these plans. Students should check with their degree Program Coordinator for the options available and for the requirements within each option.

When options exist, students should consult their adviser early in their studies to determine which capstone experience best meets their needs. A thesis may be advised for those who wish to seek depth in an academic area, while those who prefer a breadth of knowledge may select comprehensive examinations.

Students formally declare the thesis option by registering for the course, 799 Thesis Research, after completing a Thesis Proposal Form online at <http://www.uww.edu/gradstudies/graduation/thesisform> and submitting it to the Graduate Studies Office.

Students declare the comprehensive examination option by submitting their graduation application and checking on the form that they plan to take the comprehensive examination.

After declaring an option, students are permitted to change options only once. Changing options penalizes students who have either prepared a thesis or invested time preparing for the comprehensive examination. Changes in options must occur before students have failed twice in their first option. Failure occurs when a student's comprehensive examination is adjudged a failure or at any time a student's thesis committee formally indicates failure.

Students must complete a minimum of 30 unit hours of graduate course work and pass a comprehensive examination in the major or emphasis field under the comprehensive examination option. Examinations may be written and/or oral at the discretion of the degree program. Written examinations are intended to take approximately six hours to complete. Questions may cover any graduate work done in the major or emphasis, including units transferred from other institutions.

Comprehensive examinations are administered once near the end of each term. In general, students may not take the examination until during or after the final term of their course work. Exceptions may be made for students who have a practicum or a semester of student teaching remaining. To be eligible to take the examination, students must have cleared all pending incomplete (I) and progress (P) grades and must be in good standing with at least a 3.00 grade point average in the graduate level credits earned in the degree program and in the emphasis area.

Comprehensive examinations are graded either "passed" or "failed." Students who fail the examination may retake it after completing additional work, as designated by those administering the examination, in a subsequent term. Students may retake comprehensive examinations at most twice after an initial failure and after the required additional work has been completed following each failure. Specific programs may have more stringent rules.

The thesis option requires a minimum of 30 units of graduate course work including a thesis for which up to six units may be earned and applied toward the

completion of course and credit requirements in the degree program. Because a thesis is a culminating experience for a degree, only students electing the thesis option within a degree program may register for 799 Thesis Research. Students wishing to pursue significant research projects outside of the thesis requirement for a degree may register for 798 Individual Studies. Students electing to write a thesis in a degree program must formally enroll and pay fees for at least one credit of 799 Thesis Research. Before being allowed to register for 799 Thesis Research, a student must submit to the Graduate Studies Office a thesis proposal form indicating the thesis topic, the proposed number of units, and the thesis adviser. This form, signed by the thesis adviser, must be on file before a student will be allowed to register for 799 Thesis Research. Enrollment and fee payment for 799 Thesis Research is done only once even though the thesis may require more than one term to complete. With the adviser's permission, in succeeding terms students may increase the number of thesis units up to the maximum of six by submitting a revised thesis proposal form, then adding and paying for the additional units. Students may download the thesis proposal form at <http://www.uww.edu/gradstudies/graduation/thesisform>.

Theses vary in type, style, length, and content. They range from research projects to art exhibits. A thesis, however, must involve enrollment in 799 Thesis Research, an oral examination on the thesis, and the filing of the thesis in the Andersen Library. A thesis, including an art show, must have abstracts and are expected to contain evidence of research on the part of the student and must be submitted in a form and quality specified by the School of Graduate Studies. These standards and guidelines are available at the Graduate Studies Office and online at <http://www.uww.edu/gradstudies/graduation/thesisform>. Unless a department informs the Dean of Graduate Studies in writing that it has adopted some other style manual, theses should be prepared according to the most current edition of the Publication Manual of the American Psychological Association. Two copies of the thesis and its abstract must be submitted to the School of Graduate Studies Office by the end of the term in which the student plans to graduate. One copy is the original thesis, typed or printed on rag paper. The thesis must not be hole punched. The second is an electronic copy in Portable Document Format (pdf). The Library has a copy of Adobe Acrobat accessible that students can convert their thesis from Word to pdf. Degrees are not conferred until these requirements have been met.

Students also must pass an oral examination over their thesis administered by an appointed thesis committee. The oral examination will be held in an open meeting, announced at least one week prior to the examination. A student's committee will consist of a minimum of three persons, two of whom, including the committee chairperson, must have graduate faculty status. Committee members may be brought in from outside the faculty of the degree program. The majority of the thesis committee members must sign the signature page of the thesis, signifying acceptance by the committee of the thesis.

The thesis committee chair's signature signifies successful completion of the oral examination.

In general, students may not take the oral examination until the term in which they expect to graduate. To be eligible to take the oral examination, students must have cleared all pending incomplete (I) and progress (IP) grades except for thesis research, and must be in good standing with at least a 3.00 grade point average in the graduate level units earned in the degree program and in the emphasis area.

All 799 Thesis Research courses are graded on a pass/fail (S/F) basis. A grade of pass (S) for 799 Thesis Research is not awarded until the oral examination is passed and the thesis is filed in the Graduate Studies Office.

A student who switches from a thesis option must have a revised program completion plan approved by the program coordinator. The School of Graduate Studies Office will then initiate a late drop or retroactive withdrawal, dropping

any existing 799 Thesis Research units which show a grade of progress (IP). A withdraw (W) grade will be recorded.

Graduate Course Information and Policies

Course Currency Policy

Graduate courses that have not been offered for the four calendar years immediately preceding the issuance of a new catalog are dropped from the list of approved courses. The term "offered" is defined as

1. a course wherein there has been actual enrollment and wherein instruction has occurred (in cross-listed courses, enrollment in any version will meet this criterion for all versions) or
2. a course which during the semester immediately preceding catalog issuance has been scheduled for registration.

Exceptions to this policy must be approved by the Graduate Council.

Course Repeat Policy

A course may not be taken for credit more than once unless it is identified in the catalog as a course that may be repeated for credit. If it is repeatable, the limitations of the number of times or maximum number of units that may be applied to the program or degree units may be indicated. This policy applies to both courses taken in residence at the University of Wisconsin-Whitewater and courses accepted in transfer from another institution.

Special Courses

These courses are available on a selected basis through most of the academic departments. The course descriptions are common to all departments. However, the prerequisites and the number of units permitted in certain programs may differ. Note the limitation of units for degree/programs identified in the Catalog.

690 Workshop

Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques. Workshops have as their primary goal the imparting of either a specialized knowledge base regarding an instructional strategy or method or a specific skill. Presentations which are more broadly-based in content or intensive study and/or research procedures are not to be offered under a workshop number or title.

691 Travel Study

A planned and directed group excursion involving extensive academically-focused travel, usually conducted in a foreign country.

694 Seminar

Group Activity. An advanced course of study in a defined subject matter area emphasizing small groups in intense study with a faculty member.

696 Special Studies

Group activity. Not offered regularly in the curriculum but which is offered on topics selected on the basis of timeliness, need and interest, and generally in the format of regularly scheduled bulletin offerings.

790 Workshop

Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques. Workshops have as their primary goal the imparting of either a specialized knowledge base regarding an instructional strategy or method or a specific skill. Presentations which are more broadly based in content or

intensive study and/or research procedures are not to be offered under a workshop number or title.

793 Practicum

Individual activity. Provides planned practical experience in a prescribed area with an agency and under the supervision and cooperative direction of faculty and agency person.

794 Seminar

Group activity. An advanced course of study in a defined subject matter area emphasizing small groups in intense study with a faculty member.

796 Special Studies

Group activity. Not offered regularly in the curriculum but which is offered on topics selected on the basis of timeliness, need and interest, and generally in the format of regularly scheduled bulletin offerings.

798 Individual Studies

Individual activity focusing on areas of special interest for a variable number of credits under the sponsorship of an interested faculty member involving minimal external guidance.

799 Thesis Research

Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisers and leading to the completion of a master's degree.

Financial Assistance

Federal Direct Graduate Plus Loan

Graduate students are eligible to borrow through the PLUS program. The PLUS Loan may not exceed the student's estimated cost of attendance minus any estimated financial assistance the student has been or will be awarded during the period of enrollment. An origination fee is assessed at the time the loan is made. The current interest rate is 6.41%.

Standard for Maximum Time Frame

The total maximum time frame for graduate students receiving financial aid cannot exceed 150% of the published length of the program. For example, a program requiring 30 credits for graduation would allow 45 credit attempts (30 x 150% = 45). When enrolled in degree programs that have a published minimum unit requirement for graduation of greater than 30 credits, financial aid eligibility may be extended.

The maximum time frame for undergraduate students seeking a second degree (special students) is 90 credits.

Graduate Assistantships

The University of Wisconsin-Whitewater has a limited number of graduate assistantships for selected full-time graduate students. To be eligible for consideration, individuals must be enrolled in a graduate degree program at UW-Whitewater in good standing status. Graduate assistants must register for at least nine graduate credits, but no more than 12 credits, each semester.

Students receiving full assistantship awards are expected to perform 20 hours of service per week. Work loads for partial awards are reduced proportionately. Duties will involve assignments such as laboratory assistant, research assistant, the preparation of materials for instruction, or other assignments of an academic nature.

The amount of a full assistantship award for the 2015-2016 academic year was \$10,559. The award amount and availability of graduate assistantships

for subsequent years is contingent upon funding being appropriated from the Wisconsin State Legislature, and is subject to change. All students who receive at least 2/3 of a full assistantship for an academic year or one semester will qualify for fringe benefits (such as health, dental, and life insurance). When funds are available, out-of-state students who receive at least 2/3 of a full assistantship for an academic year or for one semester will be eligible for a remission of the nonresident portion of tuition costs for the corresponding time period. In addition, the out-of-state portion of the fees may be waived for the summer session if the student received at least 2/3 of a full assistantship award for the preceding spring semester.

New applicants for degree programs must complete and return an application for admission and may apply for a graduate assistantship. Students who have already been admitted to a graduate degree program should submit only an application for a graduate assistantship. Completed application forms should reach the Graduate Studies Office by February 15 of the preceding academic year for first consideration. Recipients will be notified in writing and issued an employment contract as early as possible.

Graduate Research Grants

The University of Wisconsin-Whitewater recognizes the importance of basic and applied research in the graduate experience and supports such initiatives by making small research grants available. Grants up to \$750 will be awarded to single or multiple-student research projects that involve supervision by a member of the graduate faculty. Funds may be used for travel, supplies, photocopying, long-distance calls, or wages for student help (other than the student investigator[s]), and/or for the dissemination of project results (e.g., travel to present findings at professional meetings, costs of publication).

Nonresident Fee Remission

Applicants must have a "nonresident" status, enrolled in a graduate degree program in "good standing" and registered for at least eight (8) graduate units in the semester seeking a remission (at least five (5) during summer term). Applicants must not be under contract as a graduate assistant or, if working as a graduate assistant, under contract for less than 14 hours per week. Online MBA students are not eligible. Please visit <http://www.uww.edu/gradstudies/financialaid/fee-remission> for application materials.

Summer Term

To apply for summer term financial aid, students must complete a Summer Term Application which is available in the Financial Aid Office during the spring semester. In addition, the current academic year FAFSA must be completed no later than the spring semester (if not already on file). Graduate students must be enrolled for at least 4.5 units to be eligible for aid.

For more detailed information, please contact:

Financial Aid Office
130 Hyer Hall, UW-Whitewater
Whitewater, WI 53190-1790

Advanced Opportunity Program Grants

AOP grants are intended for African American, Latino, American Indian, designated Southeast Asian, and disadvantaged graduate students. Both Wisconsin residents and nonresidents are eligible, although preference is given to Wisconsin residents. Full-time and part-time graduate students are eligible to apply with the Multicultural Affairs and Student Success office.

Advanced Opportunity Program (AOP) Awards

The purpose of AOP is to expand the number of minority/disadvantaged students who receive graduate degrees from UW-Whitewater. To be eligible for an AOP award, individuals must be

1. U.S. citizens or permanent residents at the time of application and
2. members of traditionally under-represented minority groups (African-American, Hispanic, American Indian/Alaskan Native or statutorily designated Southeast Asian) or nonminority/disadvantaged students.

Individuals who are residents of the State of Wisconsin and members of the aforementioned minority groups are given highest priority for receiving AOP awards.

The amount of a full AOP award for the 2015-2016 academic year is \$9,000. The award amount for subsequent years is contingent upon funding being appropriated from the Wisconsin State Legislature, and is subject to change. Out-of-state students who receive AOP awards are also eligible for a remission of the nonresident portion of tuition costs for the time period of the award.

Additional information and application forms are available by contacting:

Office of the Assistant Vice Chancellor for Multicultural Affairs & Student Success
226 McCutchan Hall, University of Wisconsin-Whitewater
Whitewater, WI 53190-1790
Phone: 262-472-4985

Licensure and Admission to Professional Education Licensure

Many degree programs allow students to attain Wisconsin teacher licensure within the degree program. However, licensure requirements may differ from degree requirements. Questions about teacher licensure should be directed to the Licensure Program Coordinator in the area of interest.

Graduate students who seek a teaching license should be certain that their proposed program meets all of UW-Whitewater's approved program standards before embarking on a program of study. This is true in both the case of initial licensure and add-on licenses. In order to ascertain current licensure requirements, students should direct their questions to their program coordinator. If unsure which program coordinator to contact, please consult the Winther Hall Information Desk at (262) 472-1101 or education@uww.edu for assistance.

Admission to Professional Education

Students with a bachelor's or master's degree seeking an initial teaching license must meet the basic eligibility requirements before applying for Admission to Professional Education. Combined cumulative Grade Point Average for admission is based on all credits received in a bachelor's and/or master's degree that would be accepted by UW-Whitewater. Students who do not meet the minimum combined cumulative GPA requirement for Admission to Professional Education should investigate the College of Education and Professional Studies' Academic Forgiveness Policy with the staff in the Advising Assistance Center in Winther Hall 2003 or (262) 472-1585.

It is the student's responsibility to schedule an appointment with the program coordinator in the licensure area of interest in the College of Education and Professional Studies. Eligibility for Admission to Professional Education and

general education for licensure (PI-34) requirements will be verified during this appointment. The student should bring transcripts and photocopies of degree courses to this scheduled meeting.

Students with a bachelor's and/or master's degree should contact the appropriate program coordinator to develop an individual licensure plan. Please note: An Academic Advisement Report (AAR) is **not** used for post-baccalaureate licensure program planning and approval.

Admission to Professional Education is based on 1) completion of all eligibility requirements and 2) placement in a rank ordering of applicants according to combined (accredited baccalaureate degree and other degree courses that meet UW-W Admissions criteria) cumulative GPA. There are several steps in the process of applying for Admission to Professional Education. First, students must meet the Basic Eligibility Requirements (see below).

Basic Eligibility Requirements

Combined Cumulative Grade Point Average (GPA)

Combined cumulative GPA refers to all transferable credits earned from a regionally accredited institution, whether undergraduate or graduate.

Effective Fall 2013 Combined Cumulative GPA Requirement Early Childhood Education (dual license) is a competitive application process with a minimum combined cumulative 2.75 GPA due to the unique cohort model. This Program does NOT guarantee admission. Students may apply with the minimum combined cumulative GPA; however, the Program is highly competitive.

Minimum combined cumulative GPA required for programs with GUARANTEED program admission:

- Elementary Education: Middle Childhood-Early Adolescence: **3.0**
- Secondary Education Social Studies Programs, which include Broadfield Social Studies, Economics, Geography, History, Political Science, Psychology, and Sociology: **3.2**
- All other programs: **2.75**

Students below the minimum outlined above, but with a 2.75 combined cumulative GPA or higher, will be considered on a competitive space available basis.

Early Childhood Education (dual license) Program

This is the dual licensure program that enables the accepted cohort group to obtain regular and special education licensure. To be considered for admission to the Early Childhood Education (dual license) program, students must:

- Complete a minimum of 30 credits at time of application
- Achieve a combined cumulative GPA as outlined above
- Meet Wisconsin passing scores on all parts of the PPST (Praxis I) and/or Praxis CORE, ACT, SAT, or GRE
 - PPST (Praxis I) scores earned prior to September 1, 2014 do not expire, and a combination of PPST (Praxis I) and Praxis CORE subtests (i.e., Reading, Writing, and Mathematics) with passing scores may be used
 - ACT, SAT, and GRE scores are valid for 10 years
- View the Phase 1 and 2 online video meeting: Orientation to Professional Education, and pass the accompanying quiz in D2L
- Effective Fall 2013, MUSED 111 Fundamentals of Music is not required

All other programs, EXCEPT Early Childhood Education (dual license)

To be considered for admission to all other education programs, students must:

- Complete a minimum of 40 credits at time of application
- Achieve a combined cumulative GPA as outlined above
- Meet Wisconsin passing scores on all parts of the PPST (Praxis I) and/or Praxis CORE, ACT, SAT, or GRE
 - PPST (Praxis I) scores earned prior to September 1, 2014 do not expire, and a combination of PPST (Praxis I) and Praxis CORE subtests (i.e., Reading, Writing, and Mathematics) with passing scores may be used
 - ACT, SAT, and GRE scores are valid for 10 years
- View the Phase 1 and 2 online video meeting: Orientation to Professional Education, and pass the accompanying quiz in D2L
- Pass COMM 110
 - with a "C"/"S" or better or be **concurrently enrolled
 - Possible waivers or substitutions must be approved by the Licensure Program Coordinator.
- Pass each course of the Foundations Block (EDFNDRPC 210, and EDFOUND 243/710, and EDFOUND 222 or EDFOUND 212 or EDFOUND 481/681 dependent on program and license)
 - with a "C"/"S" or better or be **concurrently enrolled
 - Possible waivers or substitutions must be approved by the Licensure Program Coordinator.
- Complete the Phase 2 portfolio evaluation by taking
 - EDFNDRPC 210 "Introduction to Education and Teaching" at UW-Whitewater, OR
 - If the EDFNDRPC 210 course of the Foundations Block is waived or a course from another institution is substituted, students MUST take and pass the 1-credit EDFOUND 214 "Portfolio Development I" course at UW-Whitewater with a "C"/"S" or better or be **concurrently enrolled.

Note: Passing the EDFNDRPC 210 "Introduction to Education and Teaching" course does not mean you have passed the Portfolio requirement. Talk to your instructor to determine if you have passed the Portfolio requirement. The "Non-Course Milestones" on your UW-Whitewater unofficial transcript must be updated to show if you passed the portfolio requirement.

**Concurrent enrollment means that students are currently taking the course(s) during the semester in which they submit an application for Admission to Professional Education, not pre-registered to take the course(s) in a future semester.

The 350 hours of experiences with learners is optional (not required) effective September 7, 2011. However, **Music Education** still requires hours demonstrating "Experience with Learners and Professional Service in a Music Context" (see the Music Department for more information).

To enroll in the Foundations Block courses, students must meet the prerequisites listed below and contact the Educational Foundations Department at (262) 472-1380 for permission to register.

- A minimum combined cumulative GPA of 2.75,
- Complete a minimum of 12 credits that would be accepted by UW-W as degree credits or hold a bachelor's degree,
- Pass at least two of the three parts of the PPST or CORE; OR meet Wisconsin passing scores on the ACT, SAT or GRE within the last 10 years,
- Complete the Phase 1 and 2 online video meeting and pass the accompanying quiz in D2L.

Alternate Guaranteed Admission Requirements:

This Admission path is designed only for students with 120 completed credits OR who have previously completed a Bachelor's degree. For this GUARANTEED

ADMISSION, students must meet all BASIC ELIGIBILITY listed above and all GUARANTEED ADMISSION requirements below.

1. For GUARANTEED ADMISSION to the Elementary Education; Middle Childhood-Early Adolescence (MC-EA) Program:
Students must have:
 - a. at least 120 credits with a combined GPA of 3.0 or higher in the most recent 40 credits, and
 - b. meet Wisconsin passing scores on all parts of the PPST (Praxis I) and/or CORE, ACT, SAT, or GRE, and
 - c. passed the 5146 (computer-based) Praxis II exam.
2. For GUARANTEED ADMISSION to the Secondary Education Social Studies Programs, which include Broadfield Social Studies, Economics, Geography, History, Political Science, Psychology, and Sociology:
Students must have:
 - a. at least 120 credits and a combined GPA of 3.25 or higher in the most recent 40 credits, and
 - b. meet Wisconsin passing scores on all parts of the PPST (Praxis I) and/or CORE, ACT, SAT, or GRE, and
 - c. passed the 5081 (computer-based) Praxis II exam.

Admission

Effective Fall 2013, Admission to Professional Education decisions will be based on the following three (3) tiers of acceptance:

1. Applicants who meet the minimum combined cumulative GPA requirement for programs with GUARANTEED ADMISSION, and must also meet all BASIC ELIGIBILITY requirements.
2. Applicants who meet all BASIC ELIGIBILITY requirements will be ranked by combined cumulative GPA based on available space. Students meeting these criteria with the use of the Academic Forgiveness Policy will be included in this pool.
3. Applicants who fall under the Exception Policy, regardless of Academic Forgiveness, will be ranked by combined cumulative GPA. Please note only a limited number of exceptions are granted per admission cycle if room is available in the chosen program.

HOW TO APPLY

In order to apply for Admission to Professional Education, students must meet Basic Eligibility Requirements and complete an application. Students admitted to Professional Education while concurrently taking any courses satisfying eligibility requirements (i.e., Foundations Block and/or COMM 110) must successfully complete the course(s) that same semester as admission with a "C"/"S" or better. Failure to do so will result in removal from Professional Education and being administratively dropped from any pre-registered courses that require Admission to Professional Education as a prerequisite. An incomplete grade is not considered successful completion.

REGULAR ADMISSION

Admission Deadlines: There are three admission cycle deadlines: Fall, Spring, and Summer. Students who meet Basic Eligibility Requirements and submit an application before the admission deadline will be part of the admissions pool during that particular period. Most education programs conduct admission every semester, EXCEPT:

- Early Childhood Education in-person cohort (only admits in the Fall)
- Early Childhood (ECE4U) Online Cohort (only admits in the Summer, and requires a completed Associate in Applied Science degree in Early Childhood Education from a Wisconsin Technical College)

- Elementary Education Program (only admits in the Fall and Spring, not Summer)

Students may apply as Guaranteed Admission during both Regular and Continuous Admission cycles.

CONTINUOUS ADMISSION

Continuous Admission is conducted after Regular Admission cycles for students who meet Guaranteed Admission OR Basic Eligibility Requirements if space is available in the desired program. Applications are considered on a first come, first served basis for available spaces. Continuous Admission is not granted to students seeking an exception to the GPA or test requirements (PPST and/or CORE).

EXCEPTION POLICY

Admission to Professional Education by exception is available during Regular Admission only to those students who have either attempted all three sections of the PPST (Praxis I) and/or Praxis CORE but only passed two sections (unpassed section must have been attempted **at least two times**) OR whose combined cumulative GPA is below 2.75. Please note there are a limited number of exceptions granted per admission cycle. Only up to 10% of the students in each admission cycle may be admitted by exception. Candidates for admission by exception will be ranked by their combined cumulative GPA. Applicants who turn in their application after the deadline will not be eligible for consideration as an exception until the next Regular Admission cycle and must reapply to Professional Education at that time. Admission by exception is not available during Continuous Admission.

Students seeking teacher licensure must be admitted to Professional Education in order to enroll in selected upper division courses

(300/500-400/600) in Education.

Students admitted to the University with a declared master's degree in education **are not automatically guaranteed admission to**

Professional Education. Students who meet stated criteria will be admitted on a competitive and space available basis by application.

Specific information on the process for Admission to Professional Education is available at the College of Education and Professional

Studies Advising Assistance Center in Winther Hall 2003, (262) 472-1585, or <http://www.uww.edu/coeps/advising-admissions/admissions/prof-ed-admin>.

TEACHER LICENSURE REQUIREMENTS

The College of Education and Professional Studies at the University of Wisconsin-Whitewater requires all students seeking initial endorsement for Wisconsin Department of Public Instruction (DPI) licensure to complete the following licensure requirements:

Pre-student Teaching Clinical Experience: Each student, under the supervision of professional school personnel, shall complete a pre-student teaching clinical program consisting of a minimum of 100 clock hours of experience working directly with children and youth within a school or other instructional setting. Each student will complete Introduction to Education and Teaching and Field Study.

Educational Foundations: Foundations of Education in a Pluralistic Society.

Reading and Language Arts: This requirement has been integrated into the curricula of all licensure programs.

Measurement and Evaluation Course: Appropriate to the licensure program, Measurement and Evaluation in Elementary

Schools; Measurement and Evaluation in the Secondary Schools; or Measurement and Evaluation in Physical Education.

Directed Teaching:

1. Experiences in schools. All students seeking initial endorsement for licensure by UW-Whitewater must earn credits from UW-Whitewater in conjunction with experiences in schools. Additional information about these experiences is available from the Office of Field Experiences or from the appropriate department in the College of Education and Professional Studies.
2. Pre-Professional Semester. A minimum of 50 hours in a school setting that serves a diverse population in a Wisconsin school district. The Office of Field Experiences arranges transportation for the students; students are assessed a transportation fee.
3. Professional Block, includes Field Study of one or more guided professional experiences in schools. Generally, the majority of students are placed in schools located within a 50-mile radius from the University of Wisconsin-Whitewater, but may be placed within 75. Students are responsible for their own transportation during Professional Block experiences
4. Directed Teaching ("student teaching"). All students seeking initial endorsement for licensure must complete a full day, full semester experience following the daily schedule under the guidance of a cooperating teacher following the semester of the host school (not the University semester). Students who seek endorsement from UW-Whitewater must complete at least 14 credits of academic work from UW-Whitewater prior to Directed Teaching. Students are placed in schools located generally within a 50-mile radius service area from UW-Whitewater, but may be placed within 75. Placements are made by the University on the basis of quality and other programmatic considerations. Students are responsible for their own transportation and housing arrangements during Directed Teaching.

Environmental Education. Students whose programs lead to Wisconsin licensure in early childhood education, elementary/middle education, science, or social studies must fulfill the statutory requirement in environmental education. In addition to appropriate work in their methods classes, students must elect one of the following courses: Global Environmental Challenges, or Ecology and Society.

Cooperatives. Students whose programs lead to Wisconsin licensure in economics or social studies must fulfill the statutory requirements in cooperatives by selecting one of the following courses: Economic Principles for Teachers (offered each spring semester), or Cooperatives (rarely offered).

Special Education. All persons who receive an initial Wisconsin elementary or secondary license must complete a special education requirement. This requirement has been integrated into the curricula of all licensure programs. Students who successfully complete an elementary or secondary program at UW-Whitewater will have fulfilled this state requirement.

Human Relations Requirements. All professional education programs leading to initial licensure require study and experiences in human relations. Specific information on the course and experience requirements is available in the Office of Field Experiences in Winther Hall 2040.

GENERAL EDUCATION FOR LICENSURE (PI-34) REQUIREMENTS

The State of Wisconsin through the Wisconsin Department of Public Instruction (DPI) has implemented a set of teacher education program rules that are referred to as PI-34. These rules describe general education requirements that must be met by all teachers seeking their first teaching license, regardless of previous degrees.

Students who hold a bachelor's and/or master's degree must meet the following areas:

1. Written and Oral Communication (public speaking)
2. The Humanities, including Literature
3. Mathematics
4. Fine Arts
5. Social Studies
6. Biological Science
7. Physical Science
8. Western History or Western Contemporary Culture
9. Non-Western History or Contemporary Culture

All students with a baccalaureate or higher degree must have the PI-34 requirements verified and completed before endorsement for licensure. Verification of this requirement is completed by the student's licensure program coordinator or department chair.

Specific information on requirements for general education for licensure (PI-34) is available at <http://www.uww.edu/coeps/academics/licensure/pi34>. Coursework previously completed from a prior bachelor's and/or master's degree used to satisfy PI-34 requirements must be approved by the student's licensure program coordinator.

COLLEGE OF ARTS AND COMMUNICATION

College of Arts and Communication Mission Statement

To cultivate and inspire creativity, expression, inquiry and integrity through embodied education in the fine and communicative arts and professions.

Degree Programs

Communication Degree Program MS (p. 19)

Communication Degree Program (MS)

Master of Science

The Master of Science (M.S.) Degree in Communication offers advanced-level practitioner-oriented study in two emphasis areas: Corporate Communication and Mass Communication. Both emphases provide an advanced understanding of how communication effectiveness may be enhanced in a wide variety of contexts.

Students who choose the Corporate Communication emphasis typically have professional goals in business and industry, corporate training and development or communicating with various publics. Students who choose the Mass Communication emphasis typically have professional goals in broadcasting and electronic media, journalism, advertising, or mediated persuasion. An M.S. degree in Communication also allows students to teach communication courses at the technical/junior college level.

The curriculum provides a broad overview of communication as a field of academic endeavor. It also incorporates an advanced understanding of communication theory as it relates to message dissemination at the interpersonal, group, organizational, public or mass societal levels. The curriculum also incorporates course work in which students learn to collect, analyze and interpret data pertinent to a wide variety of communication-oriented applications. Specific topic seminars are offered for each emphasis.

Program Coordinator

Corey Davis
HE 416
Phone: 262-472-5026
Email: davisc@uww.edu

Department

Heide 400
Phone 262-472-1034
Email: communication@uww.edu

Additional Admission Requirements

In addition to the application form, candidates must include a 2-3 page written statement of goals outlining their reasons for selecting a program of study in Communication. Two letters of recommendation also must accompany the application. These letters should come from individuals in a position to judge the applicant's potential for graduate learning; letters from former instructors are highly recommended.

Students admitted to the degree program must demonstrate an appropriate background through undergraduate course work or professional experience. Students found to lack preparation for advanced level course work will be required to complete undergraduate foundation course work as follows:

1. For both emphases, undergraduate course work in communication theory and communication research methods, or their equivalents, is required.
2. For students in the Corporate Communication emphasis who wish to concentrate on Corporate Communication, course work equivalent to COMM 327 is required.
3. For students in the Mass Communication emphasis, course work equivalent to JOURNLSM 431 (as determined by the graduate coordinator) is required.
4. Students must achieve a grade of C or better in a deficiency course. If a student does not achieve this grade, they may retake the course following the University of Wisconsin Whitewater's undergraduate course retake policy. Students may not take the related graduate level courses (i.e. 785, 722, 629, 627, and 731) until a grade of C or better is achieved in the related undergraduate deficiency course.
5. Undergraduate deficiency courses must be completed before the student will be allowed to take more than 9 credits at the graduate level.

Foundation course work may not be taken for graduate credit.

Admission Standards

1. Applicants with a completed baccalaureate degree whose undergraduate GPA (or equivalent) is at 3.0 or higher will be accepted into the Communication graduate program in "good standing."
2. Applicants with a completed baccalaureate degree whose cumulative undergraduate GPA (or equivalent) is between a 2.75 and a 2.99 will be accepted into the Communication Graduate Program "on probation."
3. Applicants who do not meet the above requirements for admission to the program [i.e. applicants with a completed baccalaureate degree whose cumulative undergraduate GPA (or equivalent) is under a 2.75] will be reviewed on a case by case basis. Such applicants MAY BE admitted into the program on probationary status based on credible evidence of ability to do satisfactory graduate work. Such evidence will be determined by the Communication graduate program coordinator in consultation with the department graduate faculty, and may include but is not limited to an exemplary postgraduate employment record; a satisfactory score on the Graduate Record Examination, GMAT or Miller Analogies Test; and/or the successful completion of 12 or more credits of graduate work with a cumulative 3.0 GPA level or higher at a regionally accredited institution.
4. Students admitted on probation must achieve a cumulative graduate GPA of 3.0 within the first 12 units of graduate credits attempted, including repeated courses. Those failing to do so will be ineligible to take further graduate work in the program.
5. Students who are not accepted to the program may enroll as a Noncandidate for Degree (NCFD). This category allows the student to enroll in graduate level courses and to receive graduate credit for this work. No more than 12 graduate units taken as an NCFD can be applied toward the completion of a graduate degree program at UW-Whitewater. Thus, before completing more than 12 units as an NCFD, a student is encouraged to reapply for the Communication degree program. Students who achieve a cumulative 3.0 GPA or higher in 9-12 credits of graduate level communication coursework (including repeated courses) taken as a NCFD may be accepted into the program on probation.

Degree Requirements

Thirty units of course work including one of the following:

1. an approved thesis and an oral defense.
2. an approved Applied Communication Project (ACP) and an oral defense.
3. a written comprehensive examination and an oral defense (Note: This option is unavailable during Summer and Winterim terms.)

For students choosing the thesis option, 3 units of COMM 799 may count toward the 30 required units. For students choosing COMM 789, 3 ACP units may count toward the 30 required units.

Students pursuing the thesis option are encouraged to complete a thesis literature review by enrolling in COMM 798, prior to enrolling in COMM 799, for 3 units.

Students pursuing the ACP option are required to complete an ACP proposal prior to enrolling in COMM 789 for 3 units. Students are encouraged to enroll in COMM 798 to facilitate their development of the proposal. Proposal forms are available from the Communication Program Graduate Coordinator.

A student may not carry more than three units of individual studies in a single term. For students choosing the thesis or ACP capstone options, not more than four units of independent studies, not more than three units of practicum credits, and not more than a combined total of nine units of individual studies, workshops, practicum, and capstone credits (i.e. thesis/ACP credits) may count toward the completion of the degree. For students choosing the written examination capstone option, not more than four units of independent studies, not more than three units of practicum credits, and not more than a combined total of six units of individual studies, workshops, and practicum credits may count toward the completion of the degree.

At least half of the degree course work in the degree program, and at least half the course work in the emphasis chosen, must be completed in courses numbered 700 or higher.

The program is designed to take four academic-year semesters (not including summer terms) if you are participating in the program on a full-time basis.

Communication Degrees

- Communication MS (p. 22)

Communication Courses

COMM 526 COMMUNICATION AND GENDER 3 Units

Advanced study of interpersonal communication between and within the sexes. The focus of the course concerns examination of traditional gender ideals and analysis of communication styles that contribute to societal evolution. Sex differences in communication, theories explaining sex differences in communication, research on sex stereotypes, debates about language and sexism, and implications for inter-gender relationships in a variety of settings are among the topics considered in this course.

COMM 528 COMMUNICATION CONFLICT RESOLUTION 3 Units

This course provides a communications perspective of the nature and possible methods of resolution of conflict.

COMM 538 VIDEO PRODUCTION III: CORPORATE AND COMMERCIAL MEDIA 3 Units

The course will consist of advanced video and field production labor, lectures, outside reading assignments and exams. Each student will write, produce and direct a series of corporate and commercial productions and learn the importance of oral communication and proper client relationships. Each student will strive to improve existing skills with field equipment, non-linear editing, advanced software programs, and multi-media presentations. The work in the course will primarily focus on individual project efforts, unless approved by the instructor.

COMM 539 AUDIO III: STUDIO PRODUCTION 3 Units

An applied course using the knowledge and skills necessary for professional audio production with an emphasis on studio recording and aesthetics. Concepts include signal flow, processing, microphone selection and placement, mixing and mastering. Students will produce multi-track recording projects.
PREREQ: COMM 259 OR CONSENT OF INSTRUCTOR

COMM 617 COMMUNICATION AND NONPROFIT ORGANIZATIONS 3 Units

This course prepares students to better understand the traditional organizational frameworks and apply them in the nonprofit world. Specifically, the course will address communicating a strategic vision, stewardship, managing and understanding the relationships between boards and volunteers and staff, building and maintaining successful volunteer programs, event planning, fundraising and media and government relations through reading, lectures, case studies and a capstone project.
PREREQ: COMM 327, COMM 424, COMM 485

COMM 624 CROSS CULTURAL COMMUNICATION 3 Units

Study of cross cultural contacts and interactions when individuals are from different cultures. An analysis of verbal and nonverbal communication and related factors within and between various cultures, predictions of patterns and effects, and communication barriers.

COMM 627 COMMUNICATION TRAINING 3 Units

This is an advanced-level course that focuses on identifying, evaluating, and enhancing the communicative competencies behind the functioning of contemporary organizations.
PREREQ: COMM 322, COMM 327, COMM 424 AND COMM 485 OR GRAD COORDINATOR APPROVAL

COMM 640 NEW COMMUNICATION TECHNOLOGIES 3 Units

This course examines the major innovations in the telecommunication industry. Students will explore alternative regulatory contexts in which these systems can develop and address the implications of these developments in a variety of social, institutional and philosophical contexts.

COMM 690 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Repeatable.

COMM 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

COMM 694 SEMINAR Repeatable 1-6 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMM 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Prereq: Consent of Instructor.

COMM 701 INTRODUCTION TO COMMUNICATIONS STUDIES 3 Units

The student will be introduced to the nature of graduate study in the field of communication.

COMM 702 SEMINAR IN APPLIED PUBLIC COMMUNICATION Repeatable 3 Units

The group will investigate special topics relevant to the strategic use of external/public communication by organizations (e.g., campaigns, issues management, advertising, public relations). Topics are selected on the basis of need, interest, or timeliness and may change each time the course is offered.
PREREQ: COMM 701 OR GRADUATE EQUIVALENT AS DETERMINED BY THE GRADUATE COORDINATOR

COMM 703 SEMINAR IN CORPORATE COMMUNICATION *Repeatable* 3 Units

Investigation of communication topics that reflect the communication issues within an organization (e.g., superior-subordinate, conflict resolution). Topics are selected on the basis of need, interest, or timeliness and may change each time the course is offered.

PREREQ: COMM 701 OR GRADUATE EQUIVALENT AS DETERMINED BY THE GRADUATE COORDINATOR

COMM 711 INSTRUCTIONAL COMMUNICATION 3 Units

This course focuses on the body of instructional communication research which, coupled with opportunities for observation and practice, will 1) enable students to analyze effective use of instructional communication principles in others and 2) demonstrate related skills during their own instructional demonstrations

COREQ: COMM 701 OR CONSENT OF INSTRUCTOR

COMM 722 ISSUES IN HUMAN COMMUNICATION THEORY 3 Units

Advanced study and analysis of communication theories from various disciplinary viewpoints. Theories are discussed in terms of their assumptions, claims, strengths, and weaknesses.

PREREQ: COMM 422 OR CONSENT OF GRADUATE COORDINATOR, AND COMM 701

COMM 731 EFFECTS OF MASS COMMUNICATION 3 Units

A course that examines the effects of mass media. Theoretical bases for assessing social, behavioral, and cultural influences are emphasized.

PREREQ: COMM 431/JOURNLSM 431

COMM 785 METHODS OF COMMUNICATION RESEARCH 3 Units

An advanced-level graduate survey of methodologies and issues relevant to the practice of communication research.

PREREQ: COMM 485/JOURNLSM 485 OR CONSENT OF GRADUATE COORDINATOR AND COMM 701

COMM 789 APPLIED COMMUNICATION PROJECT CREDITS 3 Units

Applied Communication Project (ACP) units allow a student to work with his/her project director and committee in further developing and completing the ACP, a capstone experience option emphasizing the application of communication theory and principles to solve a communication problem or meet a specific need relating to corporate communication or mass communication issues. ACP proposal forms available at <http://academics.uww.edu/comgrads/forms.html> or from the graduate coordinator. Note, Comm/Journlsm 799 Thesis credits and Comm/Journlsm 789 ACP credits may not be taken concurrently with Comm/Journlsm 798 Independent Study credits.

PREREQ: THE COMPLETION OF AN ACP PROPOSAL FORM AND COMPLETION OF 18 GRADUATE UNITS INCLUDING COMM 701, COMM 722 AND COMM 785

COMM 790 WORKSHOP 1 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COMM 793 COMMUNICATION PRACTICUM *Repeatable* 1-3 Units

The Communication Practicum gives students, under the direction of a faculty advisor, the opportunity to apply their theoretical and research backgrounds in "real world" settings ranging from internships in organizations or agencies to other approved activities.

PREREQ: COMPLETION OF A PRACTICUM CONTRACT AND 18 GRADUATE CREDITS INCLUDING COMM 701, COMM 722, COMM 785

COMM 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMM 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COMM 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member. Students must complete the Independent Studies Form located at <http://www.uww.edu/commgrads/forms.html> or available from the Communication Department office prior to registering for this course. The form requires signatures from the instructor supervising the independent study and from the graduate coordinator. Note: Comm 799/Journlsm 799 Thesis credits and Comm 789/Journlsm 789 ACP credits may not be taken concurrently with Comm 798/Journlsm 798 Independent Study credits.

COMM 799 THESIS RESEARCH 3 Units

Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisors and leading to the completion of a master's degree. For students choosing the thesis option, 3 units of Thesis Research (COMM 799) may count toward the 30 required credits. For students choosing the ACP option, 3 units of ACP (COMM 789) credits may count toward the required 30 units. Thesis prospectus forms are available from the Graduate Program Coordinator and the department website at <http://academics.uww.edu/commgrads/forms.html>. In addition, students must complete the Graduate School thesis proposal form available at <http://www.uww.edu/gradstudies/thesisform.php>. Note, Comm 799 credits may not be taken concurrently with Comm 798/Journlsm 798 credits.

PREREQ: COMPLETE 18 GRADUATE LEVEL UNITS INCLUDING COMM 701, COMM 722 AND COMM 785 AND SUBMIT A SIGNED THESIS PROSPECTUS DEVELOPED IN CONSULTATION WITH THEIR CAPSTONE FACULTY COMMITTEE

Journalism Courses

JOURNLSM 505 HISTORY OF MASS COMMUNICATION 3 Units

An overview of the origin, development, strengths and weaknesses, and achievements of mass communication in the United States, with particular attention to the interrelationship between mass communication and society.

JOURNLSM 620 LAW OF MASS COMMUNICATION 3 Units

Study of law as applied to the mass media with particular emphasis on freedom of information, libel, privacy, contempt, commercial speech, regulation of electronic media and copyright regulation.

JOURNLSM 630 COMMUNICATION AND PUBLIC OPINION 3 Units

The role of the mass media of communication in the formation of public opinion. Use of social science techniques for studying public opinion will be examined.

Prereq: Consent of instructor.

JOURNLSM 631 MASS COMMUNICATION IN SOCIETY 3 Units

A course which examines the functions and effects of mass media in our society. Theoretical bases for assessing social, behavioral and cultural influences are emphasized.

JOURNLSM 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

JOURNLSM 694 SEMINAR *Repeatable* 1-4 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

JOURNLSM 696 SPECIAL STUDIES *Repeatable* 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

JOURNLSM 704 CURRENT TOPICS IN MASS COMMUNICATION *Repeatable* **3 Units**

Investigation of issues relevant to mass communication theory and/or mass communication industries. Topics are selected on the basis of need, interest, or timeliness and may change each time the course is offered.

PREREQ: COMM 701 OR CONSENT OF GRADUATE COORDINATOR

JOURNLSM 789 APPLIED COMMUNICATION PROJECT CREDITS **3 Units**

Applied Communication Project (ACP) units allow a student to work with his/her project director and committee in further developing and completing the ACP, a capstone experience option emphasizing the application of communication theory and principles to solve a communication problem or meet a specific need relating to corporate communication or mass communication issues. ACP proposal forms available at <http://academics.uww.edu/comgrads/forms.html> or from the graduate coordinator. Note, Comm799 or Journlsm 799 Thesis credits and Comm789 or Journlsm 789 ACP credits may not be taken concurrently with Comm798 or Journlsm 798 Independent Study credits.

PREREQ: THE COMPLETION OF AN ACP PROPOSAL FORM AND COMPLETION OF 18 GRADUATE UNITS INCLUDING COMM 701, COMM 722 AND COMM 785

JOURNLSM 790 WORKSHOP **1-6 Units**

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

JOURNLSM 793 COMMUNICATION PRACTICUM *Repeatable* **1-3 Units**

The Communication Practicum gives students, under the direction of a faculty advisor, the opportunity to apply their theoretical and research backgrounds in "real world" settings ranging from internships in organizations or agencies to other approved activities.

PREREQ: COMPLETION OF A PRACTICUM CONTRACT AND 18 GRADUATE CREDITS INCLUDING COMM 701, COMM 722, COMM 785

JOURNLSM 794 SEMINAR **1-3 Units**

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

JOURNLSM 796 SPECIAL STUDIES **1-3 Units**

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

JOURNLSM 798 INDIVIDUAL STUDIES *Repeatable* **1-3 Units**

Study of a selected topic or topics under the direction of a faculty member. Students must complete the Independent Studies Form located at <http://www.uww.edu/commgrads/forms.html> or available from the Communication Department office prior to registering for this course. The form requires signatures from the instructor supervising the independent study and from the graduate coordinator. Note, Comm799 or Journlsm 799 Thesis credits and Comm789 or Journlsm 789 ACP credits may not be taken concurrently with Comm798 or Journlsm 798 Independent Study credits.

JOURNLSM 799 THESIS RESEARCH **3 Units**

Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisors and leading to the completion of a master's degree. For students choosing the thesis option, 3 units of Thesis Research (JOURNLSM 799) may count toward the 30 required credits. For students choosing the ACP option, 3 units of ACP (JOURNLSM 789) credits may count toward the required 30 units. Thesis prospectus forms are available from the Graduate Program Coordinator and the department website at <http://academics.uww.edu/commgrads/forms.html>. In addition, students must complete the Graduate School thesis proposal form available at <http://www.uww.edu/gradstudies/thesisform.php>. Note, Comm 799 credits may not be taken concurrently with Comm798 or Journlsm 798 credits.

PREREQ: COMPLETE 18 GRADUATE LEVEL UNITS INCLUDING COMM 701, COMM 722 AND COMM 785 AND SUBMIT A SIGNED THESIS PROSPECTUS DEVELOPED IN CONSULTATION WITH THEIR CAPSTONE FACULTY COMMITTEE

Communication Degree Requirements (MS)

Degree Requirements

Thirty units of course work including one of the following:

1. an approved thesis and an oral defense.
2. an approved Applied Communication Project (ACP) and an oral defense.
3. a written comprehensive examination and an oral defense (Note: This option is unavailable during Summer and Winterim terms.)

For students choosing the thesis option, 3 units of COMM 799 may count toward the 30 required units. For students choosing COMM 789, 3 ACP units may count toward the 30 required units.

Students pursuing the thesis option are encouraged to complete a thesis literature review by enrolling in COMM 798, prior to enrolling in COMM 799, for 3 units.

Students pursuing the ACP option are required to complete an ACP proposal prior to enrolling in COMM 789 for 3 units. Students are encouraged to enroll in COMM 798 to facilitate their development of the proposal. Proposal forms are available from the Communication Program Graduate Coordinator.

A student may not carry more than three units of individual studies in a single term. For students choosing the thesis or ACP capstone options, not more than four units of independent studies, not more than three units of practicum credits, and not more than a combined total of nine units of individual studies, workshops, practicum, and capstone credits (i.e. thesis/ACP credits) may count toward the completion of the degree. For students choosing the written examination capstone option, not more than four units of independent studies, not more than three units of practicum credits, and not more than a combined total of six units of individual studies, workshops, and practicum credits may count toward the completion of the degree.

At least half of the degree course work in the degree program, and at least half the course work in the emphasis chosen, must be completed in courses numbered 700 or higher.

The program is designed to take four academic-year semesters (not including summer terms) if you are participating in the program on a full-time basis.

Code	Title	Units
Professional Core - 18-21 units		
COMM 701	INTRODUCTION TO COMMUNICATIONS STUDIES	3

COMM 722	ISSUES IN HUMAN COMMUNICATION THEORY	3
COMM 785	METHODS OF COMMUNICATION RESEARCH	3
Electives		
Select 9-12 units of communication courses selected in consultation with an advisor		9-12
Emphasis		
Select one of the two Communication Emphases listed below		9-12
Total Units		30

Communication Emphases

Choose one of the following emphases.

Corporate Communication

Code	Title	Units
COMM 702	SEMINAR IN APPLIED PUBLIC COMMUNICATION (Topics vary; may be repeated)	3
COMM 703	SEMINAR IN CORPORATE COMMUNICATION (Topics vary; may be repeated)	3
COMM 627 or COMM 629	COMMUNICATION TRAINING	3
Total Units		9

Mass Communication

Code	Title	Units
JOURNLSM 704	CURRENT TOPICS IN MASS COMMUNICATION (Topics vary; may be repeated)	3
COMM 731	EFFECTS OF MASS COMMUNICATION	3
Select two of the following:		6
JOURNLSM 505	HISTORY OF MASS COMMUNICATION	
JOURNLSM 620	LAW OF MASS COMMUNICATION	
JOURNLSM 630	COMMUNICATION AND PUBLIC OPINION	
COMM 640	NEW COMMUNICATION TECHNOLOGIES	
Total Units		12

COLLEGE OF BUSINESS AND ECONOMICS

College of Business and Economics Mission Statement

The UW-Whitewater College of Business and Economics is an inclusive, collaborative and entrepreneurial learning community dedicated to sharing values, knowledge and skills to prepare current and future business professionals to contribute successfully and responsibly in a global business environment.

Our efforts to engage in high-quality instruction, research and professional activities add value by:

- providing an engaging environment for educating undergraduate and graduate students that advances critical thinking, innovative problem-solving, ethical behavior, leadership and a commitment to diversity
- developing and sustaining partnerships with key stakeholders that lead to mutually beneficial opportunities for students, alumni, faculty, businesses and the regional community
- developing and retaining a high-quality faculty whose members strive for excellence, are current in their fields and make scholarly contributions through discipline-based, applied and pedagogical research.

Degree Programs

Accounting Degree Program (M.P.A.) (p. 24)

Applied Economics Degree Program (M.S.) (p. 43)

Business Administration Degree Program (M.B.A.) (p. 27)

Doctorate of Business Administration (D.B.A.) (p. 41)

Environmental Safety and Health Degree Program (M.S.) (p. 46)

School Business Management Degree Program (M.S.E.) (p. 49)

Certificate in Construction Safety (p. 49)

Certificate in Data Analytics (p. 41)

Certificate in Graduate Business Foundations (p. 40)

Certificate In Graduate Project Management (p. 40)

Certificate in Human Resource Management (p. 40)

Certificate in Occupational Ergonomics (p. 49)

Accounting Degree Program (MPA)

Master of Professional Accountancy

The Master of Professional Accountancy (MPA) degree program is a professional graduate program for individuals who desire to further their accounting knowledge. The MPA program is designed to be fully integrated with a Bachelor of Business Administration (BBA) degree in accounting, yet flexible enough to accommodate a first professional degree program for individuals without a business and/or accounting undergraduate background. The MPA program satisfies the required 150-credit-hour requirement of the American Institute of

Certified Public Accountants (AICPA), allowing graduates to be licensed after successfully completing the Uniform CPA Examination.

Candidates will design a program in consultation with a program advisor that meets their individual needs and the 30 unit minimum program requirement. The curriculum is designed to familiarize students with accounting pronouncements, auditing standards, related laws, and appropriate concepts of ethical behavior. Students will develop competencies relevant to conducting financial statement analysis, systems analysis, cost control, and tax analysis. They will also refine skills relevant to formatting and transmitting accounting information through oral, written, and computer-mediated delivery systems.

Program Coordinator

Dr. Abbie Daly
Hyland 3525
Phone: 262-472-6949
Email: dalya@uww.edu

Department

Hyland 4300D
Phone: 262-472-1945
Email: gradbus@uww.edu

Additional Admission Requirements

1. Completion of the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE).
2. A composite score of at least 1100 based upon the formula: (GMAT score or GRE equivalent) + [200 x (overall undergraduate grade point average)], or a composite score of at least 1150 based upon the formula: (GMAT score or GRE equivalent) + [200 x (last half undergraduate grade point average)].
3. A Test of English as a Foreign Language (TOEFL) paper score of at least 550, or a computer score of at least 213, an Internet score of at least 79, or an IELTS score of 6 for students from countries where English is not the native language.
4. Exceptions to the admission requirements may be made on a case-by-case basis.
5. Due to increasing enrollments, admission may be limited despite fulfillment of the aforementioned entrance requirements.

Additional Program Policies

1. In order to enroll in 700 level graduate courses offered in the College of Business and Economics, a student must be enrolled in a graduate degree program or a graduate certificate program. A student with Guest status or with Post Master's status can take 700 level graduate course(s) on a space available basis.
2. Individual Studies (XXX-798) and/or Readings and Research (XXX-789) may not be used as electives but may be used to satisfy up to 3 units in the Emphasis. A copy of the proposal must be on file in the Coordinator's Office prior to registration. The student should initiate these requests with the instructor.
3. Courses in the Common Body of Knowledge should be taken at the beginning of the program. Program and course prerequisites will be enforced. Failure to comply may result in the student being dropped from the course.
4. Students who are dropped from the program for academic reasons or who fail to meet the admission requirements are not eligible to pursue further graduate business courses in the M.B.A., M.P.A Programs in the College of Business and Economics.

5. The maximum course load is 15 graduate units during fall and spring semesters and 12 units during the summer term.
6. Business related course work taken in an applicant's undergraduate program where the applicant has graduated more than five years prior to the date of admission to Graduate School may not be considered as satisfactory in meeting Common Body of Knowledge requirements.
7. Candidates who have not enrolled in a graduate course at UW-Whitewater within two consecutive terms must conform to any new requirements in the program at the time they are reactivated.
8. Within the confines of the Constitution of the Graduate Faculty and the policies and procedures adopted by the Graduate Council, the Graduate Studies Committee in the College of Business and Economics is the final governing authority on all policy and procedural matters in the Graduate Business Program.

Degrees in Accounting

- Accounting MPA (p. 26)

Courses

ACCOUNT 651 TAXI 3 Units

A study of federal income tax laws with emphasis on the individual taxpayer, particularly of employees and sole proprietors. The study includes a review of current proposals, discussion of practical problems in tax planning and practice in the preparation of tax returns.

PREREQ: ACCOUNT 244, ACCOUNT 701 OR CONSENT OF DEPARTMENT.

ACCOUNT 656 COST MANAGEMENT 3 Units

This course presents an overview of basic cost measurement principles and an in-depth examination of product costing procedures and techniques including process costing, job-order costing, activity-based costing, accounting for spoilage, and standards and variances (cost, expense, revenue, and selected variance investigation models). This course also includes the following specific cost allocation topics: joint products, byproduct products, and service departments. Special emphasis is placed on communicating accounting information to managers in a clear, concise manner.

PREREQ: ACCOUNT 725 OR ACCOUNT 249 AND CONSENT OF DEPARTMENT

ACCOUNT 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 691 TRAVEL STUDY *Repeatable* 3 Units

Variable topics. Faculty-led courses abroad.

ACCOUNT 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. A limit of three credits can be applied toward the accounting major and limit of six credits toward a degree.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 701 ACCOUNTING FOUNDATIONS 2 Units

This course introduces students to the principles of financial accounting, including the (1) basic accounting cycle (i.e., double-entry accounting), financial statements (i.e., income statement, statement of financial position, and statement of cash flows), and specific discussions of cash, trade receivables, merchandise inventories, plant assets, current and long-term liabilities, and stockholders' equity. Fundamental ration and statement analysis techniques are also integrated throughout the course.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 748 FINANCIAL STATEMENT ANALYSIS 3 Units

This course investigates the role and value of accounting information for users as they make business decisions. It includes a review of the generally accepted accounting principles and assumptions underlying the basic accounting model that generates the financial statements. The course focuses on the interpreting and analyzing financial statements to assess (a) historical trends and patterns, (b) short-term liquidity and long-term solvency, (c) profitability and operating performance, and (d) capital structure and asset utilization. Additional topics include the effects of alternative accounting methods, specialized industry analysis (e.g., banks, insurance, and utilities) and earnings quality and earnings management.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 749 ASSURANCE SERVICES AND SYSTEMS ENGAGEMENTS 3 Units

This course focuses on services provided by accounting professionals. Selected topics may include advanced audit issues; evidence-gathering activities; internal control design and assessments; business and information technology risk analysis; analysis, design and development of modern information systems; reporting on controls and business processes; professional standards and ethical concepts.

PREREQ: ACCOUNT 454 OR ACCOUNT 761 AND ACCOUNT 465 OR CONSENT OF DEPARTMENT

ACCOUNT 751 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3 Units

This course focuses on the theory and practice of accrual, modified accrual, and cash-based accounting models for governmental and not-for-profit entities. In addition, students investigate the specific accounting issues for state and local governments, colleges and universities, health care organizations, and voluntary health and welfare organizations.

PREREQ: ACCOUNT 261

ACCOUNT 752 ADVANCED FINANCIAL ACCOUNTING 3 Units

This course focuses on an in-depth study of (1) partnership accounting, (2) accounting for business combinations and segments of a business, and (3) international aspects of accounting. It also includes a review of current issues related to business combinations, consolidated financial statements, and international accounting standards.

PREREQ: ACCOUNT 343

ACCOUNT 756 CORPORATE AND SPECIAL ENTITIES TAXATION 3 Units

This course examines federal income tax laws and regulations with a specific emphasis on corporations (C and S), partnerships, estate and gift taxation, income taxation of estates and trusts, and taxation of exempt entities. Both compliance and tax planning are emphasized in this course. Tax research on related issues is also included.

PREREQ: ACCOUNT 651 OR ACCOUNT 451

ACCOUNT 757 ISSUES IN FINANCIAL ACCOUNTING 3 Units

This course examines some of the more complex and contentious areas that have evolved into accounting practice. Major areas include: 1) statement of cash flows, 2) segment and interim reporting, 3) accounting for derivatives, 4) pensions and other postretirement benefits, 5) accounting changes and error corrections, and 6) assessing the quality of financial statements. This course also covers recent pronouncements not covered in ACCOUNT 261 and ACCOUNT 343.

PREREQ: ACCOUNT 343

ACCOUNT 761 ACCOUNTING & MANAGEMENT INFORMATION SYSTEMS 3 Units

This course focuses on theory and principles underlying the design and installation of accounting and management information systems, including the in-depth investigation into internal control structures and the integration and impact of the computer on the total information system.

PREREQ: ACCOUNT 244 OR ACCOUNT 701 AND ACCOUNT 249 OR ACCOUNT 725 AND ACCOUNT 261

ACCOUNT 767 FORENSIC ACCOUNTING AND PROFESSIONAL ETHICS 3 Units

This course, with a combined lecture and case approach, will provide in-depth coverage of internal control, EDP auditing, fraud detection and reporting, and the auditor's code of ethics. A component of this course will follow a readings approach covering such topics as auditing estimates, auditor independence, audit failures, and going concern qualifications.

PREREQ: ACCOUNT 465 OR CONSENT OF DEPARTMENT

ACCOUNT 781 ACCOUNTING THEORY AND APPLIED RESEARCH 3 Units

This course examines the relationship between decision theory (and decision makers) and accounting information, alternative measurement theories, and conceptual frameworks. In addition, students will (1) learn to use applied research tools and (2) to develop their communication skills to real-life accounting issues in a variety of accounting environments.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 783 INTERNATIONAL ACCOUNTING 3 Units

This course examines the international dimension of accounting and financial reporting for multinational enterprises. Topics include (a) the international standard-setting process, including harmonization with US GAAP, (b) IFRS GAAP for recording transactions and preparing financial statements, (c) a detailed comparison of IFRS and US GAAP, (d) foreign currency translations and accounting for changing prices, (e) international taxation and transfer pricing.

PREREQ: ACCOUNT 343 OR CONSENT OF INSTRUCTOR

ACCOUNT 787 SUSTAINABILITY AND ENVIRONMENTAL REPORTING 3 Units

This course provides a comprehensive exploration of (a) environmental issues at multiple levels and (b) the effects of these issues on business, communities, and consumers. In addition, this course will provide student with an (c) introduction and practical understanding of the broad paradigm of sustainability and provide an (d) in-depth analysis of accounting for the natural environment; e.g., water and other natural resources.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 789 READINGS AND RESEARCH IN ACCOUNTING Repeatable 1-3 Units

Study of selected contemporary areas in accounting through readings in current research and literature. Prereq: Consent of Instructor.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 793 PRACTICUM IN PROFESSIONAL ACCOUNTANCY Repeatable 1-3 Units

This course provides students, under the direction of a faculty advisor, the opportunity to apply their theoretical backgrounds in settings ranging from internships in accounting organizations to other approved activities related to the practice of professional accountancy. A learning contract will be developed by the faculty advisor, professional supervisor (if applicable), and student that clearly delineates the expectations and responsibilities of each party involved in the practicum.

PREREQ: ADMISSION TO MPA PROGRAM AND DEPARTMENT CONSENT

ACCOUNT 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ACCOUNT 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. A limit of three credits can be applied toward the accounting major and limit of six credits toward a degree.

ACCOUNT 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 799 THESIS RESEARCH 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. Prereq: Graduate standing.

PREREQ: GRADUATE STANDING

Accounting Requirements (MPA) Degree Requirements

1. Students who have completed any of the required courses before entering the M.P.A. program may substitute electives to complete the 30-unit requirement. Each candidate will complete their degree requirements by passing a comprehensive examination. 3.0 or better GPA is required at the time students apply to take the Comprehensive MPA exam.
2. At least 15 units of course work must be above the 730 level.
3. Students are required to earn a minimum overall GPA of 3.0 and a minimum overall GPA of 3.0 in ACCOUNT courses.
4. Students need an overall graduate grade point average (GPA) of at least 3.0 to graduate.

Accounting (M.P.A.)

Code	Title	Units
Common Body of Knowledge ^{1,2}		
Select 0-10 units from the following:		0-10
ECON 703	STATISTICS FOUNDATIONS	
ECON 704	ECONOMICS FOUNDATIONS	
FNBSLW 718	FINANCIAL MANAGEMENT	
ITSCM 719	OPERATIONS MANAGEMENT	
MARKETNG 716	MARKETING	

Accounting Core Requirements

Select 0-30 units from the following: 0-30

ACCOUNT 244	INTRODUCTION TO FINANCIAL ACCOUNTING	
ACCOUNT 249	INTRODUCTION TO MANAGERIAL ACCOUNTING	
ACCOUNT 261	INTERMEDIATE ACCOUNTING I	
ACCOUNT 343	INTERMEDIATE ACCOUNTING II	
ACCOUNT 451	TAX I	
or ACCOUNT 651	TAX I	
ACCOUNT 454	ACCOUNTING INFORMATION SYSTEMS	
ACCOUNT 456	COST MANAGEMENT	
or ACCOUNT 656	COST MANAGEMENT	
ACCOUNT 461	ADVANCED ACCOUNTING	
or ACCOUNT 752	ADVANCED FINANCIAL ACCOUNTING	
ACCOUNT 465	AUDITING	
FNBSLW 341	BUSINESS AND COMMERCIAL LAW	

Advanced Topic Requirements³

Select 24 units from the following:

ACCOUNT 748	FINANCIAL STATEMENT ANALYSIS	3
or ACCOUNT 749	ASSURANCE SERVICES AND SYSTEMS ENGAGEMENTS	
or ACCOUNT 787	SUSTAINABILITY AND ENVIRONMENTAL REPORTING	
ACCOUNT 751	GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING	3
ACCOUNT 756	CORPORATE AND SPECIAL ENTITIES TAXATION	3
ACCOUNT 757	ISSUES IN FINANCIAL ACCOUNTING	3
ACCOUNT 767	FORENSIC ACCOUNTING AND PROFESSIONAL ETHICS	3
ACCOUNT 781	ACCOUNTING THEORY AND APPLIED RESEARCH	3
ACCOUNT 783	INTERNATIONAL ACCOUNTING	3
FNBSLW 542	ADVANCED BUSINESS AND COMMERCIAL LAW	3

Electives

Select 6 units from the following: 6

ACCOUNT 748	FINANCIAL STATEMENT ANALYSIS	3
ACCOUNT 749	ASSURANCE SERVICES AND SYSTEMS ENGAGEMENTS	3
ACCOUNT 787	SUSTAINABILITY AND ENVIRONMENTAL REPORTING	3
ACCOUNT 789	READINGS AND RESEARCH IN ACCOUNTING	1-3
ACCOUNT 793	PRACTICUM IN PROFESSIONAL ACCOUNTANCY	1-3
ACCOUNT 796	SPECIAL STUDIES	1-3
ACCOUNT 798	INDIVIDUAL STUDIES	1-3
BEINDP 740	PERSUASION AND NEGOTIATION STRATEGIES	2
ECON 736	BUSINESS CONDITIONS ANALYSIS	2
ECON 737	MANAGERIAL ECONOMICS	2
ECON 745	ECONOMICS OF HEALTH CARE	3

ECON 751	ECONOMICS OF REGULATION	3
ECON 758	INTERNATIONAL ECONOMICS	3
ECON 761	TIME SERIES ECONOMETRICS AND FORECASTING	3
FNBSLW 735	BUSINESS VALUATION USING FINANCIAL STATEMENTS	3
FNBSLW 750	REAL ESTATE FINANCE AND INVESTMENT	3
FNBSLW 755	MULTINATIONAL BUSINESS FINANCE	3
FNBSLW 760	FINANCIAL MARKETS	3
FNBSLW 770	CAPITAL BUDGETING	3
FNBSLW 780	PORTFOLIO THEORY AND PRACTICE	3
FNBSLW 785	FINANCIAL MODELING	3
ITSCM 761	SUPPLY CHAIN SYSTEMS	3
ITSCM 763	GLOBAL OPERATIONS MANAGEMENT	3
ITSCM 768	OPERATIONS STRATEGY	3
ITSCM 770	FUNDAMENTALS OF PROJECT MANAGEMENT	2
ITSCM 772	INFORMATION TECHNOLOGY SERVICE MANAGEMENT	3
ITSCM 774	DATA ANALYTICS AND BUSINESS INTELLIGENCE	3
ITSCM 780	DISASTER RECOVERY AND BUSINESS CONTINUITY	3
ITSCM 782	GLOBAL PROJECT MANAGEMENT	3
ITSCM 785	APPLIED PROJECT MANAGEMENT	3
MANGEMNT 741	ORGANIZATIONAL BEHAVIOR	3
MANGEMNT 753	TRAINING AND DEVELOPMENT	3
MANGEMNT 757	LEADERSHIP DEVELOPMENT	3
MANGEMNT 759	SOCIAL RESPONSIBILITY OF BUSINESS	2
MANGEMNT 764	SUSTAINABLE MANAGEMENT	3
MANGEMNT 777	INTERNATIONAL MANAGEMENT	3
MARKETNG 731	QUANTITATIVE ANALYSIS FOR BUSINESS	3
MARKETNG 761	INTERNATIONAL MARKETING	3
MARKETNG 766	ETHICS IN THE MARKETPLACE	2
MARKETNG 772	DIGITAL MARKETING	3
Total Units		30

¹ Common Body of Knowledge 0-10 units (required if not taken as undergraduate).

² Consult Program Advisor for Common Body of Knowledge.

³ To the extent that the core courses listed in above have been taken at the undergraduate level, the MPA student will complete the Advanced Topic Requirements (part 3) and customize a cohesive set of electives (part 4).

Business courses not listed above and all non-business courses require prior written approval of the Associate Dean.

Master of Business Administration (MBA)

Master of Business Administration

The Master of Business Administration (M.B.A.) degree program is designed for individuals who find themselves at a point in their careers where continued

professional development requires a refined understanding of management and working knowledge of the multiple functions and processes within organizations. Students complete Common Body of Knowledge and Breadth courses, and select courses from the following emphasis areas:

Customized - Build your own cohesive specialization by selecting 9 credits of graduate coursework to complete your MBA.

Data Analytics – Helps professionals to acquire the knowledge, experience, and a solid foundation in data mining and analytics in an organization.

Finance - Shows professionals how to raise capital and how to profitably invest it to prepare graduates for work in any type of firm.

Human Resource Management - Provides advanced skills and perspectives relevant to a number of functional roles in the human resource area.

International Business - Examines issues relevant to international operations in preparing individuals to be corporate leaders in the global marketplace.

IT Management - Prepares business professionals to effectively manage technology, systems, projects and IT personnel.

Management - Studies the science and art of managing the human and capital resources of an organization for strategic and operating purposes using analytical and intuitive applications of the concepts of organizational theory and behavior in complex, dynamic, global, and technologically sophisticated environments. The focus is on both, the knowledge of theory and the methods of applications in organizational case settings.

Marketing - Uses a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders. Students are trained in the process of setting marketing goals for an organization (considering internal resources and marketing opportunities), the planning and execution of activities to meet these goals, and measuring progress toward their achievement.

Supply Chain Management - Focuses on the creation of the enterprise's products including activities such as setting operating strategy, designing processes, location selection, facility layout, forecasting, quality management, scheduling, inventory control, and job design.

Project Management - Provides the skills, techniques and tools for professionals to lead and manage projects.

The MBA curriculum is designed around a case study approach where students learn how planning, policy, decision-making, and human behavior interact with external variables to influence organizational success. Students will develop skills in collecting, analyzing, and interpreting data, as well as, conceptualizing, evaluating, and implementing solutions as are necessary in addressing complex unstructured business problems.

Individuals with baccalaureate degrees in arts, humanities, sciences, engineering, education, or business from accredited schools are encouraged to apply. The M.B.A. program is accredited by AACSB International—The Association to Advance Collegiate Schools of Business..

Program Coordinator

Paul Ambrose, Associate Dean
Hyland 4300D
Phone: 262-472-1945
Email: gradbus@uww.edu

Department

Hyland 4300
Phone: 262-472-1945
Email: gradbus@uww.edu

Additional Admission Requirements

1. Completion of the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE).
2. A composite score of at least 1100 based upon the formula: (GMAT score or GRE equivalent) + [200 x (overall undergraduate grade point average)], or a composite score of at least 1150 based upon the formula: (GMAT score or GRE equivalent) + [200 x (last half undergraduate grade point average)].
3. A Test of English as a Foreign Language (TOEFL) paper score of at least 550, internet-based score at least 79, computer score of at least 213 or an IELTS score of 6 for students from countries where English is not the native language.
4. Exceptions to the admission requirements may be made on a case-by-case basis.

Due to increasing enrollments, admission may be limited despite fulfillment of the aforementioned entrance requirements.

Additional Program Policies:

1. In order to enroll in 700 level graduate courses offered in the College of Business and Economics, a student must be enrolled in a graduate degree program or a graduate certificate program. A student with a Guest status or with Post Master's status can take 700 level graduate course(s) on a space available basis.
2. Candidates must obtain approval from their adviser before enrolling in courses. Courses taken without the approval of the adviser may not apply toward completion of the program. Prior to entering the program or during the first four weeks of the semester, candidates shall prepare a program in consultation with their adviser. This program must then be submitted to the Program Coordinator for approval. Any changes (including add/drop) to the program must have the written approval of the Coordinator. All changes are initiated by students through their adviser.
3. Individual Studies (XXX 798) and/or Readings and Research (XXX 789) may not be used as electives but may be used to satisfy up to 3 units in the emphasis. A copy of the proposal must be on file in the Coordinator's Office prior to registration. The student should initiate these requests with the instructor.
4. Courses in the Common Body of Knowledge must be taken at the beginning of the program. Program and course prerequisites will be rigidly enforced. Failure to comply will result in the student being dropped from the course.
5. Students who are dropped from the program for academic reasons or who fail to meet the admission requirements are not eligible to pursue further graduate business courses in the M.B.A., M.P.A., M.S.- Accounting, or Applied Economics in the College of Business and Economics.
6. The maximum course load is 15 graduate units during fall and spring semesters and 12 units during the summer term.
7. Business-related course work taken in an applicant's undergraduate program where the applicant has graduated more than five years prior to the date of admission to the Graduate School may not be considered as satisfactory in meeting Common Body of Knowledge requirements.
8. Candidates who have not enrolled in a graduate course at UW-Whitewater within two consecutive semesters must conform to any new requirements in the program at the time they are reactivated.

9. Within the confines of the Constitution of the Graduate Faculty and the policies and procedures adopted by the Graduate Council, the Graduate Studies Committee in the College of Business and Economics is the final governing authority on all policy and procedural matters in the Graduate Business Program.

Degree in Business Administration

- Master of Business Administration MBA (p. 38)

Certificates in Business Administration

- Data Analytics (p. 41)
- Graduate Business Foundations (p. 40)
- Graduate Project Management (p. 40)
- Human Resource Management (p. 40)

Accounting Courses

ACCOUNT 651 TAXI 3 Units

A study of federal income tax laws with emphasis on the individual taxpayer, particularly of employees and sole proprietors. The study includes a review of current proposals, discussion of practical problems in tax planning and practice in the preparation of tax returns.

PREREQ: ACCOUNT 244, ACCOUNT 701 OR CONSENT OF DEPARTMENT.

ACCOUNT 656 COST MANAGEMENT 3 Units

This course presents an overview of basic cost measurement principles and an in-depth examination of product costing procedures and techniques including process costing, job-order costing, activity-based costing, accounting for spoilage, and standards and variances (cost, expense, revenue, and selected variance investigation models). This course also includes the following specific cost allocation topics: joint products, byproduct products, and service departments. Special emphasis is placed on communicating accounting information to managers in a clear, concise manner.

PREREQ: ACCOUNT 725 OR ACCOUNT 249 AND CONSENT OF DEPARTMENT

ACCOUNT 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 691 TRAVEL STUDY *Repeatable* 3 Units

Variable topics. Faculty-led courses abroad.

ACCOUNT 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. A limit of three credits can be applied toward the accounting major and limit of six credits toward a degree.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 701 ACCOUNTING FOUNDATIONS 2 Units

This course introduces students to the principles of financial accounting, including the (1) basic accounting cycle (i.e., double-entry accounting), financial statements (i.e., income statement, statement of financial position, and statement of cash flows), and specific discussions of cash, trade receivables, merchandise inventories, plant assets, current and long-term liabilities, and stockholders' equity. Fundamental ration and statement analysis techniques are also integrated throughout the course.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 748 FINANCIAL STATEMENT ANALYSIS 3 Units

This course investigates the role and value of accounting information for users as they make business decisions. It includes a review of the generally accepted accounting principles and assumptions underlying the basic accounting model that generates the financial statements. The course focuses on the interpreting and analyzing financial statements to assess (a) historical trends and patterns, (b) short-term liquidity and long-term solvency, (c) profitability and operating performance, and (d) capital structure and asset utilization. Additional topics include the effects of alternative accounting methods, specialized industry analysis (e.g., banks, insurance, and utilities) and earnings quality and earnings management.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 749 ASSURANCE SERVICES AND SYSTEMS ENGAGEMENTS 3 Units

This course focuses on services provided by accounting professionals. Selected topics may include advanced audit issues; evidence-gathering activities; internal control design and assessments; business and information technology risk analysis; analysis, design and development of modern information systems; reporting on controls and business processes; professional standards and ethical concepts.

PREREQ: ACCOUNT 454 OR ACCOUNT 761 AND ACCOUNT 465 OR CONSENT OF DEPARTMENT

ACCOUNT 751 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3 Units

This course focuses on the theory and practice of accrual, modified accrual, and cash-based accounting models for governmental and not-for-profit entities. In addition, students investigate the specific accounting issues for state and local governments, colleges and universities, health care organizations, and voluntary health and welfare organizations.

PREREQ: ACCOUNT 261

ACCOUNT 752 ADVANCED FINANCIAL ACCOUNTING 3 Units

This course focuses on an in-depth study of (1) partnership accounting, (2) accounting for business combinations and segments of a business, and (3) international aspects of accounting. It also includes a review of current issues related to business combinations, consolidated financial statements, and international accounting standards.

PREREQ: ACCOUNT 343

ACCOUNT 756 CORPORATE AND SPECIAL ENTITIES TAXATION 3 Units

This course examines federal income tax laws and regulations with a specific emphasis on corporations (C and S), partnerships, estate and gift taxation, income taxation of estates and trusts, and taxation of exempt entities. Both compliance and tax planning are emphasized in this course. Tax research on related issues is also included.

PREREQ: ACCOUNT 651 OR ACCOUNT 451

ACCOUNT 757 ISSUES IN FINANCIAL ACCOUNTING 3 Units

This course examines some of the more complex and contentious areas that have evolved into accounting practice. Major areas include: 1) statement of cash flows, 2) segment and interim reporting, 3) accounting for derivatives, 4) pensions and other postretirement benefits, 5) accounting changes and error corrections, and 6) assessing the quality of financial statements. This course also covers recent pronouncements not covered in ACCOUNT 261 and ACCOUNT 343.

PREREQ: ACCOUNT 343

ACCOUNT 761 ACCOUNTING & MANAGEMENT INFORMATION SYSTEMS 3 Units

This course focuses on theory and principles underlying the design and installation of accounting and management information systems, including the in-depth investigation into internal control structures and the integration and impact of the computer on the total information system.

PREREQ: ACCOUNT 244 OR ACCOUNT 701 AND ACCOUNT 249 OR ACCOUNT 725 AND ACCOUNT 261

ACCOUNT 767 FORENSIC ACCOUNTING AND PROFESSIONAL ETHICS 3 Units

This course, with a combined lecture and case approach, will provide in-depth coverage of internal control, EDP auditing, fraud detection and reporting, and the auditor's code of ethics. A component of this course will follow a readings approach covering such topics as auditing estimates, auditor independence, audit failures, and going concern qualifications.

PREREQ: ACCOUNT 465 OR CONSENT OF DEPARTMENT

ACCOUNT 781 ACCOUNTING THEORY AND APPLIED RESEARCH 3 Units

This course examines the relationship between decision theory (and decision makers) and accounting information, alternative measurement theories, and conceptual frameworks. In addition, students will (1) learn to use applied research tools and (2) to develop their communication skills to real-life accounting issues in a variety of accounting environments.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 783 INTERNATIONAL ACCOUNTING 3 Units

This course examines the international dimension of accounting and financial reporting for multinational enterprises. Topics include (a) the international standard-setting process, including harmonization with US GAAP, (b) IFRS GAAP for recording transactions and preparing financial statements, (c) a detailed comparison of IFRS and US GAAP, (d) foreign currency translations and accounting for changing prices, (e) international taxation and transfer pricing.

PREREQ: ACCOUNT 343 OR CONSENT OF INSTRUCTOR

ACCOUNT 787 SUSTAINABILITY AND ENVIRONMENTAL REPORTING 3 Units

This course provides a comprehensive exploration of (a) environmental issues at multiple levels and (b) the effects of these issues on business, communities, and consumers. In addition, this course will provide student with an (c) introduction and practical understanding of the broad paradigm of sustainability and provide an (d) in-depth analysis of accounting for the natural environment; e.g., water and other natural resources.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 789 READINGS AND RESEARCH IN ACCOUNTING Repeatable 1-3 Units

Study of selected contemporary areas in accounting through readings in current research and literature. Prereq: Consent of Instructor.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 793 PRACTICUM IN PROFESSIONAL ACCOUNTANCY Repeatable 1-3 Units

This course provides students, under the direction of a faculty advisor, the opportunity to apply their theoretical backgrounds in settings ranging from internships in accounting organizations to other approved activities related to the practice of professional accountancy. A learning contract will be developed by the faculty advisor, professional supervisor (if applicable), and student that clearly delineates the expectations and responsibilities of each party involved in the practicum.

PREREQ: ADMISSION TO MPA PROGRAM AND DEPARTMENT CONSENT

ACCOUNT 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ACCOUNT 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. A limit of three credits can be applied toward the accounting major and limit of six credits toward a degree.

ACCOUNT 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 799 THESIS RESEARCH 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. Prereq: Graduate standing.

PREREQ: GRADUATE STANDING

Economics Courses**ECON 690 WORKSHOP Repeatable 1-3 Units**

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 691 TRAVEL STUDY 3 Units

Variable topics. Faculty-led courses abroad.

ECON 694 SEMINAR IN ECONOMICS Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

Prereq: Consent of Instructor.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 703 STATISTICS FOUNDATIONS 2 Units

Introduction to descriptive statistics and basic statistical methods as applied to scientific problem solving and decision making. Topics covered include: Descriptive statistics, elementary probability theory, theoretical distributions, inferences about a single population (sampling distributions, estimation, tests of hypothesis), and regression analysis.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 704 ECONOMICS FOUNDATIONS 2 Units

A study of micro and macro economic tools of analysis. The functioning of a market economy in product and factor markets under alternative market structures. National income, fiscal policy, and the role of the money supply.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 731 MICROECONOMIC THEORY I 3 Units

This course presents advanced topics in microeconomic theory, including consumer behavior, the firm and market structure, equilibrium conditions, and welfare economics. Students will learn important techniques and theories including multivariate optimization, fundamentals of general equilibrium theory and game theory, which form the building blocks of modern microeconomics analysis.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 732 MACROECONOMIC THEORY 3 Units

Macroeconomics is concerned with the behavior of aggregate economic variables such as GDP or unemployment and the relationship between these variables. This course provides a rigorous introduction to the techniques and models required for these analyses, which form the building blocks of modern macroeconomics as practiced by researchers today.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 733 ECONOMETRICS I 3 Units

Econometrics I will focus on the estimation of models using various computer programs and understanding these models from an intuitive perspective. It introduces students to Regression methodology, focusing on assumptions of the framework, correcting for violations of the assumptions and examines the possibility of determining causality with observational data.

PREREQ: ENTRY INTO MS ECONOMICS PROGRAM

ECON 736 BUSINESS CONDITIONS ANALYSIS 2 Units

A study of the macroeconomic structure and operations of the economic system. Analysis of fluctuations in national income, output, employment, prices and exchange rates and the implication of such changes for business decisions. Evaluation of the influence of monetary policy, fiscal policies, and other macroeconomic events on economic activity. Assessment of the various approaches and methodologies available for forecasting business conditions.

PREREQ: ECON 704 OR ECON 202 OR EQUIVALENT, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING

ECON 737 MANAGERIAL ECONOMICS 2 Units

Applications of microeconomic theory to problems of formulating managerial decisions. Emphasis on economics as a science that facilitates decision making. Topics considered include optimization techniques, risk analysis and estimation of demand and costs of production, market structures and pricing practice, and antitrust economics. Integrates theory and practice.

PREREQ: ECON 703 OR ECON 245 OR EQUIVALENT AND ECON 704 OR ECON 201 OR EQUIVALENT

ECON 738 QUANTITATIVE METHODS IN ECONOMICS 3 Units

This course will provide students with the mathematical methods and tools used in modern economic analysis. Linear algebra, multivariable calculus, and optimization theory are the main topics of the course and applications to simple economic models will be emphasized.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 740 RESEARCH METHODS AND DATA HANDLING 3 Units

This course provides a introduction for students on how to conduct empirical and applied economic research. It focuses on the basic approaches of research design and methodology within the Economics discipline. It introduces student to data handling and management, and to a variety of software packages used in economic research.

PREREQ: ECON 738 AND ECON 733

ECON 741 ADVANCED TOPICS IN ECONOMICS 3 Units

This course introduces students to more advanced field topics in both micro and macroeconomics. Topics are introduced by faculty working on their research; students will explore current research in areas such as: development economics, industrial organization, game theory and managerial economics, health economics, international finance, monetary economics, public economics, environmental economics, labor, health and urban economics.

PREREQ: ECON 738 AND ECON 731

ECON 742 ADVANCED TOPICS IN MACROECONOMICS 3 Units

This course covers advanced topics in macroeconomics. Its purpose is to expose students to recent developments in the study of business cycles, and the effect and conduct of macroeconomic policies in open economies.

PREREQ: ECON 732

ECON 743 ECONOMETRICS II 3 Units

Econometrics II introduces students to advanced techniques in modeling. In the course, students will study applied methods for model selection, implementation, and inference for cross sectional, time series, and panel data. The major emphasis will be on understanding these models from an intuitive perspective and estimating these using computer programs.

PREREQ: ECON 733 AND ECON 738

ECON 745 ECONOMICS OF HEALTH CARE 3 Units

Economics of Health Care is concerned with the provision and distribution of health care across the country and the allocation of resources within the health care sector of the economy. Various measures will be examined to establish the impact of health care on individual, national, and international economic policy concerns.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 747 GAME THEORY 3 Units

Game Theory provides a formal language for the description of games and offers a certain amount of guidance on their solution, i.e., a prediction or a rationalization of their outcome. This course emphasizes tools, techniques, and application of non-cooperative game theory. The course is devoted to study different types of games, including static games, dynamic games, repeated games, and Bayesian games.

PREREQ: ECON 731

ECON 749 DEVELOPMENT ECONOMICS 3 Units

This course will give students an outlook into the field of Development Economics. Topics covered include role of credit markets, agriculture, health and education, property rights and institutions in growth and development. On the empirical side, we will examine econometric techniques such as panel data, instrumental variables and randomized experiments, used in the field to establish causal relationships.

PREREQ: ECON 738 AND ECON 731

ECON 751 ECONOMICS OF REGULATION 3 Units

The rationale for government regulation and intervention in different situations. Antitrust policy. Several different models of regulation. The economic effects of regulation on public utilities, transportation, pollution control, and protection of consumers.

PREREQ: ECON 704 OR ECON 201 OR EQUIVALENT

ECON 752 RESOURCE ECONOMICS 3 Units

Resource Economics provides an in-depth examination into the field of environmental and natural resource economics. It is designed to provide insight into economic aspects of a wide range of environmental issues such as optimal fishery and forestry management, energy provision, population dynamics, air and water pollution, climate change, and sustainability.

PREREQ: ECON 738 AND ECON 731 OR ECON 703, ECON 704 AND ECON 737 OR EQUIVALENT

ECON 757 INDUSTRIAL ORGANIZATION 3 Units

Industrial Organization is the study of imperfect competition. We will explain why imperfect competition is pervasive, discuss how to describe imperfectly competitive industries, consider alternative strategies in such industries, evaluate the implications for profitability and welfare, and assess the impacts of public policies on firm strategy and industry performance.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 758 INTERNATIONAL ECONOMICS 3 Units

A study of international trade and finance issues; multinational enterprises, international investments, currency problems, and balance of payments issues. Analyzes the structure and scope of world trade and international financial markets in developed and developing countries.

PREREQ: ECON 704 OR ECON 202 AND ECON 201 OR EQUIVALENT, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING

ECON 760 ECONOMETRIC THEORY 3 Units

This course is intended for those students who want to develop a greater understanding of the underlying theory utilized in the first two econometric classes in our program. Key topics include investigating distributional properties and asymptotic theory.

PREREQ: ECON 733 AND ECON 743 WITH A B- OR HIGHER

ECON 761 TIME SERIES ECONOMETRICS AND FORECASTING 3 Units

Techniques for operational business forecasting with emphasis on time-series methods. Topics covered include single and multiequation regression models; trend analysis; smoothing techniques, decomposition methods; Box-Jenkins time series methods; evaluation of forecasts; and the integration of forecasting in the decision making process.

PREREQ: ECON 733 OR WITH CONSENT OF THE INSTRUCTOR.

ECON 773 INTERNATIONAL MACROECONOMICS 3 Units

This course focuses on macroeconomic issues and policies in open economies and surveys selected current research topics in the field. Topics treated include the intertemporal approach to the current account, international financial integration, international and domestic asset markets, sovereign debt crises, business cycle synchronization and transmission of shocks.

PREREQ: ECON 732

ECON 775 MONETARY ECONOMICS 3 Units

This course focuses on monetary theory and policy. It surveys selected current research topics in the field. Topics studied include alternative models of money, the transmission mechanism of monetary policy, the persistence of inflation, and conduct of monetary policy in a New Keynesian environment.

PREREQ: ECON 738; ECON 732; ECON 733

ECON 784 SEMINAR TOPICS IN ECONOMICS Repeatable 1 Units

This course is a graduate-level seminar which introduces students to current research at the frontier of economics. By bringing in guest speakers in the fields of micro- and macroeconomics, the seminar exposes students to different types of research questions in the field of economics, as well as the different techniques researchers use to approach answering those questions. Understanding the current frontier of research and ways to ask and answer questions at this frontier will prepare you to work on your own original research in the field. Certain seminars will also be used to emphasize the importance of and best practices in good written and oral communication.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 789 READINGS AND RESEARCH IN ECONOMICS 3 Units

Directed readings in current research and literature selected to apply to a contemporary economic field, problem or issue.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 794 SEMINAR Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ECON 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

ECON 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 799 THESIS 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. Prereq: 28 credits in undergraduate and graduate economics courses. Some of these may be taken concurrently with approval of advisor.

PREREQ: GRADUATE STANDING

Finance Business Law Courses**FNBSLW 542 ADVANCED BUSINESS AND COMMERCIAL LAW 3 Units**

This course provides an advanced study of the law for business or pre-law students, including an examination of the Uniform Commercial Code and the Law of Sales, Negotiable Instruments, Secured Transactions and Documents of Title. This course also includes a study of the Law of Business Entities and Creditor and Debtor Relations.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

FNBSLW 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 718 FINANCIAL MANAGEMENT 2 Units

Consideration of the finance function as it relates to other organizational roles, the use of capital budgeting techniques, other quantitative methods, and model building in decision making. Not open to students with an undergraduate finance degree.

PREREQ: ACCOUNT 701

FNBSLW 732 QUANTITATIVE FINANCIAL ANALYSIS 3 Units

This course focuses on understanding the statistical tools required for financial data analysis. Topics covered include: regression analysis, the assumptions of the regression model and the significance of the regression coefficients, time series analysis including ARIMA, ARCH and GARCH models, simulations, scenario analysis and decision trees.

PREREQ: ECON 703 OR 245 OR AN EQUIVALENT UNDERGRADUATE OR GRADUATE COURSE THAT COVERS DESCRIPTIVE STATISTICS AND HYPOTHESES TESTING; ADMITTED TO A GRADUATE BUSINESS PROGRAM

FNBSLW 735 BUSINESS VALUATION USING FINANCIAL STATEMENTS 3 Units

The objective of this course is to advance students understanding of how to use financial information in order to value and analyze firms. There is no major corporate investment decision that can be made without first asking and answering the question, 'what is it worth?'. The goal of this course is to build students skills and confidence in answering that question. The focus of firm valuation is on making investment decisions in real - as apposed to financial - assets. Firm valuation will acquaint students with the widely-used, yet rigorous, ideas that have revolutionized the practice of valuation of projects, divisions, and companies during the past few decades.

PREREQ: FNBSLW 718

FNBSLW 736 INVESTMENT BANKING 3 Units

This course intends to bridge the gap between finance theory and practical applications in the area of investment banking. It introduces students to the primary valuation methodologies and provides a comprehensive overview of the fundamentals of valuation, mergers and acquisitions, and corporate finance.

PREREQ: FNBSLW 735

FNBSLW 737 SECURITIES VALUATION 3 Units

The course reviews the basics of equity valuation, the different approaches to valuation, and the different definitions of value. Specifically, students are exposed to return concepts such as required returns, asset pricing factors, beta estimation, and WACC. This course also provides a comprehensive analysis and valuation of fixed-income securities, which is the central part of the course.

PREREQ: FNBSLW 718 OR 344 OR EQUIVALENT; FNBSLW 735; ADMITTED TO A GRADUATE BUSINESS PROGRAM

FNBSLW 739 FINANCIAL PLANNING PROCESS 3 Units

This course explores the quantitative and qualitative aspects of the Personal Financial Planning process. It includes study of the following areas: determining financial objectives, formulating investment objectives, tax planning, insurance planning, retirement planning and estate planning. Prereq: FNBSLW 718

PREREQ: FNBSLW 718 OR FNBSLW 344, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 740 FINANCIAL DERIVATIVES 3 Units

This course covers the foundation of derivatives valuation and the utilization of financial derivatives as risk management or speculative tools.

PREREQ: FNBSLW 732

FNBSLW 750 REAL ESTATE FINANCE AND INVESTMENT 3 Units

Consideration of the institutional environment affecting the financing and ownership of real estate. Detailed evaluation of both the nature of and the risks associated with lender and investor yields from real estate investment.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 755 MULTINATIONAL BUSINESS FINANCE 3 Units

An advanced course of international financial principles covering major macroeconomic factors affecting international corporate decisions, foreign exchange transactions, hedging strategies, international capital structure decisions, capital budgeting, international financial markets, and taxation.

PREREQ: FNBSLW 718

FNBSLW 760 FINANCIAL MARKETS 3 Units

Structure and operation of the markets for corporate debt and equity securities, municipal obligations, and mortgages. Detailed examination of stock markets and their use by investors. Prereq: FNBSLW 718

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 765 ALTERNATIVE INVESTMENT ASSETS 3 Units

Today's large investors must consider investing outside of fixed income and equity. Investments in non-traditional assets is growing. This course explores the four largest alternative asset classes: Hedge Funds, Private Equity, Commodities and Real Estate Investment Trusts (REITs). The course material provides coursework preparing students for two different professional designations, Chartered Financial Analyst (CFA) and Chartered Alternative Investment Adviser (CAIA).

PREREQ: FNBSLW 780

FNBSLW 770 CAPITAL BUDGETING 3 Units

Financial planning for working capital management and long range investment projects. Emphasis on capital budgeting problem solving. Readings on capital budgeting and related topics, cost of capital structure, and dividend policy.

PREREQ: FNBSLW 718 OR FNBSLW 344, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 780 PORTFOLIO THEORY AND PRACTICE 3 Units

Formulation of objectives and the development of portfolios to meet these objectives for individuals and institutions. Special attention will be focused on statistical and analytical techniques for portfolio selection and management.

PREREQ: FNBSLW 344 OR FNBSLW 718 AND MARKETNG 731 OR CONSENT OF INSTRUCTOR

FNBSLW 785 FINANCIAL MODELING 3 Units

This course provides hands-on experience for students to access financial information and perform financial analysis. It covers formula building, referencing, integrated financials, scenario and sensitivity analysis, and data visualization techniques.

PREREQ: FNBSLW 718 OR EQUIVALENT

FNBSLW 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques. Prereq: Consent of Instructor.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

FNBSLW 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

A student may satisfy up to 3 credits of the 9 credit emphasis by pursuing this course with one or more members of the graduate faculty. A copy of the proposal must be on file in the chairman's office prior to registration.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

Info Tech Supply Chain Mgmt Courses

ITSCM 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Prereq: Consent of Instructor.

ITSCM 691 TRAVEL STUDY *Repeatable* 3 Units

Variable topics. Faculty-led courses abroad.

ITSCM 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Prereq: Consent of Instructor.

ITSCM 701 CONSUMERS IN CONTEMPORARY SOCIETY 3 Units

Study for managing personal resources; emphasis on goals, financial analysis, decision making related to acquiring goods, services, credit; protections through health, life, property and social insurances; enhancing financial position through savings alternatives, stocks, bonds, mutual funds, tax shelters; utilized microcomputer and compound interest tables in the decision process.

ITSCM 715 TECHNOLOGY AND INFORMATION SYSTEMS 2 Units

A graduate business course that provides a fundamental understanding of technology and information systems in organizations. The course surveys a wide range of information topics covering management, organizational, and technology foundations of information systems. Emphasis is placed on how organizations plan, implement, and use information systems for operational and strategic excellence.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 719 OPERATIONS MANAGEMENT 2 Units

A survey course focusing on the performance of managerial activities entailed in selecting, designing, operating, controlling, and updating productive systems. This life cycle approach will include treatment of non-manufacturing activities, and will draw heavily upon latest developments in the field.

PREREQ: ECON 703

ITSCM 734 MANAGEMENT INFORMATION SYSTEMS 3 Units

A graduate business course that examines how organizations use information technology and systems to achieve business objectives. Emphasis is placed on how managers use information systems for achieving operational excellence, developing new products and services, improving decision making, and achieving competitive advantage. The course covers management, organizational, and technology elements of information systems.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE MBA OR THE MS OR MPA ACCOUNTING OR THE MS BUSINESS AND MARKETING EDUCATION OR THE MSE SCHOOL OF BUSINESS MANAGEMENT OR CONSENT OF INSTRUCTOR

ITSCM 740 BUSINESS AND PROFESSIONAL COMMUNICATION 2 Units

This course is designed to introduce students to communication theories and leadership strategies that, if applied in business settings, can improve personal and organizational goal setting, planning and evaluation. In addition, emphasis will be placed on fostering positive day-to-day human interactions as well as the continuous growth of both individuals and organizations. Emphasis will be placed on the application of concepts explored in class to management roles in a variety of business enterprises. As a result, extensive analysis of actual business communication is a major part of this course.

ITSCM 745 STRATEGIC TECHNOLOGY AND INNOVATION MANAGEMENT 2 Units

A graduate business course covering technology led strategic innovation designed to provide an understanding of the dynamic links between technology and innovation strategy. Students will acquire essential managerial and critical thinking skills to develop competitive technology enhanced business strategies and models.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 760 TOPICS IN INFORMATION TECHNOLOGY AND MANAGEMENT 3 Units

This course addresses a changing milieu of topics concerning information systems business. Topics may include new methodologies and products that implement them, new problem solving approaches, or emerging business and environmental concerns.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 761 SUPPLY CHAIN SYSTEMS 3 Units

The course uses a supply chain management framework to study flow of material. Topics include capacity planning, production systems, production planning, material planning, sourcing, and delivery of products. In addition, the role of information systems in integrating operations throughout the supply chain is discussed. The course uses case studies and research papers.

PREREQ: ITSCM 719 OR ITSCM 306

ITSCM 763 GLOBAL OPERATIONS MANAGEMENT 3 Units

The objective of this course is to enhance the student's ability to conceptualize and manage global operations effectively. A wide range of topics, concepts, theories, and tools related to the operations of both manufacturing and service firms are explored from an international perspective. In addition, the comparative position of U.S. production systems is evaluated with those of Japan, Europe, Latin America, and South East Asia. The focus is on covering those aspects of operations management that can help firms become more competitive globally. The aim of the course is to provide the managers with an understanding of the production of goods and services in an international environment through a review and critique of current literature.

COREQ: ITSCM 719

ITSCM 765 TOPICS IN PROJECT MANGEMENT 3 Units

This course addresses emerging or context specific project management concepts, techniques, and technologies. Topics may include new methodologies and technologies that implement them, or project management in a specific industry or work context.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 768 OPERATIONS STRATEGY 3 Units

A course focusing on strategic implications of operations decisions facing the top manager, such as the operations vice-president or plant manager. Cases are used to identify, analyze and recommend solutions to specific problems resulting from corporate decisions taken in the areas of processes and infrastructure. Current trends in selected industries are discussed.

PREREQ: ITSCM 719

ITSCM 769 QUALITY ISSUES IN OPERATIONS 3 Units

A course focusing on qualitative and quantitative techniques used to study and improve quality of operations in manufacturing and service organizations. It covers topics such as quality philosophy, statistical process control (SPC), acceptance sampling, tools for quality improvement, product and process design. The role of quality in the entire cycle including product/ service design, development, production, delivery, and customer support is emphasized. An individual research paper covering the topic of interest will be used.

PREREQ: ITSCM 719 OR ITSCM 306

ITSCM 770 FUNDAMENTALS OF PROJECT MANAGEMENT 2 Units

This course develops a basic understanding of a project management methodology through lectures, case analyses, problem solving and discussions. Topics covered include planning, budgeting, scheduling, resource allocation and controlling of projects. The course provides a good background for students interested in pursuing certification in the area of project management.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 772 INFORMATION TECHNOLOGY SERVICE MANAGEMENT 3 Units

The course is designed to introduce information technology service management in a variety of enterprise and service industry settings. Concepts of IT service management based on contemporary best practices such as ITIL are covered. The course will cover the management of service systems, IT service system design, operations, and management.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 773 DATA FOUNDATIONS FOR BUSINESS ANALYTICS 3 Units

This course focuses on developing managerial skills of understanding and use of common data resources in business. Topics covered include traditional data warehousing, data marts, real time data loading, importance of data quality, understanding of data meaning, metadata management, extraction of data using SQL, and the impact of data transformation rules on loading data into data warehouses.

ITSCM 774 DATA ANALYTICS AND BUSINESS INTELLIGENCE 3 Units

A graduate course covering the use information technology to assist decision making in today's business environment. This course provides an overview of decision making theory, data warehousing, data mining, business intelligence and analytics. The course also surveys contemporary framework, tools, and techniques for BI and data analytics.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 775 BUSINESS TELECOMMUNICATIONS 3 Units

The business analyses of the multifaceted regulatory issues, economic factors, management practices, and technological forces underpinning the telecommunications and information systems industry. The course is equally concerned with providing the student with the analytical tools and industry trends that will facilitate continued study and analyses of telecommunications after completion of the course.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE MBA OR THE MPA ACCOUNTING OR THE MS BUSINESS AND MARKETING EDUCATION OR THE MSE SCHOOL BUSINESS MANAGEMENT OR CONSENT OF INSTRUCTOR

ITSCM 776 BUSINESS PROCESS INNOVATION AND MANAGEMENT 3 Units

The course provides an overview of concepts, methods and tools surrounding the definition, implementation, measurement and improvement of processes in organizations. Strategic and tactical phases of the Business Process Management lifecycle, consisting goal setting, process design, process implementation, process enactment and measurement, and process evaluation are covered.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 777 DATA MINING FOR BUSINESS 3 Units

This course focuses on the application of data mining for business. Topics covered include mining structured data, techniques for handling big data, working with unstructured data. Emphasis is placed on identifying and applying appropriate mining techniques for specific business problems, and interpreting the validity and utility of the results. Students will use data mining software to gain practical experience.

ITSCM 780 DISASTER RECOVERY AND BUSINESS CONTINUITY 3 Units

The course covers Business Continuity Planning, a methodology used to create and validate a plan for maintaining continuous business operations before, during, and after disasters or disruptive events. It also covers Disaster Recovery, which is aimed at stopping the effects of disasters as quickly as possible, and addressing the immediate aftermath.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 782 GLOBAL PROJECT MANAGEMENT 3 Units

This course prepares students for global project management, effective teamwork and collaboration from theoretical and practical viewpoints. Students are prepared to understand key issues in systems lifecycle planning, managing and coordinating distributed project teams, organizing work products, implementing process and quality metrics, maintaining effective control and coordination, and risk management.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 785 APPLIED PROJECT MANAGEMENT 3 Units

This course utilizes a formal project management process to convey the key competencies that project managers must develop. Students will apply project management tools and techniques to execute a full project from initiation through closure for a community partner. Topics covered in the course include project management and organization; planning; budgeting; scheduling; resource management; project control; project termination; project management tools; and project completion hours. Emphasis is on hands-on application and practice with project management software tools.

ITSCM 790 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

ITSCM 793 OCCUPATIONAL EXPERIENCE 1-3 Units

Designed to be undertaken by qualified business teachers and prospective teachers through participation in a coordinated work-study program in certain business offices or retail establishments. This course correlates classroom training and experience with business or marketing experience and standards. Prereq: Advanced approval of instructor.

ITSCM 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ITSCM 796 SPECIAL STUDIES IN BUSINESS**EDUCATION Repeatable 1-6 Units**

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

ITSCM 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

ITSCM 799 THESIS RESEARCH Repeatable 1-3 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Management Courses**MANAGEMENT 691 TRAVEL STUDY Repeatable 1-3 Units**

Variable topics. Faculty-led courses abroad. Repeatable for a maximum of 5 credits in major/degree. Department Consent required.

MANGEMNT 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. A limit of three credits can be applied toward a major or six credits toward degree.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 738 MANAGEMENT OF INNOVATION 3 Units

This is a graduate course designed to acquaint the student with the foundations and the processes of research, development, technology, and innovation.

This course draws upon current literatures in the management of engineering and technology-based organizations. Students are exposed to the workings of technology within the company, from its generation in the research and development function, to its commercialization as new products and services.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 741 ORGANIZATIONAL BEHAVIOR 3 Units

Organizational Behavior is the study of many factors that impact how individuals and groups act, think, feel, and respond to work and organizations, and how organizations in turn respond to their environments. It provides a set of tools for understanding, analyzing and predicting individual and group behavior in organizations, and offers managers means to improve, enhance, or change organizational behavior such that individuals, groups, and the whole organization can achieve their goals.

MANGEMNT 745 BUILDING EFFECTIVE ORGANIZATIONS 2 Units

The course surveys concepts and research in the analysis of an organization.

It examines the history of organization theory, as well as environmental and technological influences on organizational effectiveness. Contemporary developments in management and organization theory are also reviewed.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 751 STAFFING & EVALUATION 3 Units

An examination of the organization and administration of the personnel function in management. It is concerned with the employment, training, safety and health, employees services, and employee relations functions of personnel administration. Attention is focused on a limited number of topics drawn from these areas so more crucial concepts and methods involved may be dealt with in-depth.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 752 CURRENT ISSUES IN COMPENSATION AND BENEFITS 3 Units

An examination of compensation programs in profit/ nonprofit organizations. It is concerned with a detailed study of job structures, job evaluation, performance appraisal, wage surveys, basic systems/plans of compensation, and fringe benefits. Attention is focused on a limited number of topics from these areas so more crucial concepts/methods may be dealt with in-depth.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 753 TRAINING AND DEVELOPMENT 3 Units

The course will emphasize the theories of Management Training and Development, and the practical application of these theories in today's organizations. Special emphasis will be on current topics in the field of Human Resource Development, including: training self-directed work teams, managing a diverse work force, and the practical application of designing programs in today's environment. This will include actually designing a needs analysis and training evaluation programs. The course will frame the concept of training and development within the applicable theory of adult learning.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 757 LEADERSHIP DEVELOPMENT 3 Units

The Leadership course presents evidence-based models of leadership. It focuses on the development of authentic leaders through the enhancement of individual self-awareness, acquisition of knowledge on effective leadership practices in organizations, and a critical evaluation of the contextual, cultural, and individual factors that enable or constrain leadership action and effectiveness.

MANGEMNT 758 LABOR AND EMPLOYEE RELATIONS 3 Units

Primary concern is with contract negotiation and administration. Emphasis is on understanding the forces affecting the decisions of the parties to a labor contract. A dynamic approach is taken to examine difficulties that arise in attempting to administer a collectively established relationship. Study of conflict resolution including mediation and arbitration. Applications are made to both unionized and non-unionized settings.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 759 SOCIAL RESPONSIBILITY OF BUSINESS 2 Units

The course analyzes (1) a broad spectrum of social, political, ethical, and legal frameworks within which organizations must function, and (2) social trends and their underlying causes as they can affect businesses.

MANGEMNT 760 STRATEGIC MANAGEMENT OF HUMAN RESOURCES 3 Units

This course examines strategic human resources (HR) management and HR planning. Applicable theories and methods of strategic, operational, and tactical planning and their relationship to HR management are covered, as well as the multiple roles HR plays in assisting organizations to gain and sustain competitive advantages in a fast-paced environment.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 762 PROJECT MANAGEMENT AND ENTERPRISE RESOURCE PLANNING 3 Units

This course is designed to develop a basic understanding of project management methodology and Enterprise Resource Planning (ERP). Upon completion of this course students will be able to analyze operations and setup ERP systems. Topics may include team management, PERT/CPM, and development of operational decision support systems through the use of macros and visual basic. The course may require visiting/working with local firms in setting up such systems or working on cases.

PREREQ: ITSCM 719 OR ITSCM 734 OR EQUIVALENT

MANGEMNT 764 SUSTAINABLE MANAGEMENT 3 Units

This course focuses on proving concept and methodologies relevant to ensuring businesses can sustainably manage their operations. Topics include an introduction to sustainable management, organizational response, redefining business models, product design, realigning supply chains, social sustainability, and the role of Non Governmental Organizations (NGOs). Specifically, the course will examine issue related to managing and implementing green and developmental projects.

MANGEMNT 765 SOCIAL TRANSFORMATION AND NPO/NGO MANAGEMENT 3 Units

This course aims at developing student knowledge of the nonprofit sector. It provides an overview of nonprofit and voluntary associations, their origins, growth and development. It provides an international and comparative perspective on an emergent, multidimensional sector of the economy. The course focuses on management theory and practice, identifying strategies that nonprofit/ nongovernmental organizations can and do use to influence change

MANGEMNT 770 ORGANIZATION DESIGN 3 Units

Application of organization theory to the structuring of organizations. The course examines organizational configurations and their effectiveness in different situational contexts to provide a rationale for management practice.

MANGEMNT 771 STRATEGIC MANAGEMENT 3 Units

The course surveys the theoretical backgrounds of strategic management. It also covers practical methods and applications of strategic management models based upon existing theory, research, and practice. Comparative analysis of emerging strategic management frameworks are examined with implications for management practice.

MANGEMNT 777 INTERNATIONAL MANAGEMENT 3 Units

The course deals with concepts, issues, problems, and research in international management, with a focus on the international application of: (1) strategic management, (2) organizational theory and design, (3) organizational behavior, culture, conflict, leadership, and communication, (4) ethical issues, and (5) development, control, and coordination of international subsidiaries.

MANGEMNT 787 BUSINESS POLICY & STRATEGY 3 Units

Business Policy and Strategy is a case based course that identifies the firm's competencies as the building blocks of strategies. Strategies that may be implemented to make the firm competitive in a global business environment.
PREREQ: 24 UNITS OF COBE GRADUATE LEVEL COURSES ABOVE 730

MANGEMNT 789 READINGS AND RESEARCH IN MANAGEMENT 3 Units

Study of a selected area in management through readings and/or empirical research. Instructor Consent required.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 793 PRACTICUM IN MANAGEMENT 1-3 Units

This course provides students, under the direction of a faculty advisor, the opportunity to apply their theoretical backgrounds in settings ranging from internships in accounting organizations to other approved activities related to the practice of supply chain management. A learning contract will be developed by the faculty advisor, professional supervisor (if applicable), and student that clearly delineates the expectations and responsibilities of each party involved in the practicum

MANGEMNT 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

MANGEMNT 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

MANGEMNT 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Student and adviser decide the study, with the consent of the professor in charge of the study and the approval of the College Graduate Studies Committee. Consult the Associate Dean's Office for further information/limitations.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. Requires advance approval of the MBA Program Director.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

Marketing Courses**MARKETNG 694 MARKETING SEMINAR 3 Units**

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

Prereq: Department consent

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 716 MARKETING 2 Units

Analysis of the institutional, behavioral, competitive, legal, and intra-firm aspects of the marketing function in business and other organizations.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 731 QUANTITATIVE ANALYSIS FOR BUSINESS 3 Units

Applications of advanced statistical methods to managerial problems of prediction, inference, parametric and nonparametric, and decision making under uncertainty. Topics emphasized are multiple regression and time series.

PREREQ: GRADUATE STATUS AND DEMONSTRATED PROFICIENCY IN MATHEMATICS AND STATISTICS OR ECON 703, OR MATH 143 AND ECON 245

MARKETNG 733 SEMINAR IN METHODOLOGY OF BUSINESS RESEARCH 3 Units

Designed to acquaint graduate students with the research process, its tools and techniques, as well as the methods which form a basis for business planning, decision making, and problem solving.

PREREQ: MARKETNG 731

MARKETNG 747 MARKETING STRATEGY 2 Units

Marketing Strategy reviews topics related to marketers' strategic efforts. It focuses on the Marketing Plan and offers students the opportunity to run a simulation, which will allow them to make specific choices related to Product, Promotion, Pricing and Distribution issues and gain feedback about the validity of their decisions.

PREREQ: MARKETNG 716 OR EQUIVALENT

MARKETNG 751 CONSUMER BEHAVIOR 3 Units

The study of the behavior of consumers, including research methods and findings from the behavioral sciences, with emphasis placed on how marketing managers apply those ideas. The strategic implications of segmentation, targeting, and positioning will be explored in depth.

PREREQ: MARKETNG 716 OR EQUIVALENT AND GRAD LEVEL BUSINESS REQUIREMENT

MARKETNG 761 INTERNATIONAL MARKETING 3 Units

Fundamental aspects of international business will be studied. Emphasis is placed on decision making in an international setting and appraisal of market opportunities worldwide. A multinational assignment enables students to experience issues associated with doing business outside one's home country.

PREREQ: MARKETNG 716 OR EQUIVALENT AND GRAD LEVEL BUSINESS REQUIREMENT

MARKETNG 766 ETHICS IN THE MARKETPLACE 2 Units

This course will focus primarily on issues related to the business/customer relationship, with customers being defined as both other organizations and consumers. The course will emphasize current issues such as privacy rights, pricing ethics, promotional tactics and targeting. Students will discuss topics, analyze cases, and write essays defending their opinions and suggesting strategies. The course will provide examples of both exemplary and poor business behavior.

PREREQ: MARKETNG 716 OR EQUIVALENT

MARKETNG 767 ENTREPRENEURIAL MARKETING STRATEGY 3 Units

The course focuses on key marketing strategies relevant for new businesses and/or new product launches. Students will apply marketing concepts to the wide range of business challenges facing entrepreneurs. Through experiential learning opportunities, students will apply what they learned for developing comprehensive entrepreneurial marketing plans.

PREREQ: MARKETNG 716

MARKETNG 770 BRAND MANAGEMENT 3 Units

This course exposes students to contemporary thought about brands and branding, the interaction between brands and consumer culture, and the strategies for building strong brands. Specific topics include brand identity, brand positioning, brand meaning, as well as how the brand guides strategic decisions about the elements of the marketing mix.

PREREQ: MARKETNG 716 OR EQUIVALENT

MARKETNG 772 DIGITAL MARKETING 3 Units

This course provides students with applied and theoretical knowledge of digital marketing, which is necessary to understand how the Internet and related technologies have and will continue to impact marketing practices. Topics covered include online advertising, search engine optimization, paid search, web analytics, email marketing, social media marketing, and online brand building.

PREREQ: MARKETNG 716 OR EQUIVALENT

MARKETNG 789 READINGS AND RESEARCH IN MARKETING 3 Units

Study of a selected area in marketing through readings and/or empirical research. Areas of study will be selected by the student in consultation with an adviser.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 793 PRACTICUM 1-3 Units

This course provides students, under the direction of a faculty advisor, the opportunity to apply their theoretical backgrounds in settings ranging from internships in a marketing setting to other approved activities related to the practice of a marketing professional. A learning contract will be developed by the faculty advisor, professional supervisor (if applicable), and student that clearly delineates the expectations and responsibilities of each party involved in the practicum.

MARKETNG 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

MARKETNG 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 799 THESIS RESEARCH 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

Master of Business Administration Degree Requirements (MBA)

Degree Requirements

1. A minimum of 36 graduate units which may include a thesis of up to 6 units.
2. An adequate preparation in the Common Body of Knowledge as defined by AACSB International - The Association to Advance Collegiate Schools of Business. Additional graduate courses will be required of those individuals not having sufficient preparation. (Normally a program of study for those without prior business preparation would require two full years to complete.)
3. At least 30 units from the breadth, elective, and emphasis areas must be numbered 730 or above and be beyond the Common Body of Knowledge.
4. A grade point average of at least 3.00 in emphasis courses, in courses prescribed for the program, and overall graduate work undertaken. Grades earned outside the program cannot be used to adjust the program grade point average.

Business Administration (M.B.A.)

The MBA requires 36 credits beyond the CBK.

Code	Title	Units
Common Body of Knowledge		0-14
ACCOUNT 701	ACCOUNTING FOUNDATIONS	
ECON 703	STATISTICS FOUNDATIONS	
ECON 704	ECONOMICS FOUNDATIONS	
FNBSLW 718	FINANCIAL MANAGEMENT	
ITSCM 715	TECHNOLOGY AND INFORMATION SYSTEMS	
ITSCM 719	OPERATIONS MANAGEMENT	
MARKETNG 716	MARKETING	
Required Breadth		
BEINDP 740	PERSUASION AND NEGOTIATION STRATEGIES	2
FNBSLW 735	BUSINESS VALUATION USING FINANCIAL STATEMENTS	3
ITSCM 745	STRATEGIC TECHNOLOGY AND INNOVATION MANAGEMENT	2
ITSCM 770	FUNDAMENTALS OF PROJECT MANAGEMENT	2
MANGEMNT 757	LEADERSHIP DEVELOPMENT	3
MANGEMNT 787	BUSINESS POLICY & STRATEGY	3
MARKETNG 731	QUANTITATIVE ANALYSIS FOR BUSINESS	3
MARKETNG 747	MARKETING STRATEGY	2
ECON 736 or ECON 737	BUSINESS CONDITIONS ANALYSIS MANAGERIAL ECONOMICS	2
MANGEMNT 759 or MARKETNG 766	SOCIAL RESPONSIBILITY OF BUSINESS ETHICS IN THE MARKETPLACE	2
Electives		
Select 3 elective credits		3
Emphasis		

All students must select at least one emphasis (see below) 9
Total Units **36-50**

Emphasis (9 credits)

All students must select at least one emphasis. Courses can not be used to satisfy requirements in more than one emphasis.

Data Analytics

Code	Title	Units
Select three of the following: 9		
ITSCM 774	DATA ANALYTICS AND BUSINESS INTELLIGENCE	
ITSCM 776	BUSINESS PROCESS INNOVATION AND MANAGEMENT	
ITSCM 773	DATA FOUNDATIONS FOR BUSINESS ANALYTICS	
ITSCM 777	DATA MINING FOR BUSINESS	
MARKETNG 772	DIGITAL MARKETING	
Total Units		9

Finance

Code	Title	Units
Select three of the following: 9		
FNBSLW 739	FINANCIAL PLANNING PROCESS	
FNBSLW 750	REAL ESTATE FINANCE AND INVESTMENT	
FNBSLW 755	MULTINATIONAL BUSINESS FINANCE	
FNBSLW 760	FINANCIAL MARKETS	
FNBSLW 770	CAPITAL BUDGETING	
FNBSLW 780	PORTFOLIO THEORY AND PRACTICE	
FNBSLW 785	FINANCIAL MODELING	
Total Units		9

Human Resource Management

Code	Title	Units
Select three of the following: 9		
MANGEMNT 751	STAFFING & EVALUATION	
MANGEMNT 752	CURRENT ISSUES IN COMPENSATION AND BENEFITS	
MANGEMNT 753	TRAINING AND DEVELOPMENT	
MANGEMNT 758	LABOR AND EMPLOYEE RELATIONS	
MANGEMNT 760	STRATEGIC MANAGEMENT OF HUMAN RESOURCES	
Total Units		9

Information Technology Management

Code	Title	Units
Select three of the following: 9		
ITSCM 772	INFORMATION TECHNOLOGY SERVICE MANAGEMENT	
ITSCM 774	DATA ANALYTICS AND BUSINESS INTELLIGENCE	
ITSCM 776	BUSINESS PROCESS INNOVATION AND MANAGEMENT	

ITSCM 760	TOPICS IN INFORMATION TECHNOLOGY AND MANAGEMENT	
ITSCM 780	DISASTER RECOVERY AND BUSINESS CONTINUITY	
Total Units		9

International Business

Code	Title	Units
Select three of the following: 9		
ECON 758	INTERNATIONAL ECONOMICS	
FNBSLW 755	MULTINATIONAL BUSINESS FINANCE	
ITSCM 763	GLOBAL OPERATIONS MANAGEMENT	
MANGEMNT 777	INTERNATIONAL MANAGEMENT	
MARKETNG 761	INTERNATIONAL MARKETING	
Total Units		9

Management

Code	Title	Units
Select three of the following: 9		
MANGEMNT 738	MANAGEMENT OF INNOVATION	
MANGEMNT 741	ORGANIZATIONAL BEHAVIOR	
MANGEMNT 764	SUSTAINABLE MANAGEMENT	
MANGEMNT 770	ORGANIZATION DESIGN	
MANGEMNT 771	STRATEGIC MANAGEMENT	
MANGEMNT 777	INTERNATIONAL MANAGEMENT	
MANGEMNT 765	SOCIAL TRANSFORMATION AND NPO/ NGO MANAGEMENT	
Total Units		9

Marketing

Code	Title	Units
Select three of the following: 9		
MARKETNG 751	CONSUMER BEHAVIOR	
MARKETNG 761	INTERNATIONAL MARKETING	
MARKETNG 767	ENTREPRENEURIAL MARKETING STRATEGY	
MARKETNG 770	BRAND MANAGEMENT	
MARKETNG 772	DIGITAL MARKETING	
Total Units		9

Project Management

Code	Title	Units
ITSCM 785	APPLIED PROJECT MANAGEMENT (Required)	3
Select two of the following: 6		
ITSCM 765	TOPICS IN PROJECT MANGEMENT	
ITSCM 769	QUALITY ISSUES IN OPERATIONS	
ITSCM 780	DISASTER RECOVERY AND BUSINESS CONTINUITY	
ITSCM 782	GLOBAL PROJECT MANAGEMENT	
MANGEMNT 764	SUSTAINABLE MANAGEMENT	
Total Units		9

Supply Chain Management

Code	Title	Units
Select three of the following:		
MANGEMNT 738	MANAGEMENT OF INNOVATION	9
ITSCM 761	SUPPLY CHAIN SYSTEMS	
ITSCM 763	GLOBAL OPERATIONS MANAGEMENT	
ITSCM 768	OPERATIONS STRATEGY	
ITSCM 769	QUALITY ISSUES IN OPERATIONS	
Total Units		9

Customized

Code	Title	Units
Select 9 credits of electives numbered above 730 as approved by an advisor		
Total Units		9

(Upon recommendation of the student's advisor and with approval of the M.B.A. Coordinator, a thesis of up to 6 units may be included in the 9 unit emphasis.)

Certificate in Graduate Business Foundations

The graduate certification in business foundations is designed to provide a foundation of business knowledge in a breadth of areas. The certificate can serve as:

1. a standalone program to help broaden an understanding of business; or
2. as initial preparation for pursuing an MBA or other graduate business degree.

Program Coordinator

Paul Ambrose, Associate Dean
Hyland 4300D
Phone: 262-472-1945
Email: ambrosep@uww.edu

Department

Hyland 4300D
Phone: 262-472-1945
Email: gradbus@uww.edu

Certificate in Graduate Business Foundations

Degree Requirements

Students will complete 10 units from the following courses:

Code	Title	Units
Select five of the following:		
ACCOUNT 701	ACCOUNTING FOUNDATIONS	10
ECON 703	STATISTICS FOUNDATIONS	
ECON 704	ECONOMICS FOUNDATIONS	
FNBSLW 718	FINANCIAL MANAGEMENT	
ITSCM 715	TECHNOLOGY AND INFORMATION SYSTEMS	
ITSCM 719	OPERATIONS MANAGEMENT	

MARKETNG 716 MARKETING

Total Units **10**

Certificate in Graduate Project Management

The graduate certification in Project Management (PM) is designed to allow professionals with a Bachelor's degree to acquire knowledge, experience, and solid foundation for managing projects. This set of courses builds on the PMBOK® Guide, Fifth Edition, and demonstrates practical lessons in project management which are illustrated through theory, cases, and practice. These courses are available for students on campus and online.

Program Coordinator

Paul Ambrose, Associate Dean
Hyland 4300D
Phone: (262) 472-1945
Email: ambrosep@uww.edu

Department

Hyland 4300D
Phone: (262) 472-1945
Email: gradbus@uww.edu

Certificate in Graduate Project Management

Degree Requirements: (14 units)

Code	Title	Units
ITSCM 770	FUNDAMENTALS OF PROJECT MANAGEMENT	2
ITSCM 785	APPLIED PROJECT MANAGEMENT	3
Select 9 credits from the following courses:		
MANGEMNT 764	SUSTAINABLE MANAGEMENT	9
ITSCM 765	TOPICS IN PROJECT MANGEMENT	
ITSCM 769	QUALITY ISSUES IN OPERATIONS	
ITSCM 780	DISASTER RECOVERY AND BUSINESS CONTINUITY	
ITSCM 782	GLOBAL PROJECT MANAGEMENT	
Total Units		14

Certificate in Human Resource Management

The graduate certification in Human Resource (HR) Management is designed to allow HR professionals with Bachelors Degrees in a non-HR area to acquire specific Human Resource Management knowledge in five broad areas of Human Resources. These courses will be available for student access via the Internet.

Program Coordinator

Paul Ambrose, Associate Dean
Hyland 4300D
Phone: 262-472-1945
Email: ambrosep@uww.edu

Department

Hyland 4300D

Phone: 262-472-1945

Email: gradbus@uww.edu

Additional Admission Requirements

Evidence of ability to succeed in graduate level Human Resources course work (evidence of this could include relevant work experience, GMAT scores, or professional certification, e.g., PHR or SPHR).

Note: Students in the HR Certificate Program may enroll in the Masters of Business Administration (MBA) at UW-Whitewater if they meet the normal criteria for that program.

Certificate in Human Resource Management

Degree Requirements

The HR Certificate Program requires the completion of 5 courses (14-15 units):

Code	Title	Units
A minimum of four courses (12 units) must come from the following courses:		12
MANGEMNT 751	STAFFING & EVALUATION	
MANGEMNT 752	CURRENT ISSUES IN COMPENSATION AND BENEFITS	
MANGEMNT 753	TRAINING AND DEVELOPMENT	
MANGEMNT 758	LABOR AND EMPLOYEE RELATIONS	
MANGEMNT 760	STRATEGIC MANAGEMENT OF HUMAN RESOURCES	
and not more than one course (2-3 units) can come from the following courses:		2-3
BEINDP 740	PERSUASION AND NEGOTIATION STRATEGIES	
MANGEMNT 759	SOCIAL RESPONSIBILITY OF BUSINESS	
MANGEMNT 777	INTERNATIONAL MANAGEMENT (and not more than one course (2-3 units) can come from the following courses:)	
Total Units		14-15

Data Analytics

Certificate in Graduate Business Data Analytics

The Graduate Certification in Business Data Analytics is designed to allow professionals with a bachelors degree to acquire knowledge, experience, and a solid foundation in data mining and analytics in an organization. These courses will be available for students both on-campus and online.

Admission Requirements

1. A baccalaureate or higher degree from a regionally accredited institution.
2. One of the following:
 - a. At least a 2.75 overall grade point average in the undergraduate degree program.
 - b. At least a 2.90 grade point average in the last half of the undergraduate degree program.

- c. A master's degree or higher from an institution regionally accredited at the corresponding graduate level.
- d. At least 12 credits of graduate work completed on a regular grade basis at UW-Whitewater.

Program Coordinator

Paul Ambrose, Associate Dean

Hyland 4300D

Phone: (262) 472-1945

Email: ambrosep@uww.edu

Department

Hyland 4300D

Phone: (262) 472-1945

Email: gradbus@uww.edu

Degree Requirements: (15 Units)

Code	Title	Units
Certificate Requirements		
Required courses (12 units)		
MARKETNG 731	QUANTITATIVE ANALYSIS FOR BUSINESS	3
ITSCM 774	DATA ANALYTICS AND BUSINESS INTELLIGENCE	3
ITSCM 773*		3
ITSCM 777*		3
Select one of the following (3 units)		
MARKETNG 772	DIGITAL MARKETING	3
ITSCM 776	BUSINESS PROCESS INNOVATION AND MANAGEMENT	
Total Units		15

Doctorate of Business Administration (DBA)

UW-Whitewater is home to one of only six AACSB Accredited Doctorate of Business Administration (DBA) programs in the United States. Our program is a professional doctorate that enables students to develop in-depth expertise in a specific business area. Masters degrees often do not provide students with the level of skill development needed to tackle today's complex and rapidly changing global business environment. The DBA will provide students with the necessary preparation to contribute to organizational knowledge and effectiveness through required coursework and interaction with academics and practitioners at the leading edge of their fields. Students will also need to complete a dissertation that contributes to business practice. Students earning the DBA degree will extend their career horizons by preparing themselves for expanded roles within their organization or another firm, a consulting career, and/or a faculty position at a university of college.

The DBA is a 60 credit program offered using a cohort model where students attend classes 1 weekend each month for 2 years, followed by a year of dissertation work. Weekend classes will run Friday afternoon to Sunday afternoon. Students will use our online learning platform in between classes to participate in discussion with faculty, submit assignments, and engage in other learning activities.

Program Coordinator

Praveen Parboteeah, DBA Director
Hyland 4515
Phone: 262-472-3971
Email: dba@uww.edu

Department

Hyland 4300D
Phone: 262-472-1945
Email: dba@uww.edu

Entrance Requirements

Equivalent of a Masters Degree in a business discipline. A minimum of six years of professional experience preferred, including significant management experience.

Degree in Business Administration

- Doctorate of Business Administration DBA (p. 43)

Courses

DBA 800 SEMINAR IN CONTEMPORARY BUSINESS ISSUES *Repeatable* 1-2 Units

The seminar in contemporary business issues allows program participants to explore current issues facing business professionals and consider ways to apply DBA activities and ideas to their current and future professions.
PREREQ: ADMISSION TO DBA PROGRAM

DBA 810 MEASUREMENT AND RESEARCH DESIGN IN BUSINESS 4 Units

This course main goal is to provide students with the necessary skills to conduct original research. The course will provide an overview of key concepts relevant to the design and conduct of organizational research and to help them develop critical thinking skills to evaluate the study designs of other researchers.
PREREQ: ADMISSION TO DBA PROGRAM

DBA 820 APPLIED REGRESSION ANALYSIS 4 Units

Applied Regression Analysis will focus on the estimation of various regression models. It introduces student to the regression methodology, assumptions of the framework and corrections for violations of the assumptions. Sample articles are used to highlight the applications in academic research. Applications in consulting projects are also discussed.
PREREQ: DBA 810

DBA 830 ADVANCED APPLIED REGRESSION ANALYSIS 3 Units

This course introduces advanced concepts in the theory and practice of regression analysis, with an emphasis on practical skills. Topics covered in this class include testing for mediation, two stage least squares, random effects models, logistic regression and time series models. This course will enable students to conduct research using advanced regression techniques.
PREREQ: DBA 820

DBA 840 APPLIED MULTIVARIATE METHODS 4 Units

This course covers multivariate data analysis with an emphasis on applications for business and market research. The course compares and contrasts many different multivariate techniques. The course emphasizes applications of multivariate analysis from a conceptual viewpoint as well as research design.
PREREQ: DBA 820

DBA 850 CONTEMPORARY RESEARCH METHODS AND DISSERTATION DESIGN 4 Units

This course will consider the research interests of the student cohort, discuss their dissertation proposals and identify the research methods needed to successfully execute their dissertation. The identified methods and other contemporary research methods will be discussed in this class.
PREREQ: DBA 840

DBA 860 SCIENTIFIC INQUIRY IN BUSINESS 4 Units

This course provides students with an understanding of principles of scientific research pertinent to business research. A scientific approach implies the recognition of gaps in the literature that is addressed through specific approaches. The course will help students understand the approach to enable them to identify a personal research interest.
PREREQ: ADMISSION TO DBA PROGRAM

DBA 870 MICRO ISSUES IN BUSINESS 4 Units

This course provides an overview of topics in behavioral fields from different business domains. The focus is on explaining individual behaviors across a number of business functions such as consumer behavior in marketing, organizational behavior in management, and behavioral research in finance. The phenomena of interest deal with individual behavior.
PREREQ: ADMISSION TO DBA PROGRAM

DBA 880 MACRO ISSUES IN BUSINESS 4 Units

The primary purpose of the course is to expose students to key macro level areas in finance, management and marketing as they apply to business research. This course should help students understand this perspective and determine whether they want to pursue personal areas of research interests in this domain.
PREREQ: ADMISSION TO DBA PROGRAM

DBA 910 TECHNOLOGY, ENTREPRENEURSHIP AND GLOBAL ISSUES IN BUSINESS 4 Units

This course provides an overview of topics in multilevel fields from different business domains. The focus is on explaining how micro and macro aspects of business interact across the fields of technology, entrepreneurship and global issues. The phenomena of interest deal with multilevel areas and include multinational management, business ethics.
PREREQ: ADMISSION TO DBA PROGRAM

DBA 970 DIRECTED STUDY *Repeatable* 3 Units

This course gives students the ability to conduct an in-depth study of the topics they are interested in and work closely with a faculty member. Students develop an integrated review paper that provides an overview of the state of knowledge, identify gaps in the literature and propose interesting research directions.
PREREQ: DBA 870

DBA 988 DBA DISSERTATION *Repeatable* 1-6 Units

Students develop essays to investigate business problems that are of strategic importance to a firm/organization. A dissertation proposal must be completed and approved by the student's dissertation committee before the student moves on to collect data in the area of research. A final defense before the dissertation committee is required.
PREREQ: 45 DBA CREDITS, RESTRICTED TO STUDENTS IN THE DBA PROGRAM

Doctorate of Business Administration Degree Requirements (DBA)

Required Courses

Code	Title	Units
DBA 800	SEMINAR IN CONTEMPORARY BUSINESS ISSUES	4 (with repeats)
DBA 810	MEASUREMENT AND RESEARCH DESIGN IN BUSINESS	4
DBA 820	APPLIED REGRESSION ANALYSIS	4
DBA 830	ADVANCED APPLIED REGRESSION ANALYSIS	3
DBA 840	APPLIED MULTIVARIATE METHODS	4
DBA 850	CONTEMPORARY RESEARCH METHODS AND DISSERTATION DESIGN	4
DBA 860	SCIENTIFIC INQUIRY IN BUSINESS	4
DBA 870	MICRO ISSUES IN BUSINESS	4
DBA 880	MACRO ISSUES IN BUSINESS	4
DBA 910	TECHNOLOGY, ENTREPRENEURSHIP AND GLOBAL ISSUES IN BUSINESS	4
DBA 970	DIRECTED STUDY	6
DBA 988	DBA DISSERTATION	15 (with repeats)
Total Units		60

Schedule

	Fall Units	Spring Units	First Year Summer Units
DBA 810	4 DBA 820	4 DBA 830	3
DBA 860	4 DBA 870	4 DBA 970	3
DBA 800	1 DBA 800	1 Program Portfolio Due	
	9	9	6
	Fall Units	Spring Units	Second Year Summer Units
DBA 840	4 DBA 850	4 DBA 970	3
DBA 880	4 DBA 910	4	
DBA 800	1 DBA 800	1	
	9	9	3
	Fall Units	Spring Units	Third Year Summer Units
DBA 988	6 DBA 988	6 DBA 988	3
	6	6	3
Total Units: 60			

Applied Economics Degree (MS)

Now more than ever, businesses and other organizations require graduates who are skilled in quantitative and analytical methods, and who can use evidence based methods to inform decisions and policy. The MS Applied Economics degree is a professional Masters program that will prepare graduates for careers in a variety of fields including business, government, consulting, analytics, and research. The program has a strong foundation in applied econometrics (data analysis), data management, the use of statistical software, and economic

modeling that will provide excellent training for employment as an economist in any type of setting.

Students can tailor their course choices to emphasize three or four of these topics:

1. Health Economics
2. Environmental Economics
3. Monetary Economics
4. International Macroeconomics

Program Coordinators

Dr. David Welsch
Hyland 4304
Phone: 262-472-1361
Email: welschd@uww.edu (gruberr@uww.edu)

Department

Hyland 4300D
Phone: 262-472-1945
Email: gradbus@uww.edu

The program will be a 12-month program that takes place in the fall, spring, and summer semesters. It consists of 32 credits: 20 credits of core courses, nine credits of electives, and three credits of thesis work. Full-time students will take 13 credits of courses in each of the fall and spring semesters and six credits during the summer. The program can also be taken on a part-time basis.

Additional Admission Requirements:

- 1 Graduate Record Examination (GRE) Scores
2. Two letters of recommendation (in English) from individuals who can speak to the applicant's academic record
3. A Test of English as a Foreign Language (TOEFL) paper score of at least 550, a computer score of at least 213, an Internet score of at least 79, or an IELTS score of 6.
4. This degree is a limited enrollment cohort program. A departmental committee evaluates all applications to determine which applicants will be admitted.
5. Exceptions to the admission requirements may be made on a case-by-case basis.
6. Due to increasing enrollments, admission may be limited despite fulfillment of the aforementioned entrance requirements.

Degree in Applied Economics

- Applied Economics MS (p. 45)

Courses

ECON 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 691 TRAVEL STUDY 3 Units

Variable topics. Faculty-led courses abroad.

ECON 694 SEMINAR IN ECONOMICS *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

Prereq: Consent of Instructor.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 703 STATISTICS FOUNDATIONS 2 Units

Introduction to descriptive statistics and basic statistical methods as applied to scientific problem solving and decision making. Topics covered include: Descriptive statistics, elementary probability theory, theoretical distributions, inferences about a single population (sampling distributions, estimation, tests of hypothesis), and regression analysis.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 704 ECONOMICS FOUNDATIONS 2 Units

A study of micro and macro economic tools of analysis. The functioning of a market economy in product and factor markets under alternative market structures. National income, fiscal policy, and the role of the money supply.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 731 MICROECONOMIC THEORY I 3 Units

This course presents advanced topics in microeconomic theory, including consumer behavior, the firm and market structure, equilibrium conditions, and welfare economics. Students will learn important techniques and theories including multivariate optimization, fundamentals of general equilibrium theory and game theory, which form the building blocks of modern microeconomics analysis.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 732 MACROECONOMIC THEORY 3 Units

Macroeconomics is concerned with the behavior of aggregate economic variables such as GDP or unemployment and the relationship between these variables. This course provides a rigorous introduction to the techniques and models required for these analyses, which form the building blocks of modern macroeconomics as practiced by researchers today.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 733 ECONOMETRICS I 3 Units

Econometrics I will focus on the estimation of models using various computer programs and understanding these models from an intuitive perspective. It introduces students to Regression methodology, focusing on assumptions of the framework, correcting for violations of the assumptions and examines the possibility of determining causality with observational data.

PREREQ: ENTRY INTO MS ECONOMICS PROGRAM

ECON 736 BUSINESS CONDITIONS ANALYSIS 2 Units

A study of the macroeconomic structure and operations of the economic system. Analysis of fluctuations in national income, output, employment, prices and exchange rates and the implication of such changes for business decisions. Evaluation of the influence of monetary policy, fiscal policies, and other macroeconomic events on economic activity. Assessment of the various approaches and methodologies available for forecasting business conditions.

PREREQ: ECON 704 OR ECON 202 OR EQUIVALENT, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING

ECON 737 MANAGERIAL ECONOMICS 2 Units

Applications of microeconomic theory to problems of formulating managerial decisions. Emphasis on economics as a science that facilitates decision making. Topics considered include optimization techniques, risk analysis and estimation of demand and costs of production, market structures and pricing practice, and antitrust economics. Integrates theory and practice.

PREREQ: ECON 703 OR ECON 245 OR EQUIVALENT AND ECON 704 OR ECON 201 OR EQUIVALENT

ECON 738 QUANTITATIVE METHODS IN ECONOMICS 3 Units

This course will provide students with the mathematical methods and tools used in modern economic analysis. Linear algebra, multivariable calculus, and optimization theory are the main topics of the course and applications to simple economic models will be emphasized.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 740 RESEARCH METHODS AND DATA HANDLING 3 Units

This course provides a introduction for students on how to conduct empirical and applied economic research. It focuses on the basic approaches of research design and methodology within the Economics discipline. It introduces student to data handling and management, and to a variety of software packages used in economic research.

PREREQ: ECON 738 AND ECON 733

ECON 741 ADVANCED TOPICS IN ECONOMICS 3 Units

This course introduces students to more advanced field topics in both micro and macroeconomics. Topics are introduced by faculty working on their research; students will explore current research in areas such as: development economics, industrial organization, game theory and managerial economics, health economics, international finance, monetary economics, public economics, environmental economics, labor, health and urban economics.

PREREQ: ECON 738 AND ECON 731

ECON 742 ADVANCED TOPICS IN MACROECONOMICS 3 Units

This course covers advanced topics in macroeconomics. Its purpose is to expose students to recent developments in the study of business cycles, and the effect and conduct of macroeconomic policies in open economies.

PREREQ: ECON 732

ECON 743 ECONOMETRICS II 3 Units

Econometrics II introduces students to advanced techniques in modeling. In the course, students will study applied methods for model selection, implementation, and inference for cross sectional, time series, and panel data. The major emphasis will be on understanding these models from an intuitive perspective and estimating these using computer programs.

PREREQ: ECON 733 AND ECON 738

ECON 745 ECONOMICS OF HEALTH CARE 3 Units

Economics of Health Care is concerned with the provision and distribution of health care across the country and the allocation of resources within the health care sector of the economy. Various measures will be examined to establish the impact of health care on individual, national, and international economic policy concerns.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 747 GAME THEORY 3 Units

Game Theory provides a formal language for the description of games and offers a certain amount of guidance on their solution, i.e., a prediction or a rationalization of their outcome. This course emphasizes tools, techniques, and application of non-cooperative game theory. The course is devoted to study different types of games, including static games, dynamic games, repeated games, and Bayesian games.

PREREQ: ECON 731

ECON 749 DEVELOPMENT ECONOMICS 3 Units

This course will give students an outlook into the field of Development Economics. Topics covered include role of credit markets, agriculture, health and education, property rights and institutions in growth and development. On the empirical side, we will examine econometric techniques such as panel data, instrumental variables and randomized experiments, used in the field to establish causal relationships.

PREREQ: ECON 738 AND ECON 731

ECON 751 ECONOMICS OF REGULATION 3 Units

The rationale for government regulation and intervention in different situations. Antitrust policy. Several different models of regulation. The economic effects of regulation on public utilities, transportation, pollution control, and protection of consumers.

PREREQ: ECON 704 OR ECON 201 OR EQUIVALENT

ECON 752 RESOURCE ECONOMICS 3 Units

Resource Economics provides an in-depth examination into the field of environmental and natural resource economics. It is designed to provide insight into economic aspects of a wide range of environmental issues such as optimal fishery and forestry management, energy provision, population dynamics, air and water pollution, climate change, and sustainability.

PREREQ: ECON 738 AND ECON 731 OR ECON 703, ECON 704 AND ECON 737 OR EQUIVALENT

ECON 757 INDUSTRIAL ORGANIZATION 3 Units

Industrial Organization is the study of imperfect competition. We will explain why imperfect competition is pervasive, discuss how to describe imperfectly competitive industries, consider alternative strategies in such industries, evaluate the implications for profitability and welfare, and assess the impacts of public policies on firm strategy and industry performance.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 758 INTERNATIONAL ECONOMICS 3 Units

A study of international trade and finance issues; multinational enterprises, international investments, currency problems, and balance of payments issues. Analyzes the structure and scope of world trade and international financial markets in developed and developing countries.

PREREQ: ECON 704 OR ECON 202 AND ECON 201 OR EQUIVALENT, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING

ECON 760 ECONOMETRIC THEORY 3 Units

This course is intended for those students who want to develop a greater understanding of the underlying theory utilized in the first two econometric classes in our program. Key topics include investigating distributional properties and asymptotic theory.

PREREQ: ECON 733 AND ECON 743 WITH A B- OR HIGHER

ECON 761 TIME SERIES ECONOMETRICS AND FORECASTING 3 Units

Techniques for operational business forecasting with emphasis on time-series methods. Topics covered include single and multiequation regression models; trend analysis; smoothing techniques, decomposition methods; Box-Jenkins time series methods; evaluation of forecasts; and the integration of forecasting in the decision making process.

PREREQ: ECON 733 OR WITH CONSENT OF THE INSTRUCTOR.

ECON 773 INTERNATIONAL MACROECONOMICS 3 Units

This course focuses on macroeconomic issues and policies in open economies and surveys selected current research topics in the field. Topics treated include the intertemporal approach to the current account, international financial integration, international and domestic asset markets, sovereign debt crises, business cycle synchronization and transmission of shocks.

PREREQ: ECON 732

ECON 775 MONETARY ECONOMICS 3 Units

This course focuses on monetary theory and policy. It surveys selected current research topics in the field. Topics studied include alternative models of money, the transmission mechanism of monetary policy, the persistence of inflation, and conduct of monetary policy in a New Keynesian environment.

PREREQ: ECON 738; ECON 732; ECON 733

ECON 784 SEMINAR TOPICS IN ECONOMICS Repeatable 1 Units

This course is a graduate-level seminar which introduces students to current research at the frontier of economics. By bringing in guest speakers in the fields of micro- and macroeconomics, the seminar exposes students to different types of research questions in the field of economics, as well as the different techniques researchers use to approach answering those questions. Understanding the current frontier of research and ways to ask and answer questions at this frontier will prepare you to work on your own original research in the field. Certain seminars will also be used to emphasize the importance of and best practices in good written and oral communication.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 789 READINGS AND RESEARCH IN ECONOMICS 3 Units

Directed readings in current research and literature selected to apply to a contemporary economic field, problem or issue.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 794 SEMINAR Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ECON 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

ECON 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 799 THESIS 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. Prereq: 28 credits in undergraduate and graduate economics courses. Some of these may be taken concurrently with approval of advisor.

PREREQ: GRADUATE STANDING

Applied Economics Degree Requirements (MS)

Degree Requirements

1. Thirty-two graduate units of core and elective courses which may include six units of thesis
2. Successful completion of either a thesis or the MSAE comprehensive exam
3. A graduate grade point average of at least 3.0
4. Graduate business electives must be numbered 730 or above and be beyond the Common Body of Knowledge

Code	Title	Units
Core Courses		
ECON 731	MICROECONOMIC THEORY I	3
ECON 732	MACROECONOMIC THEORY	3
ECON 733	ECONOMETRICS I	3
ECON 738	QUANTITATIVE METHODS IN ECONOMICS	3
ECON 740	RESEARCH METHODS AND DATA HANDLING	3
ECON 743	ECONOMETRICS II	3
ECON 761	TIME SERIES ECONOMETRICS AND FORECASTING	3
ECON 741	ADVANCED TOPICS IN ECONOMICS	3
or graduate business elective		
ECON 784	SEMINAR TOPICS IN ECONOMICS (with repeat)	2
Choice of EITHER Option A (Thesis) OR Option B (Comprehensive Exam) below		6
Option A (Thesis)		
ECON 799	THESIS	
Option B (Comprehensive Exam)		
6 Credits of Approved Graduate Business Electives		
Successful Completion of Comprehensive Exam		
Total Units		32

Course Sequence (Option A: Thesis)

	Fall Units	Spring Units	Summer Units
ECON 731	3 ECON 740	3 ECON 799	6
ECON 732	3 ECON 743	3	
ECON 733	3 ECON 761	3	
ECON 738	3 ECON 741 or graduate business elective	3	
ECON 784	1 ECON 784	1	
	13	13	6

Total Units: 32

Course Sequence (Option B: Comprehensive Exam Option)

	Fall Units	Spring Units	Summer Units
ECON 731	3 ECON 740	3 graduate business elective	3
ECON 732	3 ECON 743	3 graduate business elective	3
ECON 733	3 ECON 761	3 Comprehensive Exam	
ECON 738	3 ECON 741 or graduate business elective	3	
ECON 784	1 ECON 784	1	
	13	13	6

Total Units: 32

Environmental Safety and Health Degree Program (MS)

Master of Science

The Master of Science (M.S.) Degree program in Environmental Safety and Health is designed to develop an advanced understanding of general and specific issues relevant to occupational and environmental safety. Students will develop skills in collecting, analyzing, and drawing conclusions from data. Courses

will include preparation and delivery of oral and written reports and projects relevant to accident investigations, job safety analyses, health concerns, workers' compensation issues, fire protection measures, workplace ergonomics assessment and hazard investigation.

Program Coordinator

Sang Choi
Hyland 3509
Phone: 262-472-1641
Email: chois@uww.edu

Department

Hyland 3305
Phone: 262-472-1117
Email: msesh@uww.edu

Admission Requirements

- Applicants must meet the University of Wisconsin-Whitewater School of Graduate Studies admission requirements (<http://www.uww.edu/gradstudies/admission/programapps>). (<http://www.uww.edu/gradstudies/admission/programapps>)
- A baccalaureate degree from a regionally accredited university or college.
- Twenty (20) or more semester-hours (undergraduate credits) in science, business, math or engineering.
- Completion of at least one semester of college-level probability and statistics.
- Completion of at least one semester of college-level chemistry.
- The equivalent of at least one year of full-time professional experience in environmental safety and health as documented by work history (i.e., resume).
- Computer skills proficiency including the ability to navigate the Web, to manipulate and organize computer files and email, and to use Microsoft Office applications.

International Students

If you are a student from a country where English is not the native language, you will also need to supply results for the Test of English as a Foreign Language (TOEFL) (<http://www.ets.org/toefl>) or the International English Language Testing System (IELTS) (<http://www.ielts.org>). A TOEFL score of 550 paper, 213 computer, or 79 internet-based, or an IELTS score of 6.0 is required for admission.

International students will want to learn more about our Center for Global Education (<http://www.uww.edu/international>).

Exceptions

Exceptions to the admission requirements may be made on a case-by-case basis. Due to competitive enrollments, admission may be limited despite fulfillment of the entrance requirements shown here.

Apply

You can apply (<http://www.uww.edu/gradstudies/admission>) online today. (<http://www.uww.edu/gradstudies/admission>)

Degree in Occupational and Environmental Safety and Health

- Environmental Safety and Health MS (p. 48)

Certificates in Occupational and Environmental Safety and Health

- Construction Safety (p. 49)
- Occupational Ergonomics (p. 49)

Courses

SAFETY 581 MOTOR FLEET SAFETY 3 Units

An analysis of fleet safety problems and programs. Detailed study of the truck transportation industry, motor carrier responsibilities, federal regulations and safety supervision programs.

PREREQ: SAFETY 380 OR CONSENT OF INSTRUCTOR

SAFETY 582 SAFETY IN THE CONSTRUCTION INDUSTRY 3 Units

This course examines the practices and safety-related problems found in the construction industry. Administrative and organizational issues that impact construction safety programs are examined. Students will be introduced to specific problems and countermeasures for correction through lectures and field experiences. The course provides an overview of applicable OSHA and MSHA standards.

PREREQ: SAFETY 380 OR CONSENT OF INSTRUCTOR

SAFETY 583 INTRODUCTION TO SECURITY 3 Units

A study of the physical, personnel, and informational aspects of the security field. Concepts of these areas will be integrated with safety management concepts and will be discussed in relationship to industrial and business environments.

SAFETY 584 CONSTRUCTION ACCIDENT PREVENTION 3 Units

A combination of principles and practices designed to provide a basis for understanding the nature of accident prevention, health preservation and loss reduction in construction operations. The topics to be examined include federal safety and health regulations, techniques of hazard control, strategies for minimizing injuries and losses, and sources of assistance in resolving safety and health problems.

PREREQ: SAFETY 382 OR SAFETY 582 OR CONSENT OF INSTRUCTOR

SAFETY 650 BEHAVIORAL ASPECTS OF ACCIDENT PREVENTION 3 Units

Selected theories of accident causation and countermeasures are studied. Examination of physiological, medical, psychological, and sociological factors which influence behavior, and methods for modifying unsafe behavior. PREREQ: CONSENT OF INSTRUCTOR

SAFETY 668 ERGONOMICS 3 Units

Study of human capabilities and limitations (physical, perceptual and cognitive) as the basis for improving human interactions with products, workstations and jobs. Review of human anatomical, physiological, perceptual and psychomotor characteristics applied to human-machine systems to enhance worker comfort, safety, health and productivity.

PREREQ: CONSENT OF INSTRUCTOR

SAFETY 671 APPLIED METHODS IN ERGONOMICS 3 Units

Students will study methods and techniques for job and workstation evaluation to identify potential ergonomic hazards that contribute to work-related musculoskeletal disorders. At the conclusion of the course students will be able to select and apply appropriate ergonomics methods and techniques to industry-specific problems.

PREREQ: SAFETY 488/SAFETY 688 OR CONSENT OF INSTRUCTOR

SAFETY 672 ADVANCED INDUSTRIAL ERGONOMICS 3 Units

This course focuses on the specific needs of key industries that present high incidence of work-related musculoskeletal disorders. These industries display specific working conditions with large and diverse workforces. In addition, ergonomic issues of work populations with special needs are also reviewed. The course will involve applied problem solving projects in different work settings. PREREQ: SAFETY 471/SAFETY 671 OR CONSENT OF INSTRUCTOR

SAFETY 679 PRINCIPLES AND METHODS OF INDUSTRIAL HYGIENE 5 Units

An introduction to the science and art of anticipating, recognizing, evaluating, and controlling the chemical, physical, and biological agents that affect the health and safety of workers. The laboratory provides working knowledge and hands-on experience with equipment for recognizing, analyzing, and evaluating occupational health hazards in industry. One 2.5 hour lecture and one 2.5 hour lab per week.

PREREQ: CHEM 102 OR CONSENT OF INSTRUCTOR

SAFETY 682 CONSTRUCTION SAFETY MANAGEMENT 3 Units

An examination of the practices of managing occupational safety and health programs in the construction field. The course is designed to provide the student with an understanding of how the regulatory and financial responsibilities of accident prevention, health preservation and loss reduction in construction operations are met.

PREREQ: SAFETY 384 OR SAFETY 584

SAFETY 683 OCCUPATIONAL SAFETY MANAGEMENT 3 Units

Emphasis will be on the organizational and administrative problems that relate to risk assessments, occupational accidents, worker compensation management, safety committees and employee safety training programs. The course is designed for students majoring in the business related areas and future safety professionals who desire to develop an understanding of these management problems as well as applicable solutions.

PREREQ: SAFETY 388 OR CONSENT OF INSTRUCTOR, ONE SEMESTER OF COLLEGE STATISTICS, AND MAJOR GPA OF 2.50

SAFETY 685 FIRE PROTECTION/PREVENTION 3 Units

Control of fires through study of building construction to prevent fire spread, occupancy-hazard relationships, exposure to and from adjacent occupancies, lifesaving aspects, and the development of professional knowledge of flammable gases, liquids, combustible solids, dusts, chemicals, and explosives. Interpretation of appropriate codes will be covered.

PREREQ: CHEM 102 OR ONE SEMESTER OF GENERAL COLLEGE CHEMISTRY OR CONSENT OF INSTRUCTOR

SAFETY 687 PRODUCT SAFETY 3 Units

An analysis of the trends of the product liability problem and the agencies regulating products. Special emphasis will be given to legal theories related to product liability and landmark litigation providing the basis for case law. A substantial portion of the course will be devoted to examining the elements of product safety programming.

PREREQ: SAFETY 380 OR CONSENT OF INSTRUCTOR

SAFETY 690 WORKSHOP Repeatable 1-6 Units

Variable topics. See Schedule of Classes. Prereq: Consent of Instructor.

SAFETY 691 TRAVEL STUDY Repeatable 3 Units

Variable topics. Faculty-led courses abroad.

SAFETY 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable to 6 credits in degree. A course which offers special topics in safety which are not regularly included in the curriculum.

SAFETY 701 RESEARCH METHODS IN ESH 3 Units

This course introduces key concepts and skill development in scientific inquiry in Environmental Safety & Health. The course covers: foundations for scientific inquiry, types of research methodology, validity and reliability (biases & error), how to search for and review research literature, basic understanding of statistical significance, and how to develop research question/hypotheses.

SAFETY 712 DISASTER PLANNING AND RESPONSE 3 Units

This course provides an overview of the organizational processes of preparing for and responding to disasters, both natural and technological. The course will begin with emergency response planning and preparation, then move into emergency operations and incident management, and conclude with a module on incident investigation and root cause analysis.

SAFETY 753 ENVIRONMENTAL SAFETY & HEALTH LAW 3 Units

An examination of federal and state laws with legal interpretations having application to safety professionals and industries will be emphasized. Federal acts, such as OSHA, CPSA and others will be dealt with in respect to their involvement with the industry. Liability to individuals and to the public will be stressed.

SAFETY 757 PRINCIPLES OF OCCUPATIONAL EPIDEMIOLOGY 3 Units

This course will introduce the principles of occupational epidemiology and discuss the application of these principles in the recognition, control and prevention of disease and injury. The course will review the etiology of various acute, chronic, infectious, occupational and environmental diseases.

SAFETY 779 ADVANCED TOPICS IN INDUSTRIAL HYGIENE 3 Units

The course will address industrial hygiene topics from the perspective of an EHS manager. Topics include adjustment of occupational exposure limits for various working conditions, alternative methods of assessment, emergency response, and comprehensive health and safety program management. Professional issues including leadership, risk communication, and ethics will also be discussed.

SAFETY 783 ENVIRONMENTAL AND SAFETY MANAGEMENT 3 Units

This course is designed for Occupational Safety majors, prior to fieldwork experience. Attention will be given to the environmental safety management structures and Risk Management and loss control functions within multi-facility corporate structures. Emphasis will be placed on developing multi-facility risk management and loss control programs.

SAFETY 784 ADVANCED ERGONOMICS 3 Units

Study of methods for job and workstation analysis aiming at the identification, characterization and mitigation of ergonomic hazards. Review of common musculoskeletal disorders, their etiology, epidemiology and prevention. Examination of high-risk industries and their specific needs. Selection and application of appropriate methods to different settings and industries.

SAFETY 787 SYSTEM SAFETY ANALYSIS 3 Units

Introduction to the system technique as applied to the recognition of potential accident situations in occupational environments. Concentration will be on the qualitative aspects of safety, utilizing numerous examples and problems.

SAFETY 789 READINGS AND RESEARCH IN SAFETY 3 Units

Under the direction of a faculty member the student will examine current research and professional practices and apply that knowledge to an ESH problem. The course serves as the capstone experience and requires the successful completion of a research paper.

PREREQ: SAFETY 701 AND AT LEAST 18 UNITS MUST BE COMPLETED IN 700-LEVEL COURSES IN MS ESH PROGRAM

SAFETY 790 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SAFETY 793 PRACTICUM Repeatable 1-6 Units

Safety Studies Practicum.

SAFETY 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SAFETY 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SAFETY 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

SAFETY 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Environmental Safety and Health Degree Requirements (MS)

Degree Requirements

The MS in Environmental Safety and Health requires thirty (30) units of course work which includes the successful completion of SAFETY 789, and the capstone research paper required in that course. At least 18 units must be completed in 700-level courses. Most MS ESH courses are delivered in sequential 8-week class sessions. Students completing all courses in a timely fashion should be able to conclude their studies in about two years.

Environmental Safety and Health (M.S.)

Code	Title	Units
Required Courses		
SAFETY 701	RESEARCH METHODS IN ESH	3
SAFETY 712	DISASTER PLANNING AND RESPONSE	3
SAFETY 753	ENVIRONMENTAL SAFETY & HEALTH LAW	3
SAFETY 757	PRINCIPLES OF OCCUPATIONAL EPIDEMIOLOGY	3
SAFETY 779	ADVANCED TOPICS IN INDUSTRIAL HYGIENE	3
SAFETY 783	ENVIRONMENTAL AND SAFETY MANAGEMENT	3
SAFETY 784	ADVANCED ERGONOMICS	3
SAFETY 787	SYSTEM SAFETY ANALYSIS	3
SAFETY 789	READINGS AND RESEARCH IN SAFETY	3
Elective Courses		
Select one of the following: 3		
SAFETY 583	INTRODUCTION TO SECURITY	
SAFETY 650	BEHAVIORAL ASPECTS OF ACCIDENT PREVENTION	
SAFETY 790	WORKSHOP	
SAFETY 796	SPECIAL STUDIES	
SAFETY 798	INDIVIDUAL STUDIES	
MANGEMNT 751	STAFFING & EVALUATION	
MANGEMNT 753	TRAINING AND DEVELOPMENT	

MANGEMNT 760 STRATEGIC MANAGEMENT OF HUMAN
RESOURCES

Total Units **30**

Certificate in Construction Safety

The graduate certification in Construction Safety is designed to allow the working professional with a Bachelors Degree to acquire advanced construction safety and health knowledge. The Certificate will provide the student with a comprehensive background in construction safety and enable him/her to carry out worksite hazard assessments, develop and implement safety and health programs, and fulfill risk management responsibilities in the construction industry.

Program Coordinator

Mr. Wayne Cole
Hyland 3502
Phone: 262-472-1923
Email: colew@uww.edu (kappa@uww.edu)

Department

Hyland 3305
Phone 262-472-1117
Email: safety@uww.edu

Additional Admission Requirements

Evidence of ability to succeed in graduate level Occupational and Environmental Safety & Health course work (evidence of this could include relevant work experience, or professional certification, e.g., CSP).

Note: Students in the Construction Safety Certificate Program may enroll in the Masters of Science in Safety at UW-Whitewater if they meet the normal criteria for that program.

Certificate in Construction Safety

The Certificate Program requires completion of the following three courses:

Code	Title	Units
SAFETY 582	SAFETY IN THE CONSTRUCTION INDUSTRY	3
SAFETY 584	CONSTRUCTION ACCIDENT PREVENTION	3
SAFETY 682	CONSTRUCTION SAFETY MANAGEMENT	3
Total Units		9

Certificate in Occupational Ergonomics

The graduate certification in Occupational Ergonomics is designed to prepare the working professional with a Bachelors Degree to meet the growing demand for safety professionals capable of dealing with work-related musculoskeletal disorders (WMSD). This certificate provides students with a comprehensive background in ergonomic work analysis, hazard assessment, and program development in a variety of essential industries.

Program Coordinator

Dr. Sang Choi
Hyland 3509
Phone: 262-472-1641

Email: chois@uww.edu

Department

Hyland 3305
Phone 262-472-1117
Email: safety@uww.edu

Additional Admission Requirements

Evidence of ability to succeed in graduate level Occupational and Environmental Safety & Health course work (evidence of this could include relevant work experience, or professional certification, e.g., CSP, CPE).

Note: Students in the Occupational Ergonomics Certificate Program may enroll in the Masters of Science in Safety at UW-Whitewater if they meet the normal criteria for that program.

Certificate in Occupational Ergonomics

The Certificate Program requires completion of the following three courses:

Code	Title	Units
SAFETY 668	ERGONOMICS	3
SAFETY 671	APPLIED METHODS IN ERGONOMICS	3
SAFETY 672	ADVANCED INDUSTRIAL ERGONOMICS	3

School Business Management Degree Program (MSE)

Master of Science in Education

The Master of Science in Education (M.S.E.) Degree in School Business Management provides students an opportunity to pursue a course of study which will qualify them for licensure as a School Business Manager.

Job titles of those graduating with this degree include: Director of Finance, School Business Manager, Comptroller, Accountant, Director of Administrative Services, Director of Information Systems, Human Resource Manager, Director of Buildings and Grounds, Benefits Manager, and Financial Consultant.

Positions are available in vocational schools, public and private school districts, public and private universities, county agencies, Cooperative Education Service Agencies (CESA), cities and villages, municipalities, and the Department of Public Instruction.

The curriculum is designed to provide students with an understanding of the organization of elementary and secondary schools and the expertise needed to manage their resources. Applied learning opportunities prepare students with the skills necessary to assume responsibilities in the areas of school finance and accounting, computer technology, property management, state reporting and other statutory requirements, policy interpretation, budget preparation and administration, cash management, personnel management, purchasing, risk management, collective bargaining, and strategic planning.

Program Coordinator

Diane Pertzborn
Hyland 3401
Phone: 920-397-8584
Email: pertzbod@uww.edu

Department

Hyland 3301
Phone: 262-472-1322
Email: itscm@uww.edu

Additional Admission Requirements

To be admitted to the School Business Management program at the University of Wisconsin-Whitewater, a candidate must be accepted by the Graduate School and meet program entrance requirements. The status of each student is determined by his/her undergraduate grade point average and undergraduate or graduate work.

Degree Requirements

The degree requires a minimum of 36 units of course work and includes an internship with a licensed School Business Manager. This unpaid experience is supervised by university personnel.

At least half of the graduate level courses in the degree program must be at the 700 level.

Degree in School Business Management

- School Business Management MSE (p. 50)

Courses

SCHBUSMG 770 SCHOOL FINANCE AND ACCOUNTING 3 Units

School Finance and Accounting is designed for administrators and other school personnel who desire to learn the principles and concepts of school accounting; auditing and financial reporting; major sources of revenue; and cost management and investment techniques.

SCHBUSMG 771 SCHOOL BUSINESS MANAGEMENT TECHNIQUES 3 Units

This course is designed specifically for prospective school business managers and other school administrators who desire to become acquainted with various management concepts and techniques in school business operations and with applications that can utilize computerized systems for efficient operations.

PREREQ: SCHBUSMG 770

SCHBUSMG 772 LEGAL ASPECTS OF EDUCATION 3 Units

Legal information is presented in nontechnical language to educational practitioners on all facets of school operations, including the liability of school districts and employees, school fund and indebtedness, administration, pupil governance, retirement benefits, and employment relations.

SCHBUSMG 774 SCHOOL BUDGETING AND FINANCIAL PLANNING 3 Units

Budgeting and Financial Reporting is designed for administrators and other school personnel who desire to learn the conceptual and practical aspects of budgeting and financial planning; inventory control; purchasing; capital project planning and debt service management.

SCHBUSMG 775 ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS 3 Units

This survey of the foundation, organization and administration of the American public school system includes the identification and examination of major issues relative to the continual development of public education such as the financing of public education and the role of the school business manager in this development.

SCHBUSMG 777 SCHOOL AUXILIARY SERVICES MANAGEMENT 3 Units

This course is designed for students seeking background knowledge and training in the management of school auxiliary services. The course emphasizes the processes and procedures necessary in the management of food services operations, school transportation operations and plant/maintenance operations.

PREREQ: RESTRICTED TO STUDENTS ADMITTED TO THE SCHOOL BUSINESS MANAGEMENT DEGREE PROGRAM.

SCHBUSMG 778 INTERNSHIP IN SCHOOL BUSINESS MANAGEMENT Repeatable 1-6 Units

The internship is a clinical experience which provides prospective school business managers with varied opportunities to learn in a school setting. The internship is normally an 18-week assignment in a local school system. Applications must be made one semester in advance of the desired internship period.

PREREQ: SCHBUSMG 770

SCHBUSMG 781 SCHOOL COMMUNITY RELATIONS IN A DIVERSE SOCIETY Repeatable 3 Units

This course is designed for aspiring business managers and other school administrators who desire to more effectively apply the concepts of leadership, interpersonal relations, conflict management, ethical decision-making, politics, diversity, and public relations in public education. The identification of varying student and community needs based on demographic differences is an integral part of this course. Specifically, racial, ethnic and gender differences are examined. Political factions at the school, local community and state levels are discussed with conclusions drawn about effective communication patterns. Ethical decision-making and conflict resolution in practical management situations is emphasized. This course is designed to assist future leaders of diverse learning organizations to enhance their abilities to foster positive relationships between schools and communities of all types.

SCHBUSMG 782 NEGOTIATIONS AND CONFLICT RESOLUTION IN EDUCATION 3 Units

Designed for school administrators and other educators who desire to learn the principles and concepts and acquire the skills needed in collective negotiations and contract management in the public schools.

SCHBUSMG 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SCHBUSMG 796 SPECIAL STUDIES Repeatable 1-6 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SCHBUSMG 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member. PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

SCHBUSMG 799 THESIS Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

School Business Management Degree Requirements (MSE)

Degree Requirements

The degree requires a minimum of 36 units of course work and includes an internship with a licensed School Business Manager. This unpaid experience is supervised by university personnel.

At least half of the graduate level courses in the degree program must be at the 700 level.

School Business Management (M.S.E.)

Code	Title	Units
School Business Management		
SCHBUSMG 770	SCHOOL FINANCE AND ACCOUNTING	3
SCHBUSMG 771	SCHOOL BUSINESS MANAGEMENT TECHNIQUES	3
SCHBUSMG 772	LEGAL ASPECTS OF EDUCATION	3
SCHBUSMG 774	SCHOOL BUDGETING AND FINANCIAL PLANNING	3
SCHBUSMG 777	SCHOOL AUXILIARY SERVICES MANAGEMENT	3
SCHBUSMG 778	INTERNSHIP IN SCHOOL BUSINESS MANAGEMENT ¹	3-6
SCHBUSMG 782	NEGOTIATIONS AND CONFLICT RESOLUTION IN EDUCATION	3
Education		
SCHBUSMG 775	ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS	3
SCHBUSMG 781	SCHOOL COMMUNITY RELATIONS IN A DIVERSE SOCIETY	3
Business		
MANGEMNT 751	STAFFING & EVALUATION	3
Electives		
Select 3-6 elective units which may include:		3-6
ITSCM 740	BUSINESS AND PROFESSIONAL COMMUNICATION	
ITSCM 734	MANAGEMENT INFORMATION SYSTEMS	
ITSCM 775	BUSINESS TELECOMMUNICATIONS	
MARKETNG 733	SEMINAR IN METHODOLOGY OF BUSINESS RESEARCH	
ITSCM 785	APPLIED PROJECT MANAGEMENT	
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	
Total Units		33-39

¹ Internship is 3-6 units; number of credits to be determined by the internship coordinator in conjunction with the student and advisor.

COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

Mission Statement

The College of Education and Professional Studies at the University of Wisconsin-Whitewater is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders of character and integrity.

Responding to the changing needs within our global society, our programs prepare professionals to actively engage in an open democratic society inclusive of diverse populations. As a premier center for global learning, the College's focus on depth of learning and academic excellence provides our students with the requisites to be leaders dedicated to change in their communities.

Degree Programs

Business and Marketing Education Degree Program MS (p. 52)

Communication Sciences and Disorders Degree Program MS (p. 54)

Counseling Degree Program MS (p. 57)

Educational Leadership Degree Program MS (p. 63)

Professional Development Degree Program MSE (p. 67)

Special Education Degree Program MSE (p. 84)

Certificate in Addictions Counseling (p. 62)

Certificate in Applied Behavior Analysis (p. 90)

Certificate in Autism Specialist (p. 90)

Certificate in Clinical Mental Health Counseling (p. 62)

Certificate in Community Counseling (p. 63)

Certificate in Professional Development Process (p. 83)

Certificate in Reading Teacher License (316) (<http://uww-public.courseleaf.com/graduate/education/professional-development/readingteacherlicense>)

Certificate in School Counseling (p. 63)

Certificate in Teaching in Alternative Education Settings (TAES) (p. 83)

Certificate in the Transition Specialist Program (p. 90)

Certificate in Trauma-Informed and Trauma Responsive Treatment (p. 91)

Business and Marketing Education Degree Program (MS)

Master of Science

The Master of Science (M.S.) Degree in Business And Marketing Education is offered with or without Wisconsin teaching licensure. There are three emphases available:

- **General**—for those individuals who have already earned licensure. The program builds on undergraduate course work and teaching experience.
- **Secondary**—for those individuals who possess an undergraduate degree and are seeking licensure to teach at grade levels K-12 in either business education or marketing education.
- **Post-secondary**—for those individuals who plan to teach or are teaching at the post-secondary level and pursuing their Wisconsin Technical College System (WTCS) certificate.

All programs include course work that reflects what is needed by teachers who want to possess the latest in teaching methodology and technical knowledge.

The curriculum is designed to familiarize students with both the content of business course work and methods for effectively teaching such content in K-12 settings. Students will develop skills relevant to evaluating differences in students' learning styles and levels, and adapting teaching methodologies to instruct more effectively given these differences.

Program Coordinator

Dr. Karla Saeger
WH 4047
Phone: 262-472-5475
Email: saegerk@uww.edu

Department

Winther 3032
Phone: 262-472-1135
Email: cioffice@uww.edu (itbe@uww.edu)

Additional Admission Requirements

General Emphasis: Approval of the Business Education and Marketing Education Program Coordinator. An undergraduate major in business education or marketing education and a license to teach business education or marketing education at the middle and secondary levels.

Secondary Emphasis: Approval of and interview with the Business Education and Marketing Education Program Coordinator. Applicants who are unable to come to campus for the interview prior to admission may be granted provisional admission pending a successful interview.

Degree in Business and Marketing Education

- Business and Marketing Education MS (p. 53)

Courses

CIBME 500 INTRODUCTION TO BUSINESS AND MARKETING EDUCATION 3 Units

This course is designed to introduce potential business and marketing education teachers to the major and to the profession. Students begin their culminating experience in this class by developing a successful applied research proposal for research with their academic advisor.

CIBME 601 TEACHING PERSONAL FINANCE 3 Units

Students enrolled in this course will be prepared to teach personal finance. The course will cover personal finance/consumer education content and teaching methodology, including an analysis of published standards and the development of a financial literacy curriculum that could be used in teaching the subject at the secondary level.

CIBME 647 INFORMATION SYSTEMS FOR BUSINESS TEACHERS 3 Units

A study of the concepts, procedures, and hardware used in business with an emphasis on email, internet, and multimedia. Distance learning technology will be examined as one means of integrating information systems throughout the business education curriculum.

PREREQ: BUSINESS EDUCATION, BUSINESS MARKETING EDUCATION COMPREHENSIVE MAJORS MSBE STUDENTS

CIBME 762 CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION 3 Units

A study of the issues currently confronting the supervisor, teacher, and students of business and marketing education on the middle, secondary and post-secondary levels. Includes a study of curriculum development and objectives of business and marketing education. Meets No. 50 curriculum requirements for WTCS certification.

PREREQ: CIBME 500 OR CONSENT OF INSTRUCTOR

Business and Marketing Education Degree Requirements (MS)

Degree Requirements

Thirty units of graduate course work and one of the following: (1) a thesis and oral defense plus up to 6 credits approved courses or (2) an additional 6 units of approved courses. Specific course requirements are given below. At least half of the graduate work in the degree program and at least half of the work in the emphasis must be completed in courses numbered 700 or higher. For the thesis option, 1-3 units of thesis research may be included within the 30 units; however, the number of credits must be determined in advance of registration through consultation with a thesis committee. In addition to meeting these requirements, candidates electing the secondary emphasis must complete and meet all the requirements for licensure to teach business and/or marketing education at the middle and secondary levels.

Business and Marketing Education (M.S.)

Required Core - 2 units

Code	Title	Units
CIGENRL 660	PRINCIPLES OF CAREER & TECHNICAL EDUCATION	2
Total Units		2

Emphasis - 34 units

Choose one of the following emphases:

General Emphasis - Business or Marketing Education Emphasis

Code	Title	Units
CIBME 500	INTRODUCTION TO BUSINESS AND MARKETING EDUCATION	3
CIBME 762	CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION	3
CIGENRL 661	ORGANIZATION, ADMINISTRATION AND COORDINATION OF COOPERATIVE EDUCATION PROGRAMS	3

EDFOUND 780 or EDFOUND 740	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH TECHNIQUES OF RESEARCH	3
	Select 22 units (12 units must be 700 plus) from College of Business and Economics or College of Education and Professional Studies offerings and consultation with Advisor	22
	In addition to the above requirements, candidates may need additional requirements for Wisconsin Department of Public Instruction licensure to teach business or marketing education. Students should consult Director of Licensure and advisor for current licensure requirements.	
Total Units		34

In addition to the above requirements, candidates may need additional requirements for Wisconsin Department of Public Instruction licensure to teach business or marketing education. Students should consult director of licensure and advisor for current licensure requirements.

Post-Secondary Emphasis

Code	Title	Units
EDFOUND 625	MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL	3
CIBME 762 or CIGENRL 725	CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION CURRICULUM DEVELOPMENT AND INTEGRATION	3
CIGENRL 765	OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE	3
CIGENRL 750	METHODS OF TEACHING ADULT LEARNERS	3
EDFOUND 710	EDUCATION IN A PLURALISTIC SOCIETY	3
EDFOUND 681	HUMAN ABILITIES AND LEARNING	3
	Select 16 units (at least 6 units must be 700 or above) from College of Business and Economics or the College of Education and Professional Studies offerings	16
Total Units		34

Secondary Emphasis

Code	Title	Units
CIBME 500	INTRODUCTION TO BUSINESS AND MARKETING EDUCATION	3
CIBME 762	CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION	3
EDFOUND 780 or EDFOUND 740	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH TECHNIQUES OF RESEARCH	3
CIGENRL 661	ORGANIZATION, ADMINISTRATION AND COORDINATION OF COOPERATIVE EDUCATION PROGRAMS	3
EDFOUND 710	EDUCATION IN A PLURALISTIC SOCIETY	3
EDFOUND 681	HUMAN ABILITIES AND LEARNING	3
EDFOUND 625	MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL	3
READING 772	READING IN THE CONTENT AREAS	3
	Select 10 units (at least 6 units must be 700 or above) in consultation with advisor	10

In addition to the above requirements, candidates electing the secondary emphasis must meet all requirements for Wisconsin Department of Public Instruction licensure to teach business education and/or marketing education. Students should consult Director of Licensure and advisor for current licensure requirements.

Total Units**34**

In addition to the above requirements, candidates electing the secondary emphasis must meet all requirements for Wisconsin Department of Public Instruction licensure to teach business education and/or marketing education. Students should consult Director of Licensure and advisor for current requirements.

Communication Sciences and Disorders Degree Program (MS) Master of Science

The Department of Communication Sciences and Disorders offers a graduate program that provides academic and clinical training for professional practice as a Speech-Language Pathologist. The curriculum provides educational opportunities to work with communicatively impaired individuals across the lifespan and in various environments.

The program is accredited by the Council on Academic Accreditation of the American Speech-Language and Hearing Association (CAA) and meets all requirements for obtaining Wisconsin licensure as a Speech-Language Pathologist and as a Public School Practitioner.

An undergraduate degree in Communication Sciences and Disorders is NOT a prerequisite for admission. However, students without an undergraduate degree in Communication Sciences and Disorders must take requisite pre-graduate course work as a Candidate for Non-Degree and then apply for the graduate program. Normally, the pre-graduate course work may be completed in one year. An individualized pre-graduate program curriculum will be devised by the Graduate Program Coordinator or a faculty adviser.

The graduate program is designed for completion in two years including two summers for students with an undergraduate degree in Communication Sciences and Disorders. UW-Whitewater undergraduates who are accepted for early admission may finish the graduate program in one year including two summers. Full-time enrollment is 12 credits during the academic year and 9 credits during the summer. Only students admitted to the graduate program may enroll in 700 level courses. Exception may be granted by the Graduate Program Coordinator. Clinical performance reviews, and portfolio presentations are an integral aspect of determining academic and clinical competence and must be successfully completed for the degree.

The curriculum prepares students for the PRAXIS Examination in Speech-Language Pathology — leading to a Certificate of Clinical Competence. In preparing to practice as a Speech-Language Pathologist, students will learn such skills as: conducting formal and informal measures to diagnose and implement goals for the treatment of individuals of all ages with disorders of articulation, language, voice, fluency, and hearing; theorizing about disorders of articulation, language, voice, fluency, and hearing; engaging in self and client evaluations utilizing objective behavioral measurements; and presenting client-related information in both written and oral communication.

Graduate Program Coordinator

Roxanne DePaul
Roseman 1014
Phone: 262-472-1301

Email: comdis@uw.edu

Office Manager

Michael Rule
1012 Roseman
Email: comdis@uw.edu

Additional Admission Requirements

Instructions for Applying

APPLICATION DEADLINE / FEBRUARY 1

Individuals who have a major in Communication Sciences and Disorders (CSD) or have completed leveling coursework, are welcome to apply. Students without a CSD major and have not taken leveling courses, should contact Roxanne DePaul at depaulr@uw.edu for further instructions.

Applications are only accepted electronically through the **Communication Sciences and Disorders Centralized Application Service (CSDCAS)** (<https://portal.csdcas.org>). When submitting materials applicants will be expected to include the following:

1. Official academic transcripts that include fall grades. Transcripts should be sent to this address: CSDCAS Verification Department P.O. Box 9113 Watertown, MA 02471.
2. Submit Graduate Record Examination scores to CSDCAS using the designated institution (DI) code 0060.
3. A minimum of three letters of recommendation attesting to your ability to perform at a graduate level.
4. A letter of intent. This letter should explain why you would be a successful graduate student and speech-language pathologist.
5. A listing of ALL relevant coursework.
6. In the CSDCAS Application Activities section include information on relevant professional and volunteer activities, experience with foreign languages, and undergraduate research.

Questions concerning the electronic application process, including receipt of materials, should be directed to CSDCAS.

CSDCAS, P.O. Box 9113, Watertown, MA 02471
Voice: 617-612-2030
Fax: 617-612-2051
Email: csdcasinfo@csdcas.org

For questions relating to the UW-Whitewater Program in Communication Sciences and Disorders please contact Roxanne DePaul, Ph.D., CCC-SLP at 262-472-1301 or comdis@uw.edu.

Applicants will be notified in mid-March concerning their status. Those **accepted** into the program will need to submit materials to the UW-Whitewater School of Graduate Studies (<http://www.uw.edu/gradstudies>) including a Graduate School Application (<https://apply.wisconsin.edu>), a fee of \$56, and official transcripts showing fall grades. Applications for graduate assistantships may be submitted at that time.

Degree in Communication Sciences and Disorders

- Communication Sciences and Disorders MS (p. 56)

Courses

COMDIS 540 MANUAL COMMUNICATION 1 Units

This course is designed to provide the student with basic knowledge of manual communication systems and techniques, including finger spelling and basic signs.

COMDIS 555 LANGUAGE DEVELOPMENT & DISORDERS IN CHILDREN 3 Units

This course provides an overview of oral language development and its relationship to the development of social skills, literacy and learning. Language characteristics of children with exceptional educational needs are described and strategies for improving their communication skills are discussed. Prereq: Course work in child growth and development is highly recommended.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

COMDIS 571 INTRODUCTION TO CLINICAL PRACTICUM IN COMMUNICATIVE DISORDERS 3 Units

This course provides an introduction to the tasks and related competencies associated with clinical practice in speech-language pathology. Students will develop an understanding of treatment principles and clinical practice procedures, and gain an understanding of the responsibilities and professional issues associated with the practice of speech-language pathology across the lifespan. Students will obtain 25 guided observation hours.

PREREQ: CONSENT OF INSTRUCTOR

COMDIS 580 SPEECH AND LANGUAGE DEVELOPMENT IN CHILDREN 4 Units

In this course students will learn about the process and sequence of speech and language development in children from birth to school-age. Theories of language acquisition and the role of cognition, culture, context, and caregivers are discussed. Students will participate in a community-based learning experience working with linguistically and culturally diverse preschool children.

PREREQ: EDFOUND 222, EDFOUND 230, PSYCH 331 OR CONSENT OF INSTRUCTOR

COMDIS 585 FLUENCY DISORDERS 3 Units

This course provides for the study of the theories of the cause and onset of fluency disorders such as stuttering and cluttering. It further introduces basic clinical and experimental approaches to these disorders.

COREQ: COMDIS 460/COMDIS 660 OR DEPARTMENTAL APPROVAL

COMDIS 624 COMMUNICATION DISORDERS ACROSS THE LIFE SPAN 3 Units

This course provides basic understanding of various communication disorders due to structural damage, including voice disorders, disfluency, cleft palate speech disorders and swallowing dysfunction. The primary focus will be symptom description, evaluation and treatment techniques of these disorders in both the pediatric and adult population.

PREREQ: COMDIS 278 AND COMDIS 240

COMDIS 626 NEURAL BASES OF SPEECH AND LANGUAGE 3 Units

This course provides a basic understanding of the neuroanatomic and neurophysiologic mechanisms underlying speech and language. The primary focus of study is on normal processes and neuropathologies and how they influence cognition, communication and swallowing.

PREREQ: COMDIS 278 OR CONSENT OF INSTRUCTOR

COMDIS 660 PRACTICUM IN COMMUNICATIVE DISORDERS *Repeatable* 3 Units

This course offers supervised practicum experiences: observation of communicative disorders, clinical work on-campus and/or off-campus, and supervision of practitioners or students. Client availability, student level of academic and clinical training, and supervisory expertise will influence student enrollment and section assignment. This course is repeatable for as many times as needed. Graduate students must enroll every semester.

COMDIS 672 ASSESSMENT IN COMMUNICATIVE DISORDERS 3 Units

This course introduces the theoretical and practical aspects of the assessment process in communicative disorders. The development and selection of procedures for assessing communicative disorders are reviewed and issues and methods involved in clinical decision-making are discussed using case studies and applied activities. Prereq: Consent of Instructor

COMDIS 677 DISORDERS OF SPEECH PRODUCTION 3 Units

A study of the development of normal articulation and phonology and of the etiologies, diagnosis, and treatment of articulation and phonological disorder, phonological disorder and developmental apraxia of speech.

PREREQ: COMDIS 272 OR CONSENT OF INSTRUCTOR

COMDIS 681 SPEECH AND LANGUAGE DISORDERS IN CHILDREN 3 Units

This course introduces theoretical and clinical issues in child language disorders. Principles and methods relating to the assessment and management of developmental language disorders are discussed. The development of both content knowledge and applied skills are emphasized.

PREREQ: COMDIS 380/COMDIS 580 OR CONSENT OF INSTRUCTOR

COMDIS 682 AUDIOMETRY 3 Units

This course is designed to provide information regarding the disorders of hearing and how different auditory evaluation procedures of the auditory system aid in the identification of specific types of hearing disorders. Training in performing different audiological testing procedures is provided as well as the interpretation of auditory test results. Prereq: Consent of instructor.

PREREQ: COMDIS 240 OR CONSENT OF INSTRUCTOR

COMDIS 683 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION 1 Units

This course reviews current approaches to augmentative and alternative communication. Alternative methods of communication other than speech and methods for augmenting residual speech skills are discussed. The course focuses on the development of basic skills for evaluating and providing intervention programs for individuals using alternative and augmentative communication systems. Prereq: Consent of instructor.

COMDIS 684 AURAL REHABILITATION 2 Units

Aural rehabilitation is the study of the rehabilitation of individuals with hearing impairment. It includes the effects of hearing loss on perception, psychosocial aspects, and speech and language. Techniques for rehabilitation including amplification, counseling, speech reading, and auditory training will be emphasized.

PREREQ: COMDIS 482

COMDIS 690 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COMDIS 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Prereq: Consent of department.

COMDIS 701 INTRODUCTION TO GRADUATE STUDIES IN CSD 3 Units

This course is designed to provide an introduction to graduate studies in communication sciences and disorders and professional practice. Students will be introduced to ASHA standards and competencies, processes/methods used in research, and application of research into evidence-based practices by engaging in critical analyses of research/cases studies, reflecting on clinical practices, and responding orally and in writing.

PREREQ: CONSENT OF INSTRUCTOR

COMDIS 710 PROFESSIONAL ISSUES IN COMMUNICATIVE DISORDERS 3 Units

This course presents an overview of the professional issues and regulations impacting service delivery in speech-language pathology. This course is designed to help students develop a well-articulated theoretical and practical approach to ethical service delivery across work environments and through inter-professional practice. Special emphasis is placed on supervision as a process that involves observation, interpersonal communication, leadership, teaching, problem solving. PREREQ: CONSENT OF INSTRUCTOR

COMDIS 711 MOTOR SPEECH DISORDERS 3 Units

This course provides advanced study of basic neurological substrates associated with the dysarthrias and apraxia of speech. Training of the differential assessment and management of motor speech disorders across the lifespan, clinical experiences, and exposure to current research literature are included. PREREQ: COMDIS 426/COMDIS 626 OR CONSENT OF INSTRUCTOR

COMDIS 712 RESEARCH METHODS IN COMMUNICATIVE DISORDERS 3 Units

A course in the methods of research in communicative disorders including the need for scientific research, the nature of scientific research, methods underlying the research process, the planning of a research paper, and considerations in interpreting research results.

COMDIS 713 LANGUAGE LEARNING DISORDERS IN SCHOOL AGE CHILDREN 3 Units

Recent research literature in language/learning disorders in school-age children is reviewed and the application of research findings to clinical practice is discussed. Language assessment and intervention methods for this population are reviewed. PREREQ: COMDIS 380 OR COMDIS 580

COMDIS 714 SUPERVISION IN COMMUNICATIVE DISORDERS 3 Units

This course provides an analysis of the basic concepts of supervision and competencies essential to effective supervisory performance in speech-language pathology across work settings and professional roles. Emphasis is placed on supervision as a process that involves observation, interpersonal communication, leadership, teaching, problem solving, decision making and ongoing improvement.

COMDIS 720 VOICE DISORDERS 3 Units

This course provides specialized knowledge in the areas of normal and disordered voice production with the primary focus in the physiological bases of dysphonia. Theoretical principles underlying the prevention, assessment and treatment of vocal dysfunction across the lifespan are emphasized.

COMDIS 722 LANGUAGE AND COGNITIVE DISORDERS IN ADULTS 3 Units

This course provides advanced study of neuropathologies resulting in language and/or cognitive impairment. The focus of this course is adult aphasia and dementia within a framework of the neural changes associated with aging. Course content also surveys communication disorders associated with a variety of acquired and/or neuro-degenerative conditions. In-depth training of assessment and management techniques, clinical experiences and exposure to current literature are included. PREREQ: COMDIS 426/COMDIS 626 OR CONSENT OF INSTRUCTOR

COMDIS 730 SWALLOWING AND DYSPHAGIA 3 Units

Course includes an in-depth study of normal and disordered swallowing with a focus on the physiological bases of dysphagia. Current research is examined relevant to the prevention, diagnosis and management of swallowing disorders across the lifespan. Prereq: Communicative Disorders major, practicing speech/language pathologists of consent of instructor. PREREQ: COMDIS 426/COMDIS 626 OR CONSENT OF INSTRUCTOR

COMDIS 764 SPEECH AND LANGUAGE DISORDERS IN YOUNG CHILDREN 3 Units

This course reviews current theoretical and clinical issues concerning assessment and intervention of communication skills in young children. Recent research literature is reviewed and the application of research findings to clinical practice is discussed. Family-centered practice and strategies for supporting young children in inclusive environments is emphasized.

COMDIS 790 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques..

COMDIS 793 PRACTICUM: FIELD EXTERNSHIP Repeatable 6 Units

Variable topics.

COMDIS 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMDIS 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COMDIS 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

COMDIS 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Communication Sciences and Disorders Degree Requirements (MS)

Degree Requirements

A minimum of 30 academic units and 15 clinical units (45 total) and a portfolio are required.

Communication Sciences and Disorders (M.S.)

Required if Not Taken as Undergraduate

Code	Title	Units
Select 0-12 units if not taken as undergraduate:		0-12
COMDIS 371	INTRODUCTION TO CLINICAL PRACTICUM IN COMMUNICATIVE DISORDERS	3
COMDIS 626	NEURAL BASES OF SPEECH AND LANGUAGE	3
COMDIS 682	AUDIOMETRY	3
COMDIS 683	AUGMENTATIVE AND ALTERNATIVE COMMUNICATION	1
COMDIS 684	AURAL REHABILITATION	2

Required Courses - 30 units

Code	Title	Units
COMDIS 701	INTRODUCTION TO GRADUATE STUDIES IN CSD	3
COMDIS 677	DISORDERS OF SPEECH PRODUCTION	3
COMDIS 585	FLUENCY DISORDERS	3

COMDIS 710	PROFESSIONAL ISSUES IN COMMUNICATIVE DISORDERS	3
COMDIS 711	MOTOR SPEECH DISORDERS	3
COMDIS 713	LANGUAGE LEARNING DISORDERS IN SCHOOL AGE CHILDREN	3
COMDIS 720	VOICE DISORDERS	3
COMDIS 722	LANGUAGE AND COGNITIVE DISORDERS IN ADULTS	3
COMDIS 730	SWALLOWING AND DYSPHAGIA	3
COMDIS 764	SPEECH AND LANGUAGE DISORDERS IN YOUNG CHILDREN	3
Total Units		30

Email: obeirneb@uww.edu

Department Coordinator

Dr. Jennifer Betters-Bubon
Winther 6039
Phone: 262-472-1886
Email: bettersj@uww.edu

Department

Winther 6035
Phone: 262-472-1452
Email: counsred@uww.edu

Practicum Requirements

Code	Title	Units
Select from:		
COMDIS 660	PRACTICUM IN COMMUNICATIVE DISORDERS (15 units required, repeatable)	15
Select from:		
Elective 0-6 units		
COMDIS 793	PRACTICUM: FIELD EXTERNSHIP	0-6
Total Units		15-21

DPI Licensure - All DPI requirements will be met.

Note: Contact Program Coordinator for more information regarding licensure and CAA Accreditation Requirements. Licensure information is provided for information only. Licensure requirements and accreditation are not checked by the Graduate Audit System.

Counseling Degree Program (MS) Master of Science

The Master of Science (M.S.) Degree program in Counseling provides graduate level training for students interested in preparing themselves for counseling in a variety of educational and community settings. Emphases are available in school counseling and clinical mental health counseling.

The curriculum is designed to provide students with an advanced understanding of counseling concepts identified as central by the Council on Accreditation of Counseling and Related Educational Programs (CACREP) and licensure standards for the State of Wisconsin. Students will develop skills in: assessing personal issues related to client problems; collecting and analyzing information in determining appropriate counseling interventions; employing appropriate facilitative techniques; and preparing documents such as counseling-related reports, treatment plans, and education programs.

For more information on the Counseling program please visit <http://www.uww.edu/coeps/departments/counselored>. At this site, you can access information regarding the program, faculty, emphases, courses and the admission process. The Counseling Department holds information sessions throughout the year. Please visit: <http://www.uww.edu/coeps/departments/counselored/apply> for additional information.

Department Chair

Dr. Brenda Rust O'Beirne
Winther 6047
Phone: 262-472-1452

1. Students admitted to the program must begin and complete their course work, including internship, at the time and in the manner indicated on their program of study at admission, or receive prior written approval for alteration of their program from their adviser. Students failing to comply with this policy may be dropped from the program. Students will have an opportunity to appeal this action.
2. The Counselor Education Department faculty will review all students' progress as they proceed through the program.
3. Elective courses must be approved by students' advisers prior to enrolling in the courses.
4. Students may enroll in at most six units of course work during any given summer session.
5. Students must earn a grade of at least a B in COUNSED 718, and COUNSED 721, and at least a B- in any other courses applied toward the degree. No more than two courses in which a grade of B- is earned may be applied toward the degree.
6. A grade point average of at least 3.00 (B) over all of the graduate work taken at UW-Whitewater is required for admission to the internship experience. The required academic year-long internship must commence in the fall. A policy statement may be obtained from the program coordinator.

Program Prerequisites

Students wishing to enter the degree program must have sufficient background in the behavioral sciences, including a course or courses in human development, abnormal psychology, and a course in statistics. Academic background will be examined prior to admission and discussed in the admission interview. Specific deficiencies will be identified at that time.

Students may be admitted to the program with deficiencies. Any deficiencies identified must be removed prior to enrollment in course work beyond the first nine credits. The preparation provided by this prerequisite course work in the behavioral sciences is necessary in order to understand the advanced behavioral science concepts and statistics presented in courses in the degree program.

Courses taken to remove deficiencies may be at the undergraduate or at the graduate level. Credits earned to remove deficiencies will not count toward the degree requirements.

Degree in Counseling

- Counseling MS (p. 61)

Post Master's Certificates

- Addictions Counseling (p. 62)
- Clinical Mental Health Counseling (p. 62)
- Community Counseling (p. 63)

- School Counseling (p. 63)
- Trauma-informed and Trauma Responsive Treatment (p. 91)

Courses

COUNSED 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COUNSED 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

COUNSED 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COUNSED 712 FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING 3 Units

This course provides an historical overview of the clinical mental health counseling (CMHC) field. Current trends, professional issues, and other areas relevant to CMHC's will be examined. Roles and responsibilities of CMHC's across various settings will be explored. Professional organizations, preparations standards, and credentialing of CMHC's will be discussed.

COUNSED 715 RESEARCH IN COUNSELOR EDUCATION 3 Units

The purpose of this course is to provide a practical graduate-level overview of research design in counseling and personnel services and to develop skills for designing, critiquing and disseminating research.

COUNSED 716 CRISIS INTERVENTION AND TRAUMA COUNSELING 3 Units

This course will present counseling approaches which effectively address crises. The course will examine the impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations.

PREREQ: COUNSED 718 AND COUNSED 722

COUNSED 718 PRINCIPLES OF COUNSELING 3 Units

Principles of the roles and functions of professional counselors are discussed and practiced in a laboratory setting, including relationship building, conducting interviews and the counseling process. Professional issues as they relate to ethics, legal considerations, scope of practice, mental health service delivery, multicultural concerns, and the value of professional organizations are explored. This course is designed to provide the student with opportunities to define and explore the various roles/tasks of professional counselors, including case conceptualization, prevention, intervention, referral, and termination. By the end of the course, the student should develop a working knowledge of counseling skills, processes, and procedures to facilitate further study in subsequent practicum and internship classes.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 719 APPRAISAL PROCEDURES IN COUNSELING 3 Units

This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural society. It will examine basic concepts of standardized and non-standardized testing and other assessment methods for appraising individual differences and family dynamics. Students will examine statistical concepts relevant to assessment (scales of measurement, measures of central tendency, variability, and reliability and validity). Discussions and laboratory experiences will center on the use and interpretation of standardized and non standardized measures of appraisal with individuals, groups and families and the social, cultural and ethical factors relevant to the assessment process.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 720 CAREER DEVELOPMENT AND INFORMATION SERVICES 3 Units

The course focuses on major theories of career development and decision making models. It addresses sources of career, educational, leisure, occupational and labor market information, career information systems, assessments, techniques pertinent for career planning, placement, and follow-up. Interrelationships between work, family and other life roles as well as multicultural issues in career development are examined. Students will have the opportunity to be involved with career development program planning, implementation, evaluation and theory application.

COREQ: COUNSED 718

COUNSED 721 GROUPS: THEORY AND PRACTICE 3 Units

This course provides theoretical and experiential understandings of group work, including principles of group dynamics, theories of group counseling and group leadership and facilitation styles. Group counseling methods are experienced directly in the learning process. Multiple group approaches, necessary to work effectively in a multicultural society, are explored.

PREREQ: COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 722 THEORIES OF COUNSELING 3 Units

This course examines prominent counseling theories that provide models for conceptualizing client issues and identifying appropriate intervention strategies. System theories and major models of family and related interventions will be highlighted. Attention will be given to multicultural and ethical issues in counseling. Students will be exposed to current professional research and practices in the field to enable the initial development of their personal theories of counseling.

COREQ: COUNSED 718

COUNSED 724 CAREER COUNSELING OF ADOLESCENT AND ADULT 3 Units

Principles of career counseling of adolescents and adults are considered. Emphasis is placed on current trends, including integrative holistic career counseling, assessments, role of technology and internet, employability and job search skills. Attention is given to procedures for counseling diverse populations. Job loss issues are also addressed.

COREQ: COUNSED 718

COUNSED 728 CLINICAL STUDIES IN COUNSELING 3 Units

Students will examine the diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (APA). Diagnostic skills of counseling students will be enhanced. Students will examine the benefits and concerns of diagnosis within the counseling relationship and explore relevant treatment modalities (individual, group, and family). Students will develop an understanding of the interplay between biology and environment and the impact on human development, learning and adjustment.

COREQ: COUNSED 718

COUNSED 730 IDENTIFYING AND REPORTING CHILD ABUSE FOR THE HELPING PROFESSIONALS 3 Units

This course will provide the knowledge and skills to identify and report child abuse effectively. This course will provide the student with an understanding of the Wisconsin Children's Code, the identification of child abuse, and the role and responsibilities of the helping professional. Students will examine the requirements of mandated reporters and the necessary steps and procedures to interview victims.

PREREQ: MASTERS LEVEL HELPING PROFESSIONAL OR ENROLLED IN A MASTER'S PROGRAM IN THE HELPING PROFESSIONS.

COUNSED 731 INTRODUCTION TO MARRIAGE, COUPLES, AND FAMILY COUNSELING 3 Units

This course provides an introduction to the theories and practices of systems therapy. The content covers three essential areas of study: (a) theoretical concepts and models of systems theory and marriage, couples, and family therapy, along with related research and professional issues; (b) practical information, techniques, and procedures; and (c) issues concerning today's couples and families.

COREQ: COUNSED 718

COUNSED 732 ADVANCED MARRIAGE, COUPLES, AND FAMILY COUNSELING 3 Units

An advanced course in counseling that focuses on various issues related to marriage, couples, and family counseling: working with couples/partnerships, divorce counseling, therapy with children within a family context, remarriage and blended family systems, sexuality, and multi-problematic families. Emphasis will be placed on advanced assessment and procedures of intervention.

PREREQ: COUNSED 731

COUNSED 734 FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS 3 Units

This is a professional course in counseling designed for individuals seeking advanced training in assessment and treatment of abusive family systems. This course will elaborate on child abuse, neglect, and physical and sexual abuse and its impact on the individual and the family. The course will examine family dynamics which contribute to the development of an abusive system and those that provide protection against abuse and/or enhance the effective processing of trauma

PREREQ: COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 735 ETHICAL AND PROFESSIONAL IDENTITY FORMATION 3 Units

This course is designed to facilitate professional identity formation within individuals working toward professional development and credentialing as a professional counselor, school counselor, family therapist, student affairs professional, and AODA counselor. Further, this course will focus on counseling-field specific ethical codes, the application of such codes to practice, legal issues endemic to the counseling process, and the interface of the

PREREQ: ADMISSION TO PROGRAM AND COUNSED 718 AND COUNSED 722

COUNSED 736 COUNSELING ACROSS THE LIFESPAN 3 Units

Course provides understanding of nature and needs of persons at all developmental levels and in multicultural contexts. Theories of individual and family development, as well as theories of learning and personality development and models of resilience, are included. Connections are made between developmental issues and counseling interventions that facilitate development and wellness over the lifespan. Attention is given to therapeutic interventions with normal and abnormal behaviors across the lifespan.

COREQ: COUNSED 718

COUNSED 738 PERSPECTIVES IN SCHOOL COUNSELING 3 Units

This introductory course is designed for students planning to become school counselors. Professional issues such as the history and philosophy of school counseling are examined; along with an exploration of the various roles, functions, and procedures experienced within the context of the school structure. An introduction to the American School Counselor Association National Model and the Wisconsin Comprehensive School Counseling Model provides students the opportunity to examine the design, implementation, and evaluation of comprehensive developmental counseling programs using a family, school, and community systems view. Significant topics and issues for school counselors, such as leadership, advocacy, conflict resolution, crisis management, peer mediation, cultural diversity, school improvement, and a variety of service delivery methods are explored.

COREQ: COUNSED 718

COUNSED 739 TRAUMA TREATMENT 3 Units

This course examines the impact of trauma on development and behavior. The primary focus of the course is the examination of various approaches to effectively address the impact of trauma. The stages of trauma treatment will be examined and various approaches to effectively address trauma will be explored.

PREREQ: COUNSED 716 AND COUNSED 734

COUNSED 741 SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING 3 Units

This course is designed to provide students with foundational knowledge and competency base for effective counseling with diverse populations. It will examine multicultural and pluralistic trends, including characteristics and concerns among diverse groups nationally and internationally. Theories of multicultural counseling, identity development, worldviews, acculturation issues, conflict resolution, social justice, advocacy and multicultural competencies will be discussed. Individual, couple, family, group and community strategies for working with and advocating for diverse populations will be examined. Counselors' roles in eliminating biases, prejudices, oppression and discrimination will be highlighted. Students will be involved in experiential learning activities aimed at fostering an understanding of themselves and culturally diverse individuals.

COREQ: COUNSED 718

COUNSED 743 COUNSELING IN ELEMENTARY AND MIDDLE SCHOOLS 3 Units

This course studies counseling models, services, and programs for elementary and middle school/junior high school students as well as the roles of the school counselor. Curriculum is based on current models of school counseling, child and adolescent development, the influence of multiple factors on academic, personal/social, and career success, school counselor accountability, and various prevention/intervention strategies for elementary and middle school/junior high students. The developmental guidance needs of all children are identified along with the specific counseling needs of particular student populations.

PREREQ: COUNSED 738, ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 745 COUNSELING IN SECONDARY SCHOOLS 3 Units

Counseling models, services, and programs for secondary school students are investigated along with the roles of the secondary school counselor. Adolescent and young adult development, the influence of multiple factors on academic, personal/social, and career success, school counselor accountability, and various prevention/intervention needs of secondary students are explored. The developmental guidance and counseling needs of all secondary school students as well as the specific needs of particular student populations are identified. Topics include academic success, vocational exploration, and post-secondary transition. Discussions focus on individual, small group and classroom curricular approaches with adolescents.

PREREQ: COUNSED 738, ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 746 COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS 3 Units

This course is a study of alcohol and other drug abuse, the process of chemical dependency, its impact on the family and its importance in the area of counseling. This course will enable the counselor to identify and assess the substance abuser and examine the counselor's role in the prevention and intervention process. Students will develop knowledge of the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others. It will examine the history, philosophy and trends in addiction counseling. The student will learn to identify the various symptoms of progressive stages of chemical dependency and counseling modalities for treatment.

COREQ: COUNSED 718 AND COUNSED 722; PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 749 CHEMICAL DEPENDENCY: EVIDENCE-BASED AND INTEGRATED TREATMENT 3 Units

This course is for the student who wishes to develop and refine skills in the area of addictions counseling. The course will examine the roles, functions, and settings of addiction counselors. Students will develop knowledge and skills related to evidence-based approaches to address addictions and integrated mental health, trauma and addictions treatment.

PREREQ: COUNSED 746 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 751 PROFESSIONAL PRACTICES: ETHICS AND CONSULTATION 3 Units

This course is designed to review ethical principles across counseling disciplines and to apply these principles in the practice of counseling, collaboration and consultation. Ethical codes will be reviewed, theories and paradigms of ethical decision making models explored, and legal implications of ethical practice considered. Consultation theories, models, processes, and issues will be examined and applied. Consultation skill development will focus on benefiting both the client (consultee) and client system, in which the client, persons in the client's support system/context, various professionals within the educational or counseling setting, professionals in the mental health community, and other community members are empowered to facilitate change.

COREQ: COUNSED 718

COUNSED 753 UNDERSTANDING PSYCHOPHARMACOLOGY FOR COUNSELORS 3 Units

This course surveys basic neuropharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat mental disorders and drugs of abuse. The emphasis of the first part of the course is on basic principles of neuropharmacology, distribution and eliminations of drugs, drug-receptor interactions and dose-response relationships, structure of neurons, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems. The last two-thirds of the course examines the actions of specific drugs and their effects on behavior and their uses in biological psychiatry and/or their abuse in our society.

PREREQ: COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 754 ADDICTION CONCERNS WHEN WORKING WITH CHILDREN, ADOLESCENTS & ADULTS 1 Units

This is an online course focusing on addiction for counselors when working with children, adolescents, and adults in school systems and colleges/universities. Course modules will cover specific topics related to alcohol and other drug abuse; the process of chemical dependency; and the impact of addiction on children, adolescents and adults.

PREREQ: COUNSED 718 AND COUNSED 722

COUNSED 755 UNDERSTANDING AND ADDRESSING CRISIS AND TRAUMA 1 Units

This course will present counseling approaches which effectively address crises in school settings. The course will examine the impact of trauma and crisis and potential neurobiological responses. The participant will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations relevant to schools.

PREREQ: COUNSED 718 AND COUNSED 722

COUNSED 756 A SYSTEMS PRIMER FOR SCHOOL AND HIGHER EDUCATION COUNSELORS 1 Units

This course will introduce a systemic lens to view the varying influences impacting student life and learning. Students as systems thinkers will consider the impact of differing systems upon students of differing systems, develop skills to engage systems, and gain specific understanding of factors impacting a student's world.

PREREQ: COUNSED 718

COUNSED 790 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 792 TRAUMA RESPONSIVE CONSULTATION Repeatable 1-2 Units

This course is a six-month experience in which the mental health professional/educator will provide services to students/clients who have experienced trauma and develop treatment plans and implement trauma responsive treatment/interventions with these clients. The course requires the student to attend a class for group consultation with the instructor on an every other week basis for a period of six months.

PREREQ: ALL COURSES IN THE TRAUMA-INFORMED AND TRAUMA RESPONSIVE CERTIFICATE PROGRAM NEED TO BE COMPLETED PRIOR TO TAKING THIS COURSE. THE PROFESSIONAL MUST HAVE COMPLETED TWO YEARS OF POST-GRADUATE WORK PRIOR TO TAKING THIS COURSE.

COUNSED 793 SUPERVISED PRACTICUM Repeatable 3 Units

Practicum students provide individual, couple, family and group counseling services to students and other community members in the counseling lab. Students must complete supervised practicum experiences that total a minimum of 100 clock hours, including 40 hours of direct counseling service. Practicum students receive individual and/or triadic supervision and group supervision each week. This is a time to develop and refine counseling skills while providing a service to the community.

PREREQ: COUNSED 718, COUNSED 721, COUNSED 722, COUNSED 751, ADMISSION TO MS COUNSELING PROGRAM AND CONSENT OF THE DEPARTMENT

COUNSED 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 795 COUNSELING INTERNSHIP Repeatable 3-6 Units

The Counseling Internship is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in internship settings which are compatible with the individual student's experiences, competencies, and career goals. The Counseling Internship is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in internship settings which are compatible with the individual student's experiences, competencies, and career goals. Students work with clients under the guidance of a qualified field supervisor and the university supervisor. Prereq: All required coursework must be taken prior to or concurrent with the Internship.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM AND DEPARTMENT CONSENT

COUNSED 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 797 POST-MASTERS COUNSELING INTERNSHIP Repeatable 1.5-3 Units

Interns will complete supervised experience in their emphasis area (community agency, higher education setting, or school). The intern will engage in individual, group counseling, and family counseling, and consultation, as well as a variety of other activities that a regularly employed counselor in the setting would be expected to perform. Can repeat once.

PREREQ: MASTERS IN COUNSELING OR EQUIVALENT

COUNSED 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

Counseling Degree Requirements (MS)

Degree Requirements

Fifty-one units for school emphasis, and sixty units for clinical mental health emphasis. These include practicum and internship requirements, but not thesis. The thesis option is available for 1-6 units and is in addition to the required units. Course and emphasis requirements are given below. Emphases, required course sequences, and elective courses should be selected in consultation with advisers to match individual career paths.

Counseling (M.S.)

Core Courses - 39 units

Code	Title	Units
COUNSED 715	RESEARCH IN COUNSELOR EDUCATION	3
COUNSED 718	PRINCIPLES OF COUNSELING	3
COUNSED 719	APPRAISAL PROCEDURES IN COUNSELING	3
COUNSED 720	CAREER DEVELOPMENT AND INFORMATION SERVICES	3
COUNSED 721	GROUPS: THEORY AND PRACTICE	3

COUNSED 722	THEORIES OF COUNSELING	3
COUNSED 728	CLINICAL STUDIES IN COUNSELING	3
COUNSED 736	COUNSELING ACROSS THE LIFESPAN	3
COUNSED 741	SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING	3
COUNSED 751	PROFESSIONAL PRACTICES: ETHICS AND CONSULTATION	3
COUNSED 793	SUPERVISED PRACTICUM	3
COUNSED 795	COUNSELING INTERNSHIP (6 units, 3 units/semester)	6

Total Units **39**

Emphases

Select one of the following emphases (electives selected from specialty courses listed below):

Clinical Mental Health Counseling Emphasis

Code	Title	Units
COUNSED 712	FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING	3
COUNSED 716	CRISIS INTERVENTION AND TRAUMA COUNSELING	3
COUNSED 731	INTRODUCTION TO MARRIAGE, COUPLES, AND FAMILY COUNSELING	3
COUNSED 746	COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS	3
COUNSED 753	UNDERSTANDING PSYCHOPHARMACOLOGY FOR COUNSELORS	3

Specialty courses (two 3-unit courses) **6**

Total Units **21**

School Counseling Emphasis

Code	Title	Units
COUNSED 738	PERSPECTIVES IN SCHOOL COUNSELING	3
COUNSED 743	COUNSELING IN ELEMENTARY AND MIDDLE SCHOOLS	3
COUNSED 745	COUNSELING IN SECONDARY SCHOOLS	3
COUNSED 754	ADDICTION CONCERNS WHEN WORKING WITH CHILDREN, ADOLESCENTS & ADULTS	1
COUNSED 755	UNDERSTANDING AND ADDRESSING CRISIS AND TRAUMA	1
COUNSED 756	A SYSTEMS PRIMER FOR SCHOOL AND HIGHER EDUCATION COUNSELORS	1

Total Units **12**

Optional Additional Specialty Courses

Code	Title	Units
COUNSED 724	CAREER COUNSELING OF ADOLESCENT AND ADULT	3
COUNSED 729		3
COUNSED 732	ADVANCED MARRIAGE, COUPLES, AND FAMILY COUNSELING	3
COUNSED 733		3
COUNSED 734	FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS	3

COUNSED 738	PERSPECTIVES IN SCHOOL COUNSELING	3
COUNSED 739	TRAUMA TREATMENT	3
COUNSED 743	COUNSELING IN ELEMENTARY AND MIDDLE SCHOOLS	3
COUNSED 745	COUNSELING IN SECONDARY SCHOOLS	3
COUNSED 748		3
COUNSED 749	CHEMICAL DEPENDENCY: EVIDENCE-BASED AND INTEGRATED TREATMENT	3
COUNSED 752		
COUNSED 753	UNDERSTANDING PSYCHOPHARMACOLOGY FOR COUNSELORS	3
COUNSED 790	WORKSHOP (special topics)	1-3
COUNSED 799	THESIS RESEARCH	1-6

Certificate in Addictions Counseling

The graduate certification in Addictions Counseling is designed for individuals who have a Master's degree in Counseling from a CACREP accredited institution (or equivalent). This certificate program provides post-graduate training in the emphasis area of addictions counseling to students who have completed a Masters Degree in Counseling. If this requirement has not been met additional course work, or the MS counseling program, may be required. Visit <http://www.uww.edu/coeps/departments/counselored/programs/post-masters> for application materials.

Program Coordinator

Dr. Jennifer Betters-Bubon
Winther 6039
Phone: 262-472-1886
Email: bettersj@uww.edu (normand@uww.edu)

Department

Winther 6035
Phone 262-472-5426
Email: counslred@uww.edu

Download: Program Application for Certificate (<http://www.uww.edu/Documents/colleges/coeps/counseled/Application%20for%20Certificate%20Program.pdf>)

Courses would be taken sequentially to address the development of counseling services relative to a community setting. The internship will be one or two semesters depending on the needs of the student, as determined by Counselor Education faculty. Students having had a year-long internship in their masters program and having had sufficient counseling experience with mental health populations will only be required to participate in a one semester Internship.

The Certificate Program requires completion of the following courses in sequence:

Code	Title	Units
Certificate Requirements		
COUNSED 734	FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS	3
COUNSED 746	COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS	3

COUNSED 753	UNDERSTANDING PSYCHOPHARMACOLOGY FOR COUNSELORS	3
COUNSED 795	COUNSELING INTERNSHIP	3-6
COUNSED 749	CHEMICAL DEPENDENCY: EVIDENCE-BASED AND INTEGRATED TREATMENT	3
Total Units		15-18

Certificate in Clinical Mental Health Counseling

Program Description

The graduate certification in clinical mental health counseling (CMHC) is designed for individuals who have a Master's degree in Counseling from a CACREP-accredited institution (or equivalent). This certificate program provides post-graduate training in clinical mental health counseling for students who have completed a Master's degree with another emphasis (e.g. Community, Higher Education, School). Academic backgrounds of applicants are evaluated on an individual basis to ensure equivalence of degree programs, sufficient background in core community courses, and adequacy of preparation. Upon admission, an advisor is assigned to work with the student to develop an individualized program of studies. Visit <http://www.uww.edu/coeps/departments/counselored/programs/post-masters> for application materials.

Program Coordinator

Dr. Jennifer Betters-Bubon
Winther 6039
Phone: 262-472-1886
Email: bettersj@uww.edu (normand@uww.edu)

Department

Winther 6035
Phone 262-472-5426
Email: counslred@uww.edu

Certificate in Clinical Mental Health Counseling

Courses would be taken sequentially to address the development of counseling services relative to a community setting. The internship will be one or two semesters depending on the needs of the student, as determined by Counselor Education faculty. Students having had a year-long internship in their masters program and having had sufficient counseling experience with mental health populations will only be required to participate in a one semester Internship.

The Certificate Program requires completion of the following courses in sequence:

Courses Included in CMHC Certificate

Code	Title	Units
COUNSED 715	RESEARCH IN COUNSELOR EDUCATION	3
COUNSED 716	CRISIS INTERVENTION AND TRAUMA COUNSELING	3
COUNSED 753	UNDERSTANDING PSYCHOPHARMACOLOGY FOR COUNSELORS	3

Electives: Up to 9 credits, depending on student's background; courses to be chosen from existing courses in the department, including but not limited to:

COUNSED 739	TRAUMA TREATMENT	3-6
COUNSED 752		
COUNSED 749	CHEMICAL DEPENDENCY: EVIDENCE-BASED AND INTEGRATED TREATMENT	
COUNSED 734	FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS	
COUNSED 732	ADVANCED MARRIAGE, COUPLES, AND FAMILY COUNSELING	
COUNSED 733		
COUNSED 795	COUNSELING INTERNSHIP	3
Total Units		15-18

Certificate in Community Counseling

The graduate certification in Community Counseling is designed for individuals who have a Master's degree in counseling from a CACREP (Council on Accreditation of Counseling and Related Educational Programs) accredited institution (or equivalent) in an emphasis other than community counseling. If this requirement has not been met, additional course work, or the MS Counseling program, may be required. Visit <http://www.uww.edu/coeps/departments/counselored/programs/post-masters> for application materials.

Program Coordinator

Dr. Jennifer Betters-Bubon
Winther 6039
Phone: 262-472-1886
Email: bettersj@uww.edu (normand@uww.edu)

Department

Winther 6035
Phone 262-472-5426
Email: counslred@uww.edu

Download: Program Application for Certificate (<http://www.uww.edu/gradstudies/admission/gradprogapps>)

Certificate in Community Counseling

Courses would be taken sequentially to address the development of counseling services relative to a community setting. The internship will be one or two semesters depending on the needs of the student, as determined by Counselor Education faculty. Students having had a year-long internship in their masters program and having had sufficient counseling experience with mental health populations will only be required to participate in a one semester Internship.

The Certificate Program requires completion of the following courses in sequence:

Code	Title	Units
COUNSED 728	CLINICAL STUDIES IN COUNSELING	3
COUNSED 731	INTRODUCTION TO MARRIAGE, COUPLES, AND FAMILY COUNSELING	3
COUNSED 734	FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS	3

COUNSED 746	COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS	3
COUNSED 795	COUNSELING INTERNSHIP	3-6
Total Units		15-18

Certificate in School Counseling

The graduate certification in School Counseling is designed for individuals who have a Master's degree in Counseling from a CACREP-accredited institution (or equivalent) in an emphasis other than school counseling. This certification program provides post-graduate training in the emphasis area of school counseling to students who have completed a Master's in Counseling in a different emphasis. If this requirement has not been met, additional course work, or the MS Counseling program, may be required. Visit <http://www.uww.edu/coeps/departments/counselored/programs/post-masters> for application materials.

Program Coordinator

Dr. Jennifer Betters-Bubon
Winther 6039
Phone: 262-472-1886
Email: bettersj@uww.edu (normand@uww.edu)

Department

Alicia Stone-Jackson
Winther 6035
Phone 262-472-5426
Email: counslred@uww.edu

Download: Program Application for Certificate (<http://www.uww.edu/gradstudies/admission/gradprogapps>)

Certificate in School Counseling

Courses would be taken sequentially to address the development of counseling services K-12. The internship will be one or two semesters depending on the needs of the student, as determined by Counselor Education Faculty. Students having had a year-long Internship in the Master's program and having sufficient counseling experience with children will only be required to participate in a one semester Internship. However, some experience in all three areas (Elementary, Middle, and Secondary schools) would be required.

The Certificate Program requires completion of the following courses in sequence:

Code	Title	Units
COUNSED 738	PERSPECTIVES IN SCHOOL COUNSELING	3
COUNSED 743	COUNSELING IN ELEMENTARY AND MIDDLE SCHOOLS	3
COUNSED 745	COUNSELING IN SECONDARY SCHOOLS	3
COUNSED 795	COUNSELING INTERNSHIP	3-6

Educational Leadership Degree Program (MS)

Master of Science

A cooperative program between UW-Whitewater and UW-Madison provides an opportunity for students to earn a Master of Science (M.S.) Degree in Educational Leadership and Policy Analysis from UW-Madison by completing a substantial amount of their course work on the UW-Whitewater campus. All of the 36 units

required by the program may be taken at UW-Whitewater through a combination of UW-Whitewater courses and UW-Madison courses offered at UW-Whitewater.

The program combines the unique resources of the two institutions to assist qualified persons to add dimension to their education through:

1. intensive study in the theory and practice of Educational Leadership,
 2. refinement of skills and attitudes essential to educational leaders, and
 3. further study in related educational fields such as curriculum and guidance.
- The program is designed to prepare person for leadership positions at all levels of education, both public and private.

Students in the program may simultaneously pursue licensure as school administrators as well as establish a foundation for an academic and career ladder leading to specialist and doctoral degrees at UW-Madison in Educational Leadership. In addition, almost all of the course work for Director of Instruction and Director of Pupil Services licensures can be completed at UW-W.

Cooperative Program Coordinator

Dr. Richard Mason
Phone: 262-472-4891
Email: masonr@uww.edu

Department Assistant

Winther 3032
Phone: 262-472-1122
Email: cioffice@uww.edu

Admission Requirements

Students must be admitted to the UW-Madison Graduate School and the UW-Madison Department of Educational Leadership as well as by the UW-Whitewater School of Graduate Studies and the Department of Curriculum and Instruction. Applicants should contact the Cooperative Program Coordinator for a list of current admission requirements and application forms.

Degree in Educational Leadership

- Educational Leadership and Policy Analysis MS (in collaboration with UW-Madison) (p. 66)

Curriculum Instruction Gen Courses

CIGENRL 510 SURVEY OF EDUCATIONAL LINGUISTICS 3 Units

In Survey of Educational Linguistics, students will examine certain core areas of linguistics (phonology, morphology and syntax), with special attention to language acquisition. Course assignments will relate to the teaching of linguistically diverse communities. CROSS-LISTED: CIGENRL 310, CIGENRL 510, ESL 310, ESL 510

PREREQ: ENGLISH 101 AND ENGLISH 102 OR CONSENT OF THE INSTRUCTOR

CIGENRL 520 SECOND LANGUAGE ACQUISITION 3 Units

In The Spoken Language & Discourse Analysis, students will develop working knowledge of contemporary issues in the teaching of oral communication (speaking and listening skills) to learners of ESL. Linguistic principles studied are also pertinent for those teaching foreign languages. CROSS-LISTED: CIGENRL 320, CIGENRL 520, ESL 320, ESL 520

PREREQ: CIGENRL 510/ ESL 510

CIGENRL 530 PEDAGOGICAL GRAMMAR FOR ENGLISH LEARNERS 3 Units

Teaching Grammar in the ESL/BE Classroom is a component of the licensure minor in Teaching ESL/Bilingual-Bicultural Education. This course prepares teachers to instruct non-native learners in English grammar. Students examine selected grammatical topics to better comprehend the structure of English and to develop a repertoire of techniques for teaching them. CROSS-LISTED: CIGENRL 330, CIGENRL 530, ESL 330, ESL 530
PREREQ: CIGENRL 310/ESL 310

CIGENRL 550 INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION 3 Units

History, philosophy and rationale for ESL and bilingual/bicultural education. A study of the social, cultural, and psychological issues affecting learners for whom English is an additional language and who are considered "minorities" in the U.S. A focus on multicultural education as related to the teaching and learning of language minority students. CROSS-LISTED: CIGENRL 350, CIGENRL 550, ESL 350, ESL 550

PREREQ: ENGLISH 101 AND ENGLISH 102 OR ENGLISH 161 AND ENGLISH 162 OR ENGLISH 105

CIGENRL 603 ESL METHODS AND CURRICULUM 3 Units

ESL Methods and Curriculum will provide students with the background to develop curricula and to design materials that integrate content and language learning using a learner-centered approach.

PREREQ: CIGENRL 550: INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION OR CONSENT OF INSTRUCTOR

CIGENRL 605 ASSESSMENT IN THE ESL/BILINGUAL CLASSROOM 3 Units

This course explores policies, procedures, and instruments used to assess English language proficiency and academic achievement of limited English proficient students in American public schools. Included in this are the areas of English and native language competence; program placement, progress, and exit; alternative assessments in ESL, bilingual and mainstream classrooms. CROSS-LISTED: ESL 405, CIGENRL 405, CIGENRL 605

PREREQ: CIGENRL 603/ESL 603

CIGENRL 655 TEACHING CONTENT IN THE BILINGUAL CLASSROOM 3 Units

This course is an examination of various techniques and materials being used to teach content area subject matter in ESL/bilingual education programs. Other topics of discussion include language assessment and adaptation of materials to the learner's language proficiency and cultural experience. The course is taught in English, but discussion will take place in other languages so that students have the opportunity to expand and improve their command of the language used as a medium of instruction.

PREREQ: CIGENRL 603/ESL 603

CROSS-LISTED: ESL 455 AND CIGENRL 655

CIGENRL 660 PRINCIPLES OF CAREER & TECHNICAL EDUCATION 2 Units

History and development of vocational education both in the United States and Wisconsin are explored. The administrative structure of vocational education at the local, state, and national levels is outlined. Vocational program areas are discussed with emphasis given to issues, trends, and problems in vocational education. Requirement for vocational certification and fulfills one of the certification requirements of the Wisconsin Technical College System.

CIGENRL 661 ORGANIZATION, ADMINISTRATION AND COORDINATION OF COOPERATIVE EDUCATION PROGRAMS 3 Units

Study of career and technical education programs which utilize the internship/youth apprenticeship/cooperative method of instruction. Includes the knowledge and procedures necessary to implement the quality components of an occupational program. Successful coordination of a program using the cooperative method will be stressed. Meets the Department of Public Instruction's course requirement for vocational certification.

PREREQ: CIGENRL 660 OR EQUIVALENT

CIGENRL 679 DRAMA IN EDUCATION 3 Units

This course is an introduction to the philosophy, methodologies, and practice of educational drama. The course explores how drama can alter the social relationships and modes of interactions among diverse teachers and students so that learning can become more engaging and more critical.

CIGENRL 689 EMPLOYMENT STRATEGIES 1 Units

Designed to acquaint the teacher education student with the problems and procedures of securing a teaching position. Includes consideration of professional ethics, preparation of placement credentials, teacher certification practices, interviewing techniques and teaching contracts. Reviews opportunities for professional advancement through graduate study. (Open to teacher education students. Should be taken the semester prior to graduation or the semester of graduation.)

CIGENRL 690 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

CIGENRL 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

CIGENRL 694 SEMINAR *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 702 REFLECTIVE PRACTICE AND ACTION RESEARCH 3 Units

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations. PREREQ: Graduate Standing.

CIGENRL 710 CURRENT TOPICS IN CURRICULUM AND INSTRUCTION *Repeatable* 3 Units

An in-depth examination of a single current topic of interest to teachers in grades 6-12. Topics will vary from semester to semester, and may include, for example, national curriculum standards for school subjects, writing across the curriculum, cooperative learning in a specific subject, the school-to-work transition, or instruction on specific themes such as the environment or communication. Repeatable for credit.

CIGENRL 721 TRENDS IN ART EDUCATION 3 Units

A course designed to acquaint the teacher with recent trends, issues, and practices in the teaching of art. The sources of contemporary knowledge about the function and structure of art education will be considered as well as recent theoretical and research studies in art and art education. Opportunity for a specific level or teaching situation.

CIGENRL 723 ISSUES, PERSPECTIVES AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION 3 Units

As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.

CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

CIGENRL 725 CURRICULUM DEVELOPMENT AND INTEGRATION 3 Units

This course focuses primarily on the processes of curriculum development. The students will be involved in curriculum design activities which will require consideration of the socio-political and philosophical forces as well as consideration of learning and developmental theory.

CIGENRL 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION 3 Units

Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

CROSS-LISTED: CIGENRL 728 AND EDADMIN 728

CIGENRL 734 SCHOOL AND COMMUNITY RELATIONS 3 Units

School and Community Relations is a 3 credit graduate class designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of schoolcommunity relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

CIGENRL 750 METHODS OF TEACHING ADULT LEARNERS 3 Units

This course will focus on the teaching of adults in post-secondary institutions. Topics will include theories of adult education, learning styles, basic principles of curriculum development, lesson planning, classroom management, and alternative methods of delivering content. This course meets the Wisconsin Technical College System #52 certification requirement, Teaching Methods.

CIGENRL 755 CURRICULUM CONCERNS IN ART EDUCATION 3 Units

A course designed to develop the student's ability to make art curricular judgments through the planning, designing, and ordering of art learning experiences.

CIGENRL 765 OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE 3 Units

Study of guidance and career selection procedures appropriate for use with students in grades K-14; includes occupational information, career exploration techniques, and employment opportunities for the new employee and those retraining.

CIGENRL 769 SUPERVISION OF INSTRUCTION 3 Units

Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

CIGENRL 770 SUPERVISION OF STUDENT TEACHERS 2-3 Units

Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

CIGENRL 772 LEGAL ASPECTS OF EDUCATION 3 Units

Seeks to present in nontechnical language to educational practitioners legal information on all facets of school operation, including the liability of school districts and school employees, school fund and indebtedness administration; the admission, attendance and instruction of pupils; retirement benefits; and the employment contract and professional negotiations.

CIGENRL 776 THE SCHOOL PRINCIPALSHIP 3 Units

Study of the application of theories to the administrative behavior problems of leadership in schools. The course content will present research concerning the operation and management of schools. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or principal.

CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

CIGENRL 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

UNREQ: CIGENRL 790 AND CIGENRL 798

CIGENRL 791 POST-SECONDARY EDUCATION**INTERNSHIP Repeatable 1 Units**

This course is designed to provide hands-on teaching experience in a post-secondary education environment. The experience will provide the student with an opportunity to gain experience and apply knowledge and skills learned in the classroom.

PREREQ: EDFOUND 625 AND EITHER CIGENRL 750 OR CIBME 762

CIGENRL 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Variable Topics

UNREQ: CIGENRL 790 AND CIGENRL 798

CIGENRL 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Educational Administration Courses**EDADMIN 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION 3 Units**

Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

CROSS-LISTED: CIGENRL 728 AND EDADMIN 728

EDADMIN 734 SCHOOL AND COMMUNITY RELATIONS 3 Units

This course is designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school-community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

EDADMIN 769 SUPERVISION OF INSTRUCTION 3 Units

Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

EDADMIN 776 THE SCHOOL PRINCIPALSHIP 3 Units

Study of the application of theories to the administrative behavior problems of leadership in an elementary school. The course content will present research concerning the operation and management of an elementary school. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or elementary principal.

CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

EDADMIN 793 EDUCATIONAL ADMINISTRATION**PRACTICUM Repeatable 1-6 Units**

Practicum

Educational Leadership and Policy Analysis Degree Requirements (MS)

Degree Requirements

Applicants should contact the Cooperative Program Coordinator for the current UW-Madison degree requirements. At present, the following UW-Whitewater courses are approved for inclusion in the program.

Code	Title	Units
SCHBUSMG 770	SCHOOL FINANCE AND ACCOUNTING	3
SCHBUSMG/ CIGENRL 772	LEGAL ASPECTS OF EDUCATION	3
CIGENRL 725	CURRICULUM DEVELOPMENT AND INTEGRATION	3
EDADMIN/CIGENRL 728	INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION	3
EDADMIN/CIGENRL 769	SUPERVISION OF INSTRUCTION	3
EDADMIN/CIGENRL 776	THE SCHOOL PRINCIPALSHIP	3
EDADMIN 793	EDUCATIONAL ADMINISTRATION PRACTICUM	1-6

Total Units

19-24

Professional Development Program (MSE-PD)

Master of Science in Education

The Master of Science Education in Professional Development (MSE-PD) provides individuals with advanced academic work focused on the improvement of teaching and learning. The program is designed to develop skills and knowledge in the three core areas of research, practice, and voice in the profession through a sequence of courses and individually guided activities that culminate in a substantial capstone experience. Please note: Meeting all requirements for specific licenses or emphasis area options may necessitate exceeding thirty credits required for degree.

Alternative Education - This emphasis is for students who intend to teach in alternative education settings.

Art Education - This emphasis is designed for students who wish to work on professional goals related to art education.

Challenging Advanced Learners - This emphasis is for students who already have a teaching license and want to obtain the Gifted Teacher or Gifted Coordinator license, or those who want to focus their graduate work on the development of advanced and appropriately challenging content and skills for diverse student populations. This program is conducted jointly with UW-Stevens Point.

Curriculum and Instruction - This emphasis will allow students to identify a specific set of goals for their own professional development as a focus of study. For example, students may pursue an individualized plan related to specific educational levels (e.g., post-secondary or early childhood), teaching specific subjects (e.g., science or history), or selected Wisconsin Standards for Teacher Development and Licensure.

Educational Leadership – This emphasis is intended to provide students with some of the theory behind the practice of educational leadership. It is designed for students who have an interest in educational leadership, but do not seek an administrative license at the present time. Students who later decide to obtain the administrative license may apply to the UW-Whitewater/UW-Madison Cooperative Program in Educational Leadership <http://www.uww.edu/gradstudies/programs/edleadership> for licensure only. Eighteen of the units in the MSE-PD emphasis in Educational Leadership may be applied toward the co-op licensure-only program.

ESL/Bilingual Education – This emphasis is designed for students who already have a license in another area and want to obtain ESL/Bilingual licensure. *Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis.¹ Applicants who are required to take the Test of English as a Foreign Language (TOEFL) must obtain a score of at least 600 paper, 250 computer, or 100 Internet-based for admission to this emphasis.*

Health, Human Performance and Recreation - This emphasis is designed to enhance knowledge, abilities and qualifications of professionals in the areas of Health, Human Performance and Recreation. The emphasis is offered with either a thesis option or a practicum option. Program-specific professional core courses and sections are required for this emphasis area. Consult with an advisor prior to enrolling in any course.

Health, Physical Education and Coaching - This emphasis is designed to enhance teachers' knowledge and skill related to health, physical education, and/or coaching.

Higher Education Athletic Administration – This emphasis is for students who want to become future leaders in athletic administration within a higher education setting and seek a master's degree. Applicants for admission to this emphasis should see <http://www.uww.edu/coeps/departments/msepd/athletic-administration-emphasis/apply> for additional requirements.

Higher Education Leadership - This emphasis is for students that want to become future leaders in higher education and seek a master's degree. Applicants for admission to this emphasis should see <http://www.uww.edu/coeps/departments/msepd/higher-ed-lead/apply> for additional requirements.

Information, Technology and Libraries – This emphasis enhances the professional development of those interested in becoming information and technology leaders in the schools. It is designed to prepare professionals who are well rounded in digital and information technology. It will allow them to complete most of the requirements for the school library media specialist license, (Wisconsin 902). *Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis.¹*

Reading – This emphasis is designed to prepare licensed teachers to provide special services in reading at the elementary and secondary level and to license students as reading teachers (Wisconsin 316) and/or as reading specialists (Wisconsin 17). *Applicants for admission to this emphasis area must hold or be eligible for a regular teaching license in the State of Wisconsin for teaching in a public school. Exceptions to this policy may be made by the program coordinator on a case-by-case basis.¹* The curriculum is designed to develop an advanced understanding of philosophies, models and theories relevant to literacy development and its teaching in grades PreK-12. Students will develop skills in selecting and administering a variety of authentic instruments, interpreting the results, and planning implementation strategies for improving reading progress of students in elementary and secondary education settings.

Curriculum

The program consists of a common core of twelve units and an emphasis of eighteen units. Students begin with two courses taken either at the same time or one after the other (EDFOUND 723/CIGENRL 723/HELEAD 723 and EDFOUND 780) to gain a broad grounding in graduate study and educational research. They then start taking eighteen units of emphasis course work following a program plan developed in consultation with an emphasis advisor.

After completing EDFOUND 723/CIGENRL 723/HELEAD 723, EDFOUND 780, and at least 9 units of emphasis coursework, students select one of the following **capstone options**. The capstone options available depend on the student's MSE-PD emphasis and professional development goals. They include the following four choices:

Capstone Project sequence (six units, at least three consecutive semesters): EDUINDP 724 and EDUINDP 726 (taken simultaneously), EDUINDP 727 (independent study with advisor), and EDUINDP 789;

Practicum: three or more units of EDADMIN 793, CIFLD 793, HELEAD 793, HEALTHED 793, PEPROF 793, COACHING 793, or RECREATN 799 - may increase minimum total credits needed for the degree;

Portfolio: (zero to three units, depending on emphasis; may have three-unit corequisite depending on emphasis): HELEAD 781 or PEPROF 781 - may increase minimum total credits needed for the degree;

Thesis: three to six units of CIGENRL 799, COACHING 799, EDFOUND 799, HELEAD 799, HEALTHED 799, PEPROF 799, or RECREATN 799.

Some emphasis areas are individualized based on the student's own professional development goals. These individualized emphases all consist of eighteen units planned with the advisor at the start of the program. The course work in other emphases, however (ESL/Bilingual, Information Technology and Libraries, Alternative Education, and Reading), is based on specific licensure requirements set by the Wisconsin Department of Public Instruction and may include up to twenty-four units. Students in these emphases may also need to complete requirements beyond their course work such as portfolios and examinations in order to obtain the licenses they seek. Students in the licensure emphases are advised of these requirements no later than the time of admission. Like all students in the program, they complete a program plan in consultation with the emphasis advisor at the start of the program.

- ¹ Some emphasis areas require eligibility for a regular teaching license in Wisconsin. Exceptions, in some programs, may be made by the program coordinator for applicants with an adequate knowledge base in education who either: have a minimum of two years of teaching experience in a school or are employed outside of school in a position with duties determined by the coordinator to be instructional in nature. Individuals admitted as exceptions under the latter criterion may be limited to specifically designated emphases. Please check with specific emphasis area requirements and your advisor prior to enrolling in any coursework.

Program Coordinator

Dr. John Zbikowski
Winther 3037
Phone: 262-472-4860
Email: zbikowsj@uww.edu

Department

Winther 3032
Phone: 262-472-1135
Email: msepd@uww.edu
cioffice@uww.edu

Professional Development Degrees

- Master of Science in Education Professional Development MSE-PD (p. 79)

Certificates in Professional Development

- Professional Development Process (p. 83)
- Certificate in Reading Teacher License (316) (<http://uww-public.courseleaf.com/graduate/education/professional-development/readingteacherlicense>)
- Teaching in Alternative Education Settings Program (p. 83)

Curriculum Instruction Gen Courses

CIGENRL 510 SURVEY OF EDUCATIONAL LINGUISTICS 3 Units

In Survey of Educational Linguistics, students will examine certain core areas of linguistics (phonology, morphology and syntax), with special attention to language acquisition. Course assignments will relate to the teaching of linguistically diverse communities. CROSS-LISTED: CIGENRL 310, CIGENRL 510, ESL 310, ESL 510

PREREQ: ENGLISH 101 AND ENGLISH 102 OR CONSENT OF THE INSTRUCTOR

CIGENRL 520 SECOND LANGUAGE ACQUISITION 3 Units

In The Spoken Language & Discourse Analysis, students will develop working knowledge of contemporary issues in the teaching of oral communication (speaking and listening skills) to learners of ESL. Linguistic principles studied are also pertinent for those teaching foreign languages. CROSS-LISTED: CIGENRL 320, CIGENRL 520, ESL 320, ESL 520

PREREQ: CIGENRL 510/ ESL 510

CIGENRL 530 PEDAGOGICAL GRAMMAR FOR ENGLISH LEARNERS 3 Units

Teaching Grammar in the ESL/BE Classroom is a component of the licensure minor in Teaching ESL/Bilingual-Bicultural Education. This course prepares teachers to instruct non-native learners in English grammar. Students examine selected grammatical topics to better comprehend the structure of English and to develop a repertoire of techniques for teaching them. CROSS-LISTED:

CIGENRL 330, CIGENRL 530, ESL 330, ESL 530

PREREQ: CIGENRL 310/ESL 310

CIGENRL 550 INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION 3 Units

History, philosophy and rationale for ESL and bilingual/bicultural education. A study of the social, cultural, and psychological issues affecting learners for whom English is an additional language and who are considered "minorities" in the U.S. A focus on multicultural education as related to the teaching and learning of language minority students. CROSS-LISTED: CIGENRL 350, CIGENRL 550, ESL 350, ESL 550

PREREQ: ENGLISH 101 AND ENGLISH 102 OR ENGLISH 161 AND ENGLISH 162 OR ENGLISH 105

CIGENRL 603 ESL METHODS AND CURRICULUM 3 Units

ESL Methods and Curriculum will provide students with the background to develop curricula and to design materials that integrate content and language learning using a learner-centered approach.

PREREQ: CIGENRL 550: INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION OR CONSENT OF INSTRUCTOR

CIGENRL 605 ASSESSMENT IN THE ESL/BILINGUAL CLASSROOM 3 Units

This course explores policies, procedures, and instruments used to assess English language proficiency and academic achievement of limited English proficient students in American public schools. Included in this are the areas of English and native language competence; program placement, progress, and exit; alternative assessments in ESL, bilingual and mainstream classrooms. CROSS-LISTED: ESL 405, CIGENRL 405, CIGENRL 605

PREREQ: CIGENRL 603/ESL 603

CIGENRL 655 TEACHING CONTENT IN THE BILINGUAL CLASSROOM 3 Units

This course is an examination of various techniques and materials being used to teach content area subject matter in ESL/bilingual education programs. Other topics of discussion include language assessment and adaptation of materials to the learner's language proficiency and cultural experience. The course is taught in English, but discussion will take place in other languages so that students have the opportunity to expand and improve their command of the language used as a medium of instruction.

PREREQ: CIGENRL 603/ESL 603

CROSS-LISTED: ESL 455 AND CIGENRL 655

CIGENRL 660 PRINCIPLES OF CAREER & TECHNICAL EDUCATION 2 Units

History and development of vocational education both in the United States and Wisconsin are explored. The administrative structure of vocational education at the local, state, and national levels is outlined. Vocational program areas are discussed with emphasis given to issues, trends, and problems in vocational education. Requirement for vocational certification and fulfills one of the certification requirements of the Wisconsin Technical College System.

CIGENRL 661 ORGANIZATION, ADMINISTRATION AND COORDINATION OF COOPERATIVE EDUCATION PROGRAMS 3 Units

Study of career and technical education programs which utilize the internship/youth apprenticeship/cooperative method of instruction. Includes the knowledge and procedures necessary to implement the quality components of an occupational program. Successful coordination of a program using the cooperative method will be stressed. Meets the Department of Public Instruction's course requirement for vocational certification.

PREREQ: CIGENRL 660 OR EQUIVALENT

CIGENRL 679 DRAMA IN EDUCATION 3 Units

This course is an introduction to the philosophy, methodologies, and practice of educational drama. The course explores how drama can alter the social relationships and modes of interactions among diverse teachers and students so that learning can become more engaging and more critical.

CIGENRL 689 EMPLOYMENT STRATEGIES 1 Units

Designed to acquaint the teacher education student with the problems and procedures of securing a teaching position. Includes consideration of professional ethics, preparation of placement credentials, teacher certification practices, interviewing techniques and teaching contracts. Reviews opportunities for professional advancement through graduate study. (Open to teacher education students. Should be taken the semester prior to graduation or the semester of graduation.)

CIGENRL 690 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

CIGENRL 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

CIGENRL 694 SEMINAR *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 702 REFLECTIVE PRACTICE AND ACTION RESEARCH 3 Units

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations. PREREQ: Graduate Standing.

CIGENRL 710 CURRENT TOPICS IN CURRICULUM AND INSTRUCTION *Repeatable* 3 Units

An in-depth examination of a single current topic of interest to teachers in grades 6-12. Topics will vary from semester to semester, and may include, for example, national curriculum standards for school subjects, writing across the curriculum, cooperative learning in a specific subject, the school-to-work transition, or instruction on specific themes such as the environment or communication. Repeatable for credit.

CIGENRL 721 TRENDS IN ART EDUCATION 3 Units

A course designed to acquaint the teacher with recent trends, issues, and practices in the teaching of art. The sources of contemporary knowledge about the function and structure of art education will be considered as well as recent theoretical and research studies in art and art education. Opportunity for a specific level or teaching situation.

CIGENRL 723 ISSUES, PERSPECTIVES AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION 3 Units

As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.

CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

CIGENRL 725 CURRICULUM DEVELOPMENT AND INTEGRATION 3 Units

This course focuses primarily on the processes of curriculum development. The students will be involved in curriculum design activities which will require consideration of the socio-political and philosophical forces as well as consideration of learning and developmental theory.

CIGENRL 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION 3 Units

Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

CROSS-LISTED: CIGENRL 728 AND EDADMIN 728

CIGENRL 734 SCHOOL AND COMMUNITY RELATIONS 3 Units

School and Community Relations is a 3 credit graduate class designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of schoolcommunity relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

CIGENRL 750 METHODS OF TEACHING ADULT LEARNERS 3 Units

This course will focus on the teaching of adults in post-secondary institutions. Topics will include theories of adult education, learning styles, basic principles of curriculum development, lesson planning, classroom management, and alternative methods of delivering content. This course meets the Wisconsin Technical College System #52 certification requirement, Teaching Methods.

CIGENRL 755 CURRICULUM CONCERNS IN ART EDUCATION 3 Units

A course designed to develop the student's ability to make art curricular judgments through the planning, designing, and ordering of art learning experiences.

CIGENRL 765 OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE 3 Units

Study of guidance and career selection procedures appropriate for use with students in grades K-14; includes occupational information, career exploration techniques, and employment opportunities for the new employee and those retraining.

CIGENRL 769 SUPERVISION OF INSTRUCTION 3 Units

Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

CIGENRL 770 SUPERVISION OF STUDENT TEACHERS 2-3 Units

Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

CIGENRL 772 LEGAL ASPECTS OF EDUCATION 3 Units

Seeks to present in nontechnical language to educational practitioners legal information on all facets of school operation, including the liability of school districts and school employees, school fund and indebtedness administration; the admission, attendance and instruction of pupils; retirement benefits; and the employment contract and professional negotiations.

CIGENRL 776 THE SCHOOL PRINCIPALSHIP 3 Units

Study of the application of theories to the administrative behavior problems of leadership in schools. The course content will present research concerning the operation and management of schools. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or principal.

CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

CIGENRL 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

UNREQ: CIGENRL 790 AND CIGENRL 798

CIGENRL 791 POST-SECONDARY EDUCATION INTERNSHIP Repeatable 1 Units

This course is designed to provide hands-on teaching experience in a post-secondary education environment. The experience will provide the student with an opportunity to gain experience and apply knowledge and skills learned in the classroom.

PREREQ: EDFOUND 625 AND EITHER CIGENRL 750 OR CIBME 762

CIGENRL 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Variable Topics

UNREQ: CIGENRL 790 AND CIGENRL 798

CIGENRL 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Educational Administration Courses**EDADMIN 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION 3 Units**

Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

CROSS-LISTED: CIGENRL 728 AND EDADMIN 728

EDADMIN 734 SCHOOL AND COMMUNITY RELATIONS 3 Units

This course is designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school-community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

EDADMIN 769 SUPERVISION OF INSTRUCTION 3 Units

Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

EDADMIN 776 THE SCHOOL PRINCIPALSHIP 3 Units

Study of the application of theories to the administrative behavior problems of leadership in an elementary school. The course content will present research concerning the operation and management of an elementary school. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or elementary principal.

CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

EDADMIN 793 EDUCATIONAL ADMINISTRATION PRACTICUM Repeatable 1-6 Units

Practicum

Educational Foundations Courses

EDFOUND 624 MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL 3 Units

This class is designed for special education, communicative disorders, and elementary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standardized tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems. PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDFOUND 625 MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL 3 Units

This class is designed for special education, communicative disorders, and secondary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts and subject areas. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standard tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems specific to the secondary school setting. PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDFOUND 675 UNDERSTANDING AND DEALING WITH DISRUPTIVE CLASSROOM BEHAVIOR 3 Units

Designed to give students an opportunity to discuss the various theoretical approaches to handling disruptive behavior in the classroom and to apply these approaches to actual problem situations. Emphasis will also be placed on the prevention of behavior problems through the development of effective classroom procedures. Recommended for all Education majors.

EDFOUND 678 ADOLESCENT DEVELOPMENT 3 Units

Adolescent Development acquaints students with the major theories related to adolescent development and helps students interpret the theories in ways which are meaningful in understanding and working with adolescents. Focus is on the changes of adolescence with special attention given to the biological, cognitive, social and emotional systems.

EDFOUND 681 HUMAN ABILITIES AND LEARNING 3 Units

This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teaching-learning process. Among the areas considered are motivation, classroom management, instructional applications, individual differences and creativity. PREREQ: PASS TWO PORTIONS OF PPST OR PROFESSIONAL ED ADMISSION OR CONSENT OF DEPARTMENT

EDFOUND 682 EDUCATIONAL STATISTICS 3 Units

This course is designed for students at the senior or graduate level who will find it necessary to be an educated consumer of statistical information. This is designed to be a first course on this topic. Major areas of study include gathering/organizing data, probability, inferential techniques (t-test, ANOVA, follow-up tests, correlation, and regression), nonparametric techniques (chi-square test), and single subject designs.

EDFOUND 686 CURRICULUM EVALUATION AND IMPROVEMENT I 3 Units

This course is designed to train school personnel in the selection of published assessments and the creation of classroom-level assessment methods appropriate for making instructional decisions at a individual and classroom level. Emphasis will be placed on understanding core content area standards, formative assessment practices in content areas, developing valid pupil grading procedures, and ethical assessment methods, all with a focus on informing instruction. PREREQ: EDFOUND 424/EDFOUND 624 OR EDFOUND 425/EDFOUND 625 OR SPECED 462/SPECED 662

EDFOUND 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques.

EDFOUND 691 TRAVEL STUDY 1-4 Units

Variable topics. Faculty-led courses abroad.

EDFOUND 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 710 EDUCATION IN A PLURALISTIC SOCIETY 3 Units

An examination of the sociohistorical, political, and philosophic forces which influence the institution of schooling in the United States. Particular attention will be focused on the role of the school and the teacher specific to a pluralistic society.

EDFOUND 723 ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION 3 Units

As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation. CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

EDFOUND 740 TECHNIQUES OF RESEARCH 3 Units

A basic course in the methods of research in education, including a study of the literature and techniques of research, the planning of a research paper, the basic types of research and design; a brief introduction to the statistics used in research; and the elements included in program evaluation.

EDFOUND 760 COMPARATIVE EDUCATION & SUPERVISED OVERSEAS FIELDWORK Repeatable 1-6 Units

This course is designed to provide experienced teachers and others with the opportunity to study comparative education in overseas schools or other educational agencies. This is an individualized program, including the opportunities to travel, meet, and work with professional educators in countries around the world. Repeatable for a maximum of 12 credits in major/degree. Repeatable in another country. PREREQ: Consent of instructor.

EDFOUND 780 READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH 3 Units

The course provides practicing teachers with background in the processes of reading, analyzing, and evaluating research in the field of education. The emphasis is on development of skills in understanding how educational research is conducted, and in knowledge and skills needed to evaluate research writing in educational journals.

EDFOUND 781 FOUNDATIONS OF GIFTED AND TALENTED EDUCATION *Repeatable* 1-3 Units

An overview of the history and current research on giftedness and talent. Development, characteristics, and individual learning differences of students with gifts and talents will be explored, as will educational strategies and program options in gifted/talented education. Readings will emphasize multicultural issues at local, state, national and international levels.

PREREQ: GRADUATE STANDING

EDFOUND 782 PSYCHOLOGICAL ISSUES IN GIFTED EDUCATION 1-3 Units

This course addresses psychology and giftedness: cognitive and motivational characteristics and development of gifted children; social-emotional issues of gifted students and counseling research; and identification, diversity, assessment, and evaluation related to gifted students and gifted programs. Readings include current research and practice in working with gifted students.

PREREQ: EDFOUND 781 OR EQUIVALENT EXPERIENCE; ELIGIBLE FOR GRADUATE COURSE ENROLLMENT

EDFOUND 785 COORDINATING GIFTED EDUCATION PROGRAMS AND SERVICES 3 Units

Students will understand, analyze, and apply the administrative, legal, educational, and advocacy issues involved in coordinating district-level gifted and talented educational programming. Students will develop a professional project in their own district as part of an embedded practicum while working with one or more experienced gifted program coordinators.

PREREQ: EDFOUND 781 AND EDFOUND 782 OR EQUIVALENT; EDUC 792 FROM UWSP

EDFOUND 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

EDFOUND 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

EDFOUND 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

EDFOUND 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Education Interdepartmental Courses**EDUINDP 533 INFORMAL ASSESSMENT OF YOUNG CHILDREN** 3 Units

This class is designed to assist students in acquiring skills related to informal assessment. These skills include: the ability to use a variety of observation strategies, to apply functional assessment strategies, use play-based and other criterion-referenced instruments, and develop and implement program evaluation strategies. Additionally, the student will acquire the ability to link assessment results to IEP/IFSP formation, use assessment results to develop differentiated instruction, write summary reports for school files, communicate in writing and verbally about assessment results to parents and to other professionals.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 610 CREATING PROFESSIONAL DEVELOPMENT PLANS 1 Units

This course is designed to be a campus based course with a 25% on-line component. This course prepares the initial educator to use reflection tools to gauge their current level of performance based on the Wisconsin Educator Standards. From their reflections and documentations, each participant will write a compelling goal(s) that drives the writing of the professional development for the next 3-5 years. Professional Development Plans (PDPs) will be completed and approved so that the initial educator will leave the institute ready to implement the first year of his/her PDP. Assessment strategies are part of the institute so that initial educators may begin to collect and analyze data that show professional growth and a positive impact on student learning. Participants will be part of a learning community which includes the university higher education representative and other members of their professional community. Prereq: Employed in public/private educational setting; professional educator status.

EDUINDP 611 IMPLEMENTATION OF THE PROFESSIONAL DEVELOPMENT PLAN 1 Units

This campus based and on-line (50%) institute builds on prior learning from the previous summer institute in that this stage of PDP development and implementation requires the learner and the community to reflect on progress, look at the annual review of the PDP and make necessary revisions. They will analyze current data sources based on their assessment plans that were collected throughout the process. This institute will deepen content knowledge related to participant goals by including content and pedagogical specialists to increase the learner's knowledge, skills, and dispositions related to the standards addressed in their PDPs.

EDUINDP 612 VERIFICATION OF THE PROFESSIONAL DEVELOPMENT PLAN 1 Units

This 1 credit campus-based and on-line (50%) institute builds on prior learning from the previous summer institutes by providing the final verification process with Initial Team Members of the Initial Educator's Professional Development Plan.

EDUINDP 642 PLANNING FOR INDIVIDUAL NEEDS 3 Units

This class provides students with the skills to develop and adapt curriculum and instructional strategies to meet the educational needs of young children who require specialized instruction. The emphasis is on the provision of that instruction in the natural environment of the children.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 690 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

EDUINDP 696 SPECIAL STUDIES *Repeatable* 0.5-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDUINDP 710 MENTORING THE INITIAL EDUCATOR 3 Units

This course takes participants through a set of strategic actions based on the research for effective schools and the guiding principles of Wisconsin's new educator licensure ruling, PI 34. The actions are grounded in four major themes: sharing a vision of educator quality based on Wisconsin Educator Standards; developing a collaborative environment in which to learn and practice; demonstrating the results of reflective practice by creating professional goals and plans and; focusing goals on increasing student learning successes. Prereq: Employed in public or private educational setting; professional educator status

EDUINDP 711 THE PROFESSIONAL DEVELOPMENT PLANNING (PDP) PROCESS 3 Units

This course will prepare educators in Wisconsin DPI professional and/or master level licensure cycles to guide and coach the initial educator through the process of reflection, gathering and analyzing current data, and using the Wisconsin Educator Standards to write, implement, and verify a professional development plan that meets licensure requirements and instills a commitment to professional learning and growth. Prereq: Employed in public/private educational setting; professional educator status.

EDUINDP 724 PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE 2 Units

The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.

PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 726

EDUINDP 726 CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE 1 Units

The purpose of this course is to advise and provide feedback to students developing their Capstone proposals and the first three chapters of their Capstone projects.

PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 724

EDUINDP 727 CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS 1 Units

The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.

PREREQ: EDFOUND 723/CIGENRL 723, EDFOUND 780, EDUINDP 724, EDUINDP 726

EDUINDP 789 CAPSTONE PROJECT SEMINAR 2-3 Units

The purpose of this seminar is to provide the master's student with faculty and peer support as the student grounds, implements, refines, assesses and reports his or her capstone project. The capstone project is a self-selected and defined project completed with advisor assistance, that makes a connection between the graduate study and the student's professional life as an educator. The course will be graded on a Satisfactory/No Credit grading scale. Approval of program coordinator and advisor is required.

EDUINDP 790 WORKSHOP *Repeatable* 0.5-6 Units

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

EDUINDP 798 INDEPENDENT STUDY *Repeatable* 3 Units

Variable topics.

Health Education Courses**HEALTHED 540 SECONDARY HEALTH EDUCATION 3 Units**

An introduction to various health belief models and philosophies with particular emphasis on health education content at the secondary level.

HEALTHED 541 YOGA/STRESS REDUCTION 2 Units

A course designed to help students and professionals learn to effectively handle stress through specific Yoga training and mind/body connections.

HEALTHED 544 PREK-12 SEXUALITY EDUCATION 3 Units

This course will explore current practices associated with teaching sexuality education to preK-12 students. This pedagogy class will explore various sexuality education paradigms as well as address the complexities of teaching this area of study, with the goal of increasing the competency and comfort level of future teachers.

HEALTHED 560 CURRENT TOPICS IN HEALTH AND WELLNESS 3 Units

The course examines, interprets, and evaluates wellness as it relates to current topics in health, disease prevention, health promotion, and health education. Topics included are cardiovascular health, alcohol and other drugs, nutrition concepts, health hazards, tobacco, and topics related to public health such as physical activity and behavior changes.

HEALTHED 562 STRESS MANAGEMENT 3 Units

The course explains what stress is, its various causes and its effects. It helps develop a personal "Stress Profile" which enables the participants to pinpoint the specific sources and manifestations of stress and tension. The course shows how to combine biofeedback, relaxation techniques, exercise, diet, and other skills into an individualized "Stress Management System" that will help individuals feel healthier and cope better with daily pressure.

HEALTHED 582 ELEMENTARY HEALTH EDUCATION 2 Units

Teaching and learning experiences in selected content areas of health education. Designed for the elementary teacher.

HEALTHED 591 NUTRITION FOR HEALTH 3 Units

The course helps students plan, evaluate, and analyze dietary intake based on sound nutritional guidelines, principles, and knowledge for the purpose of health enhancement, improved mental and physical performance, and decreasing risk of disease.

HEALTHED 640 ADVANCED STRESS MANAGEMENT 3 Units

The class emphasis is on 1) facilitating stress management in others, 2) coping with "deep" stress such as trauma and low self-esteem, and 3) alternative avenues for coping such as Tai Chi, yoga, art therapy, and meditation. This course is appropriate for anyone in the helping professions.

PREREQ: HEALTHED 362/HEALTHED 562 OR SOCWORK 303 OR CONSENT OF INSTRUCTOR

HEALTHED 645 TEACHING HEALTH EDUCATION 3 Units

A study of philosophy, trends and teaching-learning strategies. Emphasis will be placed on developing and utilizing models and strategies in health education.

HEALTHED 665 HEALTH PROMOTION STRATEGIES 3 Units

This course will focus on: 1) the development, implementation and evaluation of worksite health promotion programs, and 2) examination of the relationship of these programs to the organization as a whole and to the benefits for both the employee and employer.

HEALTHED 670 FACILITATING HEALTH BEHAVIOR 3 Units

This course is designed as a capstone experience for non-teaching health minor students who have had at least 12 credits of work in the health minor. This course offers opportunities to gain the skills necessary for helping others with health behavior changes, while creating healthier environments in the home, workplace and community.

PREREQ: HEALTHED 360/HEALTHED 560 AND CONSENT OF INSTRUCTOR

HEALTHED 671 RESEARCH IN HEALTH AND PHYSICAL ACTIVITY 3 Units

The content of this course is from a psychophysiological perspective. Emphasis will be placed on research involving the effects of physical activity on psychological states and traits as well as how affect influences performance. Topic will include research design, motivation and adherence, attention, arousal, overtraining, behavior change, personality dynamics, and mental health.

PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR

HEALTHED 690 WORKSHOP IN HEALTH *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

HEALTHED 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HEALTHED 745 EXERCISE AND HEALTH 3 Units

A course designed to introduce how exercise relates to an individual's health, specifically cardiovascular endurance, relaxation and nutrition. It will include background information regarding holistic health, exercise prescription, nutrition and relaxation. Application of this background information will also be a part of the course through evaluation of present levels and participation in individually designed programs.

HEALTHED 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEAL/PEPROF/HEALTHED/RECREATN/COACHING 779

HEALTHED 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units

Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HEAL/PEPROF/HEALTHED/RECREATN/COACHING 781

HEALTHED 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

HEALTHED 793 PRACTICUM *Repeatable* 1-12 Units

Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater and designated curriculum check sheet requirements. (Not to be used for first-time certification)

HEALTHED 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HEALTHED 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HEALTHED 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

HEALTHED 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Higher Education Leadership Courses**HELEAD 700 INTRODUCTION TO HIGHER EDUCATION AND STUDENT AFFAIRS 3 Units**

This course provides students with a brief history of higher education as an industry quickly moving from the colonial colleges to present-day colleges and universities. Moreover, this course helps students to understand the history and philosophy of student affairs, and its role in the educational mission of higher education.

PREREQ: GRADUATE STANDING

HELEAD 702 ORGANIZATION AND ADMINISTRATION OF SPORT AND RECREATION 3 Units

This course examines the organizational structures of intercollegiate athletics, professional and non-profit sport/recreation organizations. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations.

CROSS-LISTED: HEAL/PEPROF/HEALTHED/RECREATN/COACHING 702

HELEAD 710 COLLEGE STUDENT DEVELOPMENT: THEORY, ASSESSMENT AND APPLICATION 3 Units

This course helps students to understand various theories related to growth and development during the college years: learning and meaning making, identity development, moral development, and psycho-social development. Equally important, students will discover the implications these theories have for the design of educational practice on the college campus.

PREREQ: GRADUATE STANDING

HELEAD 715 ASSESSMENT IN STUDENT AFFAIRS 3 Units

This course provides students with an overview of the assessment and evaluation processes that allow Student Affairs professionals to develop assessment approaches that gather, analyze, and interpret information to improve institutional, departmental, and divisional effectiveness. Both qualitative and quantitative approaches to assessment will be examined with an emphasis on pragmatic application.

PREREQ: GRADUATE STANDING

HELEAD 720 LEGAL ISSUES IN HIGHER EDUCATION 3 Units

The primary goal of this course is to provide students with a basic understanding of the American legal system so that they can identify the history and sources of law, read and interpret laws and relevant cases, understand how the court systems work, and understanding of personal and institutional liability. Emphasis will be placed on issues and laws likely to be encountered by Higher Education practitioners.

PREREQ: GRADUATE STANDING

HELEAD 723 ISSUES, PERSPECTIVES AND DIRECTIONS IN HIGHER EDUCATION 3 Units

This seminar will provide an introduction to contemporary issues in higher education, with a specific focus on understanding diverse student characteristics and subsequent issues faced in higher education settings at public, private and two year institutions. Students will learn to use research to support practice through and investigation of essential philosophical questions and current issues in higher education leadership settings. Students will apply reflections on their own practice as they develop skills of analysis and argumentation.

HELEAD 725 DIVERSITY AND EQUITY IN HIGHER EDUCATION 3 Units

This course emphasizes personal awareness, knowledge, and skills necessary for ongoing development of a personal intercultural framework for student affairs practice. Theories related to domestic and international dimensions of diversity, interactional diversity and the dynamics of power, privilege and oppression will be explored in university contexts. This course will examine challenges and opportunities for creating inclusive and affirming campus communities.

PREREQ: GRADUATE STANDING

HELEAD 729 ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION 3 Units

Colleges and universities have an important societal role now and have had for many centuries. It is important that those who wish to pursue careers in higher educational administration understand and appreciate the traditions, goals, mission and organization of that structure. The goal of this course is to introduce students to college and university administration, to encourage analysis of segments within these institutions and to gain an appreciation of the role various elements play within these complex organizations. The outcome should be that the student would be cognizant of the myriad of issues involved within the administration of colleges and universities.

PREREQ: GRADUATE STANDING

HELEAD 730 NCAA GOVERNANCE AND COMPLIANCE 3 Units

The course will introduce students to the governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3. Students will apply athletic conference rules, NCAA rules and institutional policies to practitioner settings in higher education athletics leadership.

HELEAD 731 BUDGET AND FINANCIAL MANAGEMENT IN ATHLETICS AND HIGHER EDUCATION 3 Units

This course will introduce students to intercollegiate athletics and higher education budget and finance including NCAA Divisions I, II and III financial models. Students will understand and apply how to implement financial models. Students will examine budget challenges and develop proposed solutions, underscoring the strengths and weaknesses of each approach.

HELEAD 732 EVENT MANAGEMENT, MARKETING AND SPONSORSHIP IN ATHLETICS 3 Units

This course introduces students to event management, marketing and sponsorship in athletics and higher education. Students will understand how to foster and maintain strategic relationships to support programmatic growth and event implementation across divisions. Students will develop a comprehensive marketing and sponsorship plan that can be applied to future practice.

HELEAD 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

HELEAD 780 READING, ANALYZING AND EVALUATING HIGHER EDUCATION RESEARCH 3 Units

This course provides scholar-practitioners with foundational knowledge on the processes of reading, analyzing, and evaluating research in the higher education. Students will develop an understanding of the inquiry process and apply this knowledge to develop an independent research question and study. Students will read and analyze educational literature from a P-20 perspective to inform their inquiry process as a scholar-practitioner.

PREREQ: GRADUATE STATUS

HELEAD 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units

This course will introduce and apply foundational theories of career development and methods of career assessment to assist with personal career planning. Students will complete a formal professional vision and portfolio utilizing artifacts from courses completed during their core and emphasis area courses. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

HELEAD 790 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

HELEAD 791 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

HELEAD 793 PRACTICUM Repeatable 3 Units

Variable Topics

HELEAD 794 SEMINAR Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HELEAD 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HELEAD 798 INDIVIDUAL STUDIES Repeatable 1-4 Units

Study of a selected topic or topics under the direction of a faculty member.

HELEAD 799 THESIS RESEARCH 3-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Library Media Courses**LIBMEDIA 543 ADOLESCENT LITERATURE AND RELATED MEDIA 3 Units**

Designed primarily to acquaint the student with books and nonprint media which appeal to the adolescent interest. Emphasis will be placed on adolescent human growth and development, reading interests and principles of selection.

LIBMEDIA 550 FINDING AND USING INFORMATION 3 Units

Support the inquiries, interests and investigations of the community by identifying questions, connecting library members with the information they seek and providing services associated with it's use. The course introduces basic reference theory and professional practice, and the tools, information resources and problem solving strategies used by professionals.

LIBMEDIA 634 DIGITAL TOOLS FOR LEARNING 3 Units

An introduction to digital technologies for accessing, using, creating and communicating information in a variety of formats for enhancing and improving learning.

LIBMEDIA 638 TEACHING AND LEARNING VIA VIDEO AND ACROSS DISTANCES 3 Units

As our technological capabilities grow, education is no longer bounded by the four walls of the classroom. We can now connect students, teachers, and experts around the state and across the world. With these new capabilities arise the question as how to best enhance learning when students, teachers, and resources may be widely dispersed geographically in distributed learning environments. This class will introduce you to the strategies and technologies of distance education from creating and editing videotapes usable in many locations to connecting learners via two-way interactive video conferencing systems.

LIBMEDIA 640 INFORMATION LITERACY 3 Units

This course is designed to support development of effective information and technology literacy skills in library users and integration of those skills into the curriculum.

LIBMEDIA 651 ORGANIZING INFORMATION 3 Units

Learn to describe information resources clearly, assess their information potential, and use strategies and procedures that will help somebody seeking information find what they need. Become familiar with formal and informal strategies for facilitating subject access, such as MARC records, tagging, metadata, controlled vocabularies, abstracting and classification. Address intellectual and practical issues related to creating structured access to information in all formats.

LIBMEDIA 654 LIBRARY ADMINISTRATION 3 Units

The theories, principles and processes underlying the organization and administration of school and public library services: planning, organizing staffing, budgeting, acquiring, and accessing resources, evaluating, scheduling, promoting and marketing, equipping, housing and policy development. Emphasis is on planning, leadership, working toward change and the new roles and responsibilities of the library professional.

LIBMEDIA 690 WORKSHOP Repeatable 1-6 Units

Variable topics.

LIBMEDIA 691 TRAVEL STUDY Repeatable 6 Units

Variable topics. Faculty-led courses abroad.

LIBMEDIA 715 CURRENT TRENDS IN YOUNG PEOPLE'S K-12 LITERATURE & RELATED MEDIA 3 Units

This course offers an opportunity to examine selections from contemporary media. It considers the viewpoints of students as well as teachers and bibliographers of the current literature for young people. Emphasis is on the issues and strategies that affect collection management and utilization. PREREQ: Previous course in the field and educational experience or consent of instructor.

LIBMEDIA 741 INFORMATION TECHNOLOGY IN SCHOOLS AND LIBRARIES 3 Units

This course examines the current and emerging technological systems and software used in schools and libraries, their selection, implementation, management and evaluation as well as legal and ethical issues involved in their use.

PREREQ: LIBMEDIA 793S and 793E OR LIBMEDIA 793C OR CONSENT OF INSTRUCTOR

LIBMEDIA 751 LEADERSHIP & ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS 3 Units

This course addresses the competencies needed by those seeking to become district library, media and technology coordinators. Students will consider administrative issues, policies and practices pertinent to operation of effective information, media and technology programs in schools. These include such aspects as: the development of a vision that supports the overall objectives of schools; leadership and group dynamics; long-range planning; facilities and services; staff development; fiscal management; the selection, distribution and coordination of resources; and the role of professional organizations and state agencies.

PREREQ: LIBMEDIA 793S and 793E OR LIBMEDIA 793C OR CONSENT OF INSTRUCTOR

LIBMEDIA 752 INSTRUCTIONAL DESIGN 3 Units

Working cooperatively, and using specific Wisconsin schools as case studies, students will design classroom experiences for implementing modern curricula using appropriate technology.

PREREQ: LIBMEDIA 634

LIBMEDIA 754 ADVANCED DESIGN AND PRODUCTION OF INSTRUCTIONAL MATERIALS 3 Units

Designed to develop advanced skills in the production of graphic, multimedia and textual materials in electronic and print environments. Students will expand their skills in desktop and electronic communications and publishing for the classroom and library.

LIBMEDIA 755 HYPERMEDIA IN SCHOOL LIBRARY MEDIA AND TECHNOLOGY PROGRAMS 3 Units

The most significant aspect of digital multimedia is that it is potentially interactive, integrative and nonlinear. This course will address the changing structure of information and the technologies and systems for its access. It will prepare participants to evaluate, acquire and use hypermedia products and to consider the ways in which they support different approaches to learning. Emphasis is on the ways in which hypermedia can support different learning styles, innovative curricula and information power for students. The course combines theoretical discussion with hands-on project work.

PREREQ: LIBMEDIA 634

LIBMEDIA 756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET 3 Units

Students will address the practical, intellectual and societal issues associated with the change from physical to virtual libraries. They will learn to use equipment, software, and strategies to find, evaluate, organize, provide access to, and disseminate textual, audio, graphical and video information.

PREREQ: LIBMEDIA 793S and 793E OR LIBMEDIA 793C OR CONSENT OF INSTRUCTOR

LIBMEDIA 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

LIBMEDIA 793E SUPERVISED ELEMENTARY LIBRARY PRACTICUM 3 Units

Supervised field experience in elementary library media center. Prereq: Graduate status, application and portfolio review, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

LIBMEDIA 793S SUPERVISED SECONDARY LIBRARY PRACTICUM 3 Units

Supervised field experience in elementary library media center. Prereq: Graduate status, application and portfolio review, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

LIBMEDIA 793C SUPERVISED SCHOOL LIBRARY PRACTICUM COMBINED 3 Units

This course provides licensed teachers in the school library program with the opportunity to fully develop, practice, and reflect upon skills acquired through coursework in a supervised field experience in an elementary and a secondary school library and in work in their own schools. Students create a portfolio demonstrating mastery of program competencies. Prereq: Graduate status, review of portfolio and consent of instructor, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

LIBMEDIA 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Reading Courses**READING 691 TRAVEL STUDY Repeatable 1-3 Units**

Variable topics. Faculty-led courses abroad.

READING 764 FOUNDATIONS OF READING 3 Units

An overview of the elementary developmental reading program including the skills necessary for critical reading; development of appropriate attitudes and tastes, and adjustment of materials and methods to meet individual needs.

READING 766 LITERACY ASSESSMENT & INTERVENTION (PREK-12) 4 Units

This is a course designed to provide experience in the use of formal and informal assessments to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader (PREK-12). Meeting the literacy needs of children from diverse cultural and linguistic backgrounds is emphasized. Course content will be used in a practicum.

PREREQ: READING 764, READING 766, AND READING 772

READING 767 READING PRACTICUM: LITERACY ASSESSMENT & INTERVENTION (PREK-12) 4 Units

This is a course designed to provide experience in the use of literacy assessments to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader in both the K-5 and 6-12 grade level spans. Students will spend 8 weeks at each level working with students in need of reading intervention.

PREREQ: READING 764, READING 766, AND READING 772

READING 771 PLANNING AND IMPLEMENTING READING PROGRAMS 3 Units

A study of the process and procedures which may be employed in planning and implementing defensible reading programs. Students are involved in planning individual programs appropriate for their school or system.

PREREQ: READING 764, READING 772, READING 766 AND READING 767

READING 772 READING IN THE CONTENT AREAS 3 Units

Utilization of reading skills, study strategies and materials as applied to the content fields, and techniques for incorporating reading into content area instruction.

READING 773 LITERACY RESEARCH: THEORY AND APPLICATION 3 Units

The purpose of this course is to read and analyze pertinent research related to literacy instruction. Students will then apply knowledge gained from analyzing the research to identifying a literacy concept for their research, developing a review of literature, and preparing a proposal for their graduate capstone report.

PREREQ: READING 764 AND READING 772 (FOR READING EMPHASIS) OR ESL 520 AND ESL 603 AND EITHER READING 764 OR READING 772 (FOR ESL/BILINGUAL EMPHASIS)

READING 774 EMERGENT LITERACY 3 Units

This course is designed to acquaint graduate students with children's reading and writing development from birth through age 8 and with educational approaches used to promote literacy development. The creation of literate environments at home and at school is emphasized.

READING 775 SYMPOSIUM IN READING EDUCATION *Repeatable* 3 Units

The keystone of the course is the annual University of Wisconsin Reading Symposium on Factors Related to Reading Performance. The purpose of the symposium is to inform educators of current thinking on factors that appear to influence students' reading performance. The course will include attendance at the symposium and at additional class sessions. Repeatable.

Recreation Courses**RECREATN 520 LEADERSHIP AND FACILITATION OF RECREATIONAL GAMES 3 Units**

This course will assist students to develop their knowledge, skills, and abilities as facilitators and leaders of recreational activities. Readings, assignments, and lecture will focus on leadership and facilitation theories and techniques. A variety of recreational activities will be introduced in class.

RECREATN 561 RECREATION AND LEISURE FOR SPECIAL POPULATIONS 3 Units

This course introduces concepts of therapeutic recreation practice, including the history of the profession, current trends, and an overview of various disabilities and disorders across the lifespan. Students will have opportunities to develop the skills and abilities necessary to work with persons with disabilities through field-based activities.

RECREATN 582 ADVENTURE AND SPORT TOURISM 3 Units

The nature of sport and adventure program areas will be examined in relation to tourism, perhaps the largest segment of the for-profit sector of the recreation profession. This course introduces students to knowledge, skills, and considerations relevant to tourism professionals operating in adventure and sport tourism settings. Participant motivation, global tourist destinations, and management concerns will be considered through readings and case studies.

RECREATN 591 OUTDOOR RECREATION LEADERSHIP 3 Units

This course provides the fundamental knowledge, skills, and experience necessary to lead people in outdoor recreational activities. The course includes topics on trip planning, safety procedures, equipment and food logistics, leadership methods and expedition behavior for a variety of outdoor trip activities. The course also includes a 3 day outdoor trip experience.

RECREATN 623 RESEARCH AND EVALUATION IN RECREATION AND LEISURE SERVICES 3 Units

This course places emphasis on research involving recreation and leisure service provision, evaluation of leisure service programs, and research methodology. Topics will include: review of existing literature, research design, data collection, and data analysis.

RECREATN 640 COMMERCIAL AND ENTREPRENEURIAL RECREATION 3 Units

Students in this class will explore commercial recreation, entrepreneurialism, and basics of travel and tourism. Topics include an overview of entrepreneurial recreation, economics, marketing and financing commercial recreation endeavors, and exploring various opportunities available in the commercial and private sector.

RECREATN 650 PLANNING, DESIGN, AND MANAGEMENT OF RECREATION FACILITIES 3 Units

This course will introduce management theories and provide practical experience in the design, development, operation, maintenance, and administration of various recreation facilities

RECREATN 680 LEGAL ASPECTS OF SPORT AND RECREATION ACTIVITIES 3 Units

This course will examine the complexities of sport and recreation litigation, primarily focused on educational institutions. Students will use this knowledge to aid their professional growth in the fields of sport and recreation activity. Topics such as risk management, contracts, liability, and policy development will provide a better understanding of the law with respect to challenges encountered by sport and recreation professionals.

PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR
CROSS-LISTED: COACHING 480 AND RECREATN 480

RECREATN 689 MANAGING RECREATIONAL SPORTS PROGRAMS 3 Units

A study of recreational management concepts in the areas of human resources, facility operations, budget development, marketing, public relations, policy development, and program service design.

PREREQ: JUNIOR STANDING OR ENROLLED IN THE RECREATION MINOR OR INSTRUCTOR CONSENT

RECREATN 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

RECREATN 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

RECREATN 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

RECREATN 702 ORGANIZATION AND ADMINISTRATION OF SPORT AND RECREATION 3 Units

Students will develop and apply organizational and leadership theories to specific career interests in sport and recreation. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations. CROSS-LISTED: HEALEAD/RECREATN/COACHING 702

RECREATN 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

RECREATN 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units

Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

RECREATN 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

RECREATN 793 PRACTICUM Repeatable 1-12 Units

Recreation Practicum.

RECREATN 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

RECREATN 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

RECREATN 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

RECREATN 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Secondary Education Courses**SECNDED 626 METHODS OF TEACHING ENGLISH AND LANGUAGE ARTS 3 Units**

Engages the student in shaping viable perspective for teaching English in today's middle/secondary school; in planning, developing, and evaluating a course, a unit, and a lesson series; in considering and practicing several modes of instructing-learning; in individualizing learning for particular adolescents; and in preparing, generally, for the Teaching Practicum.

SECNDED 627 METHODS OF TEACHING WORLD LANGUAGES 3 Units

An introduction to the principles and techniques of teaching modern world languages designed to prepare students for the Teaching Practicum. Emphasis is placed on the communicative approach to lesson planning, classroom instruction and proficiency assessment in accordance with the WI Academic Standards.

PREREQ: EDFOUND 212 AND RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 628 METHODS OF TEACHING MATHEMATICS 3 Units

A study of the materials, methods, curriculum and structure of secondary school mathematics. Review of current objectives in secondary school mathematics.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 629 METHODS OF TEACHING SCIENCE 3 Units

Designed to acquaint students with basic educational techniques; to develop in students the ability to utilize effectively techniques characteristic of science programs, namely, laboratory learning to acquaint students with new approaches to science; to familiarize students with new developments in the science curriculum; to help students gain a broad vision of their teaching profession, their science area and their responsibilities to all students.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 630 METHODS OF TEACHING SOCIAL STUDIES 3 Units

The study of the teaching-learning process, objectives in social studies, planning for teaching, selection of content and resources, teaching-learning strategies and evaluative methods.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 705 REPRESENTATIONS OF LEARNING 2 Units

An investigation of the methods of representing perception and experience of the world. Correlations will be made between inquiry and the formalizing of meaning through imaging. special consideration will be given to applicants for alternative education programs.

SECNDED 706 LEARNING & DIVERSITY 2 Units

A critical view of social and intellectual development. Special consideration will be made for culturally and economically diverse populations within common educational settings.

SECNDED 707 FORMAL AND INFORMAL LEARNING ENVIRONMENTS 1-3 Units

An examination of a variety of structures within which learning occurs. The classroom will be considered both context and content for learning and the construction of meaning. Through an analysis of classroom environments participants will synthesize potentials for change in their concept of teaching and learning.

SECNDED 708 THE MARGINALIZED LEARNER 2 Units

This course will act to sensitize students to the characteristics of the marginal student and the forces that cause that marginalization. Students will evaluate the effects of their choices and actions on others (students, parents, other professionals, and the community).

SECNDED 709 LEARNING & TEACHING FOR EMPOWERMENT 2 Units

An investigation of educational practice and its application to critical theory. Democracy, community, collaboration, and empowerment relative to the alternative education programs will be considered.

Master of Science in Education Professional Development (MSE- PD)

Degree Requirements

- In addition to satisfying all other Graduate School requirements for a degree, students must complete a minimum of 30 units of course work including (1) a thesis or (2) a capstone experience consisting of at least one of the following: (a) a capstone project, (b) a practicum, (c) a professional portfolio. Options vary depending on the emphasis. Those who choose to do a capstone project must complete the Capstone Project Seminar (EDUINDP 789) in the final semester of the program; those who choose practicum or portfolio may be required to complete specific courses associated with those options.
- All degree candidates are advised to complete EDFOUND 723/CIGENRL 723 and EDFOUND 780 within the first semester or as soon as possible after being admitted to the program.
- Students selecting the capstone project option must submit an approved project proposal, signed by the advisor, to the program coordinator at least one full semester prior to enrollment.
- At least half of the graduate work in the degree program must be completed in courses numbered 700 or higher.
- The professional core has been included in each emphasis.

Emphasis

Some emphasis areas may require additional credits for licensure.

Art Education

Emphasis and electives are to be selected with advisor before completion of 6 units of the program. Please see the program website for additional information: <http://www.uww.edu/coeps/departments/msepd/art-education>.

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Emphasis		
CIGENRL 721	TRENDS IN ART EDUCATION	3
CIGENRL 755	CURRICULUM CONCERNS IN ART EDUCATION	3
Select an additional 12 to 15 units in consultation with an advisor		12-15
Choose one of the following options:		3-6
Capstone Project Option		
EDUINDP 724	PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE	
EDUINDP 726	CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE	
EDUINDP 727	CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS	
EDUINDP 789	CAPSTONE PROJECT SEMINAR	
Thesis Research Option		

CIGENRL 799	THESIS RESEARCH	
Total Units		30

Alternative Education

Emphasis and electives are to be selected with advisor before completion of 6 units of the program. Please see the program website for additional information: <http://www.uww.edu/coeps/departments/ci/graduate/alternative-education>

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Emphasis (Eight units to be taken in the following order.)		8
SECNDED 705	REPRESENTATIONS OF LEARNING	
SECNDED 706	LEARNING & DIVERSITY	
SECNDED 708	THE MARGINALIZED LEARNER	
SECNDED 709	LEARNING & TEACHING FOR EMPOWERMENT	
Select an additional ten units in consultation with advisor based on program goals.		10
Choose one of the following options:		3-6
Capstone Project Option		
EDUINDP 724	PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE	
EDUINDP 726	CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE	
EDUINDP 727	CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS	
EDUINDP 789	CAPSTONE PROJECT SEMINAR	
Thesis Research Option		
CIGENRL 799	THESIS RESEARCH	
Total Units		30

Curriculum and Instruction

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Select 18 to 21 units in consultation with advisor based on program goals before completion of six units of the program. Selections must be approved by the advisor.		18-21
Choose one of the following options:		3-6
Capstone Project Option		
EDUINDP 724	PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE	
EDUINDP 726	CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE	
EDUINDP 727	CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS	
EDUINDP 789	CAPSTONE PROJECT SEMINAR	

Thesis Research Option		
CIGENRL 799	THESIS RESEARCH	
Total Units		30

Educational Leadership

Complete 12 units from the emphasis list and six to nine units from the electives list. Selections must be approved by the advisor before completion of six units of the program. Note: "ELPA" courses are UW-Madison courses taught by the Educational Leadership and Policy Analysis Department faculty on the UW-Whitewater campus. Any student wishing to take these courses must enroll at UW-Madison as a special student and apply for transfer of credits to UW-Whitewater. Please consult with advisor prior to completing this process.

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Emphasis (12 units)		12
EDADMIN 728	INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION	
EDADMIN 769	SUPERVISION OF INSTRUCTION	
CIGENRL 725	CURRICULUM DEVELOPMENT AND INTEGRATION	
EDADMIN 776	THE SCHOOL PRINCIPALSHIP	
Electives. (Select six to fifteen units in consultation with advisor.)		6-15
SCHBUSMG 770	SCHOOL FINANCE AND ACCOUNTING	
EDADMIN 734	SCHOOL AND COMMUNITY RELATIONS	
ELPA 735 Leadership for Equity and Diversity		
ELPA 840 Public School Law		
ELPA 847 Institutional Leadership and Teacher Capacity		
ELPA 848 Professional Development and Organizational Learning		
Choose one of the following options:		3-6
Capstone Project Option		
EDUINDP 724	PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE	
EDUINDP 726	CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE	
EDUINDP 727	CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS	
EDUINDP 789	CAPSTONE PROJECT SEMINAR	
Thesis Research Option		
CIGENRL 799	THESIS RESEARCH	
Total Units		30

English as a Second Language/Bilingual Education

Courses for this emphasis are determined based on current teaching license(s) held and new license(s) sought. Emphasis-specific professional core courses and sections may be required for this emphasis area. Consult with an advisor prior to enrolling in any course. Additional units beyond the minimum may be required for licensure. Additional information regarding program and licensure requirements can be found at: <http://www.uww.edu/coeps/departments/msepd/esl-bilingual>

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Select 13 to 18 units in consultation with advisor.		13-18
CIGENRL/ESL 510	SURVEY OF EDUCATIONAL LINGUISTICS	
CIGENRL 520	SECOND LANGUAGE ACQUISITION	
CIGENRL 530	PEDAGOGICAL GRAMMAR FOR ENGLISH LEARNERS	
CIGENRL/ESL 550	INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION	
CIGENRL/ESL 603	ESL METHODS AND CURRICULUM	
CIGENRL 605	ASSESSMENT IN THE ESL/BILINGUAL CLASSROOM	
CIGENRL/ESL 655	TEACHING CONTENT IN THE BILINGUAL CLASSROOM	
Choose one of the following options:		
Capstone Project Option (Six units and a minimum of 30 total units. Note that READING 773 has a prerequisite of EITHER READING 764 or READING 772, three units)		
READING 773	LITERACY RESEARCH: THEORY AND APPLICATION	3
EDUINDP 789	CAPSTONE PROJECT SEMINAR	3
Thesis Research Option		
CIGENRL 799	THESIS RESEARCH	
Total Units		30

Health, Human Performance and Recreation Emphasis

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Select 18 to 27 units from areas of Health, Physical Education, Recreation and/or Coaching in consultation with advisor.		18-27
Choose one of the following options:		6-12
Thesis Research Option (Three to six units and a minimum of 30 total units.)		
HEALTHED/ RECREATN/ PEPROF/ COACHING 799	THESIS RESEARCH	
Practicum Option (Six to 12 units and a minimum of 36 total units.)		
PEPROF/ HEALTHED/ RECREATN/ COACHING 793	PRACTICUM	
Portfolio Option (Three units and a minimum of 36 total units.)		
PEPROF 781	CAPSTONE PORTFOLIO AND CAREER APPLICATION	
Total Units		30-36

Health, Physical Education and Coaching Emphasis

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Select 18 to 27 units from areas of Health, Physical Education, Recreation and/or Coaching in consultation with advisor.		18-27
Choose one of the following options:		3-6
Thesis Research Option (Three to six units and a minimum of 30 total units.)		
HEALTHED/ RECREATN/ PEPROF/ COACHING 799	THESIS RESEARCH	
Practicum Option (Six to 12 units and a minimum of 36 total units.)		
PEPROF/ HEALTHED 793/ RECREATN 799/ COACHING 799	PRACTICUM	
Portfolio Option (Three units and a minimum of 36 total units.)		
PEPROF 781	CAPSTONE PORTFOLIO AND CAREER APPLICATION	
Total Units		30-36

Higher Education Athletic Administration

Code	Title	Units
HELEAD 723	ISSUES, PERSPECTIVES AND DIRECTIONS IN HIGHER EDUCATION	3
or EDFOUND 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	
or CIGENRL 723	ISSUES, PERSPECTIVES AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Select 18 units from Higher Education Leadership (HELEAD), COACHING or RECREATN graduate level coursework in consultation with advisor.		18
Choose one of the following three options:		
Capstone Project Option (Six units and a minimum of 30 total units.)		6
EDUINDP 724	PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE	
EDUINDP 726	CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE	
EDUINDP 727	CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS	
EDUINDP 789	CAPSTONE PROJECT SEMINAR	
Portfolio and Practicum Option (Six units and a minimum of 30 total units.)		
HELEAD 781	CAPSTONE PORTFOLIO AND CAREER APPLICATION	
HELEAD 793	PRACTICUM	

Thesis Research Option (Three to six units and a minimum of 30 total units.)

CIGENRL 799	THESIS RESEARCH	
Total Units		30

Higher Education Leadership

Code	Title	Units
HELEAD 723	ISSUES, PERSPECTIVES AND DIRECTIONS IN HIGHER EDUCATION	3
or EDFOUND 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	
or CIGENRL 723	ISSUES, PERSPECTIVES AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Select 18 units from Higher Education Leadership (HELEAD) in consultation with advisor.		18
Choose one of the following three options:		
Capstone Project Option (Six units and a minimum of 30 total units.)		6
EDUINDP 724	PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE	
EDUINDP 726	CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE	
EDUINDP 727	CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS	
EDUINDP 789	CAPSTONE PROJECT SEMINAR	
Portfolio and Practicum Option (Six units and a minimum of 30 total units.)		
HELEAD 781	CAPSTONE PORTFOLIO AND CAREER APPLICATION	
HELEAD 793	PRACTICUM	
Thesis Research Option (Three to six units and a minimum of 30 total units.)		
CIGENRL 799	THESIS RESEARCH	
Total Units		30

Information, Technology and Libraries

Courses for this emphasis are determined based on current teaching license(s) held and new license(s) sought. Option 1 is for those who are seeking the entire 902 license after completing an undergraduate degree. Option 2 is for those who have earned the 902 with stipulations prior to enrolling in a graduate degree program.

Develop a program plan in consultation with advisor prior to enrolling in any course. Additional coursework outside the degree or course competencies demonstrated through a portfolio may be necessary for licensure. Additional information regarding emphasis areas and licensure requirements can be found at: <http://www.uww.edu/coeps/departments/edfound/library-media/degrees/graduate>.

All students seeking the 902 license must have a final portfolio approved by the faculty.

Option 1: Emphasis if you seek the renewable Library Media Specialist license (902) and do not have the non-renewable 902 with stipulations license:

Code	Title	Units
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Emphasis (27 units). All are required for licensure, but some may be taken outside of the degree itself or as course competencies demonstrated through an approved portfolio.		27
LIBMEDIA 634	DIGITAL TOOLS FOR LEARNING	
LIBMEDIA 550	FINDING AND USING INFORMATION	
LIBMEDIA 651	ORGANIZING INFORMATION	
LIBMEDIA 543	ADOLESCENT LITERATURE AND RELATED MEDIA	
or ENGLISH 510	LITERATURE FOR ADOLESCENTS	
ELEMMID 562	CHILDREN'S LITERATURE	
LIBMEDIA 640	INFORMATION LITERACY	
LIBMEDIA 654	LIBRARY ADMINISTRATION	
LIBMEDIA 793E & LIBMEDIA 793S	SUPERVISED ELEMENTARY LIBRARY PRACTICUM and SUPERVISED SECONDARY LIBRARY PRACTICUM	
or LIBMEDIA 793C	SUPERVISED SCHOOL LIBRARY PRACTICUM COMBINED	
LIBMEDIA 741	INFORMATION TECHNOLOGY IN SCHOOLS AND LIBRARIES	
LIBMEDIA 751	LEADERSHIP & ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS	
LIBMEDIA 756	INFORMATION, VIRTUAL LIBRARIES & THE INTERNET	
Milestone: 902 capstone portfolio		
Total Units		30

Option 2: Emphasis if you have a non-renewable Library Media Specialist license (902 with stipulations) and are completing the requirements for the renewable 902 Library Media Specialist License. Complete 1, 2, 3, 4 and one of the two capstone options in 5 and 6.

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Emphasis (9 units). All are required for licensure.		9
LIBMEDIA 741	INFORMATION TECHNOLOGY IN SCHOOLS AND LIBRARIES	
LIBMEDIA 751	LEADERSHIP & ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS	
LIBMEDIA 756	INFORMATION, VIRTUAL LIBRARIES & THE INTERNET	
Select twelve units from the following or other relevant coursework in consultation with advisor.		9
LIBMEDIA 638	TEACHING AND LEARNING VIA VIDEO AND ACROSS DISTANCES	
LIBMEDIA 752	INSTRUCTIONAL DESIGN	
LIBMEDIA 754	ADVANCED DESIGN AND PRODUCTION OF INSTRUCTIONAL MATERIALS	

LIBMEDIA 755	HYPERMEDIA IN SCHOOL LIBRARY MEDIA AND TECHNOLOGY PROGRAMS	
LIBMEDIA 793E	SUPERVISED ELEMENTARY LIBRARY PRACTICUM	
LIBMEDIA 793S	SUPERVISED SECONDARY LIBRARY PRACTICUM (Milestone: 902 Capstone Portfolio)	
LIBMEDIA 793C	SUPERVISED SCHOOL LIBRARY PRACTICUM COMBINED	
Choose one of the following:		6
Capstone Project Option (Six units and a minimum of 30 total units.)		
EDUINDP 724	PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE	
EDUINDP 726	CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE	
EDUINDP 727	CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS	
EDUINDP 789	CAPSTONE PROJECT SEMINAR	
Thesis Research Option (Three to six units and a minimum of 30 total units.)		
CIGENRL 799	THESIS RESEARCH	
Milestone: 902 capstone portfolio		
Total Units		30

Reading

Students in this emphasis take READING 773 in place of EDUINDP 724 and EDUINDP 726 in the professional core. A specially designated section of CIGENRL 723 is also required. Consult with an advisor prior to enrolling in any course.

Additional units beyond the minimum are required for students seeking the Reading Specialist (17) license in addition to the Reading Teacher (316) license.

Code	Title	Units
EDFOUND/CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	3
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	3
Emphasis		19
READING 764	FOUNDATIONS OF READING	
READING 772	READING IN THE CONTENT AREAS	
READING 766	LITERACY ASSESSMENT & INTERVENTION (PREK-12)	
READING 767	READING PRACTICUM: LITERACY ASSESSMENT & INTERVENTION (PREK-12)	
READING 773	LITERACY RESEARCH: THEORY AND APPLICATION	

Reading-Related Elective

Select 3 units from the following:		3
READING 774	EMERGENT LITERACY	
READING 775	SYMPOSIUM IN READING EDUCATION	
Other course work approved by advisor		
Unique Requirement (Reading Specialist Only)		0-3

READING 771	PLANNING AND IMPLEMENTING READING PROGRAMS	
Choose one of the following options:		3
Capstone Project Option (Three units and a minimum of 30 total units.)		
EDUINDP 789	CAPSTONE PROJECT SEMINAR	
Thesis Research Option (Three to six units and a minimum of 30 total units.)		
CIGENRL 799	THESIS RESEARCH	
Total Units		31-34

Challenging Advanced Learners

Note: Completing the two EDUC courses requires enrollment at UW-Stevens Point as a non-degree student and requesting transfer of credit to UW-Whitewater.

Code	Title	Units
Emphasis (12 units)		12
EDFOUND/ CIGENRL 723	ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION	
EDFOUND 780	READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH	
EDFOUND 781	FOUNDATIONS OF GIFTED AND TALENTED EDUCATION	
EDFOUND 782	PSYCHOLOGICAL ISSUES IN GIFTED EDUCATION	
EDUC 792	CURRICULUM METHODS FOR GIFTED AND TALENTED (UWSP)	3
EDUC 795	PRACTICUM (UWSP)	3
Select 6 to nine units in consultation with advisor.		6-9
Choose one of the following options:		6
Capstone Project Option		
EDUINDP 724	PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE	
EDUINDP 726	CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE	
EDUINDP 727	CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS	
EDUINDP 789	CAPSTONE PROJECT SEMINAR	
Thesis Research Option		
EDFOUND 799	THESIS RESEARCH	
Total Units		30

Certificate in Professional Development Process

The College of Education and Professional Studies' 9-unit Graduate Certificate Program in the Professional Development Process (PDP) is designed to train experienced professional educators, who have completed the Initial Educator Licensure Cycle in Wisconsin, to support initial educators in their development, implementation and verification of their Professional Development Plans required for licensure renewal. Participants will complete coursework to prepare them for roles as district based coaches and mentors and in-service trainers/facilitators. Program completers may also be eligible to serve as higher education representatives on PDP teams.

The PDP Certificate program targets experienced professionals seeking a graduate degree to fulfill requirements for the MSEPD. The Certificate Program credits may be applied to selected masters programs in Education at UW-Whitewater. The program provides:

1. performance based courses designed for teachers, administrators, and pupil service personnel
2. courses on campus at UW-Whitewater or on-site certificate programs for districts seeking to prepare experienced educators to serve as PDP mentors and team members
3. program courses that blend 50% class instruction with 50% field-based application activities and web-based learning communities

Program Coordinator

Marie Benson, MSE
Licensure Renewal Support Center
Winther 2041
Phone: 262-472-1680
Email: bensonm@uww.edu

Entrance Requirements

A minimum of 2.75 overall grade point average.

Applicants must hold a professional educator license, meet UW-Whitewater Graduate School requirements for admission, and submit two letters of reference from the Superintendent or Director of the School District or organization in which they are employed and from their building principal or supervisor. These letters must address the candidate's professional competence to serve as a mentor and to work collaboratively with staff and administration. Letters should be sent to:

Marie Benson, MSE
Licensure Renewal Support Center
University of Wisconsin-Whitewater Winther 2041
800 W Main St, Whitewater WI 53190
Email: bensonm@uww.edu

Certificate in Professional Development Process

The Certificate Program requires 9 units based on the following courses:

Code	Title	Units
EDUINDP 710	MENTORING THE INITIAL EDUCATOR	3
EDUINDP 711	THE PROFESSIONAL DEVELOPMENT PLANNING (PDP) PROCESS	3
Elective (approved by advisor)		3
Total Units		9

Certificate in Teaching in Alternative Education Settings Program

The TAES Program will assist licensed teachers and other professionals working with youth in recognizing and developing the knowledge, skills, and dispositions necessary to work in alternative educational settings. This on-line program consists of a sequence of four two-credit courses and a one additional course (1-3 units) which involves some field work. The program is designed so that

participants can complete their program over one academic year or during the 12-week summer session.

Contact

Curriculum and Instruction Office
Email: cioffice@uww.edu

Certificate in Teaching Alternative Education Settings Program

The following courses are required for the Teaching in Alternative Educational Settings (TAES) program:

Code	Title	Units
SECNDED 705	REPRESENTATIONS OF LEARNING	2
SECNDED 706	LEARNING & DIVERSITY	2
SECNDED 707	FORMAL AND INFORMAL LEARNING ENVIRONMENTS	1-3
SECNDED 708	THE MARGINALIZED LEARNER	2
SECNDED 709	LEARNING & TEACHING FOR EMPOWERMENT	2
Total Units		9-11

Special Education Degree Program (MSE)

Master of Science in Education

The Master of Science in Education (M.S.E.) Degree program in Special Education is offered with or without Wisconsin teaching licensure. The general program without licensure is designed to increase the knowledge, skills, and general teaching competencies of those already certified to teach and/or to prepare students for other professional responsibilities. The degree program may also be used to attain a teaching license in early childhood - exceptional educational needs, cross categorical special education or specialization in emotional behavioral disorders and learning disabilities or cognitive disabilities. Individuals planning to teach in a state other than Wisconsin should obtain the licensure requirements of that state prior to meeting with an adviser. An Applied Behavior Analysis certificate, a Transition Specialist certificate and an Autism Specialist certificate may also be attained through the program.

Graduate students also seeking Special Education licensure as a part of the degree program must complete an application for admittance to Professional Education, meet all requirements for admittance, and meet with a faculty adviser within the licensure area to develop a licensure plan which schedules a practicum slot.

The curriculum varies according to the academic emphasis. In general, the core emphasis of the Special Education Program is designed to develop an advanced understanding of the causes and characteristics of disabilities and the pedagogical approaches to, and the historical/legal bases for programs involving special populations. The curriculum requires students to examine the philosophical and structural changes in the nature of services provided for students with disabilities in the public schools; specifically, more inclusive practices where instruction is differentiated to accommodate the special learning needs of all children in general education settings. Skills will be developed to create collaborative relationships between special educators and general education teachers and other supportive service professionals, as well as, to conduct classroom-based action research methodology on instructional practices evaluating both student outcomes and program effectiveness for individuals with disabilities.

Department Chair

Dr. Lana Collet-Klingenberg
Winther 5034
Phone: 262-472-5380
Email: colletkl@uww.edu

Graduate Program Coordinator

Dr. Shannon Stuart
Winther 5042
Phone: 262-472-4877
Email: stuart@uww.edu

Licensure Coordinator & Field Experiences

Dr. Nomsa Gwalla-Ogisi
Winther 5033
Phone: 262-472-5807
Email: gwallan@uww.edu

Applied Behavioral Analysis Certificate Program Coordinator

Dr. Tia Schultz
Winther 5045
Phone: 262-472-5375
Email: schultr@uww.edu (kolbs@uww.edu)

Transitional Specialist Certificate Program Coordinator

Dr. James Collins
Winther 5044
Phone: 262-472-5804
Email: collinjc@uww.edu (colletkl@uww.edu)

Autism Specialist Certificate Program Coordinator

Dr. Shannon Stuart
Winther 5042
Phone: 262-472-4877
Email: stuart@uww.edu

Department

Winther 5035
Phone 262-472-1106
Email: speialed@uww.edu
Fax: 262-472-4823

Degree Requirements

Students seeking the Masters Degree in Special Education must complete (36) credits of requirements in three core areas:

Students may select to develop their professional portfolios to address any of the following:

- demonstration of knowledge and skills required for certification by the National Board for Professional Teaching Standards;

- report the results and implications of their field-based action research on the development and overall refinement of a special education program emphasis; and/or
- documentation of the successful completion of their professional development goals for Wisconsin Professional Educator License.

The Thesis option is not required in the Core Program. Students complete six units of Action Research as part of the program OR complete a graduate-level phase 4 teaching licensure portfolio.

Graduate Degrees in Special Education

- Special Education - Cross Categorical Emphasis MSE (p. 89)
- Special Education - Professional Development Emphasis MSE (p. 89)

Certificates in Special Education

- Applied Behavior Analysis (p. 90)
- Autism Specialist Program (p. 90)
- Transition Specialist Program (p. 90)

Courses

SPECED 524 FOUNDATIONS OF SPECIAL EDUCATION 3 Units

The purpose of this course is to help students explore issues and perspectives related to basic theories in special education. The course also examines the legal and ethical implications surrounding special education, and the historical developments within the field. This course will provide teacher education students with experiences that engage them in explicitly examining their conceptions, assumptions, and attitudes related to students with exceptional educational needs. Extensive consideration will be devoted to misconceptions about multicultural and bilingual aspects of special education as well as pedagogical approaches for including students with diverse learning styles and abilities in general education environments.

PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR

SPECED 560 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOM 3 Units

The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 565 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS 2 Units

This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.

PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

SPECED 576 MEDICAL ASPECTS OF DISABILITY 3 Units

Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and prenatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance

PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR

SPECED 606 TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES 3 Units

Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.

PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR (FOR MINORS, NON-MAJORS, AND GRADUATE STUDENTS)

SPECED 609 NONVIOLENT CRISIS INTERVENTION Repeatable 1 Units

This course provides participants with certification or recertification in Nonviolent Crisis Intervention as recognized by the Crisis Prevention Institute (CPI). Techniques for de-escalating potentially harmful situations as well as strategies for responding to direct physical threats will be presented. The instructor is certified by CPI to provide training. Participants passing the exit exam will receive a one-year certificate in non-violent crisis intervention.

Participants are asked to wear comfortable clothing suitable for physical activity and avoid wearing jewelry during the course. Students must purchase a workbook from the instructor the first day of class to participate. Students must purchase a workbook from the instructor the first day of class to participate.

SPECED 640 ADVANCED BEHAVIOR INTERVENTION STRATEGIES 3 Units

The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

PREREQ: ENROLLMENT IN A GRADUATE ABA CERTIFICATE PROGRAM

SPECED 650 INTERVENTION FOR CHILDREN WITH EBD 3 Units

The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 658 COLLABORATION FOR EFFECTIVE INSTRUCTION 3 Units

This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 661 FORMAL ASSESSMENT FOR YOUNG CHILDREN 3 Units

This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

SPECED 662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD 3 Units

A course to develop advanced diagnostic skills for elementary through secondary students with mild/ moderate disabilities (LD, ED, CD). Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues and trends are discussed.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 665 CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL 3 Units

For persons who will be working with individuals who have moderate and/or severe disabilities. Provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus will be on all aspects of functional programs across home, school, community and vocational environments.

PREREQ: SPECED 205, SPECED 322, SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

SPECED 676 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES 3 Units

For the individual who is interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of the person with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION OR CONSENT OF INSTRUCTOR

SPECED 680 DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR 3 Units

The focus of this course is to support undergraduate and graduate teacher candidates to use formal and informal assessments, apply evidence-based practices in instruction, behavior management, working with families and community agencies in special education, gain first-hand experiences with diverse learners with disabilities, experience the different types and levels of service delivery models in different emphasis areas across the special education continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and alternative school settings. Teacher candidates will explore respective roles and responsibilities of all student teaching personnel. Attention is also given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department requirements including the Educator Teacher Performance Assessment (edTPA), unit plans, an IEP, FBA, and BIP along with online reflection journal submissions.

PREREQ: PRAXIS II, NO 'T'S OR C OR LOWER IN SPEC ED/FLD, 2.75 GPA; COREQ: SPECFLD 789A, SPECFLD 789B, SPECFLD 789C, SPECFLD 789D, SPECFLD 789F OR SPECFLD 789G, OR SPECFLD 793A, SPECFLD 793B, SPECFLD 793C, SPECFLD 793D, OR SPECFLD 793F

SPECED 686 ACADEMIC INTERVENTION I 3 Units

The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through using of research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction in general/special education.

PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR GRADUATE STATUS AND ADMISSION TO PROFESSIONAL EDUCATION

SPECED 687 ACADEMIC INTERVENTION II 3 Units

This course addresses reading and writing instruction across the curriculum and interventions. The processes and skills children and adolescents engage in to develop vocabulary, comprehend text, and compose quality written work are examined. Specifically the difficulties encountered by students with language and learning differences are reviewed and research providing "best practices" in teaching vocabulary, comprehension and writing as tools for literacy development will be emphasized. Student will develop skills for teaching reading/writing vocabulary, reading comprehension, and writing process/products and explore technology that supports instruction. Students will master instructional strategies for reading comprehension, vocabulary knowledge, and the development and fluency skills involved in written composition.

PREREQ: SPECED 486 OR SPECED 686 AND ADMISSION TO PROFESSIONAL ED

SPECED 690 WORKSHOP *Repeatable* 1-10 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SPECED 694 SEMINAR - SPECIAL EDUCATION *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SPECED 696 SPECIAL STUDIES *Repeatable* 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. PREREQ: CONSENT OF INSTRUCTOR

SPECED 700 LEGAL FOUNDATIONS OF SPECIAL EDUCATION *Repeatable* 3 Units

The purpose of this course is to provide an in-depth graduate level theoretical foundation of the field of special education. Historical trends and current issues in the field of special education will be explored with an emphasis upon the impact these issues have on current practice. Current special education law and its interaction with practice will also be explored.

SPECED 701 ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION *Repeatable* 3 Units

This course provides the post-baccalaureate student with the knowledge and skills to understand, interpret, and apply single-case design methods within the large context of research design in education. Students will learn how to evaluate single-case design research studies in order to understand current research related to the behavioral intervention. In addition, students will learn how to conduct single-case design research in order to evaluate their own intervention programs.

SPECED 702 REFLECTIVE PRACTICE AND ACTION RESEARCH 3 Units

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations. PREREQ: Graduate Standing.

SPECED 703 PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP 3 Units

This course will examine school reform and collaborative leadership from a Special Education perspective. Specifically, the course will provide students with strategic skills to promote collaborative problem-solving approaches to the development of policy and practice that will promote the development of learning communities and the revitalization of the quality of learning for all children. Students will participate in practical activities that will enhance their ability to assume informal and formal leadership roles within and across professions impacting Special Education.

SPECED 704 APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION 3 Units

Under the mentorship of the faculty advisor, the student will reflect and implement an Action Research proposal at the classroom, school and / or district level. The synthesis and summary of the findings will be disseminated via multiple formats, e.g. poster sessions, conference presentations, journal articles and the sharing of information at professional gatherings. The Action Research study will be a tool for producing artifacts that can be integrated into appropriate professional portfolios to enhance professional development, career mobility of qualification for NBPTS certification.

PREREQ: SPECED 700, SPECED 701, SPECED 702, EDFOUND 740 OR CONSENT OF DEPARTMENT CHAIRPERSON

SPECED 705 PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION *Repeatable* 3 Units

This course will prepare practicing teachers to develop professional portfolios. Students can select from three types of portfolios -- a Professional Development Portfolio, a Showcase Portfolio or a portfolio that can be used as part of an application for National Board Certification. The Professional Development Portfolio will assist teachers in meeting the requirements for continuing licensure. A showcase portfolio will assist teachers who wish to move into another professional position. The National Board portfolio is one of the major requirements in achieving National Board Certification. Students will acquire skills in developing and refining artifacts suitable for each type of portfolio. They will learn how to write reflective commentaries, to self-assess their working according to external standards, to acquire skills (e.g. videotaping lessons; developing web pages) that will assist them in producing high quality artifacts representing their best work. Students may take this class up to two times to complete their portfolio.

PREREQ: STUDENTS SEEKING THE MSE IN SPECIAL EDUCATION WILL BE EXPECTED TO HAVE COMPLETED THE GENERAL CORE, THE SPECIALTY CORE, AND THE PROFESSIONAL DEVELOPMENT CORE CLASSES. OTHERS MAY BE ADMITTED WITH CONSENT OF THE INSTRUCTOR.

SPECED 706 TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS 3 Units

This course examines specific vocational assessment strategies using an ecological approach to in-school data collection. Assessment of occupational interests, aptitude, and learning styles in relationship to IEP development, placement within specific occupational clusters, and successful transition to post-secondary training and/or employment environments is presented.

SPECED 707 FOUNDATIONS OF AUTISM SPECTRUM DISORDER *Repeatable* 3 Units

The purpose of this course is to provide an in-depth graduate level introduction to the foundations of autism spectrum disorder. This course includes an overview of autism spectrum disorder, including discussion of diagnostic issues, philosophical issues, research on the biological and psychosocial bases of the disorders, as well as an overview of intervention techniques and legal issues. The basic principles of behavioral analysis are covered.

PREREQ: SPECED 205 OR CONSENT OF INSTRUCTOR

SPECED 708 METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS 3 Units

This course provides students with methods of instructing children with autism spectrum disorders. The focus will be on developing functional skills based upon individual children's needs. Methods of instruction will include applied behavior analysis, sensory integration, TEACCH, and functional and ecological assessment procedures.

PREREQ: SPECED 707 OR CONSENT OF INSTRUCTOR

SPECED 709 ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS 3 Units

The purpose of this course is to provide students with specialized training in applied behavior analysis. This course will provide in-depth training in advanced concepts related to changing behavior, maintaining behavior change, teaching skills and making data-based intervention decisions. In addition, this course will discuss the ethical issues related to behavior change.

SPECED 710 ADVANCED APPLICATIONS IN APPLIED BEHAVIOR ANALYSIS 3 Units

The purpose of this course is to integrate and apply knowledge and skills from all courses in the certificate program. Students will learn how to create ABA-based programs to teach adaptive behavior, self-help, communication and social skills targeting individuals with Autism Spectrum Disorders, Developmental Disabilities or Emotional/Behavioral Disorders. Students will apply concepts from previous courses to create environments that promote learning and minimize challenging behavior in which to implement their ABA-based programs.

SPECED 711 ETHICS IN RESEARCH AND APPLIED BEHAVIOR ANALYSIS 3 Units

This course is designed to meet professional standards involving ethics, as outlined by the Fourth Edition Task List of the Behavior Analyst Certification Board. This course has been developed for prospective therapists, researchers, and educators who are seeking certification as a Board Certified Behavior Analyst. PREREQ: SPECED 709

SPECED 731 DIFFERENTIATION IN THE CLASSROOM 3 Units

Differentiated Instruction is a teaching theory based on the premise that the instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. "In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student difference in readiness, interest, and learning needs." (Tomlinson, 2001, p.7) This workshop will study the principles of defensible differentiation, backward design, and strategies to provide challenging and future-oriented instruction that promotes both engagement and understanding.

SPECED 760 FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD 3 Units

This course addressed the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 761 INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM 3 Units

This course is designed to help prospective education teachers learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivery of instruction including lesson planning and unit planning. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 766 PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES 3 Units

The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/community professionals as well as between school professionals and other community service providers. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 776 CURRICULUM AND METHODS FOR LOW INCIDENCE DISABILITIES 3 Units

This course focuses on meeting the educational needs of students requiring a functional intensive special education program. Methods of instruction will include strategies to promote general curriculum access for individual with significant and multiple disabilities; addressing the unique learning and support needs required to educate students with low incidence disabilities.

PREREQ: SPECED 760 AND SPECED 761

SPECED 781 SCHOOL-TO-ADULT LIFE TRANSITIONAL PROGRAMMING 3 Units

This course will examine direct and indirect instructional support strategies which facilitate successful vocational programming of individuals with exceptional educational needs within secondary and post-secondary environments. The Designated Vocational Instructor model and transition methods are emphasized.

SPECED 783 GRADUATE FIELDWORK AND PORTFOLIO DEVELOPMENT 3 Units

This course assists graduate teacher candidates to develop their gateway portfolio. This portfolio includes artifacts from Characteristics, Methods, and a performance component. The artifacts selected should demonstrate competencies on the Council for Exceptional Children (CEC) and Wisconsin Teaching Standards (WTS). The performance component will be comprised of completing 25 hours in an assigned field placement, and a written project. Teacher candidates must earn a passing grade on this portfolio, and passing scores on all clinical evaluations and field projects, for entrance into the Directed Teaching Block.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 785 CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE Repeatable 1 Units

The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic. COREQ: SPECED 786

SPECED 786 CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE Repeatable 1 Units

The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. SPECED 785 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 787 Current Topics in Special Education: Post-Institute (1 credit) can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

SPECED 787 CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE Repeatable 1 Units

The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic. COREQ: SPECED 786

SPECED 790 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SPECED 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SPECED 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SPECED 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

SPECED 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. PREREQ: Consent of instructor.

Special Education - Cross Categorical Emphasis Degree Requirements (MSE)

Special Education MSE: Emphasis Cross Categorical is designed for working professionals with bachelor degrees who seek initial licensure in special education. Individuals with current emergency licenses are also ideal candidates for this program. Students complete a 36 credit MSE in three years with night and summer classes. Licenses earned include Cross Categorical and Learning Disabilities. Students without previous licensure must meet professional education standards for admission to the College of Education Professional Studies.

Admission Requirements Including Passing PRAXIS I

Code	Title	Units
EDFOUND 710	EDUCATION IN A PLURALISTIC SOCIETY	3
SPECED 760	FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD	3
SPECED 761	INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM	3
SPECED 662	EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD	3
SPECED 700	LEGAL FOUNDATIONS OF SPECIAL EDUCATION	3
SPECED 640	ADVANCED BEHAVIOR INTERVENTION STRATEGIES	3
SPECED 783	GRADUATE FIELDWORK AND PORTFOLIO DEVELOPMENT	3
SPECED 686	ACADEMIC INTERVENTION I	3

SPECED 687	ACADEMIC INTERVENTION II	3
SPECED 680	DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR	3
SPECED 766	PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES	3
Select one of the following:		1-6
SPECED 776	CURRICULUM AND METHODS FOR LOW INCIDENCE DISABILITIES	3
SPECFLD 789B & SPECFLD 789D	PRACTICUM: LEARNING DISABILITY and PRACTICUM: CROSS CATEGORICAL	
SPECFLD 793B & SPECFLD 793D	INSERVICE PRACTICUM: LEARNING DISABILITY and INSERVICE PRACTICUM: CROSS CATEGORICAL	

Total Units 37-42

Special Education - Professional Development Emphasis Requirements (MSE)

The MSE in Special Education with an emphasis in Professional Development is designed for currently licensed teachers or professionals in related fields who wish advanced knowledge in special education. Potential areas of study include: Autism Specialist, Transition Specialist (both areas lead to Graduate Certificates), addition of LD, CD, or EBD to current special education, cross categorical license. Students interested in adding ECSE may require additional hours beyond the MSE program.

Admission to Program Requirements

Students must meet the admission requirements outlined in the University of Wisconsin-Whitewater Graduate Catalog. No additional requirements are set by the Department of Special Education.

Code	Title	Units
SPECED 700	LEGAL FOUNDATIONS OF SPECIAL EDUCATION	3
SPECED 701	ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION	3
SPECED 702	REFLECTIVE PRACTICE AND ACTION RESEARCH	3
SPECED 703	PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP	3
SPECED 704	APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION	3
SPECED 705	PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION	3
EDFOUND 740	TECHNIQUES OF RESEARCH	3
SPECED 785	CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE	1
SPECED 786	CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE	1
SPECED 787	CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE	1
Electives to 36 credit total for MSE in Special Education Professional Development		12
Total Units		36

Certificate in Applied Behavior Analysis

The certification in Applied Behavior Analysis (ABA) is designed to prepare professionals with undergraduate degrees in education or related fields to use Applied Behavior Analysis to create, coordinate and/or implement ABA-based interventions with individuals with autism spectrum disorders and other disabilities.

ABA Certificate Coordinator

Tia Schultz
 Email: schultr@uww.edu
 Winther 5045
 Phone: 262-472-5375

Entrance Requirements

- A Bachelor Degree
- A minimum of 2.75 overall grade point average

Note: Credits earned in the ABA certification program may also count toward the Master of Science in Education degree program in special education, professional development emphasis.

Certificate in Applied Behavior Analysis

Degree Requirements

The online Applied Behavior Analysis certificate is 18 graduate credits. All credits can count toward a MSE in special education through the University of Wisconsin-Whitewater, if you are interested. The program is fully online and our department is accredited through both National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC). The online modules stress only evidenced-based interventions and courses go through an accreditation process called Quality Matters to ensure that the online access is as seamless as possible.

The courses are offered in the following rotation:

Code	Title	Units
SPECED 709	ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS (offered summer)	3
SPECED 708	METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS (offered summer)	3
SPECED 640	ADVANCED BEHAVIOR INTERVENTION STRATEGIES (offered fall)	3
SPECED 701	ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION (offered spring)	3
SPECED 710	ADVANCED APPLICATIONS IN APPLIED BEHAVIOR ANALYSIS (offered summer)	3
SPECED 711	ETHICS IN RESEARCH AND APPLIED BEHAVIOR ANALYSIS (offered summer)	3
Total Units		18

Certificate in Autism Specialist Program

The graduate Autism Specialist certification is designed to prepare professionals with bachelor degrees in education or related fields to teach and work with individuals with autism.

Entrance Requirements

A Bachelor's Degree.

Note: Units earned in the autism specialist certification program may also count toward the Master of Science in Education degree program in special education.

Certificate in Autism Specialist Program

The Certificate Program requires completion of the following courses:

Code	Title	Units
SPECED 702	REFLECTIVE PRACTICE AND ACTION RESEARCH	3
SPECED 704	APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION	3
SPECED 707	FOUNDATIONS OF AUTISM SPECTRUM DISORDER	3
SPECED 708	METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS	3
SPECED 709	ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS	3
Total Units		15

Certificate in Transition Specialist Program

The graduate Transition Specialist certification is designed to prepare professionals with undergraduate degrees in education or related fields to teach and support individuals with disabilities as they transition from high school to adult life.

Transition Certificate Coordinator

Dr. James Collins
 Email: collinsjc@uww.edu
 Winther 5044
 Phone: 262-472-5804

Entrance Requirements

- A Bachelor's Degree
- A minimum of 2.75 overall grade point average
- Applicants for this program must have taken SPECED 406/SPECED 606, or the equivalent, or have instructor permission

Note: Units earned in the Transitions Specialist Certificate Program may also count toward the Master of Science in Education Degree Program in Special Education, Professional Development emphasis.

Certificate in Transition Specialist Program

The online Transition Specialist certificate is 15 graduate credits. All credits can count toward a MSE in special education through the University of Wisconsin-Whitewater, if you are interested. The program is fully online and our department is accredited through both National Council for Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC). The online modules stress only evidenced-based interventions and courses go through an accreditation process called Quality Matters to ensure that the online access is as seamless as possible.

The courses are offered in the following rotation:

Code	Title	Units
SPECED 706	TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS (offered summer, odd years)	3
SPECED 781	SCHOOL-TO-ADULT LIFE TRANSITIONAL PROGRAMMING (offered summer, even years)	3
SPECED 702	REFLECTIVE PRACTICE AND ACTION RESEARCH (offered fall, must be taken AFTER either or both SPECED 706 or SPECED 781)	3
SPECED 704	APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION (offered spring or summer, must be taken AFTER SPECED 702)	3
SPECED 703	PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP (offered spring)	3
Total Units		15

Applying is easy. You will find both the downloadable and online application at: <http://www.uww.edu/gradstudies/admission>. The department does not require letters of recommendation. You do need to send in transcripts and the 56.00 application fee.

Dr. James C. Collins, who coordinates the program, would love to chat with you more about the program. You may contact him by phone 262-472-5804 or email collinsjc@uww.edu

The website for tuition information is <https://uwwcost.uww.edu/>
The website for financial aid is <http://www.uww.edu/financialaid/>

Trauma-informed and Trauma Responsive Treatment

The Trauma-informed and trauma responsive treatment graduate certificate is designed for individuals who are presently in a Master's program in Counseling or already have a Master's degree in Counseling, Social Work, Psychology. This certificate program provides training in understanding and addressing trauma and skills to develop trauma-responsive practices. The course work will lead to knowledge and skills of how to respond to those who have experienced trauma.

The culminating consultation and internship process will lead to enhancing effective implementation of trauma responsive care.

Trauma-informed and Trauma Responsive Treatment Certificate program

Course sequence:

Code	Title	Units
COUNSED 730	IDENTIFYING AND REPORTING CHILD ABUSE FOR THE HELPING PROFESSIONA	3
COUNSED 716	CRISIS INTERVENTION AND TRAUMA COUNSELING	3
COUNSED 734	FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS	3
COUNSED 739	TRAUMA TREATMENT	3
COUNSED 792	TRAUMA RESPONSIVE CONSULTATION	1-2
Total Units		13-14

COLLEGE OF LETTERS AND SCIENCES

College of Letters and Sciences Mission Statement

The College of Letters and Sciences forms the core of the University, providing students with the essential elements of a liberal education in humanities, natural sciences, and social sciences. The College fosters personal and professional growth by offering challenging and relevant courses through the general education program, specialized and career-oriented majors and minors, and collaborative programs with other colleges. Students in the College of Letters and Sciences develop diverse perspectives, civic responsibility and engagement, and personal and professional integrity while preparing for careers and life-long learning.

In order to achieve this mission, faculty and staff are dedicated to developing innovative pedagogy, and connecting academic knowledge with experience through international study, undergraduate research, and internships. Faculty and staff create, expand, and disseminate knowledge and understanding through research, scholarship, and creative work, with students as essential participants and contributors. The College seeks to use the knowledge and expertise of faculty and students to improve society by participating in programs that meet the needs and engage the interests of the University campus and the broader community.

Degree Programs

Computer Science (p. 98)

Educational Specialist Degree (Ed.S.) (p. 92)

School Psychology Degree Program (M.S.E.) (p. 95)

Education Specialist - School Psychology Degree Program (Ed.S.)

The Education Specialist Degree is composed of approved units beyond the Masters degree consisting of 700-level course work in school psychology and education, supervised field experiences, a pre-internship capstone examination, and a scholarly project in School Psychology. Completion of the degree creates eligibility for the Nationally Certified School Psychologist credential. The degree is designed for advanced graduate students who already possess the masters degree from an accredited program in school psychology and who desire a proficiency that will enable them to assume a role of leadership based on a considerable depth of understanding and applied competency in their work. In the first year of the two-year program, students spend a minimum of 600 hours at a local public school district in a practicum school psychology placement, while completing complementary course work in advanced intervention and prevention competencies and further educational and psychological foundations. Students must pass the ETS Praxis II examination in School Psychology during the first year. In the second year, students must complete a minimum 1200-hour supervised internship in School Psychology. Students must initiate a written Specialist Project in the first year and bring it to completion prior to their final semester of internship.

Program Coordinator

Dr. Christine Neddenriep
LT 1229
Phone: 262-472-1850

Email: neddenrc@uww.edu

Department

LT 1223

Phone: 262-472-1026

Fax: 262-472-1863

Email: psychology@uww.edu

Additional Admission Requirements

All applicants must possess a Masters Degree in School Psychology from a NASP - accredited institution or an institution that trains at an equivalent standard.

The Coordinator, in consultation with the School Psychology committee, will determine if this requirement has been met.

All applicants must submit three letters of recommendation from appropriate persons (such as former professors or work supervisors) who are familiar with the applicant's academic and personal qualifications for advanced graduate study in school psychology. In lieu of the letters, the "Endorsement to Proceed to the Educational Specialist Degree," approved by the UW-Whitewater School Psychology Committee, must be submitted by all UW-Whitewater applicants.

Admission Timeline

The Education Specialist Program admits students only in the spring of the year for classes beginning the following fall term. Admitted students are also free to take summer term classes. All application materials including the Graduate Studies application and all additional application requirements must be received by February 15.

Following the February 15 deadline, the School Psychology Committee will review packets and inform all applicants as to their admission status by mail. Applicants with complete application packets who are requesting early admission consideration due to competing deadlines should inform the Program Coordinator with a written request.

Degrees in Education Specialist: School Psychology

- Education Specialist Degree Ed.S (p. 94).

Courses

PSYCH 545 ABNORMAL PSYCHOLOGY 3 Units

An introductory survey of abnormal psychology covering the clinical syndromes included in the diagnostic classification system of the American Psychiatric Association. Current research regarding causal factors, treatment, and outcomes supplement descriptions of maladaptive patterns of behavior.

PREREQ: PSYCH 211 OR GRADUATE STANDING

PSYCH 620 FOUNDATIONS OF PROFESSIONAL SCHOOL PSYCHOLOGY 3 Units

An examination of the history, foundations, legal/ ethical, and role and function issues in school psychology. Particular attention will be focused on the exploration of specific models of school psychological service delivery, including direct intervention and school-based consultation with education and agency professionals.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 680 SCHOOL VIOLENCE AND CRISIS MANAGEMENT 3 Units

Advanced undergraduates and graduate students who have professional and/or scholarly interests in gaining a greater understanding of the variables associated with violence and crisis management in the public school setting. Emphasis on: Psychological, developmental, and risk correlates of childhood aggression; critical examination of the prevention and intervention models considered most effective and useful in the school setting; in depth understanding of crisis prevention and response models.

PSYCH 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PSYCH 694 SEMINAR IN PSYCHOLOGY Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PSYCH 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. May be repeated with permission of department.

PREREQ: 12 CREDITS IN PSYCHOLOGY

PSYCH 715 RESEARCH METHODS AND PROGRAM ASSESSMENT IN SCHOOL PSYCHOLOGY 3 Units

A survey of research design issues and analysis methods as they pertain to the practice of School Psychology. Topics include descriptive statistics, correlational and regression analyses, within- and between-subjects designs and analyses, single subject and small N research strategies, and program assessment in educational settings.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 724 LEARNING IN EDUCATIONAL CONTEXTS 3 Units

A survey of theories of and empirical research on learning as it takes place within educational contexts. Problems that may hinder learning and ways in which school psychologists can foster learning within educational contexts will be studied.

PREREQ: ADMISSION TO THE MSE OR EDS SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR

PSYCH 740 ASSESSMENT I: ACADEMIC ACHIEVEMENT AND PROGRESS MONITORING 3 Units

The introductory assessment course for graduate students in the School Psychology Program. Content will cover principles of psychological measurement, including test reliability, validity, scores and item construction. Substantial content will address assessment of academic achievement via traditional testing and curriculum-based assessment methods. Field work required

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 745 ASSESSMENT III: INTELLECTUAL FUNCTIONING 3 Units

This course examines the nature of intelligence and basic characteristics of tests of cognitive functioning. Intensive study of the Wechsler Scales, the Differential Ability Scales, and other standardized assessments of cognitive functioning with a particular emphasis on practice in administration, scoring, and appropriate interpretation of scores is required. The course will also examine the construct of adaptive behavior and its relationship to intelligence and culturally competent assessment. Students will also receive training in written and oral communication of psychological information. Field work is required.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 746 PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE 3 Units

A survey of the mental disorders of childhood and adolescence with an emphasis on diagnosis and treatment. Theoretical approaches and current research are also included.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 762 ACADEMIC INTERVENTIONS 3 Units

This course instructs students in the theory and methods of direct, academic assessment. Students will administer, score, and interpret progress monitoring measures. Students will become familiar with evidence-based interventions specific to various academic skills and will use progress monitoring data to evaluate the effectiveness of evidence-based intervention.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR

PSYCH 766 COGNITIVE-BEHAVIORAL THERAPY WITH CHILDREN AND ADOLESCENTS 3 Units

An introductory course in direct cognitive-behavioral interventions in the school setting for advanced School Psychology Program students. Legal issues, ethical conduct, efficacy research, and theoretical foundations of cognitive-behavioral therapy will be discussed. Students will learn selected individual and group intervention procedures and apply them with children and/or adolescents in supervised school-based settings

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 768 BEHAVIOR THERAPY IN SCHOOLS 3 Units

This course is designed to provide students with competencies in understanding the principles of behavior therapy and their applications to academic and behavioral issues in school settings. The course focuses on the theoretical and practical aspects of behavior therapy for children and adolescents. Particular emphasis is placed on ecobehavioral assessment and intervention.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 769 CONSULTATION AND PREVENTION 3 Units

The study of indirect intervention procedures for use with children and adolescents. Emphasis will be placed on understanding the history, theoretical variations, implementation issues, and practical application of psychological consultation in the school setting. Additional emphasis will be placed on the consultant's role in the planning and development of primary prevention procedures with school-age populations. In-school practicum is required.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 770 ASSESSMENT II: BEHAVIOR AND PERSONALITY 3 Units

The non-biased assessment of behavior, emotional functioning, and personality in the integrated context of measurable treatment procedures is stressed. Emphasis is placed on hypothesis development and construct measurement. Course examines multi-axial assessment formats which include child-teacher-parent rating scales, interview and history taking, behavioral observation, and projective techniques.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 785 ADVANCED CHILD DEVELOPMENT 3 Units

This course examines the dynamics of child development as they relate to school and family settings. The course focuses on applying theory, methods, and research findings in child development to the practice of school psychology. Topics include physical, cognitive, and social development from conception through adolescence.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY OR CONSENT OF INSTRUCTOR

PSYCH 786 MENTAL HEALTH DELIVERY IN SCHOOLS: APPLIED PSYCHOPHARMACOLOGY 3 Units

Students will be introduced to the pharmacological treatment of psychological disorders of childhood and adolescence. The course presents basic principles of pharmacology, psychoactive drug classifications, and rationales behind the pharmacological treatment of psychological disorders. Applied components will relate the theoretical aspects of the course material to mental health service delivery in the schools.

PREREQ: ADMISSION TO THE M.S.E. OR Ed.S. SCHOOL PSYCHOLOGY GRADUATE PROGRAM

PSYCH 787 SOCIAL CONTEXT AND DIVERSITY IN THE SCHOOL SETTING 3 Units

This course examines current theory and research related to understanding human social behavior and diversity within the school setting. Readings and discussions will cover both quantitative and qualitative research and represent psychological, anthropological, and sociological perspectives on social behavior relevant to education. Public policy issues relevant to social behavior within educational contexts will also be addressed.

PREREQ: ADMISSION TO MSE - SCHOOL PSYCHOLOGY OR EDS SCHOOL PSYCHOLOGY

PSYCH 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques. Repeatable to 9 credits.

PSYCH 792 FIELD PLACEMENT IN SCHOOL PSYCHOLOGY Repeatable 1 Units

Support for field experiences for School Psychology Program students. Includes a supporting seminar.

PREREQ: ADMISSION TO MSE-SCHOOL PSYCHOLOGY

PSYCH 793 PRACTICUM IN SCHOOL PSYCHOLOGY Repeatable 3-9 Units

A two and one-half hour weekly seminar includes school psychological services involving the role, issues, ethics, laws and regulations pertaining to school psychology. Two days per week in a public school setting are required along with a minimum of one hour of supervision of the field placement experience.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PSYCH 795 INTERNSHIP IN SCHOOL PSYCHOLOGY Repeatable 3 Units

The internship in School Psychology is a full-time placement experience (at least half of which takes place in a public school setting) providing the student with the opportunity to acquire proficiency in the area of School Psychology. Internship supervision is on campus and in work setting. Grading is on a pass/fail basis. Repeatable to 12 credits.

PREREQ: THE MSE SCHOOL PSYCHOLOGY DEGREE, PSYCH 793 AND SIXTY CREDITS DEFINED BY THE DEPARTMENT OF INSTRUCTION TOWARD THE INITIAL EDUCATOR LICENSE.

PSYCH 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PSYCH 797 SPECIALIST PROJECT RESEARCH Repeatable 1 Units

Students, under faculty supervision, propose, design, and carry out an applied project within the field of School psychology. Approved quantitative and qualitative studies, comprehensive reviews, school-based program evaluations, or student designed assessment or intervention procedures receive faculty support and guidance. Students meet individually with faculty project advisors. Repeatable.

PREREQ: PSYCH 715 OR EQUIVALENT AND ADMISSION TO THE EDUCATION SPECIALIST DEGREE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PSYCH 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Education Specialist Degree Requirements (Ed.S.)

Degree Requirements

The Education Specialist degree is composed of approved units beyond the Masters degree consisting of 700-level course work in school psychology and education, field experience, a pre-internship capstone examination, and a scholarly project.

A grade point average of 3.00 must be maintained throughout the degree sequence.

All students must be in full-time residence (at least nine unit hours) for the first year of the degree sequence. The degree must be completed within seven years following the earliest credited course.

Students must complete a written Specialist Project and present their project to the faculty who will determine if it meets all of the Specialist Project "Standards for Competency." Continuous enrollment in PSYCH 797 is required.

Students must maintain and present to the faculty on a semester basis a portfolio of academic progress and accomplishments.

Students must pass the ETS Praxis II examination in School Psychology prior to entrance into the internship sequence. The examination may be repeated as necessary.

Code	Title	Units
PSYCH 762	ACADEMIC INTERVENTIONS	3
PSYCH 766	COGNITIVE-BEHAVIORAL THERAPY WITH CHILDREN AND ADOLESCENTS	3
PSYCH 769	CONSULTATION AND PREVENTION	3
PSYCH 785	ADVANCED CHILD DEVELOPMENT	3
PSYCH 786	MENTAL HEALTH DELIVERY IN SCHOOLS: APPLIED PSYCHOPHARMACOLOGY	3
PSYCH 787	SOCIAL CONTEXT AND DIVERSITY IN THE SCHOOL SETTING	3
PSYCH 793	PRACTICUM IN SCHOOL PSYCHOLOGY	3-9
PSYCH 796	SPECIAL STUDIES	1-3
PSYCH 797	SPECIALIST PROJECT RESEARCH	1

Professional Education

Courses from Curriculum and Instruction, Educational Foundations, and Special Education selected in consultation with the student's advisor to address program requirements and specific student interests

PSYCH 795	INTERNSHIP IN SCHOOL PSYCHOLOGY	3
Total Units		26-34

Note: Upon completion of all program requirements, including internship, Specialist Project, and a passing score on the ETS Praxis II examination in School Psychology, and a successful culminating portfolio review, students receive the Education Specialist Degree in School Psychology (Ed.S.)

School Psychology (MSE)

Master of Science in Education

The Master of Science in Education (M.S.E.) Degree is part of a three-year program which fulfills the academic requirements for licensure as a School Psychologist. This area of study concerns itself with the application of psychological theories and skills to prevention and intervention procedures with children and youth as they interact within the school environment. It provides comprehensive knowledge in psychological and educational foundations and extensive training in assessment, therapy, and consultation practices. This program leads to Department of Public Instruction licensure as a School Psychologist.

The curriculum is designed to provide advanced knowledge and skills in content areas necessary to meet the training requirements for School Psychology as defined by the National Association of School Psychologists, the American Psychological Association, and the State of Wisconsin Department of Public Instruction certification standards for School Psychologists. Students will learn, among other skills, to: complete non-biased data-based assessment of school-aged children and integrate such assessment into treatment procedures; function as consultants to teachers, parents and other personnel in school settings - working as child advocates in school, home and community; and conduct applied research that will benefit the children and families that they serve, and appreciate how such efforts fit into a context of continuing professional development.

Program Coordinator

Christine Neddenriep
LT 1229
Phone: 262-472-1850
Email: neddenrc@uww.edu

Department

LT 1223
Phone: 262-472-1026
Fax: 262-472-1863
Email: psychology@uww.edu

Additional Admission Requirements

1. An overall undergraduate grade point average of at least a 3.00. Applicants who do not meet this requirement may appeal for an exception on the basis of other factors (e.g., strong subsequent academic study, outstanding relevant work experience, and/or exceptional personal qualifications).
2. An appropriate academic background in psychology with a minimum of 12 units including a course in each of the following: child/adolescent psychology or development, abnormal psychology/behavior disorders, and basic statistical methods. The School Psychology Committee may require that specific undergraduate courses be completed with a grade of B or better before the application for admission will be processed.

3. Students with only a single deficiency may be admitted and allowed to satisfy that deficiency at the graduate level. Such graduate level prerequisite credits will not count toward the master's degree, but will count as electives in the student's total credit course work requirement.
4. The program application form, available on the program website <http://www.uww.edu/gradstudies/schpsych>.
5. A representative sample of the applicant's written expression skills in the form of a typed narrative Autobiographical Statement, sent to the program coordinator, which includes a discussion of relevant personal background and describes in-depth why the applicant has chosen to pursue study in the field of school psychology.
6. Three letters of recommendation from appropriate persons (such as former professors or work supervisors) who are familiar with the applicant's academic and personal qualifications for graduate study in school psychology. These letters should be sent to the program coordinator.
7. The results of the General portion of the Graduate Record Examination (GRE). Applicants who prefer to submit the results of the Miller Analogies Test (MAT) in lieu of the GRE may do so. Have all results sent to UW-Whitewater Department of Psychology. It is the responsibility of the applicant to see that the scores are received at the School Psychology Program before the February 15th application deadline. Failure to meet this deadline may result in a denial of admission due to an incomplete application packet.
8. Upon review, the School Psychology Committee may request a personal interview to provide additional information. Admission may be granted with or without an interview at the Committee's discretion.

Admission Timeline

The School Psychology Program admits students only in the spring of the year for classes beginning the following fall term. Admitted students are also free to take summer term classes. A completed application packet, consisting of the program application form, autobiographical statement, three letters of recommendation, the results of the GRE or MAT, and all application materials forwarded by the School of Graduate Studies must be on file with the Program Coordinator by February 15.

Following the February 15 deadline, the School Psychology Committee will review packets and inform all applicants as to their admission status by mail. Applicants with complete application packets who are requesting early admission consideration due to competing deadlines should inform the Program Coordinator with a written request.

Degree in School Psychology

- School Psychology MSE (p. 97)

Courses

PSYCH 545 ABNORMAL PSYCHOLOGY 3 Units

An introductory survey of abnormal psychology covering the clinical syndromes included in the diagnostic classification system of the American Psychiatric Association. Current research regarding causal factors, treatment, and outcomes supplement descriptions of maladaptive patterns of behavior.
PREREQ: PSYCH 211 OR GRADUATE STANDING

PSYCH 620 FOUNDATIONS OF PROFESSIONAL SCHOOL PSYCHOLOGY 3 Units

An examination of the history, foundations, legal/ ethical, and role and function issues in school psychology. Particular attention will be focused on the exploration of specific models of school psychological service delivery, including direct intervention and school-based consultation with education and agency professionals.
PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 680 SCHOOL VIOLENCE AND CRISIS MANAGEMENT 3 Units

Advanced undergraduates and graduate students who have professional and/or scholarly interests in gaining a greater understanding of the variables associated with violence and crisis management in the public school setting. Emphasis on: Psychological, developmental, and risk correlates of childhood aggression; critical examination of the prevention and intervention models considered most effective and useful in the school setting; in depth understanding of crisis prevention and response models.

PSYCH 690 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PSYCH 694 SEMINAR IN PSYCHOLOGY *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PSYCH 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. May be repeated with permission of department.

PREREQ: 12 CREDITS IN PSYCHOLOGY

PSYCH 715 RESEARCH METHODS AND PROGRAM ASSESSMENT IN SCHOOL PSYCHOLOGY 3 Units

A survey of research design issues and analysis methods as they pertain to the practice of School Psychology. Topics include descriptive statistics, correlational and regression analyses, within- and between-subjects designs and analyses, single subject and small N research strategies, and program assessment in educational settings.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 724 LEARNING IN EDUCATIONAL CONTEXTS 3 Units

A survey of theories of and empirical research on learning as it takes place within educational contexts. Problems that may hinder learning and ways in which school psychologists can foster learning within educational contexts will be studied.

PREREQ: ADMISSION TO THE MSE OR EDS SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR

PSYCH 740 ASSESSMENT I: ACADEMIC ACHIEVEMENT AND PROGRESS MONITORING 3 Units

The introductory assessment course for graduate students in the School Psychology Program. Content will cover principles of psychological measurement, including test reliability, validity, scores and item construction. Substantial content will address assessment of academic achievement via traditional testing and curriculum-based assessment methods. Field work required

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 745 ASSESSMENT III: INTELLECTUAL FUNCTIONING 3 Units

This course examines the nature of intelligence and basic characteristics of tests of cognitive functioning. Intensive study of the Wechsler Scales, the Differential Ability Scales, and other standardized assessments of cognitive functioning with a particular emphasis on practice in administration, scoring, and appropriate interpretation of scores is required. The course will also examine the construct of adaptive behavior and its relationship to intelligence and culturally competent assessment. Students will also receive training in written and oral communication of psychological information. Field work is required.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 746 PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE 3 Units

A survey of the mental disorders of childhood and adolescence with an emphasis on diagnosis and treatment. Theoretical approaches and current research are also included.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 762 ACADEMIC INTERVENTIONS 3 Units

This course instructs students in the theory and methods of direct, academic assessment. Students will administer, score, and interpret progress monitoring measures. Students will become familiar with evidence-based interventions specific to various academic skills and will use progress monitoring data to evaluate the effectiveness of evidence-based intervention.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR

PSYCH 766 COGNITIVE-BEHAVIORAL THERAPY WITH CHILDREN AND ADOLESCENTS 3 Units

An introductory course in direct cognitive-behavioral interventions in the school setting for advanced School Psychology Program students. Legal issues, ethical conduct, efficacy research, and theoretical foundations of cognitive-behavioral therapy will be discussed. Students will learn selected individual and group intervention procedures and apply them with children and/or adolescents in supervised school-based settings

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 768 BEHAVIOR THERAPY IN SCHOOLS 3 Units

This course is designed to provide students with competencies in understanding the principles of behavior therapy and their applications to academic and behavioral issues in school settings. The course focuses on the theoretical and practical aspects of behavior therapy for children and adolescents. Particular emphasis is placed on ecobehavioral assessment and intervention.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 769 CONSULTATION AND PREVENTION 3 Units

The study of indirect intervention procedures for use with children and adolescents. Emphasis will be placed on understanding the history, theoretical variations, implementation issues, and practical application of psychological consultation in the school setting. Additional emphasis will be placed on the consultant's role in the planning and development of primary prevention procedures with school-age populations. In-school practicum is required.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 770 ASSESSMENT II: BEHAVIOR AND PERSONALITY 3 Units

The non-biased assessment of behavior, emotional functioning, and personality in the integrated context of measurable treatment procedures is stressed. Emphasis is placed on hypothesis development and construct measurement. Course examines multi-axial assessment formats which include child-teacher-parent rating scales, interview and history taking, behavioral observation, and projective techniques.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 785 ADVANCED CHILD DEVELOPMENT 3 Units

This course examines the dynamics of child development as they relate to school and family settings. The course focuses on applying theory, methods, and research findings in child development to the practice of school psychology. Topics include physical, cognitive, and social development from conception through adolescence.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY OR CONSENT OF INSTRUCTOR

PSYCH 786 MENTAL HEALTH DELIVERY IN SCHOOLS: APPLIED PSYCHOPHARMACOLOGY 3 Units

Students will be introduced to the pharmacological treatment of psychological disorders of childhood and adolescence. The course presents basic principles of pharmacology, psychoactive drug classifications, and rationales behind the pharmacological treatment of psychological disorders. Applied components will relate the theoretical aspects of the course material to mental health service delivery in the schools.

PREREQ: ADMISSION TO THE M.S.E. OR Ed.S. SCHOOL PSYCHOLOGY GRADUATE PROGRAM

PSYCH 787 SOCIAL CONTEXT AND DIVERSITY IN THE SCHOOL SETTING 3 Units

This course examines current theory and research related to understanding human social behavior and diversity within the school setting. Readings and discussions will cover both quantitative and qualitative research and represent psychological, anthropological, and sociological perspectives on social behavior relevant to education. Public policy issues relevant to social behavior within educational contexts will also be addressed.

PREREQ: ADMISSION TO MSE - SCHOOL PSYCHOLOGY OR EDS SCHOOL PSYCHOLOGY

PSYCH 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques. Repeatable to 9 credits.

PSYCH 792 FIELD PLACEMENT IN SCHOOL PSYCHOLOGY Repeatable 1 Units

Support for field experiences for School Psychology Program students. Includes a supporting seminar.

PREREQ: ADMISSION TO MSE-SCHOOL PSYCHOLOGY

PSYCH 793 PRACTICUM IN SCHOOL PSYCHOLOGY Repeatable 3-9 Units

A two and one-half hour weekly seminar includes school psychological services involving the role, issues, ethics, laws and regulations pertaining to school psychology. Two days per week in a public school setting are required along with a minimum of one hour of supervision of the field placement experience.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PSYCH 795 INTERNSHIP IN SCHOOL PSYCHOLOGY Repeatable 3 Units

The internship in School Psychology is a full-time placement experience (at least half of which takes place in a public school setting) providing the student with the opportunity to acquire proficiency in the area of School Psychology. Internship supervision is on campus and in work setting. Grading is on a pass/fail basis. Repeatable to 12 credits.

PREREQ: THE MSE SCHOOL PSYCHOLOGY DEGREE, PSYCH 793 AND SIXTY CREDITS DEFINED BY THE DEPARTMENT OF INSTRUCTION TOWARD THE INITIAL EDUCATOR LICENSE.

PSYCH 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PSYCH 797 SPECIALIST PROJECT RESEARCH Repeatable 1 Units

Students, under faculty supervision, propose, design, and carry out an applied project within the field of School psychology. Approved quantitative and qualitative studies, comprehensive reviews, school-based program evaluations, or student designed assessment or intervention procedures receive faculty support and guidance. Students meet individually with faculty project advisors. Repeatable.

PREREQ: PSYCH 715 OR EQUIVALENT AND ADMISSION TO THE EDUCATION SPECIALIST DEGREE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PSYCH 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

School Psychology Degree Requirements (MSE)

Degree Requirements

Thirty-two units consisting of courses required for licensure with specific courses determined in consultation with the student's adviser depending upon individual professional goals and past academic course work. Students may elect a thesis (1-6 units) or a comprehensive examination. Students must maintain a grade point average of B or better throughout the program. Only one grade of C+ or below is allowed in the psychology area and only two grades of C+ or below are allowed in the entire program of study. No course in the program may be repeated. A full-time student in good standing may carry a maximum load of 15 units per semester.

School Psychology (M.S.E.)

Code	Title	Units
Psychology		
Select 32 units from the following:		32
PSYCH 620	FOUNDATIONS OF PROFESSIONAL SCHOOL PSYCHOLOGY	
PSYCH 680	SCHOOL VIOLENCE AND CRISIS MANAGEMENT	
PSYCH 715	RESEARCH METHODS AND PROGRAM ASSESSMENT IN SCHOOL PSYCHOLOGY	
PSYCH 724	LEARNING IN EDUCATIONAL CONTEXTS	
PSYCH 740	ASSESSMENT I: ACADEMIC ACHIEVEMENT AND PROGRESS MONITORING	
PSYCH 745	ASSESSMENT III: INTELLECTUAL FUNCTIONING	
PSYCH 746	PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE	
PSYCH 768	BEHAVIOR THERAPY IN SCHOOLS	
PSYCH 770	ASSESSMENT II: BEHAVIOR AND PERSONALITY	
PSYCH 785	ADVANCED CHILD DEVELOPMENT	
PSYCH 786	MENTAL HEALTH DELIVERY IN SCHOOLS: APPLIED PSYCHOPHARMACOLOGY	

PSYCH 787	SOCIAL CONTEXT AND DIVERSITY IN THE SCHOOL SETTING
PSYCH 792	FIELD PLACEMENT IN SCHOOL PSYCHOLOGY
PSYCH 796	SPECIAL STUDIES
PSYCH 799	THESIS RESEARCH

Professional Education

Courses from Curriculum and Instruction, Educational Foundations, and Special Education selected in consultation with the student's advisor to address program requirements and specific student

Computer Science

Computer Science (M.S.)

The Master of Science degree in Computer Science prepares students for leadership roles in the planning, development, testing, validation, and maintenance of software systems in a range of applied areas. Students in the program acquire a thorough understanding of the essential principles of modern computing, which provide a foundation for new discoveries in the field. Building on this foundation, students develop cutting-edge technical skills, strong problem analysis abilities, and project experiences that prepare them for careers in growing industries such as cloud computing, big data, healthcare, biotechnology, advanced manufacturing, and financial services.

Code	Title	Units
Core Courses		15
COMPSCI 724	Operating Systems in Practice	
COMPSCI 732	Machine Learning	
COMPSCI 733	Advanced Algorithm Design and Analysis	
COMPSCI 766	Advanced Databases	
COMPSCI 776	Advanced Software Engineering	
Elective Courses		9-12
Select 9-12 units of COMPSCI courses numbered 700 or above from the following list:		
COMPSCI 764	Cloud Computing	
COMPSCI 767	Big Data and Data Mining	
COMPSCI 735	Optimization: Techniques and Applications	
COMPSCI 736	Image Processing and Computer Vision	
COMPSCI 762	Cryptography and Cloud Security	
COMPSCI 777	Software Testing	
COMPSCI 778	Software Specification and Verification	
COMPSCI 796	Special Topics (Repeatable)	
Capstone: Select 3-6 total units from:		3-6
COMPSCI 789	Capstone Project	
COMPSCI 799	Thesis Research	
Total Units		30

Students pursuing the M.S. degree in Computer Science may declare either the applied research project option or the thesis option to fulfill their capstone requirement for graduation.

- Students who choose the thesis option must earn at least 3 units of COMPSCI 799 credit.
- Students who choose the applied research project option must earn at least 3 units of COMPSCI 789 credit.

Courses

COMPSCI 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques. Repeatable.

COMPSCI 696 SPECIAL STUDIES 5 Units

An intensive introduction to the fundamentals of computer science, including essential data structures and advanced programming techniques in at least one high-level language. Designed to prepare students who have some programming experience to begin graduate study in computer science. Students with no programming experience should take an introductory course first.

COMPSCI 724 OPERATING SYSTEMS IN PRACTICE 3 Units

A hands-on study of techniques for managing resources, providing concurrency, enabling communication, and ensuring reliability and security in modern operating systems. Students will write multithreaded programs and implement portions of an operating system. Experience with the C programming language is helpful, but not required.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 732 MACHINE LEARNING 3 Units

This course provides a broad introduction to machine learning and pattern recognition. Topics include but are not limited to Bayesian Inference, SVMs, Clustering and Classification, Decision Trees and Ensemble Methods. Particular focus will be placed on the theoretical understanding of these methods, as well as their practical applications.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 733 ADVANCED ALGORITHM DESIGN AND ANALYSIS 3 Units

This course introduces students to advanced techniques for the design and analysis of algorithms, and explores a variety of applications. Techniques to be covered include graph representation & Graph traversal, shortest path, minimum spanning tree, linear programming, network flow, randomization, and approximation algorithms. NP-complete problems and reductions will also be studied.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 735 OPTIMIZATION: TECHNIQUES AND APPLICATIONS 3 Units

The course takes a unified view of optimization, covering the main areas of application and the main optimization algorithms. The topics include linear optimization, robust optimization, network flows, discrete optimization, dynamic optimization and nonlinear optimization. The course involves learning about, using, and analyzing the results of state of the art optimization software.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 736 IMAGE PROCESSING AND COMPUTER VISION 3 Units

This course provides a broad introduction to image processing and computer vision. Topics include but not limited to image formation and perception, quantization, contrast enhancement, Fourier transform, compression and restoration, feature extraction and segmentation. Particular focus will be on the theoretical understanding of these methods, as well as their practical applications. The students will use MATLAB to write code.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 762 CRYPTOGRAPHY AND CLOUD SECURITY 3 Units

This course focuses on the cryptographic solutions to security issues related to confidentiality, integrity, and availability in networks and clouds. The main contents include private and public key cryptography; cryptography applications in authentication, key management, and digital signature; transport and application layer security in Internet; secure data and computation outsourcing in cloud; and trusted cloud computing.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 764 CLOUD COMPUTING 3 Units

The purpose of this course is to understand the core technical ideas and concepts in designing and using cloud computing systems, covering a broad range of topics that include cloud system architectures, cloud storage and management, cloud programming frameworks, virtualization and resource management, and datacenter networks. It is a blend of lecture, paper readings/presentations, and programming practice using a cloud.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 766 ADVANCED DATABASES 3 Units

This course covers advanced database management system design principles and techniques. Course material includes both fundamental principles and current research. Possible topics include query processing and optimization, transaction processing, distributed databases, object-oriented databases, data warehousing, and data mining.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 767 BIG DATA AND DATA MINING 3 Units

This course will cover two main areas: (1) machine learning algorithms that can be applied to big data (i.e., data sets of great size and complexity); and (2) distributed file systems and MapReduce as tools to generate algorithms, along with associated hardware innovations to facilitate parallel analysis of big data.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 776 ADVANCED SOFTWARE ENGINEERING 3 Units

The course introduces students to software engineering principles and techniques in addition to several advanced topics that are not covered in the undergraduate software engineering course. The advanced topics include component-based software engineering, distributed software engineering, service-oriented architecture, embedded software, and aspect-oriented software engineering. The course will cover design patterns, architecture design patterns, and software configuration management patterns.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 777 SOFTWARE TESTING 3 Units

The course introduces students to software testing. Students will learn different testing strategies and methodologies. Students will learn to write effective test cases, execute tests and file bug reports, use a unit testing framework, and use or design an automation testing framework.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 778 SOFTWARE SPECIFICATION AND VERIFICATION 3 Units

An overview of languages, logics, techniques, and tools used to specify, analyze, and verify software systems. Students apply these formal methods to model software systems and verify their correctness, study industrial applications of formal methods for critical software components, and research new developments in this area.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 789 CAPSTONE PROJECT Repeatable 1-6 Units

Under faculty supervision, the student will develop, extend, or modify a significant piece of software or a system with significant software components. The student will also write a technical report and give a presentation describing the software product as well as the development process. Fulfills the Applied Research Project option for graduation. Pass/Fail grade basis only.

COMPSCI 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COMPSCI 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMPSCI 796 SPECIAL STUDIES Repeatable 1-3 Units

Group activity. Not offered regularly in the curriculum but which is offered on topics selected on the basis of timeliness, need and interest, and generally in the format of regularly scheduled bulletin offerings.

COMPSCI 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

COMPSCI 799 THESIS RESEARCH Repeatable 1-6 Units

Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisers and leading to the completion of a master's degree. Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

GRADUATE FACULTY

Paul G Adogamhe (1996): Professor - Political Science. B.A., Pontifical Urban University, Rome, Italy; M.A., Fordham University, Bronx, NY; M.Phil., Ph.D., City University of New York, New York, NY.

Yamin S Ahmad (2004): Professor - Economics. B.S., London School of Economics and Political Economy, London, UK; M.S., University of Bristol, Bristol, UK; M.A., Ph.D., Georgetown University, Washington D.C.

Kwangseog Ahn (2013): Assistant Professor – Occupational & Environmental Safety and Health. B.S.E., M.S.E., Seoul National University, Seoul, South Korea; M.S.E.E., University of North Carolina, Chapel Hill, NC; Sc.D., University of Massachusetts, Lowell, MA.

Margarita V Alario (2004): Professor - Sociology, Criminology, and Anthropology. B.A., Universidad Javeriana, Bogota, COLOMBIA; M.A., George Washington University, New York, NY; M.A., Ph.D., The New School University, New York, NY.

Jon M Allsen (1997): Professor - Music. B.S., University of Wisconsin-La Crosse; M.M., Ph.D., University of Wisconsin–Madison, Madison, WI.

Jennifer J Anderson (2015): Assistant Professor - Social Work. B.A., Saint Joseph's College, Rensselaer, IN; M.S.W., Southern Illinois University, Carbondale, Carbondale, IL.

Lawrence M Anderson (2001): Professor - Political Science. B.A. University of Wisconsin–Madison, Madison, WI; M.A., Ph.D., McGill University, Montreal, Quebec, Canada.

Marshall B Anderson (1986): Professor - Theatre and Dance. B.A., Luther College, Decorah, IA; M.F.A., Illinois State University, IL.

Steven W Anderson (1987): Professor - Chemistry. B.A., Carthage College, Kenosha, WI; M.S. Marquette University, Milwaukee, WI; Ph.D., Northern Illinois University, DeKalb, IL.

Cindy Lee Anderton (2011): Assistant Professor - Counselor Education. B.S., Utah State University, Logan, UT; M.S., Idaho State University, Pocatello, ID; Ph.D., Southern Illinois University, Carbondale, IL.

Marilyn G Annucci (1997): Professor - Languages and Literatures. B.A., Assumption College, Worcester, MA; M.F.A., University of Pittsburgh, PA.

Eric J Appleton (2008): Associate Professor - Theatre and Dance. B.A., Valparaiso University, Valparaiso, Indiana; M.F.A., University of Wisconsin–Madison, Madison, WI.

Leon Michael Arriola (2002): Associate Professor - Mathematics. B.S. Idaho State University; Ph.D., Old Dominion University.

Soroush Aslani (2014): Assistant Professor - Management. B.Sc., M.B.A., Sharif University of Technology, Tehran, Iran; M.Sc., Queen's University, Ontario, Canada; Ph.D., Northwestern University, Evanston, IL.

Malvina F Baica (1984): Professor - Mathematics. B.S., M.S., University of Timisoara, Romania; M.S., Illinois Institute of Technology, IL; Ph.D., University of Houston, TX.

Cristina Ballatori (2016): Assistant Professor - Music. B.M., George Mason University; M.M., Louisiana State University; D.M.A., University of Colorado at Boulder, Boulder, CO.

Victor A Barger (2011): Assistant Professor - Marketing. B.A., M.B.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

Amy L Barth (2015): Assistant Professor—Counselor Education. B.A., M.A., Concordia University, River Forest, IL; Ed.D., Northern Illinois University, DeKalb, IL.

Suvojit Choton Basu (2001): Professor - Information Technology and Supply Chain Management. B.Com., The University of Calcutta, Calcutta, India; M.B.A., University of Tennessee, Chattanooga, TN; Ph.D., University of Memphis, Memphis, TN.

Daniel Guinn Baumgardt (2012): Assistant Professor - Languages and Literatures. B.A. University of Minnesota, Twin Cities, MN; M.A. Texas A&M University, College Station, TX; Ph.D., Carnegie Mellon University, Pittsburg, PA.

Emily K Beasley (2016): Assistant Professor - Health, Physical Education, Recreation and Coaching. B.S., M.S., Mississippi State University; Ph.D., Louisiana State University, Baton Rouge, LA.

Barbara Rybski Beaver (1993): Professor - Psychology. B.A., Saint Xavier College, Chicago; M.A., Ph.D., Northern Illinois University–DeKalb, IL.

D'arcy Becker (2016): Professor - Accounting. B.B.A, M.B.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

Robert A Benjamin (2003): Professor - Physics. B.A., Carleton College, Northfield, MN; M.A.; Ph.D., University of Texas–Austin, Austin, TX.

Michael Y Bennett (2011): Associate Professor - Languages and Literatures. B.A., The George Washington University, Washington, D.C.; M.A., Ph.D., University of Massachusetts, Amherst, MA.

Lama Bergstrand Othman (2016): Assistant Professor - Special Education. B.A., M.A., University of Jordan; Ph.D., University of Iowa, Iowa City, IA.

Jennifer J Betters-Bubon (2012): Assistant Professor - Counselor Education. B.S., M.S., Ph.D., University of Wisconsin–Madison, Madison, WI; M.Ed., Boston University MA.

Louis Robert Betty (2012): Assistant Professor - Languages and Literatures. B.A., California State University, Bakersfield, CA; M.A., Ph.D., Vanderbilt University, Nashville, TN.

Prajukti Bhattacharyya (2004): Associate Professor - Geography, Geology, and Environmental Science. B.S., M.S., University of Calcutta; Ph.D., University of Minnesota–Minneapolis, MN.

Maija Birenbaum (2012): Assistant Professor - Languages and Literatures. B.A., McGill University, Montreal, Quebec, Canada; Hunter College, CUNY; Ph.D., Fordham University, Bronx NY.

Jessica L Bonjour (2010): Assistant Professor - Chemistry. B.S., Truman State University, Kirksville, MO; Ph.D., University of Wisconsin–Madison, Madison, WI.

Robert E Boostrom Jr (2011): Associate Professor - Marketing. B.S., Ph.D., Southern Illinois University, Carbondale, IL; M.A., University of Missouri, Kansas City, MO.

Abdelkrim Boukahil (2000): Professor - Physics. B.S., University of Algiers, Algeria; M.S. University of Michigan, Ann Arbor, MI; Ph.D., University of Wisconsin–Madison, Madison WI.

- Kathleen Anne Brady (2005): Associate Professor - Communication. B.A., M.S., University of Wisconsin–Whitewater, Whitewater, WI; Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.
- Barbara R Bren (1990): Associate Professor - University Library. B.A., St. Olaf College, Northfield, MN; B.A., University of Minnesota, Minneapolis, MN; M.S., University of Wisconsin-Whitewater, Whitewater, WI; M.A., University of Wisconsin-Madison, Madison, WI.
- James Warren Bronson (1999): Associate Professor - Management. B.S., Oregon State University, Corvallis, OR; M.B.A., University of Alaska–Anchorage, Anchorage, AK; Ph.D., Washington State University, Pullman, WA.
- Karl Brown (2014): Assistant Professor – History. B.A., Lawrence University, Appleton, WI; M.A., Ph.D., University of Texas at Austin, Austin, TX.
- Carol Brunt (2015): Assistant Professor - Management. Hons. B.A., York University, Toronto, Ontario; M.I.R., Queen's University, Kingston, Ontario; Ph.D., University of Manchester, Manchester, UK.
- Tracy Buchman (2016): Assistant Professor - Occupational and Environmental Safety and Health. B.S., M.S., University of Wisconsin-Whitewater; D.H.A., University of Phoenix.
- Jonathan M Burkham (2012): Assistant Professor - Geography, Geology, and Environmental Science. B.S.; University of Minnesota, Twin Cities, MN; M.S., Western Washington University, Bellingham, WA; Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI.
- Jo Ellen Burkholder (2004): Associate Professor - Women's Studies. B.A., Wellesley College, Wellesley, MA; M.A., University of California–Santa Barbara, Santa Barbara, CA; Ph.D., SUNY–Birmingham, Binghamton, NY.
- Christopher L Calvert-Minor (2009): Associate Professor - Philosophy and Religious Studies. B.S., University of Illinois, Champaign, IL; M.S., University of Minnesota, Minneapolis, MN; M.A., Bethel Theological Seminary, St. Paul, MN; Ph.D., Syracuse University, Syracuse, NY.
- Jay Lindsay Cameron (2013): Assistant Professor - Health, Physical Education, Recreation and Coaching. B.A.E., M.A., McGill University, Montreal, CANADA; Ed.D., Teachers College Columbia University, New York, NY.
- David E Cartwright (1982): Professor - Philosophy and Religious Studies. B.S., University of Wisconsin–Stevens Point, Stevens Point, WI; M.A., University of Wyoming, Laramie, WY; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Kathryn J Casey (2009): Associate Professor - Special Education. B.S., University of Wisconsin–Stevens Point, Stevens Point, WI; M.A., University of Wyoming, Laramie, WY; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Erin E Celello (2011): Associate Professor - Languages and Literatures. B.A., St. Norbert College, De Pere, WI; M.A., M.F.A., Northern Michigan University, Marquette, MI.
- Catherine Chan (2005): Associate Professor – Biological Sciences and Chemistry. B.S., Ph.D. University of Wisconsin–Madison, Madison, WI.
- Rachel Chaphalkar (2014): Assistant Professor - Mathematics. B.S., M.S., Michigan Technological University, Houghton, MI; Ph.D. University of Montana, Missoula, MT.
- Nayla Chehade (1997): Professor – Languages and Literatures. LIC., Universidad del Valle–Cali, Columbia; M.A., University of Wisconsin–Madison, Madison, WI.
- Xueqing Chen (2005): Professor - Mathematics. B.Sc., ShaanXi Normal University; M.S., Beijing Normal University; Ph.D., Carleton University, Ottawa, CANADA.
- Pavan Chennamaneni (2009): Associate Professor - Marketing. B.T., J.B.I.E.T., Hyderabad, INDIA; M.S., University of Houston, Houston, TX; Ph.D., University of Central Florida, Orlando, FL.
- Sang D Choi (2003): Professor - Occupational and Environmental Safety and Health. B.S., Kwan–Dong University, KOREA; M.S., Wichita State University, Wichita, KS; Ph.D., Western Michigan University, Kalamazoo, MI.
- Myung Hee Chung (1995): Professor – Music. B.M., M.M., Julliard School of Music. New York, NY; D.M.A., Manhattan School of Music. New York, NY.
- Andrew P Ciganek (2009): Associate Professor - Information Technology and Supply Chain Management. B.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.
- Pamela Rae Clinkenbeard (1996): Professor - Educational Foundations. B.A., DePauw University, Greencastle, IN; M.S., Ph.D., Purdue University, West Lafayette, IN.
- Lana L Collet-Klingenberg (2007): Professor - Special Education. B.S., M.S., University of Illinois, Urbana–Champaign, IL; Ph.D., University of Wisconsin–Madison, Madison, WI.
- James C Collins (2013): Assistant Professor - Special Education. B.S. Coastal Carolina University, Conway, SC; M.A., Ed.S., The Citadel, Charleston, SC; Ph.D., Clemson University, Clemson SC.
- Eric D Compas (2007): Associate Professor - Geography, Geology, and Environmental Science. B.A., M.A., University of Missouri–Columbia, Columbia, MO. Ph.D., University of Wisconsin–Madison, Madison, WI.
- James Coons (2016): Assistant Professor - History. B.A., Miami University; M.A., Ph.D., University of Wisconsin-Madison, Madison, WI.
- Kirsten L Crossgrove (2004): Associate Professor - Biological Sciences. B.S., Oberlin College, Oberlin, OH; Ph.D., University of Pennsylvania, Philadelphia, PA.
- Richard G Cummings (2005): Professor - Accounting. B.S.B.A., B.S., Missouri Western State College; M.B.A. Central Missouri State University; Ph.D. Kansas State University.
- Shannon Marlene Cummins (2012): Assistant Professor - Marketing. B.A., M.B.A., Ph.D., University of Nebraska, Lincoln NE.
- Kristen L Curran (2004): Professor - Biological Sciences. B.S., Lebanon Valley College, Annville, PA; Ph.D., University of Virginia, Charlottesville, VA.
- Abbie Daly (2014): Assistant Professor – Accounting. B.B.A., M.P.A., University of Wisconsin -Whitewater, Whitewater, WI; Ph.D., University of Wisconsin-Madison, Madison, WI.
- Shreyasee Das (2012): Assistant Professor - Economics. B.Sc., M.A., Ph.D., University of Houston, Houston, TX .
- Corey B Davis (2009): Associate Professor - Communication. B.A., M.A., Illinois State University, Normal, IL; Ph.D., University of Missouri, Columbia, MO.
- Ellen S Davis (2003): Associate Professor - Biological Sciences. B.S., Bowdin College, Brunswick, ME; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

Alicia Degregorio (2006): Professor – Languages and Literatures. B.A., Universidad Complutense, Madrid, SPAIN; M.A., Ph.D., University of Cincinnati, Cincinnati, OH.

Kelly A Delaney-Klinger (2011): Associate Professor - Management. B.A., Albion College, Albion, MI; M.A., The Ohio State University, Columbus, OH; Ph.D., Michigan State University, East Lansing, MI.

Roxanne Depaul (1988): Professor - Communication Sciences and Disorders. B.A., Brooklyn College, CUNY, NY; M.S., Columbia University, New York; Ph.D., University of Wisconsin–Madison, Madison, WI.

Simone J Devore (2002): Associate Professor - Special Education. B.S., Sonderpädagogische Abteilung der Sozialen Schule, Berne, SWITZERLAND; M.S.E., Illinois State University, Normal, IL; Ph.D., University of Wisconsin–Madison, Madison, WI.

William Lee Dougan (2001): Professor - Management. B.S., University of Kansas, Lawrence, KS; M.S., Ph.D., Cornell University, Ithaca, NY.

Dawn J Drnevich (2016): Assistant Professor - Accounting. B.S., University of Wisconsin - La Crosse; M.B.A., University of Wisconsin-Whitewater; Ph.D., Texas Tech University, Lubbock, TX.

Rocio Duchesne-Onoro (2014): Assistant Professor – Geography, Geology, and Environmental Science. B.A., Universidad del Atlantico, Barranquilla, Colombia; M.S., Ph.D., Montclair State University, Montclair, NJ.

Michael D Dugan (2007): Associate Professor –Music. B.M., DePaul University, Chicago, IL; M.M., D.M.A., University of Minnesota, Minneapolis, MN.

Marilyn L Durham (1986): Associate Professor - Languages and Literatures. B.A., M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

Anne R Durst (2002): Associate Professor - Educational Foundations. B.A., Colgate University, Hamilton, NY; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

Andrea J. Ednie (2014): Assistant Professor - Health, Physical Education, Recreation, and Coaching. B.A., M.A., University of New Brunswick, Fredericton, NB; Ph.D., University of Maine, Orono, ME.

John W Ejnik (2009): Associate Professor - Chemistry. B.S., University of Wisconsin–River Falls, River Falls, WI; Ph.D., University of Wisconsin–Madison, Madison, WI.

Christian K Ellenwood (1996): Professor – Music. B.A., Eastman School of Music, Rochester, NY; M.M., Indiana University, Bloomington, IN; D.M.A., University of North Carolina–Greensboro, NC.

Kathleen O Brien Elliott (2013): Assistant Professor - Educational Foundations. B.A., College of the Holy Cross, Worcester MA; M.A., Ph.D., University of Wisconsin-Madison, Madison, WI.

Douglas W Ellison (2016): Assistant Professor - Health, Physical Education, Recreation and Coaching. B.S., Western Michigan University; M.A. Wingate University; Ph.D., University of Illinois at Urbana-Champaign, Champaign, IL.

Jolly A Emrey (2005): Associate Professor - Political Science. B.A., M.A., California State University, Los Angeles, CA; Ph.D. Emory University, Atlanta, GA.

Eylem Ersal (2011): Assistant Professor –Economics. B.A., Bilkent University, Ankara, TURKEY; M.A., Georgetown University, Washington, D.C.; Ph.D., Georgetown University, Washington, D.C.

Bruce D Eshelman (1996): Professor - Biological Sciences. B.S., University of Nevada–Reno, Reno, NV; M.S., Biology University of Nevada–Reno, Reno, NV; Ph.D., University of Houston, TX.

Fe S Evangelista (1999): Associate Professor - Mathematics. B.S., Ateneo de Manila University, Philippines; M.S., University of Minnesota, Minneapolis; Ph.D., University of Illinois, Chicago, IL.

Zaifeng Fan (2007): Associate Professor - Finance and Business Law. B.S., Zhengzhou University, Zhengzhou, CHINA; M.S., University of Memphis, Memphis, TN; Ph.D., University of Tennessee and University of Memphis, Memphis, TN.

Teresa F Faris (2003): Associate Professor - Art and Design. B.F.A., University of Wisconsin–Oshkosh, Oshkosh, WI; M.F.A., University of Wisconsin–Madison, Madison, WI.

George J Ferencz (1991): Professor - Music. B.M., B.M.E., Ohio State University, Columbus, OH; M.A., Ph.D., Kent State University, Kent, OH.

Jane R Ferencz (1996): Associate Professor - Music. B.M., DePauw University, Greencastle, IN; M.M., M.A., Kent State University, Kent, OH; Ph.D., University of Wisconsin–Madison, Madison, WI.

Teri L Frame (2013): Assistant Professor - Art and Design. B.F.A., Kansas City Art Institute, Kansas City, MO; M.F.A., The Pennsylvania State University, University Park, PA.

Deborah M Fratz (2009): Associate Professor - Languages and Literatures. B.A., Kent State University, Kent, OH; M.A., University of Virginia, Charlottesville, VA; Ph.D., University of Illinois, Urbana–Champaign, IL.

Edward R Frederick (2009): Associate Professor - Communication. B.S. University of Wisconsin–River Falls, River Falls, WI; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

Michael S Friedson (2016): Assistant Professor - Sociology, Criminology and Anthropology. B.A., University of Pittsburgh; J.D., New York University School of Law; Ph.D., New York University, New York, NY.

John D Frye (2011): Associate Professor - Geography, Geology, and Environmental Science. B.S., M.S., Ball State University, Muncie, IN; Ph.D., University of Georgia, Athens, GA.

Louis Fucilla (2016): Assistant Professor - Political Science. B.S., Willamette University; M.P.A., University of Oregon; Ph.D., Indiana University - Bloomington, Bloomington, IN.

Liesl Marie Gapinski (2007): Associate Professor - Curriculum and Instruction. B.S., M.S., Ph.D., Iowa State University, Ames, IA.

Ann W Garvin (1998): Professor - Health, Physical Education, Recreation and Coaching. B.S., M.S., Ball State University, Muncie, IN; Ph.D., University of Georgia, Athens, GA.

Robert H Gehrenbeck (2006): Associate Professor - Music. B.A., Macalester College, St. Paul, MN; M.M., Boston University, Boston, MA; Ph.D., Indiana University, Bloomington, IN.

Joseph Allen Gerard (2005): Associate Professor - Accounting. B.B.A., M.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

Hala Ibrahim Ahmed Ghoneim (2011): Associate Professor - Languages and Literatures. Ph.D., University of Wisconsin - Madsion, Madsion, WI.

- Lynn Gilbertson (2014): Assistant Professor – Communication Sciences and Disorders. B.A., Ph.D., University of Wisconsin-Madison, Madison, WI.
- Edward W Gimbel (2012): Assistant Professor - Political Science. B.S., University of Iowa, IA; M.A., Ph.D., University of Minnesota, Twin Cities, MN.
- Steven N. Girard (2014): Assistant Professor - Chemistry. B.A., Lawrence University, Appleton, WI; Ph.D., Northwestern University, Evanston, IL.
- Stuart M Glosser (1985): Professor - Economics. B.A., University of Connecticut Storrs, CT; Ph.D., University of Texas–Austin, Austin, TX.
- Kristin Anne Goble (2012): Assistant Professor - Curriculum and Instruction. B.F.A., University of Michigan, MI; M.A., Columbia University, New York, NY; Ph.D., Syracuse University, Syracuse, NY.
- Yezdi H Godiwalla (1977): Professor - Management. A., Ranchi University, India; M.B.A., Indian Institute of Management. Ahmedabad, India; Ph.D., Oklahoma State University, OK.
- Paul D Gregory (2006): Associate Professor - Sociology, Criminology, and Anthropology. S., Lamar University; M.A., University of Houston, Clear Lake, TX; Ph.D., Western Michigan University, Kalamazoo, MI.
- Charles A Grover (1974): Associate Professor - Theatre and Dance. B.A., B.S., Moorhead State College, Moorhead, MN; M.A., California State University–Sacramento, CA; Ph.D., University Of California–Davis, CA.
- Barbara L Grubel (2003): Professor - Theatre and Dance. B.F.A., University of Wisconsin–Milwaukee, Milwaukee, WI; M.F.A., Arizona State University, Tempe, AZ.
- Michael Paul Gueno (2012): Assistant Professor - Philosophy and Religious Studies. B.A., Louisiana State University, Baton Rouge, LA; M.A., Ph.D., Florida State University, Tallahassee, FL.
- Anthony G Gulig (1999): Associate Professor - History. B.A., M.A., University of Wisconsin–Eau Claire, Eau Claire, WI; Ph.D., University of Saskatchewan, Saskatoon, CANADA.
- Nicholas Gulig (2016): Assistant Professor - Languages and Literatures.
- Athula D Gunawardena (1998): Professor - Computer Science. B.S., University of Peradeniya, SRI LANKA; M.S. (Math), M.S., (Computer Science), Ph.D., University of Wyoming, Laramie, WY.
- Jian Guo (1993): Professor - Languages and Literatures. B.A., Beijing Normal University, China; M.A., and Ph.D., University of Connecticut, Storrs, CT.
- Lei Guo (2013): Assistant Professor - Economics. B.S., B.A., M.S., Wuhan University, Wuhan China; Ph.D., University of Minnesota, Minneapolis, MN.
- Deanna D Guthrie (2013): Assistant Professor - Social Work. B.S., M.S.W., Ph.D. Loyola University, Chicago, IL.
- Nomsa Gwalla-Ogisi (1988): Professor - Special Education. B.A., University of Zululand, South Africa; Ms.Ed., Southern Illinois University, Edwardsville, IL; Ph.D., Southern Illinois University, Carbondale, IL.
- Baocheng Han (1995): Professor - Chemistry. B.Sc., Jilan University, China; Ph.D., University of Houston, TX.
- Rex A Hanger (2000): Associate Professor - Geography, Geology, and Environmental Science. B.S., M.S., Texas A and M University, College Station, TX; C.Phil., Ph.D., University of California, Berkeley, CA.
- Frank E Hanson (1983): Professor - Music. B.S., University of Akron, OH; M.M., Ph.D., Ohio State University, Columbus, OH.
- Angela Kopf Harlan (2009): Associate Professor - Mathematics. B.A., B.S., M.S., University of South Alabama, Mobile, AL; Ph.D., University of Colorado – Denver, Denver, CO.
- Elisabeth A Harrahy (2007): Associate Professor - Biological Sciences. B.S., University of Massachusetts, Amherst, MA; M.S., West Virginia University, Morgantown, WV; Ph.D., Colorado State University, Fort Collins, CO.
- James M Hartwick (2002): Professor - Curriculum and Instruction. B.S.E., Ph.D., University of Wisconsin–Madison, Madison, WI; M.S. Minnesota State University, Mankato, MN.
- Kelly L. Hatch (2016): Associate Professor - Curriculum and Instruction. B.S., Montana State University; M.S., Curriculum and Instruction; Ph.D., University of Wisconsin - Madison, Madison, WI.
- David A Havas (2012): Assistant Professor - Psychology. B.A., University of Colorado, Boulder, CO; M.A., Appalachian State University, Boone, NC; M.S., Ph.D., University of Wisconsin-Madison, Madison, WI.
- Tracy L. Hawkins (2014): Assistant Professor - Philosophy and Religious Studies. B.A., Anderson University, Anderson, IN; M.A., Claremont School of Theology, Claremont, CA; Ph.D., Claremont Graduate University, Claremont, CA.
- Glenn C Hayes (1987): Professor - Music. B.M.E., Central Michigan University, Mt. Pleasant, MI; N.M., Ph.D., Northwestern University, Evanston, IL.
- Lucinda G Heimer (2011): Associate Professor - Curriculum and Instruction. B.S., Indiana University, Bloomington, IN; M.S., Old Dominion University, Norfolk, VA; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Jeffery S Heinrich (2000): Associate Professor - Economics. B.A., University of Illinois, Champaign–Urbana, IL; M.A., Ph.D., University of Hawaii, Monoa, HI.
- Christopher C Henige (2001): Associate Professor - Art and Design. B.A., M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Stephanie N. Henry (2016): Assistant Professor - Curriculum and Instruction. B.S., Florida A&M University; Ed.S., Alabama A&M University; Ph.D., University of Alabama, Tuscaloosa AL.
- Jeffrey William Herriott (2003): Professor - Music and Communication. B.A., Middlebury College, Middlebury, VT; M.M., Florida International University, Miami, FL; Ph.D., State University of New York–Buffalo, Buffalo, NY.
- Sarah Louise Hessenauer (2006): Associate Professor - Social Work. B.A., M.B.A., University of Wisconsin–Whitewater, Whitewater, WI; M.S.W., University of Wisconsin–Milwaukee, Milwaukee, WI.
- Peter B Hoff (1987): Assistant Professor - Languages and Literatures. B.A., University of Wisconsin–Madison, Madison, WI; M.A., Ph.D., University of Michigan, Ann Arbor, MI.
- Alena V. Holmes (2008): Associate Professor - Music. B.M., Belarusian State Pedagogical University, Minsk, BELARUS; M.Ed., University of Oklahoma, Norman, OK; Ph.D., University of Florida, Gainesville, FL.
- Paul G House (2006): Associate Professor - Chemistry. B.A., Kalamazoo College, Kalamazoo, MI; M.S., Ph.D., Northwestern University, Evanston, IL.

Maxwell K Hsu (2002): Professor – Marketing. B.B.A. National Cheng–Kung University, M.B.A. Sul Ross State University, D.B.A. Louisiana Tech University, LA.

Lisa Jane Huempfer (2011): Assistant Professor - Languages and Literatures. B.A., M.A., University of Arizona, AZ; Ed.D, University of Vermont, Burlington, VT.

Susan Ann Huss-Lederman (1995): Professor - Languages and Literatures. B.A., Duquesne University, Pittsburgh, PA; M.A., Teachers College–Columbia University, NY; Ph.D., Georgetown University, Washington D.C.

Nick Hwang (2016): Assistant Professor - Communication. B.A., University of Florida; M.M., Ph.D., Louisiana State University, Baton Rouge, LA.

Amal G.S. Ibrahim (2013): Assistant Professor - Communication. B.A., M.A., Cairo University, Egypt; Ph.D., Georgia State University, Atlanta, GA.

Rossitza P Ivanova (2011): Assistant Professor - Languages and Literatures. B.A., University of Veliko Turnovo, Bulgaria; M.A., Ph.D., University of Warwick, United Kingdom.

Jonathan B Ivry (2002): Associate Professor - Languages and Literatures. A., Cornell University, Ithica, NY; Ph.D., Stanford University, Stanford, CA.

Peter Jacobs (1997): Professor - Geography, Geology, and Environmental Science. B.S., Purdue University; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

Mohammad Jafarnejad (2016): Assistant Professor, Finance and Business Law. B.S., Azad University of Tehran; M.B.A., University of Texas - Pan American; Ph.D., University of Texas Rio Grande Valley, Edinburg, TX.

Jared A Janovec (2002): Associate Professor - Art and Design. B.F.A., Kansas State University, Manhattan, KS; M.F.A., Indiana University, Bloomington, IN.

Gregory T Jeffers (2011): Assistant Professor - Sociology, Criminology, and Anthropology. B.A., University of Wisconsin–Whitewater, Whitewater, WI; M.A., University of Wisconsin–Milwaukee, Milwaukee, WI; Ph.D., Indiana University, Bloomington, IN.

Cristy A Jefson (2004): Associate Professor - Health, Physical Education, Recreation, and Coaching. B.S., University of Wisconsin–La Crosse, La Crosse WI; M.Ed.; National Louis University, Chicago, IL; Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

Donald C Jellerson (2011): Associate Professor - Languages and Literatures. B.A., University of Washington, Seattle, WA; M.A., Ph.D., Vanderbilt University, Nashville, TN.

Edric C Johnson (2006): Professor - Curriculum and Instruction. B.S., Central Michigan University, Mt. Pleasant, MI; M.A., Western Michigan University, Kalamazoo, MI; M.S., University of Wisconsin–Madison, Madison, WI; Ph.D., Ohio State University, Columbus, OH.

Susan M Johnson (1998): Associate Professor - Political Science. B.A., De Paul University, Chicago, IL; M.A., Ph.D., Northern Illinois University, DeKalb, IL.

Tanya Y Kam (2003): Associate Professor - Languages and Literatures. B.A., University of California–Berkeley, Berkeley, CA; M.A., Ph.D., University of California–Santa Cruz, Santa Cruz, CA.

Rashika Kamal (2009): Associate Professor - Finance and Business Law. B.S., M.B.A., University of Lucknow; Ph.D., University of Nebraska–Lincoln, Lincoln, NE.

Joshua M Kapfer (2011): Associate Professor - Biological Sciences. B.S., M.S., University of Wisconsin–La Crosse, La Crosse, WI; Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

Sasha L Karnes (2013): Assistant Professor - Psychology. B.A., M.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

Russell D Kashian (1999): Professor - Economics. B.A., University of Wisconsin–Madison, Madison, WI; M.S., Cleveland State University, Cleveland, OH; M.A., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

James R Kates (2006): Associate Professor - Communication. B.A., Michigan State University, East Lansing, MI; M.A., University of Michigan, Ann Arbor, MI; Ph.D., University of Wisconsin–Madison, Madison, WI.

Kerry R Katovich (2005): Associate Professor - Biological Sciences. B.S., M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

Umamaheswar Kedharnath (2015): Assistant Professor – Management. B.A., University of California, Riverside, CA; M.S., Ph.D., Colorado State University, Fort Collins, CO.

Daniel Indon Kim (2001): Professor - Art and Design. B.F.A., M.F.A., Temple University –Tyler School of Art. Philadelphia, PA.

Elizabeth Sung-Eun Kim (1997): Professor - Languages and Literatures. B.A., Northwestern University, Evanston, IL; M.A., University of Chicago, IL; Ph.D., University of Michigan, Ann Arbor, MI.

Yeongmin Kim (2015): Assistant Professor—Social Work. B.A., M.A., Seoul National University, Seoul, South Korea; M.S.W., Ph.D., University of Wisconsin–Madison, Madison, WI.

Elizabeth M King (2011): Associate Professor - Education Foundations. B.S., M.Ed., University of Wisconsin–Whitewater, Whitewater, WI; Ph.D., University of Wisconsin–Madison, Madison, WI.

Margo P Kleinfeld (2003): Associate Professor - Geography, Geology, and Environmental Science. B.A., California Institute of Integral Studies, San Francisco, CA; M.S., University of Wisconsin–Madison, Madison, WI; Ph.D. University of Kentucky, Lexington, KY.

Joshua R Knapp (2016): Associate Professor - Management. B.S, Pennsylvania College of Technology; Ph.D., University of Cincinnati, Cincinnati, OH.

Kimberly K Knesting (2011): Associate Professor - Psychology. B.A., Carthage College, Kenosha, WI; Ph.D., Indiana University, Bloomington, IN.

Sharon M Kolb (2000): Professor - Special Education. B.S., University of Wisconsin–Eau Claire, Eau Claire, WI; M.S., University of Wisconsin–Whitewater, Whitewater WI; Ph.D., University of Wisconsin–Madison, Madison, WI.

Dennis Anthony Kopf (2009): Associate Professor - Marketing. B.S., Truman State University, Kirksville, MO; M.B.A., Webster University, St. Louis, MO; Ph.D., New Mexico State University, Las Cruces, NM.

Kathleen H Ksobiech (2012): Assistant Professor - Communication. B.A., Alverno College, Milwaukee, WI; M.A., Marquette University, Milwaukee, WI; Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

Hephzibah Jayasheela Kumpaty (1996): Professor - Chemistry. B.S., M.S., Kakatiya University, Warangal, INDIA; Ph.D., University of Mississippi, MS.

- Robert K Kuzoff (2006): Associate Professor - Biological Sciences. B.S., B.A., University of Idaho, Moscow, ID; Ph.D., Washington State University, Pullman, WA.
- Anna Land (2016): Assistant Professor - Information Technology, Supply Chain Management. B.S., University of Florida; M.S., Ph.D., University of Kassel, Kassel, Germany.
- Matthew R Lange (2005): Associate Professor - Languages and Literatures. B.A. The Citadel; M.A., University of Colorado; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Kristen M. Lavelle (2014): Assistant Professor - Sociology, Criminology, and Anthropology. B.A., University of Arkansas, Fayetteville, AR; M.A., University of Florida, Gainesville, FL; Ph.D., Texas A&M University, College Station, TX.
- Kristi Lohmeier Law (2013): Assistant Professor - Social Work. B.S. University of Kentucky, Lexington, KY; M.S.S.W., Louisville, KY, Ph.D., University of Iowa, Iowa City, IA.
- Crista Lebens (2000): Professor - Philosophy and Religious Studies. B.A., College of St. Catherine, St. Paul, MN; M.A., Ph.D., Michigan State University, East Lansing, MI.
- Frederick Leighton (2016): Assistant Professor - Communication. B.A., University of Michigan; M.F.A., Savannah College of Art & Design; M.Sc., Georgia Institute of Technology, Atlanta, GA..
- Robert L Leitheiser (1991): Associate Professor - Information Technology and Supply Chain Management. B.S., University of Wisconsin–Milwaukee, Milwaukee, WI; M.B.A., Ph.D., University of Minnesota–Twin Cities, Minneapolis, MN.
- Mark W Lencho (1991): Associate Professor - Languages and Literatures. B.A., M.A., Central State University, Edmond, OK; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Julie A Letellier (1990): Associate Professor - Mathematics. B.S., University of Wisconsin–La Crosse, La Crosse, WI; M.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.
- Pascal Letourneau (2013): Assistant Professor - Finance and Business Law. B.B.A., ESG UQAM, Montreal, Canada; M.Sc., Ph.D., HEC Montreal, Montreal, Canada.
- Stephen J Levas (2016): Assistant Professor - Biological Sciences and Geography, Geology and Environmental Science. B.S., Cornell University; Ph.D., Ohio State University, Columbus, OH.
- James A Levy (2011): Assistant Professor - History. B.A., Wesleyan University, Middleton, CT; Ph.D., Rutgers University, NJ.
- Elena Luisa Levy-Navarro (1996): Professor - Languages and Literatures. B.A., Mount Holyoke College, MA; M.A., Ph.D., Yale University, New Haven, CT.
- Guoli Liang (2001): Professor - Health, Physical Education, Recreation and Coaching. B.Ed., Shandong Teachers University, CHINA; M.Ed. Beijing Normal University, CHINA; Ed.D., West Virginia University, Morgantown, WV.
- Kristen Linzmeier (2016): Assistant Professor - Curriculum and Instruction. B.S., University of Wisconsin–Milwaukee; M.Ed., National-Louis University; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Anneke E Lisberg (2007): Associate Professor - Biological Sciences. B.S., M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Eric Loepp (2015): Assistant Professor - Political Science. B.A., University of Richmond, Richmond, VA; M.A., University of Pittsburg, Pittsburg, PA.
- Xia Li Lollar (1998): Professor - Political Science. B.S., Hebei Institute of Technology, CHINA; M.A. Iowa State University, Ames, IA; Ph.D., University of Alabama, Tuscaloosa, AL.
- Todd W Loushine (2010): Associate Professor - Occupational and Environmental Safety and Health. B.S., University of Minnesota, Minneapolis, MN; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Beth L Lueck (1991): Professor - Languages and Literatures. A.B., Vassar College, Poughkeepsie, NY; M.A., Ph.D., University of North Carolina–Chapel Hill, NC.
- Courtney Luedke (2016): Assistant Professor, Curriculum and Instruction, B.A., University of Wisconsin–Whitewater; M.A., University of Wisconsin–Madison; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Joshua David Mabie (2012): Assistant Professor - Languages and Literatures. B.S., Taylor University, Upland, IN; M.A., Ph.D., University of Minnesota, Twin Cities, MN.
- Manohar S Madan (1989): Professor - Information Technology and Supply Chain Management. B.E., Maharaja Savajiroo University, Burocta, INDIA; M.S., University of Detroit, Michigan. MI; Ph.D., University of Tennessee, Knoxville, TN.
- Kalana Malimage (2015): Assistant Professor—Accounting. Ph.D. Mississippi State University, Mississippi State University, MS.
- L Denton Marks Jr (1990): Professor - Economics. B.A., Yale College, New Haven, CT; M.P.A., M.A., Ph.D., Princeton University, Princeton, NJ.
- Richard W Mason (2007): Associate Professor - Curriculum and Instruction. B.S., M.S., University of Wisconsin–Whitewater, Whitewater, WI, Ph.D., University of Wisconsin–Madison, Madison, WI.
- Thomas L McFarland (1966): Assistant Professor – Mathematics. B.S., M.S., University of Wisconsin–Madison, Madison, WI.
- Nathan M McGovern (2016): Assistant Professor - Philosophy and Religious Studies. B.A., Franklin and Marshall college; M.A., Ph.D., University of California, Santa Barbara, Santa Barbara, CA.
- John H McGuigan (2004): Associate Professor - Languages and Literatures. B.A., St. John’s University, Collegeville, MN; M.A., University of Minnesota–Duluth, Duluth, MN; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Pilar Melero (2003): Professor - Languages and Literatures. B.A., University of Wisconsin–Whitewater, Whitewater, WI; M.A., University of Texas–El Paso, El Paso, TX; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Renee M Melton (2004): Professor - Art and Design. B.F.A., Iowa State University, IA; M.F.A., Northern Illinois University, DeKalb, IL.
- Carrie M Merino (2016): Assistant Professor - Counselor Education. B.A., Weber State University; M.S., Westminster College; Ph.D., Regent University, Virginia Beach, VA.
- Peter William Mesner Jr (1999): Associate Professor - Biological Sciences. B.S., M.S., University of Wisconsin–Oshkosh, Oshkosh, WI; Ph.D., University of Iowa, Iowa City, IA.

Susan C Messer (1988): Professor - Art and Design. B.S., University of Wisconsin–Madison, Madison, WI; M.F.A., Arizona State University, Tempe, AZ.

William T Mickelson (2007): Associate Professor - Mathematics. B.A., Saint Olaf College, Northfield, MN; M.S., Michigan State University, East Lansing, MI; Ph.D., University of Wisconsin–Madison, Madison, WI.

Arthur W Miller (2013): Assistant Professor - Art and Design. B.F.A., University of Wisconsin–Stout, Menomonie, WI; M.A., M.F.A., University of Wisconsin–Milwaukee, Milwaukee, WI.

James S Miller (1998): Associate Professor - Languages and Literatures. B.A., Pomona College, Claremont, CA; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

Julie Minikel-Lacocque (2011): Associate Professor - Curriculum and Instruction. B.A., Carleton College, Northfield, MN; M.A.T., School for International Training, Brattleboro, VT; Ph.D., University of Wisconsin–Madison, Madison, WI.

Giuliana Miolo (1995): Assistant Professor - Communication Science and Disorders. B.Sp.Thy., University of Queensland, AUSTRALIA; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

Geneva C Moore (1989): Professor – Languages and Literatures. B.A., University of Illinois – Chicago, IL; M.A., University of Illinois–Urbana, IL; D.A., University of Michigan, Ann Arbor, MI.

Patrick J Moran (2000): Professor - Languages and Literatures. B.A., University of Wisconsin–Green Bay, Green Bay WI; M.A., University of Wisconsin–Milwaukee, Milwaukee, WI, M.F.A., University of Iowa, Iowa City, IA.

Carolyn L Morgan (1996): Professor - Psychology. B.M.E., University of Central Arkansas–Conway; M.S., Ph.D., University of Salt Lake City, UT.

Lopamudra Mukherjee (2009): Associate Professor - Computer Science. B. Tech, Institution of Engineering and Management, Calcutta, INDIA; M.S., Ph.D., State University of New York–Buffalo, Buffalo, NY.

David L Munro (1989): Associate Professor - Information Technology and Supply Chain Management. B.S., M.B.A., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

Ki-Bong Nam (1999): Professor - Mathematics. B.S., Hanyang University, Seoul, SOUTH KOREA; M.S., Hanyang University, Seoul, SOUTH KOREA; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

Leda Elena Kanellakos Nath (2002): Professor - Sociology, Criminology, and Anthropology. B.S., California Polytechnic State University, San Luis Obispo, CA; M.A., San Jose State University, San Jose, CA; Ph.D., University of Iowa, Iowa City, IA.

Kristina Navarro (2014): Assistant Professor – Health, Physical Education, Recreation, and Coaching. B.S., University of Wisconsin–La Crosse, La Crosse, WI; M.A., University of North Carolina, Chapel Hill, NC; Ph.D., University of Wisconsin–Madison, Madison, WI.

Jalal M Nawash (2009): Associate Professor - Physics. M.S., University of Jordan, Amman, JORDAN; M.A., Indiana University of Pennsylvania, Indiana, PA; Ph.D., Washington State University, Pullman, WA.

Christine E Neddenriep (2005): Associate Professor - Psychology. B.A. Millikin University, Decatur, IL; M.A., Eastern Illinois University, IL ; Ph.D., University of Tennessee, TN.

William L Neuman (1983): Professor - Sociology, Criminology, and Anthropology. A.B., Indiana University, Bloomington, IN; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

Minhhien Nguyen (2005): Associate Professor - Computer Science. B.S. Hanoi University of Tech; M.S. University of Wisconsin–Milwaukee, Milwaukee, WI; Ph.D. University of Connecticut, CT.

Brandi Niemeier (2011): Associate Professor - Health, Physical Education, Recreation and Coaching. B.S. Crichton College, Memphis, TN; M.B.A., University of Mississippi, Oxford, MS.; Ph.D., North Dakota State University, Fargo, ND.

Heather M Niemeier (2008): Associate Professor - Psychology. B.A., University of Wisconsin–Madison, Madison, WI; M.A., Ph.D., University of Colorado, Boulder, CO.

Carol J Normand (2002): Professor - Accounting. B.A., M.B.A., Ed.D., Northern Illinois University, DeKalb, IL; CPA, State of Illinois.

Brenda R O'Beirne (1979): Associate Professor - Counselor Education. B.A., M.A., University of Northern Iowa, Cedar Falls, IA; Ph.D., University of Wisconsin–Madison, Madison, WI.

Colleen O'Keefe Manthe (2001): Assistant Professor - Communication Sciences and Disorders. B.S., University of Wisconsin–Milwaukee, Milwaukee, WI; M.S., University of Marquette, Milwaukee, WI; Ph.D. Cardinal Stritch University, Milwaukee, WI.

Aneosa A Okocha (1988): Professor - Counselor Education. B.S., University of Nigeria, Nsukka, NIGERIA; M.L.S., University of South Carolina, Columbia, SC; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

Elizabeth A Olson (2004): Associate Professor - Psychology. B.A., Winona State University, Winona, MN; M.S., Ph.D., Iowa State University, Ames, IA.

Jeffrey L Olson (2013): Assistant Professor - Geography, Geology, and Environmental Science. B.S., University of Wisconsin–Whitewater, Whitewater, WI; M.A., Ph.D., Ohio State University, Columbus, OH.

Brian O'Neill (2014): Assistant Professor – Biological Sciences. B.S., Bemidji State University, Bemidji, MN; M.A., Ph.D., University of Kansas, Lawrence, KS.

Jo Ann R Oravec (1997): Professor - Information Technology and Supply Chain Management. B.A., University of Wisconsin–Green Bay, Green Bay, WI; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

Manuel A Ossers (1991): Professor - Languages and Literatures. B.A., Salem State College, Salem, MA; M.A., Ph.D., State University of New York–Albany, NY.

Zachary James Oster (2013): Assistant Professor - Computer Science. B.A., B.S., South Dakota University, Brookings, SD; M.S., Ph.D., Iowa State University, Ames, IA.

Christina N Outlay (2011): Assistant Professor - Inormaiton Technology and Supply Chain Management. B.A., M.S., DePaul University, Chicago, IL; Ph.D., University of Illinois, Chicago, IL.

Adam Paddock (2013): Assistant Professor - History. BA., Mansfield University of Pennsylvania, Mansfield, PA; M.A., Ph.D., University of Texas, Austin, TX.

- Khyam Narayan Paneru (2013): Assistant Professor - Mathematics. B.S., M.S., Tribhuvan University, Kathmandu, Nepal; M.S., Illinois State University, Normal, IL; Ph.D., Bowling Green State University, Bowling Green, OH.
- Kaviraj Praveen Parboteeah (2001): Professor - Management. B.S., University of Mauritius, Mauritius; M.B.A., California State University, Chico, CA; Ph.D., Washington State University, Pullman, WA.
- SangHee Park (2016): Assistant Professor - Communication. B.A., M.A., Kookmin University; Ph.D., Bowling Green State University, Bowling Green, OH.
- Jodie A Parys (2005): Professor - Languages and Literatures. B.S., M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Molly B Patterson (2008): Associate Professor - History. B.A., Kenyon College, Gambier, OH; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Nicholas A Pedriana (2012): Assistant Professor - Sociology, Criminology, and Anthropology. B.A., University of Wisconsin–Milwaukee, Milwaukee, WI; M.A., Ph.D., University of Iowa, Iowa City, IA.
- James Peltier (1990): Professor - Marketing. B.B.A., M.B.A., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Heather R Pelzel (2011): Assistant Professor - Biological Sciences. B.S., University of Wisconsin–River Falls, River Falls, WI; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Scott J Peters (2009): Associate Professor - Educational Foundations. B.A., Ph.D., Purdue University, West Lafayette, IN.
- Jennifer L Petersen (2010): Associate Professor - Education Foundations. B.S., University of Georgia, Athens–Clarke County, GA; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Alana J Platt (2013): Assistant Professor - Information Technology and Supply Chain Management. B.S., M.S., Ph.D., Illinois Institute of Technology, Chicago, IL.
- Gregory J Porcaro (2001): Associate Professor - Art and Design. B.A. University of Wisconsin–Parkside, Kenosha, WI; M.F.A. University of Arizona, Tucson, AZ.
- Laura Krystal Porterfield (2013): Assistant Professor - Education Foundations. B.A., University Rochester, Rochester, NY; M.Ed., Ph.D., Temple University, Philadelphia, PA.
- Penelope Portman (1998): Professor - Health, Physical Education, Recreation and Coaching. B.A., University of the Pacific, Stockton, CA; M.S., University of South Carolina, Columbia, SC; Ed.D., University of Massachusetts, Amherst, MS.
- Sameer Prasad (1996): Professor - Information Technology and Supply Chain Management. B.S., University of New Brunswick, Fredericton, New Brunswick; M.B.A., Ph.D., Kent State University, Kent, OH.
- Arjan Premti (2014): Assistant Professor - Finance and Business Law. B.A. Northwood University, West Palm Beach FL; M.B.A., Ph.D., Florida Atlantic University, Boca Raton, FL.
- Dana E Prodoehl (2011): Assistant Professor - Languages and Literatures. B.A., M.A., Salisbury State University, Salisbury, MD; Ph.D., Marquette University, Milwaukee, WI.
- Jonah Ralston (2014): Assistant Professor - Political Science. B.S., Illinois State University, Normal, IL; M.A., Washington University, St. Louis, MO; M.A., Ph.D., Michigan State University, East Lansing, MI.
- Christopher S Ramaekers (2016): Assistant Professor - Music. B.M., Western Michigan University, Kalamazoo, MI; M.M., Northwestern University, Evanston, IL.
- Tim Gordon Reutebuch (1999): Associate Professor – Social Work. B.S., Purdue University, West Lafayette, IN; M.S.W., Indiana University, Indianapolis, IN; Ph.D., Ohio State University, Columbus, OH.
- Marjorie E Rhine (2000): Professor - Languages and Literatures. B.A., Western Washington University, Bellingham, WA; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Linda A Robinson (2009): Associate Professor - Communication. B.A., University of South Carolina, Columbia, SC; M.A., University of Southern California, Los Angeles, CA; Ph.D., Northwestern University, Evanston, IL; J.D., Emory University, Atlanta, GA.
- Thomas R Robinson (2001): Associate Professor - Special Education. B.A., Clemson University, Clemson, SC; M.A.T., College of Charleston, Charleston, SC; Ph.D., University of Florida, Gainesville, FL.
- Andrea Romero (2016): Assistant Professor - Biological Sciences/Geography, Geology, and Environmental Science. B.A., Carleton College; Ph.D., University of Kansas, Lawrence, KS.
- Howard L Ross Jr (1993): Professor - Philosophy and Religious Studies. B.A., Saint Xavier University, Chicago, IL; M.A., Northwestern University, Evanston, IL; M.A., University of Missouri–Columbia, MO; M.A., Ph.D., Southern Illinois University, Carbondale, IL.
- Jeannine M Rowe (2010): Associate Professor - Social Work. B.A., University of Nevada–Reno, Reno, NV; M.S.W., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.
- Ann Curry Ruff (1999): Professor - Curriculum and Instruction. B.S., University of Wisconsin–Madison, Madison, WI; M.S., Ed.D., Indiana University, Bloomington, IN.
- Karla Saeger (2014): Assistant Professor – Curriculum & Instruction. B.S., M.A., Silver Lake College, Manitowoc, WI; Ed.D., St. Cloud State University, St. Cloud, MN.
- Steven C Sahyun (2001): Associate Professor - Physics. B.A., Grinnell College, Grinnell, IA; M.S., Montana State University, Bozeman, MT; Ph.D., Oregon State University, Corvallis, OR.
- Asmahan Sallah (2011): Assistant Professor - Languages and Literatures. B.A., Aleppo University, Aleppo, SYRIA; M.A., Angelo State University, San Angelo, TX; Ph.D., Texas A&M, College Station, TX.
- Geethamali G Samaranyake (1996): Associate Professor - Mathematics. B.S., University of Colombo, SRI LANKA; M.S., Ph.D., Purdue University, West Lafayette, IN.
- Sobitha W Samaranyake (1996): Associate Professor - Computer Science. B.S., University of Colombo, SRI LANKA; M.S., Ph.D., Purdue University, West Lafayette, IN.
- Balaji Sankaranarayanan (2014): Assistant Professor - Information Technology and Supply Chain Management. B.E., University of Madras, India; M.S., University of Illinois, Chicago, IL; Ph.D., Indiana University, Bloomington, IN.
- Ellie Christine Schemenauer (2006): Associate Professor - Women’s Studies. B.A., Eckerd College, St. Petersburg, FL; Ph.D., Florida International University, Miami, FL.

- Tracey G Scherr (2004): Professor - Psychology. B.A., Mesa State College, Grand Junction, CO; M.A., Ph.D., University of Northern Colorado, Greeley, CO.
- Melanie L Schneider (2009): Associate Professor - Curriculum and Instruction. B.A., St. Olaf College, Northfield, MN; M.A., TESOL Columbia University, New York, NY; Ed.D., Boston University, Boston, MA.
- Eileen Elizabeth Schroeder (1993): Associate Professor - Educational Foundations. B.S., Kutztown State College, PA; M.S., Drexel University—Philadelphia, PA; M.A., University of New Mexico—Albuquerque, NM; M.S., Syracuse University, Syracuse, NY; Ph.D., Pennsylvania State University, PA.
- Mark P Schroeder-Strong (2008): Associate Professor - Educational Foundations. B.A., M.A., Ph.D., University of Wisconsin—Milwaukee, WI.
- Tia Rae Schultz (2012): Assistant Professor - Special Education. B.A., University of Wisconsin—Green Bay, Green Bay, WI; M.A., Southern Illinois University, Carbondale, IL; Ph.D., University of Missouri, Columbia, MO.
- Thomas E Schweigert (1984): Professor - Economics. B.A., University of Washington, Seattle, WA; M.S., Ph.D., University of Wisconsin—Madison, Madison, WI.
- Carol Jean Scovotti (2004): Professor – Marketing. B.A., Marquette University, Milwaukee, WI; M.B.A., Loyola University, Chicago, IL; DPS, Pace University, Pleasantville, NY.
- Donghoon Shin (2016): Assistant Professor - Management. B.B.A., M.S., Seoul National University; Ph.D., McGill University, Montreal, QC, Canada.
- Jason Shurley (2016): Assistant Professor - Health, Physical Education, Recreation and Coaching. B.S., University of Texas; M.S., Stephen F. Austin State University; Ph.D., University of Texas, Austin, TX.
- Robert P Siemann (1981): Associate Professor - Computer Science. B.S., M.S., Ph.D., University of Wisconsin—Madison, Madison, WI.
- Aditya Simha (2013): Assistant Professor - Management. B.E., Visvesvaraya Technological University, Belgaum, India; M.S., University of Nevada, Las Vegas, NV; Ph.D., Washington State University, Pullman, WA.
- David L. Simmons (2014): Associate Professor - Philosophy and Religious Studies. B.A., Bowdoin College, Brunswick, ME; M.A., Ph.D., University of Chicago Divinity School, Chicago, IL.
- Matthew A Sintchak (2001): Professor – Music. B.M., New England Conservatory, Boston, MA; M.M., D.M.A., Eastman School of Music, Rochester, NY.
- Garrett Smith (2015): Assistant Professor- Finance and Business Law. Ph.D., Florida Atlantic University, Boca Raton, FL.
- Lauren Bower Smith (2001): Professor - Women’s Studies. B.A., Davidson College, Davidson, NC; M.F.A., M.A., Ph.D., University of Iowa, Iowa City, IA.
- Stephen L Solheim (1991): Associate Professor - Biological Sciences. B.A., Ph.D., University of Wisconsin—Madison, Madison, WI.
- Kenneth Soyeh (2015): Assistant Professor—Finance and Business Law. B.S., Kwame Nkrumah University of Science and Technology, Kumasi, Ghana; M.S., London School of Economics, London, United Kingdom; M.S., Ph. D., Georgia State University, Atlanta Georgia.
- Dale K Splinter (2006): Associate Professor - Geography, Geology, and Environmental Science. B.A., University of Wisconsin—Whitewater, Whitewater, WI; M.A., University of Northern Iowa, Cedar Falls, IA; Ph.D., Oklahoma State University, Stillwater, OK.
- Daniel R Stalder (2004): Associate Professor - Psychology. B.A., Northwestern University, Evanston, IL; M.A., Ph.D., University of Iowa, Iowa City, IA.
- Amy Celeste Stevens (2005): Professor - Special Education. B.S. Northern Michigan University, Marquette, MI; M.A., Kent State University, Kent, OH; Ph.D. Texas Woman’s University, Denton, TX.
- Nancy L Stevens (2011): Assistant Professor - Curriculum and Instruction. B.B.A., University of Wisconsin - Milwaukee, Milwaukee, WI; M.A., Cardinal Stritch University, Milwaukee, WI; Ph.D., Marquette University, Milwaukee, WI.
- Anne D Stinson (1998): Associate Professor - Curriculum and Instruction. A.A., Brookdale Community College, Lincroft, NJ; B.A., M.A.T., Monmouth College, West Long Branch, NJ; Ed.D., Rutgers University, New Brunswick, NJ.
- Sandra Yvonne Street (2013): Assistant Professor - Psychology. B.S., Northwestern University, Evanston, IL; M.S. Ed., Ph.D. Indiana University, Bloomington, IN.
- Shannon K Stuart (1999): Professor - Special Education. B.S., Eastern Michigan University, Ypsilanti; M.S., Ph.D., University of Wisconsin—Madison, Madison, WI.
- Tamas Szabo (2007): Associate Professor - Mathematics. M.Ed, M.S., Eotvos Lorand University of Science, Budapest, HUNGARY; Ph.D., University of Memphis, Memphis, TN.
- Bakhtear Talukdar (2016): Assistant Professor - Finance and Business Law. B.B.A, M.B.A., University of Dhaka; M.B.A., Willamette University; Ph.D., Florida International University, Miami, FL.
- Ran Tao (2009): Associate Professor - Economics. B.A., Shandong University, Shandong, CHINA; M.S., Lancaster University, Lancaster, UNITED KINGDOM; Ph.D., Claremont Graduate University, Claremont, CA.
- Alvaro Divino Taveira (1999): Professor - Occupational Environmental Safety Health. B.S., Universidade Federal de Uberlandia, BRAZIL; M.S., Universidade Federal de Stata Catarina, BRAZIL; Ph.D., University of Wisconsin—Madison, Madison, WI.
- Cheng Thao (2013): Assistant Professor - Computer Science. B.S., University of Wisconsin- Green Bay, Green Bay, WI; M.S., Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI.
- Jennifer D Thibodeaux (2004): Associate Professor - History. B.A. University of Saint Thomas, Houston, TX; M.A. Texas A and M University, TX; Ph.D., University of Kansas Lawrence, KS.
- Wade Andrew Tillett (2012): Associate Professor – Curriculum and Instruction. B.A., B.S., Ball State University, Muncie, IN; M.S.E, Ph.D., University of Illinois, Chicago, IL.
- Nicholas P Tippery (2011): Assistant Professor - Biological Sciences. B.A., University of Dallas, Irving, TX; Ph.D., University of Connecticut, Storrs, CT.
- Janine Tobeck (2008): Associate Professor - Languages and Literatures. B.A., Macalester College, St. Paul, MN; M.A., Ph.D., University of Wisconsin—Madison, Madison, WI.
- Ozalle Marie Toms (2012): Assistant Professor - Special Education. B.A., University of North Carolina, Charlotte, NC; M.Ed., East Carolina University Greenville, NC; Ph.D., University of North Carolina, Charlotte, NC.

- Louise Tourigny (2001): Professor - Management. B.S., M.A., E'Cole des Hautes Etudes Commerciales, Montreal, CANADA; Ph.D., Concordia University, Montreal, CANADA.
- Kristen Seas Trader (2016): Assistant Professor - Languages and Literatures. B.A., M.A., University of Wisconsin - Eau Claire; Ph.D., Purdue University, Lafayette, IN.
- Hassimi Traore (1994): Associate Professor - Chemistry. B.S., M.A., University of Ouagadougou, WEST AFRICA; M.A., Ph.D., University of Iowa, Iowa City, IA.
- Sheila Marie Turek (2003): Associate Professor - Languages and Literatures. B.A., M.A., George Mason University, Fairfax, VA; Ph.D., University of Maryland, College Park, MD.
- Sharri K Vanalstine (2011): Assistant Professor - Music. B.M., Bethel University, Saint Paul, MN; M.M., Saint Cloud State University, St. Cloud, MN; Ph.D., University of Minnesota, Minneapolis, MN.
- Jeff P Vanevenhoven (2007): Associate Professor - Management. B.A., M.S., Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI.
- May Vang (2016): Assistant Professor - Curriculum and Instruction. B.S., University of Wisconsin - Milwaukee; M.A., Cardinal Stritch; Ph.D., University of Wisconsin - Milwaukee, Milwaukee, WI.
- Nengher Vang (2015): Assistant Professor—History. B.A., Davidson College, Davidson, NC; M.A. Iliff School of Theology, Denver, CO; M.A., University of Notre Dame, South Bend, IN; Ph.D., University of Minnesota-Twin Cities, Minneapolis, MN.
- Christopher T Veldkamp (2009): Associate Professor - Chemistry. B.A., Taylor University, Upland, IN; Ph.D., Medical College of Wisconsin, Milwaukee, WI.
- Amy Klemm Verbos (2014): Assistant Professor - Finance and Business Law. B.B.A., University of Wisconsin-Oshkosh, Oshkosh, WI; J.D., University of Wisconsin Law School, Madison, WI; M.P.A., Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI.
- Anto J Verghese (2016): Assistant Professor - Information Technology and Supply Chain Management. B.S., Anna University; M.E., Ph.D., Texas A&M University, College Station, TX.
- Matthew E Vick (2008): Associate Professor – Curriculum and Instruction. B.S., UW-Madison, Madison, WI; M.S., Ph.D., UW-Milwaukee, Milwaukee, WI.
- Donna Jean Holzer Vosburgh (2011): Assistant Professor - Occupational and Environmental Safety and Health. B.S., Michigan Technological University, Houghton, MI; M.S., University of Wisconsin-Eau Claire, Eau Claire, WI; Ph.D., University of Iowa, Iowa City, IA.
- Stanislav Vysotsky (2014): Assistant Professor - Sociology, Criminology, and Anthropology. B.S., M.A., Ph.D., Northeastern University, Boston, MA.
- David N Wachanga (2008): Associate Professor –Communication. B.A., Egerton U College; M.A., University of North Texas, Denton, TX.
- Gautam Wadhwa (2006): Associate Professor - Art and Design. B.A., Delhi University, New Delhi, INDIA; M.F.A., University of Illinois, Chicago, IL.
- Daryle A Waechter-Brulla (1990): Professor - Biological Sciences. B.S., Illinois State University–Normal, IL; M.S., Ph.D., University of Illinois at Urbana–Champaign, IL.
- F. Peter Wagner (2007): Associate Professor - Political Science. B.A., Johann-Wolfgang-von-Goethe University, Frankfurt, GERMANY; M.S., Ph.D., Rutgers University, New Brunswick, NJ.
- Margaret A Waraczynski (1992): Professor - Psychology. B.A., University of Wisconsin–Milwaukee, Milwaukee, WI; Ph.D., Harvard University, Cambridge, MA.
- Chandra Danielle Lavette Waring (2013): Assistant Professor - Sociology, Criminology, and Anthropology. B.S., M.S., Ph.D., University of Connecticut, Storrs, CT.
- Jill Weber (2015): Assistant Professor—Accounting. B.S., M.S., Marquette University, Milwaukee, WI; Ph.D., Oklahoma State University, Stillwater, OK.
- Jane Weiss (2015): Assistant Professor—Accounting. Ph.D., University of Wisconsin-Madison, Madison, WI
- Sheryl Anne Welch (2002): Associate Professor - Communication. B.S., B.A., M.A., University of Central Florida, Tampa, FL; Ph.D., Kent State University, Kent, OH.
- David M Welsch (2006): Professor - Economics. B.A., University of Wisconsin–Milwaukee, Milwaukee, WI; M.A., Ph.D., Indiana University, Bloomington, IN.
- Jon Werner (1998): Professor - Management. B.S., M.B.A., Ph.D., Michigan State University, East Lansing, MI.
- Karen A Weston (1985): Assistant Professor – University Library. B.A., Mount Holyoke College, South Hadley, MA; M.S.L.S., Case Western Reserve University, Cleveland, OH; M.A., University of Wisconsin–Madison, Madison, WI.
- Benjamin Dwight Whitcomb (1999): Professor - Music. B.M., Oklahoma State University, Stillwater, OK; M.M., Ph.D., University of Texas, Austin, TX.
- Max Laurie White (2000): Professor - Art and Design. B.A., Colby College, Waterville, ME; M.F.A., University of Pennsylvania, Philadelphia, PA.
- Jonathan Wickert (2014): Assistant Professor – Communication. B.A., University of Wisconsin- Green Bay, Green Bay, WI; M.A., University of Wisconsin-Stevens Point, Stevens Point, WI; Ph.D., University of Missouri, Columbia, MO.
- Loren Wilbers (2015): Assistant Professor Sociology, Criminology, and Anthropology. B.A., Hillsdale College, Hillsdale, MI; M.A., University of Northern Iowa, Cedar Fall, IA; Ph.D., University of South Florida, Tampa, FL.
- Susan M Wildermuth (2000): Professor - Communication. B.A., University of Wisconsin–Whitewater, Whitewater, WI; M.A., Ph.D., University of Minnesota–Minneapolis, MN.
- Deborah J Wilk (2007): Associate Professor - Art and Design. B.A., University of Colorado, Boulder, CO; M.M., University of Wisconsin–Milwaukee, Milwaukee, WI; Ph.D., University of Kansas, Lawrence, KS.
- Holly J Wilson (2011): Assistant Professor - Languages and Literatures. B.A., University of Kansas, Lawrence, KS; M.F.A., Wichita State University, Wichita, KS; Ph.D., Florida State University, Tallahassee, FL.
- Brooke N Winchell (2010): Assistant Professor - Special Education. B.S.E., M.S.E., Ph.D., Kent State University, Kent, OH.
- Matthew W Winden (2012): Assistant Professor - Economics. B.S., University of Wisconsin-Green Bay, Green Bay, WI; Ph.D., Ohio State University, Columbus, OH.

- Trudi D Witonsky (2002): Associate Professor - Languages and Literatures. B.A., Grinnell College, Grinnell, IA; M.A, Ph.D., University of Wisconsin–Madison, Madison, WI.
- Kelly S Witte (2008): Associate Professor - Health, Physical Education, Recreation and Coaching. B.S., University of Wisconsin–Oshkosh, Oshkosh, WI; M.S., University of Wisconsin–La Crosse, La Crosse, WI; Ed.D, Cardinal Stritch University, Milwaukee, WI.
- Michael John Woller (1995): Professor - Biological Sciences. B.S., M.S., University of Wisconsin–Oshkosh, Oshosh, WI; Ph.D., University of Wisconsin–Madison, Madison, WI.
- Rachel Wood (2015): Assistant Professor - Music. B.M., M.M., University of Western Ontario, London, Canada; D.M., Indiana University Jacobs School of Music, Bloomington, IN.
- Meifang Xiang (2008): Associate Professor –Accounting. B.S., M.S., Central University of Finance and Economics, Beijing, China; Ph.D., Purdue University, West Lafayette, IN.
- Yuhan Xue (2014): Assistant Professor-Economics. B.A., Peking University, China; M.S., Hong Kong University of Science and Technology, Hong Kong China; Ph.D., University of California, Santa Cruz, CA.
- Rachelle L Yankelevitz (2013): Assistant Professor - Psychology. B.S., M.S., Ph.D., University of Florida, Gainesville, FL.
- Ozgun Yavuzcetin (2013): Assistant Professor - Physics. B.S., Bogazici University, Istanbul, Turkey; M.S., Ph.D., University of Massachusetts, Amherst, MA.
- L. Roger Yin (1994): Professor - Information Technology and Supply Chain Management. B.E., National Chung Hsin University, TAIWAN; M.S., Ph.D., Indiana University–Bloomington, IN.
- Akiko Yoshida (2010): Associate Professor –Sociology, Criminology, and Anthropology. B.A., Musashi University, Tokyo, JAPAN; M.A., University of Wyoming, Laramie, WY; A.B.D., University of Oklahoma, Norman, OK
- Andy Yu (2011): Associate Professor - Management. B.B.A., National Chengchi University, TAIWAN; M.B.A., Ph.D., Texas Tech University, TX.
- Qiu Hong Yu (2004): Professor – Finance and Business Law. B.A. Jilin University, CHINA; M.A. Pittsburg State University, PA; Ph.D. University of Memphis, TN.
- Tong Robert Yu (2013): Assistant Professor - Accounting. B.S., Hangzhou University of Commerce, Zhejiang, China; M.S., Ph.D., Oklahoma State University, Stillwater, OK.
- Yuan Yuan (2007): Associate Professor - Finance and Business Law. B.A., Shanghai Jiao Tong University, Shanghai, CHINA; Ph.D., Georgia State University, Atlanta, GA.
- Rimi Zakaria (2012): Assistant Professor - Management. B.S.S., University of Dhaka, Dhaka, Bangladesh; M.B.A., University of Central Arkanasa, Conway, AK; Ph.D., Florida International University, Miami, FL.
- John M Zbikowski (1989): Associate Professor - Curriculum and Instruction. A.B., M.S., Syracuse University, Syracuse, NY; Ph.D., University of Florida–Gainesville, FL.
- Shen Zhang (2009): Associate Professor - Psychology. B.S., M.S., Peking University, Beijing, CHINA; Ph.D., University of Nebraska–Lincoln, Lincoln, NE.
- Wenquan Charles Zhang (2012): Assistant Professor - Sociology, Criminology, and Anthropology. B.A. Beijing, China; Ph.D., University at Albany, Albany, NY.
- Xiaohong Zhang (2003): Professor - Art and Design. B.A., Hubei Academy of Fine Arts, CHINA; M.F.A., Southern Illinois University, Carbondale, IL.
- Yushan Zhao (2001): Professor - Marketing. B.S., Tianjin University –Tianjin, CHINA; Ph.D., Michigan State, East Lansing, MI.
- Jiazhen Zhou (2012): Assistant Professor - Computer Science. B.S., Shandong University, China; M.S., Chinese Academy of Sciences, China; Ph.D. University of Missouri - Kansas City, Kansas City, MO.
- Jeffrey A Zimmerman (2006): Associate Professor - Geography, Geology and Environmental Science. M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.
- Mark J Zunac (2008): Associate Professor - Languages and Literatures. B.S., M.A., Ph.D., Marquette University, Milwaukee, Milwaukee, WI.

COURSE INVENTORY

- Accounting (ACCOUNT) (p. 111)
- African American Studies (AFRIAMR) (p. 113)
- American Indian Studies (AMERIND) (p. 113)
- Anthropology (ANTHROPL) (p. 113)
- Art History (ARTHIST) (p. 113)
- Art Studio (ARTSTDIO) (p. 114)
- Arts & Communication Interdepartmental (ACINDP) (p. 114)
- Asian Studies (ASIANSTD) (p. 114)
- Astronomy (ASTRONMY) (p. 114)
- Biological Sciences (BIOLOGY) (p. 114)
- Business & Economics Interdepartmental (BEINDP) (p. 115)
- Business Administration (DBA) (p. 115)
- Chemistry (CHEM) (p. 116)
- Chicano Studies (CHICANO) (p. 116)
- CI Business & Marketing Education (CIBME) (p. 115)
- Coaching (COACHING) (p. 116)
- Communication (COMM) (p. 117)
- Communicative Disorders (COMDIS) (p. 119)
- Computer Science (COMPSCI) (p. 121)
- Counselor Education (COUNSED) (p. 122)
- Criminal Justice (CRIMJUS) (p. 125)
- Curriculum & Instruction Field (CIFLD) (p. 125)
- Curriculum & Instruction General (CIGENRL) (p. 125)
- Early Childhood (EARLYCHD) (p. 127)
- Economics (ECON) (p. 128)
- Ed Foundations Practicum (EDFNDPRC) (p. 130)
- Education Interdepartmental (EDUINDP) (p. 130)
- Educational Administration (EDADMIN) (p. 131)
- Educational Foundations (EDFOUND) (p. 131)
- Elementary/Middle (ELEMID) (p. 132)
- English (ENGLISH) (p. 133)
- English as a Second Language (ESL) (p. 133)
- Finance and Business Law (FNBSLW) (p. 134)
- French (FRENCH) (p. 135)
- Geography (GEOGRPY) (p. 135)
- Geology (GEOLGY) (p. 135)
- Health Education (HEALTHED) (p. 135)
- Higher Education Leadership (HELEAD) (p. 136)
- History (HISTRY) (p. 138)
- Information Technology & Supply Chain Management (ITSCM) (p. 138)
- Intrauniversity (INTRAUNV) (p. 140)
- Journalism (JOURNLISM) (p. 140)
- Letters & Sciences Interdepartmental (LSINDP) (p. 141)
- Library Media (LIBMEDIA) (p. 141)
- Management (MANGEMNT) (p. 142)
- Management Computer Systems (MCS) (p. 144)
- Marketing (MARKETNG) (p. 144)
- Mathematics (MATH) (p. 145)
- Music (MUSC) (p. 146)
- Occupational and Environmental Safety & Health (SAFETY) (p. 146)

- Philosophy (PHILSPHY) (p. 148)
- Physical Education General (PEGNRL) (p. 148)
- Physical Education Professional (PEPROF) (p. 148)
- Physics (PHYSCS) (p. 149)
- Political Science (POLISCI) (p. 150)
- Psychology (PSYCH) (p. 150)
- Race & Ethnic Cultures General (RACEETH) (p. 152)
- Reading (READING) (p. 152)
- Recreation (RECREATN) (p. 152)
- Religious Studies (RELIGST) (p. 153)
- School Business Management (SCHBUSMG) (p. 154)
- Secondary Education (SECNDED) (p. 154)
- Social Work (SOCWORK) (p. 155)
- Sociology (SOCIOLGY) (p. 156)
- Spanish (SPANISH) (p. 156)
- Special Education (SPECED) (p. 156)
- Special Education Field (SPECFLD) (p. 160)
- Study Abroad (STDYABRD) (p. 161)
- Theatre (THEATRE) (p. 161)
- Women's Studies (WOMENST) (p. 162)

Accounting (ACCOUNT)

Courses

ACCOUNT 651 TAX I 3 Units

A study of federal income tax laws with emphasis on the individual taxpayer, particularly of employees and sole proprietors. The study includes a review of current proposals, discussion of practical problems in tax planning and practice in the preparation of tax returns.

PREREQ: ACCOUNT 244, ACCOUNT 701 OR CONSENT OF DEPARTMENT.

ACCOUNT 656 COST MANAGEMENT 3 Units

This course presents an overview of basic cost measurement principles and an in-depth examination of product costing procedures and techniques including process costing, job-order costing, activity-based costing, accounting for spoilage, and standards and variances (cost, expense, revenue, and selected variance investigation models). This course also includes the following specific cost allocation topics: joint products, byproduct products, and service departments. Special emphasis is placed on communicating accounting information to managers in a clear, concise manner.

PREREQ: ACCOUNT 725 OR ACCOUNT 249 AND CONSENT OF DEPARTMENT

ACCOUNT 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 691 TRAVEL STUDY *Repeatable* 3 Units

Variable topics. Faculty-led courses abroad.

ACCOUNT 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. A limit of three credits can be applied toward the accounting major and limit of six credits toward a degree.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 701 ACCOUNTING FOUNDATIONS 2 Units

This course introduces students to the principles of financial accounting, including the (1) basic accounting cycle (i.e., double-entry accounting), financial statements (i.e., income statement, statement of financial position, and statement of cash flows), and specific discussions of cash, trade receivables, merchandise inventories, plant assets, current and long-term liabilities, and stockholders' equity. Fundamental ratios and statement analysis techniques are also integrated throughout the course.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 748 FINANCIAL STATEMENT ANALYSIS 3 Units

This course investigates the role and value of accounting information for users as they make business decisions. It includes a review of the generally accepted accounting principles and assumptions underlying the basic accounting model that generates the financial statements. The course focuses on the interpreting and analyzing financial statements to assess (a) historical trends and patterns, (b) short-term liquidity and long-term solvency, (c) profitability and operating performance, and (d) capital structure and asset utilization. Additional topics include the effects of alternative accounting methods, specialized industry analysis (e.g., banks, insurance, and utilities) and earnings quality and earnings management.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 749 ASSURANCE SERVICES AND SYSTEMS ENGAGEMENTS 3 Units

This course focuses on services provided by accounting professionals. Selected topics may include advanced audit issues; evidence-gathering activities; internal control design and assessments; business and information technology risk analysis; analysis, design and development of modern information systems; reporting on controls and business processes; professional standards and ethical concepts.

PREREQ: ACCOUNT 454 OR ACCOUNT 761 AND ACCOUNT 465 OR CONSENT OF DEPARTMENT

ACCOUNT 751 GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING 3 Units

This course focuses on the theory and practice of accrual, modified accrual, and cash-based accounting models for governmental and not-for-profit entities. In addition, students investigate the specific accounting issues for state and local governments, colleges and universities, health care organizations, and voluntary health and welfare organizations.

PREREQ: ACCOUNT 261

ACCOUNT 752 ADVANCED FINANCIAL ACCOUNTING 3 Units

This course focuses on an in-depth study of (1) partnership accounting, (2) accounting for business combinations and segments of a business, and (3) international aspects of accounting. It also includes a review of current issues related to business combinations, consolidated financial statements, and international accounting standards.

PREREQ: ACCOUNT 343

ACCOUNT 756 CORPORATE AND SPECIAL ENTITIES TAXATION 3 Units

This course examines federal income tax laws and regulations with a specific emphasis on corporations (C and S), partnerships, estate and gift taxation, income taxation of estates and trusts, and taxation of exempt entities. Both compliance and tax planning are emphasized in this course. Tax research on related issues is also included.

PREREQ: ACCOUNT 651 OR ACCOUNT 451

ACCOUNT 757 ISSUES IN FINANCIAL ACCOUNTING 3 Units

This course examines some of the more complex and contentious areas that have evolved into accounting practice. Major areas include: 1) statement of cash flows, 2) segment and interim reporting, 3) accounting for derivatives, 4) pensions and other postretirement benefits, 5) accounting changes and error corrections, and 6) assessing the quality of financial statements. This course also covers recent pronouncements not covered in ACCOUNT 261 and ACCOUNT 343.

PREREQ: ACCOUNT 343

ACCOUNT 761 ACCOUNTING & MANAGEMENT INFORMATION SYSTEMS 3 Units

This course focuses on theory and principles underlying the design and installation of accounting and management information systems, including the in-depth investigation into internal control structures and the integration and impact of the computer on the total information system.

PREREQ: ACCOUNT 244 OR ACCOUNT 701 AND ACCOUNT 249 OR ACCOUNT 725 AND ACCOUNT 261

ACCOUNT 767 FORENSIC ACCOUNTING AND PROFESSIONAL ETHICS 3 Units

This course, with a combined lecture and case approach, will provide in-depth coverage of internal control, EDP auditing, fraud detection and reporting, and the auditor's code of ethics. A component of this course will follow a readings approach covering such topics as auditing estimates, auditor independence, audit failures, and going concern qualifications.

PREREQ: ACCOUNT 465 OR CONSENT OF DEPARTMENT

ACCOUNT 781 ACCOUNTING THEORY AND APPLIED RESEARCH 3 Units

This course examines the relationship between decision theory (and decision makers) and accounting information, alternative measurement theories, and conceptual frameworks. In addition, students will (1) learn to use applied research tools and (2) to develop their communication skills to real-life accounting issues in a variety of accounting environments.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 783 INTERNATIONAL ACCOUNTING 3 Units

This course examines the international dimension of accounting and financial reporting for multinational enterprises. Topics include (a) the international standard-setting process, including harmonization with US GAAP, (b) IFRS GAAP for recording transactions and preparing financial statements, (c) a detailed comparison of IFRS and US GAAP, (d) foreign currency translations and accounting for changing prices, (e) international taxation and transfer pricing.

PREREQ: ACCOUNT 343 OR CONSENT OF INSTRUCTOR

ACCOUNT 787 SUSTAINABILITY AND ENVIRONMENTAL REPORTING 3 Units

This course provides a comprehensive exploration of (a) environmental issues at multiple levels and (b) the effects of these issues on business, communities, and consumers. In addition, this course will provide student with an (c) introduction and practical understanding of the broad paradigm of sustainability and provide an (d) in-depth analysis of accounting for the natural environment; e.g., water and other natural resources.

PREREQ: ACCOUNT 343 OR CONSENT OF DEPARTMENT

ACCOUNT 789 READINGS AND RESEARCH IN ACCOUNTING *Repeatable* 1-3 Units

Study of selected contemporary areas in accounting through readings in current research and literature. Prereq: Consent of Instructor.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 793 PRACTICUM IN PROFESSIONAL ACCOUNTANCY *Repeatable* 1-3 Units

This course provides students, under the direction of a faculty advisor, the opportunity to apply their theoretical backgrounds in settings ranging from internships in accounting organizations to other approved activities related to the practice of professional accountancy. A learning contract will be developed by the faculty advisor, professional supervisor (if applicable), and student that clearly delineates the expectations and responsibilities of each party involved in the practicum.

PREREQ: ADMISSION TO MPA PROGRAM AND DEPARTMENT CONSENT

ACCOUNT 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ACCOUNT 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. A limit of three credits can be applied toward the accounting major and limit of six credits toward a degree.

ACCOUNT 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ACCOUNT 799 THESIS RESEARCH 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. Prereq: Graduate standing.

PREREQ: GRADUATE STANDING

African American Studies (AFRIAMR)

Courses

AFRIAMR 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

AFRIAMR 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

AFRIAMR 694 SEMINAR *Repeatable* 3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

AFRIAMR 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

AFRIAMR 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

AFRIAMR 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

AFRIAMR 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

American Indian Studies (AMERIND)

Courses

AMERIND 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

AMERIND 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

AMERIND 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

AMERIND 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Anthropology (ANTHROPL)

Courses

ANTHROPL 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

ANTHROPL 694 ANTHROPOLOGY SEMINAR *Repeatable* 3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ANTHROPL 696 SPECIAL STUDIES IN ANTHROPOLOGY *Repeatable* 3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable.

ANTHROPL 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ANTHROPL 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Art History (ARTHIST)

Courses

ARTHIST 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

ARTHIST 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

Art Studio (ARTSTDIO)

Courses

ARTSTDIO 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques. Prereq: Permission of the Workshop Director.

ARTSTDIO 696 SPECIAL STUDIES *Repeatable* 3-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Prereq: Consent of Instructor.

ARTSTDIO 710 GRADUATE STUDIO I *Repeatable* 1-6 Units

A course designed to provide advanced level studio experience for the graduate art student in a free, informally structured situation with a consulting professor. May be repeated up to 6 credits. PREREQ: At least three courses in the chosen area or consent of the instructor.

ARTSTDIO 711 GRADUATE STUDIO II *Repeatable* 1-6 Units

A course designed to provide advanced level studio experience for the graduate art student in a free, informally structured situation with a consulting professor. May be repeated up to 6 credits. PREREQ: At least three courses in the chosen area or consent of the instructor.

ARTSTDIO 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

ARTSTDIO 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Arts & Communication Interdepartmental (ACINDP)

Courses

ACINDP 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad. Repeatable

Asian Studies (ASIANSTD)

Courses

ASIANSTD 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques. Repeatable

ASIANSTD 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

Astronomy (ASTRONMY)

Courses

ASTRONMY 690 ASTRONOMY WORKSHOP *Repeatable* 1-5 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

ASTRONMY 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Department consent required.

ASTRONMY 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Biological Sciences (BIOLOGY)

Courses

BIOLOGY 554 FIELD BOTANY 3 Units

A study of the identification and ecology of flowering plants, conifers and ferns. Emphasis will be given to the plants and plant communities in the vicinity of the course location. A collection of local plants is required of all students. Field trips required. Summer session only.

BIOLOGY 575 INVERTEBRATE ZOOLOGY 3 Units

A comprehensive study of the structure, physiology, natural history and significance of the major groups of invertebrate animals. Five hours of laboratory and lecture per week. Offered every spring semester.

BIOLOGY 651 NATURAL HISTORY OF YELLOWSTONE NP AND THE UPPER GREAT PLAINS 3 Units

This is an introductory, multi-disciplinary, summer field course open to all. It is held at Yellowstone National Park and locations in route. Students will learn field methods, geology, ecology and natural history. It is suitable for biology and geology majors and anyone interested in field science or natural history. PREREQ: BIOLOGY 120 OR BIOLOGY 141 AND CONSENT OF INSTRUCTOR

BIOLOGY 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

BIOLOGY 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led field courses.

BIOLOGY 692 LABORATORY TEACHING EXPERIENCE 1 Units

This course provides teaching experience at the college level for undergraduate and graduate students. Students will assist faculty members in preparing, delivering, and tearing down laboratory or discussion section instructional units in biology courses, conducting review sessions and tutoring students under the direct supervision of a faculty mentor. S/F only. Repeatable for a total of 2 credits.

BIOLOGY 694 SEMINAR *Repeatable* 1 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member. PREREQ: 16 HRS OF BIOLOGY INCLUDING BIOLOGY 141 AND BIOLOGY 142

BIOLOGY 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

BIOLOGY 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques

BIOLOGY 793 PRACTICUM 1-6 Units

Variable topics.

BIOLOGY 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

BIOLOGY 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

BIOLOGY 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

BIOLOGY 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Business & Economics Interdepartmental (BEINDP)

Courses

BEINDP 740 PERSUASION AND NEGOTIATION STRATEGIES 2 Units

This course will emphasize persuasive communication strategies and applied negotiation techniques. The course also contains a strong written communication component. The course will apply a case-based methodology to teaching and learning in the class.

Business Administration (DBA)

Courses

DBA 800 SEMINAR IN CONTEMPORARY BUSINESS ISSUES *Repeatable* 1-2 Units

The seminar in contemporary business issues allows program participants to explore current issues facing business professionals and consider ways to apply DBA activities and ideas to their current and future professions.

PREREQ: ADMISSION TO DBA PROGRAM

DBA 810 MEASUREMENT AND RESEARCH DESIGN IN BUSINESS 4 Units

This course main goal is to provide students with the necessary skills to conduct original research. The course will provide an overview of key concepts relevant to the design and conduct of organizational research and to help them develop critical thinking skills to evaluate the study designs of other researchers.

PREREQ: ADMISSION TO DBA PROGRAM

DBA 820 APPLIED REGRESSION ANALYSIS 4 Units

Applied Regression Analysis will focus on the estimation of various regression models. It introduces student to the regression methodology, assumptions of the framework and corrections for violations of the assumptions. Sample articles are used to highlight the applications in academic research. Applications in consulting projects are also discussed.

PREREQ: DBA 810

DBA 830 ADVANCED APPLIED REGRESSION ANALYSIS 3 Units

This course introduces advanced concepts in the theory and practice of regression analysis, with an emphasis on practical skills. Topics covered in this class include testing for mediation, two stage least squares, random effects models, logistic regression and time series models. This course will enable students to conduct research using advanced regression techniques.

PREREQ: DBA 820

DBA 840 APPLIED MULTIVARIATE METHODS 4 Units

This course covers multivariate data analysis with an emphasis on applications for business and market research. The course compares and contrasts many different multivariate techniques. The course emphasizes applications of multivariate analysis from a conceptual viewpoint as well as research design.

PREREQ: DBA 820

DBA 850 CONTEMPORARY RESEARCH METHODS AND DISSERTATION DESIGN 4 Units

This course will consider the research interests of the student cohort, discuss their dissertation proposals and identify the research methods needed to successfully execute their dissertation. The identified methods and other contemporary research methods will be discussed in this class.

PREREQ: DBA 840

DBA 860 SCIENTIFIC INQUIRY IN BUSINESS 4 Units

This course provides students with an understanding of principles of scientific research pertinent to business research. A scientific approach implies the recognition of gaps in the literature that is addressed through specific approaches. The course will help students understand the approach to enable them to identify a personal research interest.

PREREQ: ADMISSION TO DBA PROGRAM

DBA 870 MICRO ISSUES IN BUSINESS 4 Units

This course provides an overview of topics in behavioral fields from different business domains. The focus is on explaining individual behaviors across a number of business functions such as consumer behavior in marketing, organizational behavior in management, and behavioral research in finance. The phenomena of interest deal with individual behavior.

PREREQ: ADMISSION TO DBA PROGRAM

DBA 880 MACRO ISSUES IN BUSINESS 4 Units

The primary purpose of the course is to expose students to key macro level areas in finance, management and marketing as they apply to business research. This course should help students understand this perspective and determine whether they want to pursue personal areas of research interests in this domain.

PREREQ: ADMISSION TO DBA PROGRAM

DBA 910 TECHNOLOGY, ENTREPRENEURSHIP AND GLOBAL ISSUES IN BUSINESS 4 Units

This course provides an overview of topics in multilevel fields from different business domains. The focus is on explaining how micro and macro aspects of business interact across the fields of technology, entrepreneurship and global issues. The phenomena of interest deal with multilevel areas and include multinational management, business ethics.

PREREQ: ADMISSION TO DBA PROGRAM

DBA 970 DIRECTED STUDY *Repeatable* 3 Units

This course gives students the ability to conduct an in-depth study of the topics they are interested in and work closely with a faculty member. Students develop an integrated review paper that provides an overview of the state of knowledge, identify gaps in the literature and propose interesting research directions.

PREREQ: DBA 870

DBA 988 DBA DISSERTATION *Repeatable* 1-6 Units

Students develop essays to investigate business problems that are of strategic importance to a firm/organization. A dissertation proposal must be completed and approved by the student's dissertation committee before the student moves on to collect data in the area of research. A final defense before the dissertation committee is required.

PREREQ: 45 DBA CREDITS, RESTRICTED TO STUDENTS IN THE DBA PROGRAM

CI Business & Marketing Education (CIBME)

Courses

CIBME 500 INTRODUCTION TO BUSINESS AND MARKETING EDUCATION 3 Units

This course is designed to introduce potential business and marketing education teachers to the major and to the profession. Students begin their culminating experience in this class by developing a successful applied research proposal for research with their academic advisor.

CIBME 601 TEACHING PERSONAL FINANCE 3 Units

Students enrolled in this course will be prepared to teach personal finance. The course will cover personal finance/consumer education content and teaching methodology, including an analysis of published standards and the development of a financial literacy curriculum that could be used in teaching the subject at the secondary level.

CIBME 647 INFORMATION SYSTEMS FOR BUSINESS TEACHERS 3 Units

A study of the concepts, procedures, and hardware used in business with an emphasis on email, internet, and multimedia. Distance learning technology will be examined as one means of integrating information systems throughout the business education curriculum.

PREREQ: BUSINESS EDUCATION, BUSINESS MARKETING EDUCATION
COMPREHENSIVE MAJORS MSBE STUDENTS

CIBME 762 CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION 3 Units

A study of the issues currently confronting the supervisor, teacher, and students of business and marketing education on the middle, secondary and post-secondary levels. Includes a study of curriculum development and objectives of business and marketing education. Meets No. 50 curriculum requirements for WTCS certification.

PREREQ: CIBME 500 OR CONSENT OF INSTRUCTOR

Chemistry (CHEM)

Courses

CHEM 690 WORKSHOP Repeatable 1-4 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

CHEM 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable 2 times for maximum 6 credits.

CHEM 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CHEM 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Chicano Studies (CHICANO)

Courses

CHICANO 510 HISTORY IN THE US: 19TH CENTURY ROOTS & 20TH CENTURY DEVELOPMENT 3 Units

Interprets historical events of the U.S. and their impact on the Chicano emphasizing 19th century roots and 20th century development. Takes an in-depth look at implications of the Treaty of Guadalupe Hidalgo and 20th century Mexican Immigration.

CHICANO 520 POLITICS OF THE CHICANO 3 Units

A comprehensive analysis of Chicano life as it relates to U.S. Government institutions. Chicanos are presented in terms of their political, social and religious affiliations; their economic and occupational status; and their family life and language relationships to the U.S. Federal System of Government. This study views Chicanos from two separate perspectives: as a self-contained ethnic minority and as a part of the broader U.S. population.

CHICANO 690 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

CHICANO 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

CHICANO 694 SEMINAR Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CHICANO 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CHICANO 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

CHICANO 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CHICANO 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CHICANO 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Coaching (COACHING)

Courses

COACHING 660 ORGANIZATION AND ADMINISTRATION OF INTERSCHOLASTIC ATHLETICS 2 Units

This course is designed for those individuals who wish to become athletic coaches or administrators. The place of athletics education and the organization and administration of an athletic program will be covered. A research paper dealing with an appropriate topic will be required.

COACHING 661 PREVENTION AND CARE OF ATHLETIC INJURIES 2 Units

Principles governing the prevention and treatment of common athletic injuries. A research paper dealing with a mutually agreed upon topic will be required.

COACHING 663 CHILDREN AND SPORTS 3 Units

Explores the historical perspective and the present controversy surrounding children in competitive sports. Future directions of competitive sport for children will be a major focus.

COACHING 680 LEGAL ASPECTS OF SPORT AND RECREATION ACTIVITIES 3 Units

This course will examine the complexities of sport and recreation litigation, primarily focused on educational institutions. Students will use this knowledge to aid their professional growth in the fields of sport and recreation activity. Topics such as risk management, contracts, liability, and policy development will provide a better understanding of the law with respect to challenges encountered by sport and recreation professionals.

CROSS-LISTED: COACHING 480 AND RECREATN 480

COACHING 690 WORKSHOP IN INTERCOLLEGIATE OR INTERSCHOLASTIC ATHLETICS Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COACHING 696 SPECIAL STUDIES *Repeatable* 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COACHING 702 ORGANIZATION AND ADMINISTRATION OF SPORT AND RECREATION 3 Units

Students will develop and apply organizational and leadership theories to specific career interests in sport and recreation. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations. CROSS-LISTED: HEAL/RECREATN/COACHING 702

COACHING 705 PRINCIPLES OF PSYCHOLOGY APPLIED TO COACHING 3 Units

The course will include an in-depth examination of the psychological factors that impact individuals and their performance in the athletic setting. Theoretical and applied parameters will be extensively studied from a coaching perspective. The coach will develop intervention strategies, techniques and skills to enhance their psychological effectiveness in the athletic domain. PREREQ: 3 credits of psychology as an undergraduate student and at least one year of coaching experience or consent of the instructor.

COACHING 706 SPORT AND SOCIETY 3 Units

This course provides students with an in-depth study of the social dimension of sport in a modern industrialized society. The course will allow students to engage in an in-depth study of social factors that impact sport from both a theoretical and applied perspective.

PREREQ: THREE UNITS IN SOCIOLOGY AS AN UNDERGRADUATE OR CONSENT OF INSTRUCTOR

COACHING 710 CURRENT TRENDS AND ISSUES ATHLETICS 3 Units

This course will examine the current trends and issues in athletics. The concepts will be explored from a theoretical and applied perspective. Prereq: At least one year of coaching experience or consent of instructor.

COACHING 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEAL/PEPROF/HEALTHED/RECREATN/COACHING 779

COACHING 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units

Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HEAL/PEPROF/HEALTHED/RECREATN/COACHING 781

COACHING 790 WORKSHOP *Repeatable* 1-4 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COACHING 793 PRACTICUM *Repeatable* 1-6 Units
Practicum**COACHING 794 SEMINAR 1-3 Units**

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COACHING 796 SPECIAL STUDIES *Repeatable* 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COACHING 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

COACHING 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Communication (COMM)

Courses

COMM 526 COMMUNICATION AND GENDER 3 Units

Advanced study of interpersonal communication between and within the sexes.

The focus of the course concerns examination of traditional gender ideals and analysis of communication styles that contribute to societal evolution.

Sex differences in communication, theories explaining sex differences in communication, research on sex stereotypes, debates about language and sexism, and implications for inter-gender relationships in a variety of settings are among the topics considered in this course.

COMM 528 COMMUNICATION CONFLICT RESOLUTION 3 Units

This course provides a communications perspective of the nature and possible methods of resolution of conflict.

COMM 538 VIDEO PRODUCTION III: CORPORATE AND COMMERCIAL MEDIA 3 Units

The course will consist of advanced video and field production labor, lectures, outside reading assignments and exams. Each student will write, produce and direct a series of corporate and commercial productions and learn the importance of oral communication and proper client relationships. Each student will strive to improve existing skills with field equipment, non-linear editing, advanced software programs, and multi-media presentations. The work in the course will primarily focus on individual project efforts, unless approved by the instructor.

COMM 539 AUDIO III: STUDIO PRODUCTION 3 Units

An applied course using the knowledge and skills necessary for professional audio production with an emphasis on studio recording and aesthetics. Concepts include signal flow, processing, microphone selection and placement, mixing and mastering. Students will produce multi-track recording projects.

PREREQ: COMM 259 OR CONSENT OF INSTRUCTOR

COMM 617 COMMUNICATION AND NONPROFIT ORGANIZATIONS 3 Units

This course prepares students to better understand the traditional organizational frameworks and apply them in the nonprofit world. Specifically, the course will address communicating a strategic vision, stewardship, managing and understanding the relationships between boards and volunteers and staff, building and maintaining successful volunteer programs, event planning, fundraising and media and government relations through reading, lectures, case studies and a capstone project.

PREREQ: COMM 327, COMM 424, COMM 485

COMM 624 CROSS CULTURAL COMMUNICATION 3 Units

Study of cross cultural contacts and interactions when individuals are from different cultures. An analysis of verbal and nonverbal communication and related factors within and between various cultures, predictions of patterns and effects, and communication barriers.

COMM 627 COMMUNICATION TRAINING 3 Units

This is an advanced-level course that focuses on identifying, evaluating, and enhancing the communicative competencies behind the functioning of contemporary organizations.

PREREQ: COMM 322, COMM 327, COMM 424 AND COMM 485 OR GRAD COORDINATOR APPROVAL

COMM 640 NEW COMMUNICATION TECHNOLOGIES 3 Units

This course examines the major innovations in the telecommunication industry. Students will explore alternative regulatory contexts in which these systems can develop and address the implications of these developments in a variety of social, institutional and philosophical contexts.

COMM 690 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Repeatable.

COMM 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

COMM 694 SEMINAR Repeatable 1-6 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMM 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Prereq: Consent of Instructor.

COMM 701 INTRODUCTION TO COMMUNICATIONS STUDIES 3 Units

The student will be introduced to the nature of graduate study in the field of communication.

COMM 702 SEMINAR IN APPLIED PUBLIC COMMUNICATION Repeatable 3 Units

The group will investigate special topics relevant to the strategic use of external/public communication by organizations (e.g., campaigns, issues management, advertising, public relations). Topics are selected on the basis of need, interest, or timeliness and may change each time the course is offered.

PREREQ: COMM 701 OR GRADUATE EQUIVALENT AS DETERMINED BY THE GRADUATE COORDINATOR

COMM 703 SEMINAR IN CORPORATE COMMUNICATION Repeatable 3 Units

Investigation of communication topics that reflect the communication issues within an organization (e.g., superior-subordinate, conflict resolution). Topics are selected on the basis of need, interest, or timeliness and may change each time the course is offered.

PREREQ: COMM 701 OR GRADUATE EQUIVALENT AS DETERMINED BY THE GRADUATE COORDINATOR

COMM 711 INSTRUCTIONAL COMMUNICATION 3 Units

This course focuses on the body of instructional communication research which, coupled with opportunities for observation and practice, will 1) enable students to analyze effective use of instructional communication principles in others and 2) demonstrate related skills during their own instructional demonstrations

COREQ: COMM 701 OR CONSENT OF INSTRUCTOR

COMM 722 ISSUES IN HUMAN COMMUNICATION THEORY 3 Units

Advanced study and analysis of communication theories from various disciplinary viewpoints. Theories are discussed in terms of their assumptions, claims, strengths, and weaknesses.

PREREQ: COMM 422 OR CONSENT OF GRADUATE COORDINATOR, AND COMM 701

COMM 731 EFFECTS OF MASS COMMUNICATION 3 Units

A course that examines the effects of mass media. Theoretical bases for assessing social, behavioral, and cultural influences are emphasized.

PREREQ: COMM 431/JOURNLSM 431

COMM 785 METHODS OF COMMUNICATION RESEARCH 3 Units

An advanced-level graduate survey of methodologies and issues relevant to the practice of communication research.

PREREQ: COMM 485/JOURNLSM 485 OR CONSENT OF GRADUATE COORDINATOR AND COMM 701

COMM 789 APPLIED COMMUNICATION PROJECT CREDITS 3 Units

Applied Communication Project (ACP) units allow a student to work with his/her project director and committee in further developing and completing the ACP, a capstone experience option emphasizing the application of communication theory and principles to solve a communication problem or meet a specific need relating to corporate communication or mass communication issues. ACP proposal forms available at <http://academics.uww.edu/comgrads/forms.html> or from the graduate coordinator. Note, Comm/Journlsm 799 Thesis credits and Comm/Journlsm 789 ACP credits may not be taken concurrently with Comm/Journlsm 798 Independent Study credits.

PREREQ: THE COMPLETION OF AN ACP PROPOSAL FORM AND COMPLETION OF 18 GRADUATE UNITS INCLUDING COMM 701, COMM 722 AND COMM 785

COMM 790 WORKSHOP 1 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

COMM 793 COMMUNICATION PRACTICUM Repeatable 1-3 Units

The Communication Practicum gives students, under the direction of a faculty advisor, the opportunity to apply their theoretical and research backgrounds in "real world" settings ranging from internships in organizations or agencies to other approved activities.

PREREQ: COMPLETION OF A PRACTICUM CONTRACT AND 18 GRADUATE CREDITS INCLUDING COMM 701, COMM 722, COMM 785

COMM 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMM 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COMM 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Students must complete the Independent Studies Form located at <http://www.uww.edu/commgrads/forms.html> or available from the Communication Department office prior to registering for this course. The form requires signatures from the instructor supervising the independent study and from the graduate coordinator. Note: Comm 799/Journlsm 799 Thesis credits and Comm 789/Journlsm 789 ACP credits may not be taken concurrently with Comm 798/Journlsm 798 Independent Study credits.

COMM 799 THESIS RESEARCH 3 Units

Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisors and leading to the completion of a master's degree. For students choosing the thesis option, 3 units of Thesis Research (COMM 799) may count toward the 30 required credits. For students choosing the ACP option, 3 units of ACP (COMM 789) credits may count toward the required 30 units. Thesis prospectus forms are available from the Graduate Program Coordinator and the department website at <http://academics.uww.edu/commgrads/forms.html>. In addition, students must complete the Graduate School thesis proposal form available at <http://www.uww.edu/gradstudies/thesisform.php>. Note, Comm 799 credits may not be taken concurrently with Comm 798/Jourlnsm 798 credits.

PREREQ: COMPLETE 18 GRADUATE LEVEL UNITS INCLUDING COMM 701, COMM 722 AND COMM 785 AND SUBMIT A SIGNED THESIS PROSPECTUS DEVELOPED IN CONSULTATION WITH THEIR CAPSTONE FACULTY COMMITTEE

Communicative Disorders (COMDIS)

Courses

COMDIS 540 MANUAL COMMUNICATION 1 Units

This course is designed to provide the student with basic knowledge of manual communication systems and techniques, including finger spelling and basic signs.

COMDIS 555 LANGUAGE DEVELOPMENT & DISORDERS IN CHILDREN 3 Units

This course provides an overview of oral language development and its relationship to the development of social skills, literacy and learning. Language characteristics of children with exceptional educational needs are described and strategies for improving their communication skills are discussed. Prereq: Course work in child growth and development is highly recommended.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

COMDIS 571 INTRODUCTION TO CLINICAL PRACTICUM IN COMMUNICATIVE DISORDERS 3 Units

This course provides an introduction to the tasks and related competencies associated with clinical practice in speech-language pathology. Students will develop an understanding of treatment principles and clinical practice procedures, and gain an understanding of the responsibilities and professional issues associated with the practice of speech-language pathology across the lifespan. Students will obtain 25 guided observation hours.

PREREQ: CONSENT OF INSTRUCTOR

COMDIS 580 SPEECH AND LANGUAGE DEVELOPMENT IN CHILDREN 4 Units

In this course students will learn about the process and sequence of speech and language development in children from birth to school-age. Theories of language acquisition and the role of cognition, culture, context, and caregivers are discussed. Students will participate in a community-based learning experience working with linguistically and culturally diverse preschool children.

PREREQ: EDFOUND 222, EDFOUND 230, PSYCH 331 OR CONSENT OF INSTRUCTOR

COMDIS 585 FLUENCY DISORDERS 3 Units

This course provides for the study of the theories of the cause and onset of fluency disorders such as stuttering and cluttering. It further introduces basic clinical and experimental approaches to these disorders.

COREQ: COMDIS 460/COMDIS 660 OR DEPARTMENTAL APPROVAL

COMDIS 624 COMMUNICATION DISORDERS ACROSS THE LIFE SPAN 3 Units

This course provides basic understanding of various communication disorders due to structural damage, including voice disorders, disfluency, cleft palate speech disorders and swallowing dysfunction. The primary focus will be symptom description, evaluation and treatment techniques of these disorders in both the pediatric and adult population.

PREREQ: COMDIS 278 AND COMDIS 240

COMDIS 626 NEURAL BASES OF SPEECH AND LANGUAGE 3 Units

This course provides a basic understanding of the neuroanatomic and neurophysiologic mechanisms underlying speech and language. The primary focus of study is on normal processes and neuropathologies and how they influence cognition, communication and swallowing.

PREREQ: COMDIS 278 OR CONSENT OF INSTRUCTOR

COMDIS 660 PRACTICUM IN COMMUNICATIVE DISORDERS Repeatable 3 Units

This course offers supervised practicum experiences: observation of communicative disorders, clinical work on-campus and/or off-campus, and supervision of practitioners or students. Client availability, student level of academic and clinical training, and supervisory expertise will influence student enrollment and section assignment. This course is repeatable for as many times as needed. Graduate students must enroll every semester.

COMDIS 672 ASSESSMENT IN COMMUNICATIVE DISORDERS 3 Units

This course introduces the theoretical and practical aspects of the assessment process in communicative disorders. The development and selection of procedures for assessing communicative disorders are reviewed and issues and methods involved in clinical decision-making are discussed using case studies and applied activities. Prereq: Consent of Instructor

COMDIS 677 DISORDERS OF SPEECH PRODUCTION 3 Units

A study of the development of normal articulation and phonology and of the etiologies, diagnosis, and treatment of articulation and phonological disorder, phonological disorder and developmental apraxia of speech.

PREREQ: COMDIS 272 OR CONSENT OF INSTRUCTOR

COMDIS 681 SPEECH AND LANGUAGE DISORDERS IN CHILDREN 3 Units

This course introduces theoretical and clinical issues in child language disorders. Principles and methods relating to the assessment and management of developmental language disorders are discussed. The development of both content knowledge and applied skills are emphasized.

PREREQ: COMDIS 380/COMDIS 580 OR CONSENT OF INSTRUCTOR

COMDIS 682 AUDIOMETRY 3 Units

This course is designed to provide information regarding the disorders of hearing and how different auditory evaluation procedures of the auditory system aid in the identification of specific types of hearing disorders. Training in performing different audiological testing procedures is provided as well as the interpretation of auditory test results. Prereq: Consent of instructor.

PREREQ: COMDIS 240 OR CONSENT OF INSTRUCTOR

COMDIS 683 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION 1 Units

This course reviews current approaches to augmentative and alternative communication. Alternative methods of communication other than speech and methods for augmenting residual speech skills are discussed. The course focuses on the development of basic skills for evaluating and providing intervention programs for individuals using alternative and augmentative communication systems. Prereq: Consent of instructor.

COMDIS 684 AURAL REHABILITATION 2 Units

Aural rehabilitation is the study of the rehabilitation of individuals with hearing impairment. It includes the effects of hearing loss on perception, psychosocial aspects, and speech and language. Techniques for rehabilitation including amplification, counseling, speech reading, and auditory training will be emphasized.

PREREQ: COMDIS 482

COMDIS 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COMDIS 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Prereq: Consent of department.

COMDIS 701 INTRODUCTION TO GRADUATE STUDIES IN CSD 3 Units

This course is designed to provide an introduction to graduate studies in communication sciences and disorders and professional practice. Students will be introduced to ASHA standards and competencies, processes/methods used in research, and application of research into evidence-based practices by engaging in critical analyses of research/cases studies, reflecting on clinical practices, and responding orally and in writing.

PREREQ: CONSENT OF INSTRUCTOR

COMDIS 710 PROFESSIONAL ISSUES IN COMMUNICATIVE DISORDERS 3 Units

This course presents an overview of the professional issues and regulations impacting service delivery in speech-language pathology. This course is designed to help students develop a well-articulated theoretical and practical approach to ethical service delivery across work environments and through inter-professional practice. Special emphasis is placed on supervision as a process that involves observation, interpersonal communication, leadership, teaching, problem solving.

PREREQ: CONSENT OF INSTRUCTOR

COMDIS 711 MOTOR SPEECH DISORDERS 3 Units

This course provides advanced study of basic neurological substrates associated with the dysarthrias and apraxia of speech. Training of the differential assessment and management of motor speech disorders across the lifespan, clinical experiences, and exposure to current research literature are included.

PREREQ: COMDIS 426/COMDIS 626 OR CONSENT OF INSTRUCTOR

COMDIS 712 RESEARCH METHODS IN COMMUNICATIVE DISORDERS 3 Units

A course in the methods of research in communicative disorders including the need for scientific research, the nature of scientific research, methods underlying the research process, the planning of a research paper, and considerations in interpreting research results.

COMDIS 713 LANGUAGE LEARNING DISORDERS IN SCHOOL AGE CHILDREN 3 Units

Recent research literature in language/learning disorders in school-age children is reviewed and the application of research findings to clinical practice is discussed. Language assessment and intervention methods for this population are reviewed.

PREREQ: COMDIS 380 OR COMDIS 580

COMDIS 714 SUPERVISION IN COMMUNICATIVE DISORDERS 3 Units

This course provides an analysis of the basic concepts of supervision and competencies essential to effective supervisory performance in speech-language pathology across work settings and professional roles. Emphasis is placed on supervision as a process that involves observation, interpersonal communication, leadership, teaching, problem solving, decision making and ongoing improvement.

COMDIS 720 VOICE DISORDERS 3 Units

This course provides specialized knowledge in the areas of normal and disordered voice production with the primary focus in the physiological bases of dysphonia. Theoretical principles underlying the prevention, assessment and treatment of vocal dysfunction across the lifespan are emphasized.

COMDIS 722 LANGUAGE AND COGNITIVE DISORDERS IN ADULTS 3 Units

This course provides advanced study of neuropathologies resulting in language and/or cognitive impairment. The focus of this course is adult aphasia and dementia within a framework of the neural changes associated with aging. Course content also surveys communication disorders associated with a variety of acquired and/or neuro-degenerative conditions. In-depth training of assessment and management techniques, clinical experiences and exposure to current literature are included.

PREREQ: COMDIS 426/COMDIS 626 OR CONSENT OF INSTRUCTOR

COMDIS 730 SWALLOWING AND DYSPHAGIA 3 Units

Course includes an in-depth study of normal and disordered swallowing with a focus on the physiological bases of dysphagia. Current research is examined relevant to the prevention, diagnosis and management of swallowing disorders across the lifespan. Prereq: Communicative Disorders major, practicing speech/language pathologists of consent of instructor.

PREREQ: COMDIS 426/COMDIS 626 OR CONSENT OF INSTRUCTOR

COMDIS 764 SPEECH AND LANGUAGE DISORDERS IN YOUNG CHILDREN 3 Units

This course reviews current theoretical and clinical issues concerning assessment and intervention of communication skills in young children. Recent research literature is reviewed and the application of research findings to clinical practice is discussed. Family-centered practice and strategies for supporting young children in inclusive environments is emphasized.

COMDIS 790 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques..

COMDIS 793 PRACTICUM: FIELD EXTERNSHIP Repeatable 6 Units

Variable topics.

COMDIS 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMDIS 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COMDIS 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

COMDIS 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Computer Science (COMPSCI)

Courses

COMPSCI 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques. Repeatable.

COMPSCI 696 SPECIAL STUDIES 5 Units

An intensive introduction to the fundamentals of computer science, including essential data structures and advanced programming techniques in at least one high-level language. Designed to prepare students who have some programming experience to begin graduate study in computer science. Students with no programming experience should take an introductory course first.

COMPSCI 724 OPERATING SYSTEMS IN PRACTICE 3 Units

A hands-on study of techniques for managing resources, providing concurrency, enabling communication, and ensuring reliability and security in modern operating systems. Students will write multithreaded programs and implement portions of an operating system. Experience with the C programming language is helpful, but not required.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 732 MACHINE LEARNING 3 Units

This course provides a broad introduction to machine learning and pattern recognition. Topics include but are not limited to Bayesian Inference, SVMs, Clustering and Classification, Decision Trees and Ensemble Methods. Particular focus will be placed on the theoretical understanding of these methods, as well as their practical applications.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 733 ADVANCED ALGORITHM DESIGN AND ANALYSIS 3 Units

This course introduces students to advanced techniques for the design and analysis of algorithms, and explores a variety of applications. Techniques to be covered include graph representation & Graph traversal, shortest path, minimum spanning tree, linear programming, network flow, randomization, and approximation algorithms. NP-complete problems and reductions will also be studied.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 735 OPTIMIZATION: TECHNIQUES AND APPLICATIONS 3 Units

The course takes a unified view of optimization, covering the main areas of application and the main optimization algorithms. The topics include linear optimization, robust optimization, network flows, discrete optimization, dynamic optimization and nonlinear optimization. The course involves learning about, using, and analyzing the results of state of the art optimization software.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 736 IMAGE PROCESSING AND COMPUTER VISION 3 Units

This course provides a broad introduction to image processing and computer vision. Topics include but not limited to image formation and perception, quantization, contrast enhancement, Fourier transform, compression and restoration, feature extraction and segmentation. Particular focus will be on the theoretical understanding of these methods, as well as their practical applications. The students will use MATLAB to write code.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 762 CRYPTOGRAPHY AND CLOUD SECURITY 3 Units

This course focuses on the cryptographic solutions to security issues related to confidentiality, integrity, and availability in networks and clouds. The main contents include private and public key cryptography; cryptography applications in authentication, key management, and digital signature; transport and application layer security in Internet; secure data and computation outsourcing in cloud; and trusted cloud computing.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 764 CLOUD COMPUTING 3 Units

The purpose of this course is to understand the core technical ideas and concepts in designing and using cloud computing systems, covering a broad range of topics that include cloud system architectures, cloud storage and management, cloud programming frameworks, virtualization and resource management, and datacenter networks. It is a blend of lecture, paper readings/presentations, and programming practice using a cloud.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 766 ADVANCED DATABASES 3 Units

This course covers advanced database management system design principles and techniques. Course material includes both fundamental principles and current research. Possible topics include query processing and optimization, transaction processing, distributed databases, object-oriented databases, data warehousing, and data mining.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 767 BIG DATA AND DATA MINING 3 Units

This course will cover two main areas: (1) machine learning algorithms that can be applied to big data (i.e., data sets of great size and complexity); and (2) distributed file systems and MapReduce as tools to generate algorithms, along with associated hardware innovations to facilitate parallel analysis of big data.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 776 ADVANCED SOFTWARE ENGINEERING 3 Units

The course introduces students to software engineering principles and techniques in addition to several advanced topics that are not covered in the undergraduate software engineering course. The advanced topics include component-based software engineering, distributed software engineering, service-oriented architecture, embedded software, and aspect-oriented software engineering. The course will cover design patterns, architecture design patterns, and software configuration management patterns.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 777 SOFTWARE TESTING 3 Units

The course introduces students to software testing. Students will learn different testing strategies and methodologies. Students will learn to write effective test cases, execute tests and file bug reports, use a unit testing framework, and use or design an automation testing framework.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 778 SOFTWARE SPECIFICATION AND VERIFICATION 3 Units

An overview of languages, logics, techniques, and tools used to specify, analyze, and verify software systems. Students apply these formal methods to model software systems and verify their correctness, study industrial applications of formal methods for critical software components, and research new developments in this area.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN COMPUTER SCIENCE

COMPSCI 789 CAPSTONE PROJECT *Repeatable* 1-6 Units

Under faculty supervision, the student will develop, extend, or modify a significant piece of software or a system with significant software components. The student will also write a technical report and give a presentation describing the software product as well as the development process. Fulfills the Applied Research Project option for graduation. Pass/Fail grade basis only.

COMPSCI 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COMPSCI 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

COMPSCI 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Group activity. Not offered regularly in the curriculum but which is offered on topics selected on the basis of timeliness, need and interest, and generally in the format of regularly scheduled bulletin offerings.

COMPSCI 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

COMPSCI 799 THESIS RESEARCH *Repeatable* 1-6 Units

Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisers and leading to the completion of a master's degree. Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Counselor Education (COUNSED)

Courses

COUNSED 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

COUNSED 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

COUNSED 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

COUNSED 712 FOUNDATIONS OF CLINICAL MENTAL HEALTH COUNSELING 3 Units

This course provides an historical overview of the clinical mental health counseling (CMHC) field. Current trends, professional issues, and other areas relevant to CMHC's will be examined. Roles and responsibilities of CMHC's across various settings will be explored. Professional organizations, preparations standards, and credentialing of CMHC's will be discussed.

COUNSED 715 RESEARCH IN COUNSELOR EDUCATION 3 Units

The purpose of this course is to provide a practical graduate-level overview of research design in counseling and personnel services and to develop skills for designing, critiquing and disseminating research.

COUNSED 716 CRISIS INTERVENTION AND TRAUMA COUNSELING 3 Units

This course will present counseling approaches which effectively address crises. The course will examine the impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations.

PREREQ: COUNSED 718 AND COUNSED 722

COUNSED 718 PRINCIPLES OF COUNSELING 3 Units

Principles of the roles and functions of professional counselors are discussed and practiced in a laboratory setting, including relationship building, conducting interviews and the counseling process. Professional issues as they relate to ethics, legal considerations, scope of practice, mental health service delivery, multicultural concerns, and the value of professional organizations are explored. This course is designed to provide the student with opportunities to define and explore the various roles/tasks of professional counselors, including case conceptualization, prevention, intervention, referral, and termination. By the end of the course, the student should develop a working knowledge of counseling skills, processes, and procedures to facilitate further study in subsequent practicum and internship classes.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 719 APPRAISAL PROCEDURES IN COUNSELING 3 Units

This course provides an understanding of individual and group approaches to assessment and evaluation in a multicultural society. It will examine basic concepts of standardized and non-standardized testing and other assessment methods for appraising individual differences and family dynamics. Students will examine statistical concepts relevant to assessment (scales of measurement, measures of central tendency, variability, and reliability and validity). Discussions and laboratory experiences will center on the use and interpretation of standardized and non standardized measures of appraisal with individuals, groups and families and the social, cultural and ethical factors relevant to the assessment process.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 720 CAREER DEVELOPMENT AND INFORMATION SERVICES 3 Units

The course focuses on major theories of career development and decision making models. It addresses sources of career, educational, leisure, occupational and labor market information, career information systems, assessments, techniques pertinent for career planning, placement, and follow-up. Interrelationships between work, family and other life roles as well as multicultural issues in career development are examined. Students will have the opportunity to be involved with career development program planning, implementation, evaluation and theory application.

COREQ: COUNSED 718

COUNSED 721 GROUPS: THEORY AND PRACTICE 3 Units

This course provides theoretical and experiential understandings of group work, including principles of group dynamics, theories of group counseling and group leadership and facilitation styles. Group counseling methods are experienced directly in the learning process. Multiple group approaches, necessary to work effectively in a multicultural society, are explored.

PREREQ: COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 722 THEORIES OF COUNSELING 3 Units

This course examines prominent counseling theories that provide models for conceptualizing client issues and identifying appropriate intervention strategies. System theories and major models of family and related interventions will be highlighted. Attention will be given to multicultural and ethical issues in counseling. Students will be exposed to current professional research and practices in the field to enable the initial development of their personal theories of counseling.

COREQ: COUNSED 718

COUNSED 724 CAREER COUNSELING OF ADOLESCENT AND ADULT 3 Units

Principles of career counseling of adolescents and adults are considered. Emphasis is placed on current trends, including integrative holistic career counseling, assessments, role of technology and internet, employability and job search skills. Attention is given to procedures for counseling diverse populations. Job loss issues are also addressed.

COREQ: COUNSED 718

COUNSED 728 CLINICAL STUDIES IN COUNSELING 3 Units

Students will examine the diagnostic criteria of the Diagnostic and Statistical Manual of Mental Disorders (APA). Diagnostic skills of counseling students will be enhanced. Students will examine the benefits and concerns of diagnosis within the counseling relationship and explore relevant treatment modalities (individual, group, and family). Students will develop an understanding of the interplay between biology and environment and the impact on human development, learning and adjustment.

COREQ: COUNSED 718

COUNSED 730 IDENTIFYING AND REPORTING CHILD ABUSE FOR THE HELPING PROFESSIONAL 3 Units

This course will provide the knowledge and skills to identify and report child abuse effectively. This course will provide the student with an understanding of the Wisconsin Children's Code, the identification of child abuse, and the role and responsibilities of the helping professional. Students will examine the requirements of mandated reporters and the necessary steps and procedures to interview victims.

PREREQ: MASTERS LEVEL HELPING PROFESSIONAL OR ENROLLED IN A MASTER'S PROGRAM IN THE HELPING PROFESSIONS.

COUNSED 731 INTRODUCTION TO MARRIAGE, COUPLES, AND FAMILY COUNSELING 3 Units

This course provides an introduction to the theories and practices of systems therapy. The content covers three essential areas of study: (a) theoretical concepts and models of systems theory and marriage, couples, and family therapy, along with related research and professional issues; (b) practical information, techniques, and procedures; and (c) issues concerning today's couples and families.

COREQ: COUNSED 718

COUNSED 732 ADVANCED MARRIAGE, COUPLES, AND FAMILY COUNSELING 3 Units

An advanced course in counseling that focuses on various issues related to marriage, couples, and family counseling: working with couples/partnerships, divorce counseling, therapy with children within a family context, remarriage and blended family systems, sexuality, and multi-problematic families. Emphasis will be placed on advanced assessment and procedures of intervention.

PREREQ: COUNSED 731

COUNSED 734 FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS 3 Units

This is a professional course in counseling designed for individuals seeking advanced training in assessment and treatment of abusive family systems. This course will elaborate on child abuse, neglect, and physical and sexual abuse and its impact on the individual and the family. The course will examine family dynamics which contribute to the development of an abusive system and those that provide protection against abuse and/or enhance the effective processing of trauma

PREREQ: COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 735 ETHICAL AND PROFESSIONAL IDENTITY FORMATION 3 Units

This course is designed to facilitate professional identity formation within individuals working toward professional development and credentialing as a professional counselor, school counselor, family therapist, student affairs professional, and AODA counselor. Further, this course will focus on counseling-field specific ethical codes, the application of such codes to practice, legal issues endemic to the counseling process, and the interface of the

PREREQ: ADMISSION TO PROGRAM AND COUNSED 718 AND COUNSED 722

COUNSED 736 COUNSELING ACROSS THE LIFESPAN 3 Units

Course provides understanding of nature and needs of persons at all developmental levels and in multicultural contexts. Theories of individual and family development, as well as theories of learning and personality development and models of resilience, are included. Connections are made between developmental issues and counseling interventions that facilitate development and wellness over the lifespan. Attention is given to therapeutic interventions with normal and abnormal behaviors across the lifespan.

COREQ: COUNSED 718

COUNSED 738 PERSPECTIVES IN SCHOOL COUNSELING 3 Units

This introductory course is designed for students planning to become school counselors. Professional issues such as the history and philosophy of school counseling are examined; along with an exploration of the various roles, functions, and procedures experienced within the context of the school structure. An introduction to the American School Counselor Association National Model and the Wisconsin Comprehensive School Counseling Model provides students the opportunity to examine the design, implementation, and evaluation of comprehensive developmental counseling programs using a family, school, and community systems view. Significant topics and issues for school counselors, such as leadership, advocacy, conflict resolution, crisis management, peer mediation, cultural diversity, school improvement, and a variety of service delivery methods are explored.

COREQ: COUNSED 718

COUNSED 739 TRAUMA TREATMENT 3 Units

This course examines the impact of trauma on development and behavior. The primary focus of the course is the examination of various approaches to effectively address the impact of trauma. The stages of trauma treatment will be examined and various approaches to effectively address trauma will be explored.

PREREQ: COUNSED 716 AND COUNSED 734

COUNSED 741 SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING 3 Units

This course is designed to provide students with foundational knowledge and competency base for effective counseling with diverse populations. It will examine multicultural and pluralistic trends, including characteristics and concerns among diverse groups nationally and internationally. Theories of multicultural counseling, identity development, worldviews, acculturation issues, conflict resolution, social justice, advocacy and multicultural competencies will be discussed. Individual, couple, family, group and community strategies for working with and advocating for diverse populations will be examined. Counselors' roles in eliminating biases, prejudices, oppression and discrimination will be highlighted. Students will be involved in experiential learning activities aimed at fostering an understanding of themselves and culturally diverse individuals.

COREQ: COUNSED 718

COUNSED 743 COUNSELING IN ELEMENTARY AND MIDDLE SCHOOLS 3 Units

This course studies counseling models, services, and programs for elementary and middle school/junior high school students as well as the roles of the school counselor. Curriculum is based on current models of school counseling, child and adolescent development, the influence of multiple factors on academic, personal/social, and career success, school counselor accountability, and various prevention/intervention strategies for elementary and middle school/junior high students. The developmental guidance needs of all children are identified along with the specific counseling needs of particular student populations.

PREREQ: COUNSED 738, ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 745 COUNSELING IN SECONDARY SCHOOLS 3 Units

Counseling models, services, and programs for secondary school students are investigated along with the roles of the secondary school counselor. Adolescent and young adult development, the influence of multiple factors on academic, personal/social, and career success, school counselor accountability, and various prevention/intervention needs of secondary students are explored. The developmental guidance and counseling needs of all secondary school students as well as the specific needs of particular student populations are identified. Topics include academic success, vocational exploration, and post-secondary transition. Discussions focus on individual, small group and classroom curricular approaches with adolescents.

PREREQ: COUNSED 738, ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 746 COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS 3 Units

This course is a study of alcohol and other drug abuse, the process of chemical dependency, its impact on the family and its importance in the area of counseling. This course will enable the counselor to identify and assess the substance abuser and examine the counselor's role in the prevention and intervention process. Students will develop knowledge of the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others. It will examine the history, philosophy and trends in addiction counseling. The student will learn to identify the various symptoms of progressive stages of chemical dependency and counseling modalities for treatment.

COREQ: COUNSED 718 AND COUNSED 722; PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 749 CHEMICAL DEPENDENCY: EVIDENCE-BASED AND INTEGRATED TREATMENT 3 Units

This course is for the student who wishes to develop and refine skills in the area of addictions counseling. The course will examine the roles, functions, and settings of addiction counselors. Students will develop knowledge and skills related to evidence-based approaches to address addictions and integrated mental health, trauma and addictions treatment.

PREREQ: COUNSED 746 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 751 PROFESSIONAL PRACTICES: ETHICS AND CONSULTATION 3 Units

This course is designed to review ethical principles across counseling disciplines and to apply these principles in the practice of counseling, collaboration and consultation. Ethical codes will be reviewed, theories and paradigms of ethical decision making models explored, and legal implications of ethical practice considered. Consultation theories, models, processes, and issues will be examined and applied. Consultation skill development will focus on benefiting both the client (consultee) and client system, in which the client, persons in the client's support system/context, various professionals within the educational or counseling setting, professionals in the mental health community, and other community members are empowered to facilitate change.

COREQ: COUNSED 718

COUNSED 753 UNDERSTANDING PSYCHOPHARMACOLOGY FOR COUNSELORS 3 Units

This course surveys basic neuropharmacology, the effects of various psychotropic drugs, and the actions of drugs used to treat mental disorders and drugs of abuse. The emphasis of the first part of the course is on basic principles of neuropharmacology, distribution and eliminations of drugs, drug-receptor interactions and dose-response relationships, structure of neurons, neurophysiological mechanisms involved in synaptic activity, and the distribution of specific neurotransmitter systems. The last two-thirds of the course examines the actions of specific drugs and their effects on behavior and their uses in biological psychiatry and/or their abuse in our society.

PREREQ: COUNSED 718 AND COUNSED 722 AND ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 754 ADDICTION CONCERNS WHEN WORKING WITH CHILDREN, ADOLESCENTS & ADULTS 1 Units

This is an online course focusing on addiction for counselors when working with children, adolescents, and adults in school systems and colleges/universities. Course modules will cover specific topics related to alcohol and other drug abuse; the process of chemical dependency; and the impact of addiction on children, adolescents and adults.

PREREQ: COUNSED 718 AND COUNSED 722

COUNSED 755 UNDERSTANDING AND ADDRESSING CRISIS AND TRAUMA 1 Units

This course will present counseling approaches which effectively address crises in school settings. The course will examine the impact of trauma and crisis and potential neurobiological responses. The participant will gain knowledge and skills useful in assessing and intervening in crises and explore the application of these skills in addressing specific crisis situations relevant to schools.

PREREQ: COUNSED 718 AND COUNSED 722

COUNSED 756 A SYSTEMS PRIMER FOR SCHOOL AND HIGHER EDUCATION COUNSELORS 1 Units

This course will introduce a systemic lens to view the varying influences impacting student life and learning. Students as systems thinkers will consider the impact of differing systems upon students of differing systems, develop skills to engage systems, and gain specific understanding of factors impacting a student's world.

PREREQ: COUNSED 718

COUNSED 790 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 792 TRAUMA RESPONSIVE**CONSULTATION *Repeatable* 1-2 Units**

This course is a six-month experience in which the mental health professional/educator will provide services to students/clients who have experienced trauma and develop treatment plans and implement trauma responsive treatment/interventions with these clients. The course requires the student to attend a class for group consultation with the instructor on an every other week basis for a period of six months.

PREREQ: ALL COURSES IN THE TRAUMA-INFORMED AND TRAUMA RESPONSIVE CERTIFICATE PROGRAM NEED TO BE COMPLETED PRIOR TO TAKING THIS COURSE. THE PROFESSIONAL MUST HAVE COMPLETED TWO YEARS OF POST-GRADUATE WORK PRIOR TO TAKING THIS COURSE.

COUNSED 793 SUPERVISED PRACTICUM *Repeatable* 3 Units

Practicum students provide individual, couple, family and group counseling services to students and other community members in the counseling lab. Students must complete supervised practicum experiences that total a minimum of 100 clock hours, including 40 hours of direct counseling service. Practicum students receive individual and/or triadic supervision and group supervision each week. This is a time to develop and refine counseling skills while providing a service to the community.

PREREQ: COUNSED 718, COUNSED 721, COUNSED 722, COUNSED 751, ADMISSION TO MS COUNSELING PROGRAM AND CONSENT OF THE DEPARTMENT

COUNSED 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member. PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 795 COUNSELING INTERNSHIP *Repeatable* 3-6 Units

The Counseling Internship is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in internship settings which are compatible with the individual student's experiences, competencies, The Counseling Internship is an opportunity for students to apply concepts and skills in field counseling settings. Students are placed in internship settings which are compatible with the individual student's experiences, competencies, and career goals. Students work with clients under the guidance of a qualified field supervisor and the university supervisor. Prereq: All required coursework must be taken prior to or concurrent with the Internship.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM AND DEPARTMENT CONSENT

COUNSED 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 797 POST-MASTERS COUNSELING**INTERNSHIP *Repeatable* 1.5-3 Units**

Interns will complete supervised experience in their emphasis area (community agency, higher education setting, or school). The intern will engage in individual, group counseling, and family counseling, and consultation, as well as a variety of other activities that a regularly employed counselor in the setting would be expected to perform. Can repeat once.

PREREQ: MASTERS IN COUNSELING OR EQUIVALENT

COUNSED 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

COUNSED 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

PREREQ: ADMISSION TO MS COUNSELING PROGRAM OR CONSENT OF INSTRUCTOR

Criminal Justice (CRIMJUS)

Courses

CRIMJUS 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

Curriculum & Instruction Field (CIFLD)

Courses

CIFLD 793 PRACTICUM *Repeatable* 1-6 Units

Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements. (Not to be used for first-time certification)

Curriculum & Instruction General (CIGENRL)

Courses

CIGENRL 510 SURVEY OF EDUCATIONAL LINGUISTICS 3 Units

In Survey of Educational Linguistics, students will examine certain core areas of linguistics (phonology, morphology and syntax), with special attention to language acquisition. Course assignments will relate to the teaching of linguistically diverse communities. CROSS-LISTED: CIGENRL 310, CIGENRL 510, ESL 310, ESL 510

PREREQ: ENGLISH 101 AND ENGLISH 102 OR CONSENT OF THE INSTRUCTOR

CIGENRL 520 SECOND LANGUAGE ACQUISITION 3 Units

In The Spoken Language & Discourse Analysis, students will develop working knowledge of contemporary issues in the teaching of oral communication (speaking and listening skills) to learners of ESL. Linguistic principles studied are also pertinent for those teaching foreign languages. CROSS-LISTED: CIGENRL 320, CIGENRL 520, ESL 320, ESL 520

PREREQ: CIGENRL 510/ ESL 510

CIGENRL 530 PEDAGOGICAL GRAMMAR FOR ENGLISH LEARNERS 3 Units

Teaching Grammar in the ESL/BE Classroom is a component of the licensure minor in Teaching ESL/Bilingual-Bicultural Education. This course prepares teachers to instruct non-native learners in English grammar. Students examine selected grammatical topics to better comprehend the structure of English and to develop a repertoire of techniques for teaching them. CROSS-LISTED:

CIGENRL 330, CIGENRL 530, ESL 330, ESL 530

PREREQ: CIGENRL 310/ESL 310

CIGENRL 550 INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION 3 Units

History, philosophy and rationale for ESL and bilingual/bicultural education. A study of the social, cultural, and psychological issues affecting learners for whom English is an additional language and who are considered "minorities" in the U.S. A focus on multicultural education as related to the teaching and learning of language minority students. CROSS-LISTED: CIGENRL 350, CIGENRL 550, ESL 350, ESL 550

PREREQ: ENGLISH 101 AND ENGLISH 102 OR ENGLISH 161 AND ENGLISH 162 OR ENGLISH 105

CIGENRL 603 ESL METHODS AND CURRICULUM 3 Units

ESL Methods and Curriculum will provide students with the background to develop curricula and to design materials that integrate content and language learning using a learner-centered approach.

PREREQ: CIGENRL 550: INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION OR CONSENT OF INSTRUCTOR

CIGENRL 605 ASSESSMENT IN THE ESL/BILINGUAL CLASSROOM 3 Units

This course explores policies, procedures, and instruments used to assess English language proficiency and academic achievement of limited English proficient students in American public schools. Included in this are the areas of English and native language competence; program placement, progress, and exit; alternative assessments in ESL, bilingual and mainstream classrooms. CROSS-LISTED: ESL 405, CIGENRL 405, CIGENRL 605

PREREQ: CIGENRL 603/ESL 603

CIGENRL 655 TEACHING CONTENT IN THE BILINGUAL CLASSROOM 3 Units

This course is an examination of various techniques and materials being used to teach content area subject matter in ESL/bilingual education programs. Other topics of discussion include language assessment and adaptation of materials to the learner's language proficiency and cultural experience. The course is taught in English, but discussion will take place in other languages so that students have the opportunity to expand and improve their command of the language used as a medium of instruction.

PREREQ: CIGENRL 603/ESL 603

CROSS-LISTED: ESL 455 AND CIGENRL 655

CIGENRL 660 PRINCIPLES OF CAREER & TECHNICAL EDUCATION 2 Units

History and development of vocational education both in the United States and Wisconsin are explored. The administrative structure of vocational education at the local, state, and national levels is outlined. Vocational program areas are discussed with emphasis given to issues, trends, and problems in vocational education. Requirement for vocational certification and fulfills one of the certification requirements of the Wisconsin Technical College System.

CIGENRL 661 ORGANIZATION, ADMINISTRATION AND COORDINATION OF COOPERATIVE EDUCATION PROGRAMS 3 Units

Study of career and technical education programs which utilize the internship/youth apprenticeship/cooperative method of instruction. Includes the knowledge and procedures necessary to implement the quality components of an occupational program. Successful coordination of a program using the cooperative method will be stressed. Meets the Department of Public Instruction's course requirement for vocational certification.

PREREQ: CIGENRL 660 OR EQUIVALENT

CIGENRL 679 DRAMA IN EDUCATION 3 Units

This course is an introduction to the philosophy, methodologies, and practice of educational drama. The course explores how drama can alter the social relationships and modes of interactions among diverse teachers and students so that learning can become more engaging and more critical.

CIGENRL 689 EMPLOYMENT STRATEGIES 1 Units

Designed to acquaint the teacher education student with the problems and procedures of securing a teaching position. Includes consideration of professional ethics, preparation of placement credentials, teacher certification practices, interviewing techniques and teaching contracts. Reviews opportunities for professional advancement through graduate study. (Open to teacher education students. Should be taken the semester prior to graduation or the semester of graduation.)

CIGENRL 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

CIGENRL 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

CIGENRL 694 SEMINAR Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 702 REFLECTIVE PRACTICE AND ACTION RESEARCH 3 Units

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations. PREREQ: Graduate Standing.

CIGENRL 710 CURRENT TOPICS IN CURRICULUM AND INSTRUCTION Repeatable 3 Units

An in-depth examination of a single current topic of interest to teachers in grades 6-12. Topics will vary from semester to semester, and may include, for example, national curriculum standards for school subjects, writing across the curriculum, cooperative learning in a specific subject, the school-to-work transition, or instruction on specific themes such as the environment or communication. Repeatable for credit.

CIGENRL 721 TRENDS IN ART EDUCATION 3 Units

A course designed to acquaint the teacher with recent trends, issues, and practices in the teaching of art. The sources of contemporary knowledge about the function and structure of art education will be considered as well as recent theoretical and research studies in art and art education. Opportunity for a specific level or teaching situation.

CIGENRL 723 ISSUES, PERSPECTIVES AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION 3 Units

As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.

CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

CIGENRL 725 CURRICULUM DEVELOPMENT AND INTEGRATION 3 Units

This course focuses primarily on the processes of curriculum development. The students will be involved in curriculum design activities which will require consideration of the socio-political and philosophical forces as well as consideration of learning and developmental theory.

CIGENRL 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION 3 Units

Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

CROSS-LISTED: CIGENRL 728 AND EDADMIN 728

CIGENRL 734 SCHOOL AND COMMUNITY RELATIONS 3 Units

School and Community Relations is a 3 credit graduate class designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of schoolcommunity relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

CIGENRL 750 METHODS OF TEACHING ADULT LEARNERS 3 Units

This course will focus on the teaching of adults in post-secondary institutions. Topics will include theories of adult education, learning styles, basic principles of curriculum development, lesson planning, classroom management, and alternative methods of delivering content. This course meets the Wisconsin Technical College System #52 certification requirement, Teaching Methods.

CIGENRL 755 CURRICULUM CONCERNS IN ART EDUCATION 3 Units

A course designed to develop the student's ability to make art curricular judgments through the planning, designing, and ordering of art learning experiences.

CIGENRL 765 OCCUPATIONAL INFORMATION AND VOCATIONAL GUIDANCE 3 Units

Study of guidance and career selection procedures appropriate for use with students in grades K-14; includes occupational information, career exploration techniques, and employment opportunities for the new employee and those retraining.

CIGENRL 769 SUPERVISION OF INSTRUCTION 3 Units

Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

CIGENRL 770 SUPERVISION OF STUDENT TEACHERS 2-3 Units

Basic course in supervision of student teachers, open to UW-W cooperating teachers, explores the respective roles and responsibilities of all student teaching personnel, nature of student teaching programs, procedures followed in the selection of cooperating teachers and assignment of student teachers. Attention is also given to the recognition of skills and activities fundamental to the development of effective teachers.

CIGENRL 772 LEGAL ASPECTS OF EDUCATION 3 Units

Seeks to present in nontechnical language to educational practitioners legal information on all facets of school operation, including the liability of school districts and school employees, school fund and indebtedness administration; the admission, attendance and instruction of pupils; retirement benefits; and the employment contract and professional negotiations.

CIGENRL 776 THE SCHOOL PRINCIPALSHIP 3 Units

Study of the application of theories to the administrative behavior problems of leadership in schools. The course content will present research concerning the operation and management of schools. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or principal.

CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

CIGENRL 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

UNREQ: CIGENRL 790 AND CIGENRL 798

CIGENRL 791 POST-SECONDARY EDUCATION INTERNSHIP *Repeatable* 1 Units

This course is designed to provide hands-on teaching experience in a post-secondary education environment. The experience will provide the student with an opportunity to gain experience and apply knowledge and skills learned in the classroom.

PREREQ: EDFOUND 625 AND EITHER CIGENRL 750 OR CIBME 762

CIGENRL 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

CIGENRL 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

CIGENRL 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Variable Topics

UNREQ: CIGENRL 790 AND CIGENRL 798

CIGENRL 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Early Childhood (EARLYCHD) Courses

EARLYCHD 662 PROGRAMS AND CURRICULUM FOR INFANTS AND TODDLERS 3 Units

This course will enable students to plan a sequential curriculum for children from birth to age three. Issues, concepts and research findings pertaining to group care of infants and toddlers in a variety of settings will be considered, as well as teaching strategies employed with very young children.

PREREQ: PROFESSIONAL EDUCATION ADMISSION. RESTRICTED TO STUDENTS WITH CURRICULUM ELEMENTARY EDUCATION, EMPHASIS: PREK-6 (EC/MC)

EARLYCHD 675 ADMINISTRATION OF PRE/SCHOOL PROGRAMS 3 Units

The concentration of this course is on managerial skills. Areas of emphasis are licensing, writing policies, programming, staffing, finances, professional ethics, and public relations.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EARLYCHD 711 EARLY CHILDHOOD EDUCATION: FROM THEORY TO PRACTICE 3 Units

A study of the historical and theoretical foundations; current models and practices; and significant research regarding early childhood education.

EARLYCHD 713 TRENDS IN CURRICULUM FOR THE PRE-SCHOOL/ PRIMARY CHILD 3 Units

This course is designed to give students sufficient skills to develop, implement and evaluate curriculum for children from ages 3-8.

EARLYCHD 714 CURRENT ISSUES IN EARLY CHILDHOOD EDUCATION 3 Units

Identification of significant issues and consideration of research having an impact on emerging trends as well as current practices in early childhood education.

Economics (ECON)

Courses

ECON 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 691 TRAVEL STUDY 3 Units

Variable topics. Faculty-led courses abroad.

ECON 694 SEMINAR IN ECONOMICS *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

Prereq: Consent of Instructor.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 703 STATISTICS FOUNDATIONS 2 Units

Introduction to descriptive statistics and basic statistical methods as applied to scientific problem solving and decision making. Topics covered include: Descriptive statistics, elementary probability theory, theoretical distributions, inferences about a single population (sampling distributions, estimation, tests of hypothesis), and regression analysis.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 704 ECONOMICS FOUNDATIONS 2 Units

A study of micro and macro economic tools of analysis. The functioning of a market economy in product and factor markets under alternative market structures. National income, fiscal policy, and the role of the money supply.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 731 MICROECONOMIC THEORY I 3 Units

This course presents advanced topics in microeconomic theory, including consumer behavior, the firm and market structure, equilibrium conditions, and welfare economics. Students will learn important techniques and theories including multivariate optimization, fundamentals of general equilibrium theory and game theory, which form the building blocks of modern microeconomics analysis.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 732 MACROECONOMIC THEORY 3 Units

Macroeconomics is concerned with the behavior of aggregate economic variables such as GDP or unemployment and the relationship between these variables. This course provides a rigorous introduction to the techniques and models required for these analyses, which form the building blocks of modern macroeconomics as practiced by researchers today.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 733 ECONOMETRICS I 3 Units

Econometrics I will focus on the estimation of models using various computer programs and understanding these models from an intuitive perspective. It introduces students to Regression methodology, focusing on assumptions of the framework, correcting for violations of the assumptions and examines the possibility of determining causality with observational data.

PREREQ: ENTRY INTO MS ECONOMICS PROGRAM

ECON 736 BUSINESS CONDITIONS ANALYSIS 2 Units

A study of the macroeconomic structure and operations of the economic system. Analysis of fluctuations in national income, output, employment, prices and exchange rates and the implication of such changes for business decisions. Evaluation of the influence of monetary policy, fiscal policies, and other macroeconomic events on economic activity. Assessment of the various approaches and methodologies available for forecasting business conditions.

PREREQ: ECON 704 OR ECON 202 OR EQUIVALENT, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A.

ACCOUNTING

ECON 737 MANAGERIAL ECONOMICS 2 Units

Applications of microeconomic theory to problems of formulating managerial decisions. Emphasis on economics as a science that facilitates decision making. Topics considered include optimization techniques, risk analysis and estimation of demand and costs of production, market structures and pricing practice, and antitrust economics. Integrates theory and practice.

PREREQ: ECON 703 OR ECON 245 OR EQUIVALENT AND ECON 704 OR ECON 201 OR EQUIVALENT

ECON 738 QUANTITATIVE METHODS IN ECONOMICS 3 Units

This course will provide students with the mathematical methods and tools used in modern economic analysis. Linear algebra, multivariable calculus, and optimization theory are the main topics of the course and applications to simple economic models will be emphasized.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 740 RESEARCH METHODS AND DATA HANDLING 3 Units

This course provides an introduction for students on how to conduct empirical and applied economic research. It focuses on the basic approaches of research design and methodology within the Economics discipline. It introduces student to data handling and management, and to a variety of software packages used in economic research.

PREREQ: ECON 738 AND ECON 733

ECON 741 ADVANCED TOPICS IN ECONOMICS 3 Units

This course introduces students to more advanced field topics in both micro and macroeconomics. Topics are introduced by faculty working on their research; students will explore current research in areas such as: development economics, industrial organization, game theory and managerial economics, health economics, international finance, monetary economics, public economics, environmental economics, labor, health and urban economics.

PREREQ: ECON 738 AND ECON 731

ECON 742 ADVANCED TOPICS IN MACROECONOMICS 3 Units

This course covers advanced topics in macroeconomics. Its purpose is to expose students to recent developments in the study of business cycles, and the effect and conduct of macroeconomic policies in open economies.

PREREQ: ECON 732

ECON 743 ECONOMETRICS II 3 Units

Econometrics II introduces students to advanced techniques in modeling. In the course, students will study applied methods for model selection, implementation, and inference for cross sectional, time series, and panel data. The major emphasis will be on understanding these models from an intuitive perspective and estimating these using computer programs.

PREREQ: ECON 733 AND ECON 738

ECON 745 ECONOMICS OF HEALTH CARE 3 Units

Economics of Health Care is concerned with the provision and distribution of health care across the country and the allocation of resources within the health care sector of the economy. Various measures will be examined to establish the impact of health care on individual, national, and international economic policy concerns.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 747 GAME THEORY 3 Units

Game Theory provides a formal language for the description of games and offers a certain amount of guidance on their solution, i.e., a prediction or a rationalization of their outcome. This course emphasizes tools, techniques, and application of non-cooperative game theory. The course is devoted to study different types of games, including static games, dynamic games, repeated games, and Bayesian games.

PREREQ: ECON 731

ECON 749 DEVELOPMENT ECONOMICS 3 Units

This course will give students an outlook into the field of Development Economics. Topics covered include role of credit markets, agriculture, health and education, property rights and institutions in growth and development. On the empirical side, we will examine econometric techniques such as panel data, instrumental variables and randomized experiments, used in the field to establish causal relationships.

PREREQ: ECON 738 AND ECON 731

ECON 751 ECONOMICS OF REGULATION 3 Units

The rationale for government regulation and intervention in different situations. Antitrust policy. Several different models of regulation. The economic effects of regulation on public utilities, transportation, pollution control, and protection of consumers.

PREREQ: ECON 704 OR ECON 201 OR EQUIVALENT

ECON 752 RESOURCE ECONOMICS 3 Units

Resource Economics provides an in-depth examination into the field of environmental and natural resource economics. It is designed to provide insight into economic aspects of a wide range of environmental issues such as optimal fishery and forestry management, energy provision, population dynamics, air and water pollution, climate change, and sustainability.

PREREQ: ECON 738 AND ECON 731 OR ECON 703, ECON 704 AND ECON 737 OR EQUIVALENT

ECON 757 INDUSTRIAL ORGANIZATION 3 Units

Industrial Organization is the study of imperfect competition. We will explain why imperfect competition is pervasive, discuss how to describe imperfectly competitive industries, consider alternative strategies in such industries, evaluate the implications for profitability and welfare, and assess the impacts of public policies on firm strategy and industry performance.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 758 INTERNATIONAL ECONOMICS 3 Units

A study of international trade and finance issues; multinational enterprises, international investments, currency problems, and balance of payments issues. Analyzes the structure and scope of world trade and international financial markets in developed and developing countries.

PREREQ: ECON 704 OR ECON 202 AND ECON 201 OR EQUIVALENT, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING

ECON 760 ECONOMETRIC THEORY 3 Units

This course is intended for those students who want to develop a greater understanding of the underlying theory utilized in the first two econometric classes in our program. Key topics include investigating distributional properties and asymptotic theory.

PREREQ: ECON 733 AND ECON 743 WITH A B- OR HIGHER

ECON 761 TIME SERIES ECONOMETRICS AND FORECASTING 3 Units

Techniques for operational business forecasting with emphasis on time-series methods. Topics covered include single and multiequation regression models; trend analysis; smoothing techniques, decomposition methods; Box-Jenkins time series methods; evaluation of forecasts; and the integration of forecasting in the decision making process.

PREREQ: ECON 733 OR WITH CONSENT OF THE INSTRUCTOR.

ECON 773 INTERNATIONAL MACROECONOMICS 3 Units

This course focuses on macroeconomic issues and policies in open economies and surveys selected current research topics in the field. Topics treated include the intertemporal approach to the current account, international financial integration, international and domestic asset markets, sovereign debt crises, business cycle synchronization and transmission of shocks.

PREREQ: ECON 732

ECON 775 MONETARY ECONOMICS 3 Units

This course focuses on monetary theory and policy. It surveys selected current research topics in the field. Topics studied include alternative models of money, the transmission mechanism of monetary policy, the persistence of inflation, and conduct of monetary policy in a New Keynesian environment.

PREREQ: ECON 738; ECON 732; ECON 733

ECON 784 SEMINAR TOPICS IN ECONOMICS Repeatable 1 Units

This course is a graduate-level seminar which introduces students to current research at the frontier of economics. By bringing in guest speakers in the fields of micro- and macroeconomics, the seminar exposes students to different types of research questions in the field of economics, as well as the different techniques researchers use to approach answering those questions. Understanding the current frontier of research and ways to ask and answer questions at this frontier will prepare you to work on your own original research in the field. Certain seminars will also be used to emphasize the importance of and best practices in good written and oral communication.

PREREQ: ENTRY INTO MS APPLIED ECONOMICS PROGRAM

ECON 789 READINGS AND RESEARCH IN ECONOMICS 3 Units

Directed readings in current research and literature selected to apply to a contemporary economic field, problem or issue.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 794 SEMINAR Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ECON 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

ECON 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.
 PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

ECON 799 THESIS 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. Prereq: 28 credits in undergraduate and graduate economics courses. Some of these may be taken concurrently with approval of advisor.

PREREQ: GRADUATE STANDING

Ed Foundations Practicum (EDFNDPRC)

Courses

EDFNDPRC 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing hands on, and participatory instructional techniques.

EDFNDPRC 793 SUPERVISED PRACTICUM IN LIBRARY**MEDIA *Repeatable* 1-6 Units**

Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements. (Not to be used for first-time certification)

Education Interdepartmental (EDUINDP)

Courses

EDUINDP 533 INFORMAL ASSESSMENT OF YOUNG CHILDREN 3 Units

This class is designed to assist students in acquiring skills related to informal assessment. These skills include: the ability to use a variety of observation strategies, to apply functional assessment strategies, use play-based and other criterion-referenced instruments, and develop and implement program evaluation strategies. Additionally, the student will acquire the ability to link assessment results to IEP/IFSP formation, use assessment results to develop differentiated instruction, write summary reports for school files, communicate in writing and verbally about assessment results to parents and to other professionals.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 610 CREATING PROFESSIONAL DEVELOPMENT PLANS 1 Units

This course is designed to be a campus based course with a 25% on-line component. This course prepares the initial educator to use reflection tools to gauge their current level of performance based on the Wisconsin Educator Standards. From their reflections and documentations, each participant will write a compelling goal(s) that drives the writing of the professional development for the next 3-5 years. Professional Development Plans (PDPs) will be completed and approved so that the initial educator will leave the institute ready to implement the first year of his/her PDP. Assessment strategies are part of the institute so that initial educators may begin to collect and analyze data that show professional growth and a positive impact on student learning. Participants will be part of a learning community which includes the university higher education representative and other members of their professional community. Prereq: Employed in public/private educational setting; professional educator status.

EDUINDP 611 IMPLEMENTATION OF THE PROFESSIONAL DEVELOPMENT PLAN 1 Units

This campus based and on-line (50%) institute builds on prior learning from the previous summer institute in that this stage of PDP development and implementation requires the learner and the community to reflect on progress, look at the annual review of the PDP and make necessary revisions. They will analyze current data sources based on their assessment plans that were collected throughout the process. This institute will deepen content knowledge related to participant goals by including content and pedagogical specialists to increase the learner's knowledge, skills, and dispositions related to the standards addressed in their PDPs.

EDUINDP 612 VERIFICATION OF THE PROFESSIONAL DEVELOPMENT PLAN 1 Units

This 1 credit campus-based and on-line (50%) institute builds on prior learning from the previous summer institutes by providing the final verification process with Initial Team Members of the Initial Educator's Professional Development Plan.

EDUINDP 642 PLANNING FOR INDIVIDUAL NEEDS 3 Units

This class provides students with the skills to develop and adapt curriculum and instructional strategies to meet the educational needs of young children who require specialized instruction. The emphasis is on the provision of that instruction in the natural environment of the children.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDUINDP 690 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

EDUINDP 696 SPECIAL STUDIES *Repeatable* 0.5-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDUINDP 710 MENTORING THE INITIAL EDUCATOR 3 Units

This course takes participants through a set of strategic actions based on the research for effective schools and the guiding principles of Wisconsin's new educator licensure ruling, PI 34. The actions are grounded in four major themes: sharing a vision of educator quality based on Wisconsin Educator Standards; developing a collaborative environment in which to learn and practice; demonstrating the results of reflective practice by creating professional goals and plans and; focusing goals on increasing student learning successes. Prereq: Employed in public or private educational setting; professional educator status

EDUINDP 711 THE PROFESSIONAL DEVELOPMENT PLANNING (PDP) PROCESS 3 Units

This course will prepare educators in Wisconsin DPI professional and/or master level licensure cycles to guide and coach the initial educator through the process of reflection, gathering and analyzing current data, and using the Wisconsin Educator Standards to write, implement, and verify a professional development plan that meets licensure requirements and instills a commitment to professional learning and growth. Prereq: Employed in public/private educational setting; professional educator status.

EDUINDP 724 PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE 2 Units

The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.

PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 726

EDUINDP 726 CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE 1 Units

The purpose of this course is to advise and provide feedback to students developing their Capstone proposals and the first three chapters of their Capstone projects.

PREREQ: EDFOUND 723/CIGENRL 723 AND EDFOUND 780 AND AT LEAST 9 ADDITIONAL GRADUATE CREDITS; COREQ: EDUINDP 724

EDUINDP 727 CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS 1 Units

The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.

PREREQ: EDFOUND 723/CIGENRL 723, EDFOUND 780, EDUINDP 724, EDUINDP 726

EDUINDP 789 CAPSTONE PROJECT SEMINAR 2-3 Units

The purpose of this seminar is to provide the master's student with faculty and peer support as the student grounds, implements, refines, assesses and reports his or her capstone project. The capstone project is a self-selected and defined project completed with advisor assistance, that makes a connection between the graduate study and the student's professional life as an educator. The course will be graded on a Satisfactory/No Credit grading scale. Approval of program coordinator and advisor is required.

EDUINDP 790 WORKSHOP *Repeatable* 0.5-6 Units

Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

EDUINDP 798 INDEPENDENT STUDY *Repeatable* 3 Units

Variable topics.

Educational Administration (EDADMIN)

Courses

EDADMIN 728 INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION 3 Units

Introduction to K-12 Elementary and Secondary Administration is a three-credit graduate course designed to introduce students to the main themes of research and practice in American primary and secondary school leadership through a sustained investigation of the conditions for successful instructional leadership.

CROSS-LISTED: CIGENRL 728 AND EDADMIN 728

EDADMIN 734 SCHOOL AND COMMUNITY RELATIONS 3 Units

This course is designed to help guide educators in engaging the public in our schools with the idea that schools benefit from parent and citizen involvement, input and understanding of what happens in public schools. The following are areas covered in this class: social, economic, and political characteristics of communities; marketing theory, marketing plans, and public relations; communications theory, mass media and group processes; political theory, community power, and conflict resolution; organization, operation, and evaluation of school-community relations programs. Special emphasis will be to ensure engagement of all members of the community, including diverse populations, both racially and income level.

CROSS-LISTED: CIGENRL 734 AND EDADMIN 734

EDADMIN 769 SUPERVISION OF INSTRUCTION 3 Units

Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

CROSS-LISTED: CIGENRL 769 AND EDADMIN 769

EDADMIN 776 THE SCHOOL PRINCIPALSHIP 3 Units

Study of the application of theories to the administrative behavior problems of leadership in an elementary school. The course content will present research concerning the operation and management of an elementary school. It is designed for students who will have a leadership function or role in their school duties, such as team leader, supervisor, coordinator, or elementary principal.

CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

EDADMIN 793 EDUCATIONAL ADMINISTRATION**PRACTICUM *Repeatable* 1-6 Units**

Practicum

Educational Foundations (EDFOUND)

Courses

EDFOUND 624 MEASUREMENT AND EVALUATION IN THE ELEMENTARY SCHOOL 3 Units

This class is designed for special education, communicative disorders, and elementary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standardized tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDFOUND 625 MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL 3 Units

This class is designed for special education, communicative disorders, and secondary education majors. It includes testing, measurement, and evaluation of student progress in multiple contexts and subject areas. Teacher testing, assessment, and decision making in the school environments are emphasized as well as examining traditional and performance assessment strategies. Basic statistical procedures, the use and interpretation of standard tests, appropriate use of non-testing techniques are covered as well as various grading and reporting systems specific to the secondary school setting.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

EDFOUND 675 UNDERSTANDING AND DEALING WITH DISRUPTIVE CLASSROOM BEHAVIOR 3 Units

Designed to give students an opportunity to discuss the various theoretical approaches to handling disruptive behavior in the classroom and to apply these approaches to actual problem situations. Emphasis will also be placed on the prevention of behavior problems through the development of effective classroom procedures. Recommended for all Education majors.

EDFOUND 678 ADOLESCENT DEVELOPMENT 3 Units

Adolescent Development acquaints students with the major theories related to adolescent development and helps students interpret the theories in ways which are meaningful in understanding and working with adolescents. Focus is on the changes of adolescence with special attention given to the biological, cognitive, social and emotional systems.

EDFOUND 681 HUMAN ABILITIES AND LEARNING 3 Units

This course is designed to help educators comprehend and apply the fundamental psychological principles underlying the teaching-learning process. Among the areas considered are motivation, classroom management, instructional applications, individual differences and creativity.

PREREQ: PASS TWO PORTIONS OF PPST OR PROFESSIONAL ED ADMISSION OR CONSENT OF DEPARTMENT

EDFOUND 682 EDUCATIONAL STATISTICS 3 Units

This course is designed for students at the senior or graduate level who will find it necessary to be an educated consumer of statistical information. This is designed to be a first course on this topic. Major areas of study include gathering/organizing data, probability, inferential techniques (t-test, ANOVA, follow-up tests, correlation, and regression), nonparametric techniques (chi-square test), and single subject designs.

EDFOUND 686 CURRICULUM EVALUATION AND IMPROVEMENT I 3 Units

This course is designed to train school personnel in the selection of published assessments and the creation of classroom-level assessment methods appropriate for making instructional decisions at a individual and classroom level. Emphasis will be placed on understanding core content area standards, formative assessment practices in content areas, developing valid pupil grading procedures, and ethical assessment methods, all with a focus on informing instruction.

PREREQ: EDFOUND 424/EDFOUND 624 OR EDFOUND 425/EDFOUND 625 OR SPECED 462/SPECED 662

EDFOUND 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques.

EDFOUND 691 TRAVEL STUDY 1-4 Units

Variable topics. Faculty-led courses abroad.

EDFOUND 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 710 EDUCATION IN A PLURALISTIC SOCIETY 3 Units

An examination of the sociohistorical, political, and philosophic forces which influence the institution of schooling in the United States. Particular attention will be focused on the role of the school and the teacher specific to a pluralistic society.

EDFOUND 723 ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION 3 Units

As the introductory course for graduate studies in education, this seminar will provide an introduction to the use of research to support practice through an investigation of essential philosophical questions and current educational issues. Students will connect these studies to reflections on their own practice as they develop skills of analysis and argumentation.

CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

EDFOUND 740 TECHNIQUES OF RESEARCH 3 Units

A basic course in the methods of research in education, including a study of the literature and techniques of research, the planning of a research paper, the basic types of research and design; a brief introduction to the statistics used in research; and the elements included in program evaluation.

EDFOUND 760 COMPARATIVE EDUCATION & SUPERVISED OVERSEAS FIELDWORK Repeatable 1-6 Units

This course is designed to provide experienced teachers and others with the opportunity to study comparative education in overseas schools or other educational agencies. This is an individualized program, including the opportunities to travel, meet, and work with professional educators in countries around the world. Repeatable for a maximum of 12 credits in major/degree. Repeatable in another country. PREREQ: Consent of instructor.

EDFOUND 780 READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH 3 Units

The course provides practicing teachers with background in the processes of reading, analyzing, and evaluating research in the field of education. The emphasis is on development of skills in understanding how educational research is conducted, and in knowledge and skills needed to evaluate research writing in educational journals.

EDFOUND 781 FOUNDATIONS OF GIFTED AND TALENTED EDUCATION Repeatable 1-3 Units

An overview of the history and current research on giftedness and talent. Development, characteristics, and individual learning differences of students with gifts and talents will be explored, as will educational strategies and program options in gifted/talented education. Readings will emphasize multicultural issues at local, state, national and international levels.

PREREQ: GRADUATE STANDING

EDFOUND 782 PSYCHOLOGICAL ISSUES IN GIFTED EDUCATION 1-3 Units

This course addresses psychology and giftedness: cognitive and motivational characteristics and development of gifted children; social-emotional issues of gifted students and counseling research; and identification, diversity, assessment, and evaluation related to gifted students and gifted programs. Readings include current research and practice in working with gifted students.

PREREQ: EDFOUND 781 OR EQUIVALENT EXPERIENCE; ELIGIBLE FOR GRADUATE COURSE ENROLLMENT

EDFOUND 785 COORDINATING GIFTED EDUCATION PROGRAMS AND SERVICES 3 Units

Students will understand, analyze, and apply the administrative, legal, educational, and advocacy issues involved in coordinating district-level gifted and talented educational programming. Students will develop a professional project in their own district as part of an embedded practicum while working with one or more experienced gifted program coordinators.

PREREQ: EDFOUND 781 AND EDFOUND 782 OR EQUIVALENT; EDUC 792 FROM UWSP

EDFOUND 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

EDFOUND 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

EDFOUND 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

EDFOUND 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

EDFOUND 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Elementary/Middle (ELEM MID)

Courses

ELEM MID 562 CHILDREN'S LITERATURE 3 Units

A study of literature for older children including fiction and nonfiction. Multimedia as related to literature, selection and usage are also explored.

English (ENGLISH)

Courses

ENGLISH 510 LITERATURE FOR ADOLESCENTS 3 Units

This course will explore the history and development of adolescent literature, with special emphasis on the period since 1960. Recent novels which have proven popular and influential with young people and teachers will be analyzed using literary and educational criteria. Participants will consider works within the context of intellectual freedom and potential censorship.

ENGLISH 545 AFRICAN-AMERICAN LITERATURE, 1800 TO PRESENT 3 Units

A survey of essays, prose fiction, drama, and poetry written by African-Americans from the colonial period to the present.

ENGLISH 546 SURVEY OF MODERN DRAMA 3 Units

Analysis of trends and developments in the modern theatre from Ibsen's realistic plays to off-off- Broadway drama with emphasis on literary history and staging problems.

ENGLISH 568 AMERICAN MINORITY WOMEN WRITERS 3 Units

A survey of poetry, fiction, drama, and essays written by African-American, Spanish-American, and Native American women.

ENGLISH 571 WRITING IN THE SCIENCES 3 Units

Instruction on the nature of writing in the sciences, including features of scientific genres and strategies for producing effective texts.

PREREQ: ENGLISH 102 OR ENGLISH 105 OR ENGLISH 162

ENGLISH 572 TECHNICAL AND SCIENTIFIC WRITING 3 Units

Practice in expository, descriptive, and report writing, with special application to technical and scientific subject matter.

ENGLISH 604 SHAKESPEARE 3 Units

A study of the works of Shakespeare which will include representative genres and which will not duplicate works studied in ENGLISH 605.

ENGLISH 605 SHAKESPEARE 3 Units

A study of the works of Shakespeare which will include representative genres and which will not duplicate works studied in ENGLISH 604.

ENGLISH 671 CURRENT THEORIES OF COMPOSITION FOR TEACHERS 3 Units

A course in theories and methods of teaching composition, including practice in the evaluation of student writing.

ENGLISH 690 WRITING WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

ENGLISH 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

ENGLISH 696 SPECIAL STUDIES *Repeatable* 2-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

ENGLISH 790 WORKSHOP *Repeatable* 1 Unit

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Repeatable only with change of topic.

ENGLISH 793 PRACTICUM 1-6 Units

Practicum

ENGLISH 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ENGLISH 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

ENGLISH 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

ENGLISH 799 THESIS RESEARCH *Repeatable* 1-2 Units

Thesis Research

English as a Second Language (ESL)

Courses

ESL 510 SURVEY OF EDUCATIONAL LINGUISTICS 3 Units

In Survey of Educational Linguistics, students will examine certain core areas of linguistics (phonology, morphology and syntax), with special attention to language acquisition. Course assignments will relate to the teaching of linguistically diverse communities. CROSS-LISTED: CIGENRL 310, CIGENRL 510, ESL 310, ESL 510

PREREQ: ENGLISH 101 AND ENGLISH 102 OR CONSENT OF THE INSTRUCTOR

ESL 520 SECOND LANGUAGE ACQUISITION 3 Units

In the Spoken Language & Discourse Analysis, students will develop working knowledge of contemporary issues in the teaching of oral communication (speaking and listening skills) to learners of ESL. Linguistic principles studied are also pertinent for those teaching foreign languages. CROSS-LISTED: CIGENRL 320, CIGENRL 520, ESL 320, ESL 520

PREREQ: CIGENRL 510/ ESL 510

ESL 550 INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION 3 Units

History, philosophy and rationale for bilingual/bicultural education. A study of different models of bilingual education programs as well as different types of bilinguals. Cultural, socioeconomic and psychological factors influencing learning in the bilingual child. CROSS-LISTED: CIGENRL 350, CIGENRL 550, ESL 350, ESL 550

ESL 603 ESL METHODS AND CURRICULUM 3 Units

ESL Methods and Curriculum will provide students with the background to develop curricula and to design materials that integrate content and language learning using a learner-centered approach.

PREREQ: CIGENRL 550: INTRODUCTION TO ESL AND BILINGUAL-BICULTURAL EDUCATION OR CONSENT OF INSTRUCTOR
CROSS-LISTED: CIGENRL 603

ESL 655 TEACHING CONTENT IN THE BILINGUAL CLASSROOM 3 Units

This course is an examination of various techniques and materials being used to teach content area subject matter in ESL/bilingual education programs. Other topics of discussion include language assessment and adaptation of materials to the learner's language proficiency and cultural experience. The course is taught in English, but discussion will take place in other languages so that students have the opportunity to expand and improve their command of the language used as a medium of instruction.

PREREQ: CIGENRL 603/ESL 603

CROSS-LISTED: ESL 455 AND CIGENRL 655

ESL 693 APPLIED STUDY IN ESL *Repeatable* 1-6 Units

Applied Study in English as a Second Language

ESL 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

ESL 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Finance and Business Law (FNBSLW)

Courses

FNBSLW 542 ADVANCED BUSINESS AND COMMERCIAL LAW 3 Units

This course provides an advanced study of the law for business or pre-law students, including an examination of the Uniform Commercial Code and the Law of Sales, Negotiable Instruments, Secured Transactions and Documents of Title. This course also includes a study of the Law of Business Entities and Creditor and Debtor Relations.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

FNBSLW 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 718 FINANCIAL MANAGEMENT 2 Units

Consideration of the finance function as it relates to other organizational roles, the use of capital budgeting techniques, other quantitative methods, and model building in decision making. Not open to students with an undergraduate finance degree.

PREREQ: ACCOUNT 701

FNBSLW 732 QUANTITATIVE FINANCIAL ANALYSIS 3 Units

This course focuses on understanding the statistical tools required for financial data analysis. Topics covered include: regression analysis, the assumptions of the regression model and the significance of the regression coefficients, time series analysis including ARIMA, ARCH and GARCH models, simulations, scenario analysis and decision trees.

PREREQ: ECON 703 OR 245 OR AN EQUIVALENT UNDERGRADUATE OR GRADUATE COURSE THAT COVERS DESCRIPTIVE STATISTICS AND HYPOTHESES TESTING; ADMITTED TO A GRADUATE BUSINESS PROGRAM

FNBSLW 735 BUSINESS VALUATION USING FINANCIAL STATEMENTS 3 Units

The objective of this course is to advance students understanding of how to use financial information in order to value and analyze firms. There is no major corporate investment decision that can be made without first asking and answering the question, 'what is it worth?'. The goal of this course is to build students skills and confidence in answering that question. The focus of firm valuation is on making investment decisions in real - as apposed to financial - assets. Firm valuation will acquaint students with the widely-used, yet rigorous, ideas that have revolutionized the practice of valuation of projects, divisions, and companies during the past few decades.

PREREQ: FNBSLW 718

FNBSLW 736 INVESTMENT BANKING 3 Units

This course intends to bridge the gap between finance theory and practical applications in the area of investment banking. It introduces students to the primary valuation methodologies and provides a comprehensive overview of the fundamentals of valuation, mergers and acquisitions, and corporate finance.

PREREQ: FNBSLW 735

FNBSLW 737 SECURITIES VALUATION 3 Units

The course reviews the basics of equity valuation, the different approaches to valuation, and the different definitions of value. Specifically, students are exposed to return concepts such as required returns, asset pricing factors, beta estimation, and WACC. This course also provides a comprehensive analysis and valuation of fixed-income securities, which is the central part of the course.

PREREQ: FNBSLW 718 OR 344 OR EQUIVALENT; FNBSLW 735;

ADMITTED TO A GRADUATE BUSINESS PROGRAM

FNBSLW 739 FINANCIAL PLANNING PROCESS 3 Units

This course explores the quantitative and qualitative aspects of the Personal Financial Planning process. It includes study of the following areas: determining financial objectives, formulating investment objectives, tax planning, insurance planning, retirement planning and estate planning. Prereq: FNBSLW 718

PREREQ: FNBSLW 718 OR FNBSLW 344, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 740 FINANCIAL DERIVATIVES 3 Units

This course covers the foundation of derivatives valuation and the utilization of financial derivatives as risk management or speculative tools.

PREREQ: FNBSLW 732

FNBSLW 750 REAL ESTATE FINANCE AND INVESTMENT 3 Units

Consideration of the institutional environment affecting the financing and ownership of real estate. Detailed evaluation of both the nature of and the risks associated with lender and investor yields from real estate investment.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 755 MULTINATIONAL BUSINESS FINANCE 3 Units

An advanced course of international financial principles covering major macroeconomic factors affecting international corporate decisions, foreign exchange transactions, hedging strategies, international capital structure decisions, capital budgeting, international financial markets, and taxation.

PREREQ: FNBSLW 718

FNBSLW 760 FINANCIAL MARKETS 3 Units

Structure and operation of the markets for corporate debt and equity securities, municipal obligations, and mortgages. Detailed examination of stock markets and their use by investors. Prereq: FNBSLW 718

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 765 ALTERNATIVE INVESTMENT ASSETS 3 Units

Today's large investors must consider investing outside of fixed income and equity. Investments in non-traditional assets is growing. This course explores the four largest alternative asset classes: Hedge Funds, Private Equity, Commodities and Real Estate Investment Trusts (REITs). The course material provides coursework preparing students for two different professional designations, Chartered Financial Analyst (CFA) and Chartered Alternative Investment Adviser (CAIA).

PREREQ: FNBSLW 780

FNBSLW 770 CAPITAL BUDGETING 3 Units

Financial planning for working capital management and long range investment projects. Emphasis on capital budgeting problem solving. Readings on capital budgeting and related topics, cost of capital structure, and dividend policy.

PREREQ: FNBSLW 718 OR FNBSLW 344, GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 780 PORTFOLIO THEORY AND PRACTICE 3 Units

Formulation of objectives and the development of portfolios to meet these objectives for individuals and institutions. Special attention will be focused on statistical and analytical techniques for portfolio selection and management. PREREQ: FNBSLW 344 OR FNBSLW 718 AND MARKETNG 731 OR CONSENT OF INSTRUCTOR

FNBSLW 785 FINANCIAL MODELING 3 Units

This course provides hands-on experience for students to access financial information and perform financial analysis. It covers formula building, referencing, integrated financials, scenario and sensitivity analysis, and data visualization techniques.

PREREQ: FNBSLW 718 OR EQUIVALENT

FNBSLW 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Prereq: Consent of Instructor.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

FNBSLW 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

A student may satisfy up to 3 credits of the 9 credit emphasis by pursuing this course with one or more members of the graduate faculty. A copy of the proposal must be on file in the chairman's office prior to registration.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

FNBSLW 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

French (FRENCH)

Courses

FRENCH 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

FRENCH 691 TRAVEL STUDY *Repeatable* 3 Units

Variable topics. Faculty-led courses abroad.

FRENCH 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

Geography (GEOGRPY)

Courses

GEOGRPY 630 GEOGRAPHY OF RACE AND ETHNICITY IN THE UNITED STATES 3 Units

The course will take a geographical approach to the study of ethnic groups in the United States. Native American, African American, Hispanic American, and Asian American groups will be studied systematically. Major topics will include mobility, cultural regions, and the cultural landscape created by the various ethnic groups.

GEOGRPY 690 WORKSHOP *Repeatable* 1-8 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

GEOGRPY 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led field courses.

GEOGRPY 694 SEMINAR *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

GEOGRPY 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable once for a maximum of 6 credits.

GEOGRPY 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

GEOGRPY 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

GEOGRPY 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

GEOGRPY 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Geology (GEOLGY)

Courses

GEOLGY 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Repeatable.

GEOLGY 694 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

GEOLGY 696 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable

Health Education (HEALTHED)

Courses

HEALTHED 540 SECONDARY HEALTH EDUCATION 3 Units

An introduction to various health belief models and philosophies with particular emphasis on health education content at the secondary level.

HEALTHED 541 YOGA/STRESS REDUCTION 2 Units

A course designed to help students and professionals learn to effectively handle stress through specific Yoga training and mind/body connections.

HEALTHED 544 PREK-12 SEXUALITY EDUCATION 3 Units

This course will explore current practices associated with teaching sexuality education to preK-12 students. This pedagogy class will explore various sexuality education paradigms as well as address the complexities of teaching this area of study, with the goal of increasing the competency and comfort level of future teachers.

HEALTHED 560 CURRENT TOPICS IN HEALTH AND WELLNESS 3 Units

The course examines, interprets, and evaluates wellness as it relates to current topics in health, disease prevention, health promotion, and health education. Topics included are cardiovascular health, alcohol and other drugs, nutrition concepts, health hazards, tobacco, and topics related to public health such as physical activity and behavior changes.

HEALTHED 562 STRESS MANAGEMENT 3 Units

The course explains what stress is, its various causes and its effects. It helps develop a personal "Stress Profile" which enables the participants to pinpoint the specific sources and manifestations of stress and tension. The course shows how to combine biofeedback, relaxation techniques, exercise, diet, and other skills into an individualized "Stress Management System" that will help individuals feel healthier and cope better with daily pressure.

HEALTHED 582 ELEMENTARY HEALTH EDUCATION 2 Units

Teaching and learning experiences in selected content areas of health education. Designed for the elementary teacher.

HEALTHED 591 NUTRITION FOR HEALTH 3 Units

The course helps students plan, evaluate, and analyze dietary intake based on sound nutritional guidelines, principles, and knowledge for the purpose of health enhancement, improved mental and physical performance, and decreasing risk of disease.

HEALTHED 640 ADVANCED STRESS MANAGEMENT 3 Units

The class emphasis is on 1) facilitating stress management in others, 2) coping with "deep" stress such as trauma and low self-esteem, and 3) alternative avenues for coping such as Tai Chi, yoga, art therapy, and meditation. This course is appropriate for anyone in the helping professions.

PREREQ: HEALTHED 362/HEALTHED 562 OR SOCWORK 303 OR CONSENT OF INSTRUCTOR

HEALTHED 645 TEACHING HEALTH EDUCATION 3 Units

A study of philosophy, trends and teaching-learning strategies. Emphasis will be placed on developing and utilizing models and strategies in health education.

HEALTHED 665 HEALTH PROMOTION STRATEGIES 3 Units

This course will focus on: 1) the development, implementation and evaluation of worksite health promotion programs, and 2) examination of the relationship of these programs to the organization as a whole and to the benefits for both the employee and employer.

HEALTHED 670 FACILITATING HEALTH BEHAVIOR 3 Units

This course is designed as a capstone experience for non-teaching health minor students who have had at least 12 credits of work in the health minor. This course offers opportunities to gain the skills necessary for helping others with health behavior changes, while creating healthier environments in the home, workplace and community.

PREREQ: HEALTHED 360/HEALTHED 560 AND CONSENT OF INSTRUCTOR

HEALTHED 671 RESEARCH IN HEALTH AND PHYSICAL ACTIVITY 3 Units

The content of this course is from a psychophysiological perspective. Emphasis will be placed on research involving the effects of physical activity on psychological states and traits as well as how affect influences performance. Topic will include research design, motivation and adherence, attention, arousal, overtraining, behavior change, personality dynamics, and mental health.

PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR

HEALTHED 690 WORKSHOP IN HEALTH *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

HEALTHED 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HEALTHED 745 EXERCISE AND HEALTH 3 Units

A course designed to introduce how exercise relates to an individual's health, specifically cardiovascular endurance, relaxation and nutrition. It will include background information regarding holistic health, exercise prescription, nutrition and relaxation. Application of this background information will also be a part of the course through evaluation of present levels and participation in individually designed programs.

HEALTHED 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

HEALTHED 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units

Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

HEALTHED 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

HEALTHED 793 PRACTICUM *Repeatable* 1-12 Units

Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater and designated curriculum check sheet requirements. (Not to be used for first-time certification)

HEALTHED 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HEALTHED 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HEALTHED 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

HEALTHED 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Higher Education Leadership (HELEAD)

Courses

HELEAD 700 INTRODUCTION TO HIGHER EDUCATION AND STUDENT AFFAIRS 3 Units

This course provides students with a brief history of higher education as an industry quickly moving from the colonial colleges to present-day colleges and universities. Moreover, this course helps students to understand the history and philosophy of student affairs, and its role in the educational mission of higher education.

PREREQ: GRADUATE STANDING

HELEAD 702 ORGANIZATION AND ADMINISTRATION OF SPORT AND RECREATION 3 Units

This course examines the organizational structures of intercollegiate athletics, professional and non-profit sport/recreation organizations. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations.

CROSS-LISTED: HEALEAD/RECREATN/COACHING 702

HELEAD 710 COLLEGE STUDENT DEVELOPMENT: THEORY, ASSESSMENT AND APPLICATION 3 Units

This course helps students to understand various theories related to growth and development during the college years: learning and meaning making, identity development, moral development, and psycho-social development. Equally important, students will discover the implications these theories have for the design of educational practice on the college campus.

PREREQ: GRADUATE STANDING

HELEAD 715 ASSESSMENT IN STUDENT AFFAIRS 3 Units

This course provides students with an overview of the assessment and evaluation processes that allow Student Affairs professionals to develop assessment approaches that gather, analyze, and interpret information to improve institutional, departmental, and divisional effectiveness. Both qualitative and quantitative approaches to assessment will be examined with an emphasis on pragmatic application.

PREREQ: GRADUATE STANDING

HELEAD 720 LEGAL ISSUES IN HIGHER EDUCATION 3 Units

The primary goal of this course is to provide students with a basic understanding of the American legal system so that they can identify the history and sources of law, read and interpret laws and relevant cases, understand how the court systems work, and understanding of personal and institutional liability. Emphasis will be placed on issues and laws likely to be encountered by Higher Education practitioners.

PREREQ: GRADUATE STANDING

HELEAD 723 ISSUES, PERSPECTIVES AND DIRECTIONS IN HIGHER EDUCATION 3 Units

This seminar will provide an introduction to contemporary issues in higher education, with a specific focus on understanding diverse student characteristics and subsequent issues faced in higher education settings at public, private and two year institutions. Students will learn to use research to support practice through and investigation of essential philosophical questions and current issues in higher education leadership settings. Students will apply reflections on their own practice as they develop skills of analysis and argumentation.

HELEAD 725 DIVERSITY AND EQUITY IN HIGHER EDUCATION 3 Units

This course emphasizes personal awareness, knowledge, and skills necessary for ongoing development of a personal intercultural framework for student affairs practice. Theories related to domestic and international dimensions of diversity, interactional diversity and the dynamics of power, privilege and oppression will be explored in university contexts. This course will examine challenges and opportunities for creating inclusive and affirming campus communities.

PREREQ: GRADUATE STANDING

HELEAD 729 ORGANIZATION AND GOVERNANCE IN HIGHER EDUCATION 3 Units

Colleges and universities have an important societal role now and have had for many centuries. It is important that those who wish to pursue careers in higher educational administration understand and appreciate the traditions, goals, mission and organization of that structure. The goal of this course is to introduce students to college and university administration, to encourage analysis of segments within these institutions and to gain an appreciation of the role various elements play within these complex organizations. The outcome should be that the student would be cognizant of the myriad of issues involved within the administration of colleges and universities.

PREREQ: GRADUATE STANDING

HELEAD 730 NCAA GOVERNANCE AND COMPLIANCE 3 Units

The course will introduce students to the governance and compliance structures of intercollegiate athletics including NCAA Divisions 1, 2 and 3. Students will apply athletic conference rules, NCAA rules and institutional policies to practitioner settings in higher education athletics leadership.

HELEAD 731 BUDGET AND FINANCIAL MANAGEMENT IN ATHLETICS AND HIGHER EDUCATION 3 Units

This course will introduce students to intercollegiate athletics and higher education budget and finance including NCAA Divisions I, II and III financial models. Students will understand and apply how to implement financial models. Students will examine budget challenges and develop proposed solutions, underscoring the strengths and weaknesses of each approach.

HELEAD 732 EVENT MANAGEMENT, MARKETING AND SPONSORSHIP IN ATHLETICS 3 Units

This course introduces students to event management, marketing and sponsorship in athletics and higher education. Students will understand how to foster and maintain strategic relationships to support programmatic growth and event implementation across divisions. Students will develop a comprehensive marketing and sponsorship plan that can be applied to future practice.

HELEAD 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

HELEAD 780 READING, ANALYZING AND EVALUATING HIGHER EDUCATION RESEARCH 3 Units

This course provides scholar-practitioners with foundational knowledge on the processes of reading, analyzing, and evaluating research in the higher education. Students will develop an understanding of the inquiry process and apply this knowledge to develop an independent research question and study. Students will read and analyze educational literature from a P-20 perspective to inform their inquiry process as a scholar-practitioner.

PREREQ: GRADUATE STATUS

HELEAD 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units

This course will introduce and apply foundational theories of career development and methods of career assessment to assist with personal career planning. Students will complete a formal professional vision and portfolio utilizing artifacts from courses completed during their core and emphasis area courses. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

HELEAD 790 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

HELEAD 791 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

HELEAD 793 PRACTICUM *Repeatable* 3 Units

Variable Topics

HELEAD 794 SEMINAR *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HELEAD 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HELEAD 798 INDIVIDUAL STUDIES *Repeatable* 1-4 Units

Study of a selected topic or topics under the direction of a faculty member.

HELEAD 799 THESIS RESEARCH 3-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

History (HISTORY)

Courses

HISTORY 622 GREAT TRIALS IN HISTORY 3 Units

This course explores major themes in the history of Western European and to a lesser extent the United States' legal institutions and legal cultures from ancient Greece to modern times. It examines the social, political, legal, cultural and intellectual assumptions that shaped the great trials of the western historical tradition through intensive reading and discussion of both original historical evidence and modern interpretations.

HISTORY 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

HISTORY 696 SPECIAL STUDIES IN HISTORY *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HISTORY 790 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques.

HISTORY 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

HISTORY 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

HISTORY 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

HISTORY 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Information Technology & Supply Chain Management (ITSCM)

Courses

ITSCM 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Prereq: Consent of Instructor.

ITSCM 691 TRAVEL STUDY *Repeatable* 3 Units

Variable topics. Faculty-led courses abroad.

ITSCM 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Prereq: Consent of Instructor.

ITSCM 701 CONSUMERS IN CONTEMPORARY SOCIETY 3 Units

Study for managing personal resources; emphasis on goals, financial analysis, decision making related to acquiring goods, services, credit; protections through health, life, property and social insurances; enhancing financial position through savings alternatives, stocks, bonds, mutual funds, tax shelters; utilized microcomputer and compound interest tables in the decision process.

ITSCM 715 TECHNOLOGY AND INFORMATION SYSTEMS 2 Units

A graduate business course that provides a fundamental understanding of technology and information systems in organizations. The course surveys a wide range of information topics covering management, organizational, and technology foundations of information systems. Emphasis is placed on how organizations plan, implement, and use information systems for operational and strategic excellence.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 719 OPERATIONS MANAGEMENT 2 Units

A survey course focusing on the performance of managerial activities entailed in selecting, designing, operating, controlling, and updating productive systems. This life cycle approach will include treatment of non-manufacturing activities, and will draw heavily upon latest developments in the field.

PREREQ: ECON 703

ITSCM 734 MANAGEMENT INFORMATION SYSTEMS 3 Units

A graduate business course that examines how organizations use information technology and systems to achieve business objectives. Emphasis is placed on how managers use information systems for achieving operational excellence, developing new products and services, improving decision making, and achieving competitive advantage. The course covers management, organizational, and technology elements of information systems.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE MBA OR THE MS OR MPA ACCOUNTING OR THE MS BUSINESS AND MARKETING EDUCATION OR THE MSE SCHOOL OF BUSINESS MANAGEMENT OR CONSENT OF INSTRUCTOR

ITSCM 740 BUSINESS AND PROFESSIONAL COMMUNICATION 2 Units

This course is designed to introduce students to communication theories and leadership strategies that, if applied in business settings, can improve personal and organizational goal setting, planning and evaluation. In addition, emphasis will be placed on fostering positive day-to-day human interactions as well as the continuous growth of both individuals and organizations. Emphasis will be placed on the application of concepts explored in class to management roles in a variety of business enterprises. As a result, extensive analysis of actual business communication is a major part of this course.

ITSCM 745 STRATEGIC TECHNOLOGY AND INNOVATION MANAGEMENT 2 Units

A graduate business course covering technology led strategic innovation designed to provide an understanding of the dynamic links between technology and innovation strategy. Students will acquire essential managerial and critical thinking skills to develop competitive technology enhanced business strategies and models.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 760 TOPICS IN INFORMATION TECHNOLOGY AND MANAGEMENT 3 Units

This course addresses a changing milieu of topics concerning information systems business. Topics may include new methodologies and products that implement them, new problem solving approaches, or emerging business and environmental concerns.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 761 SUPPLY CHAIN SYSTEMS 3 Units

The course uses a supply chain management framework to study flow of material.

Topics include capacity planning, production systems, production planning, material planning, sourcing, and delivery of products. In addition, the role of information systems in integrating operations throughout the supply chain is discussed. The course uses case studies and research papers.

PREREQ: ITSCM 719 OR ITSCM 306

ITSCM 763 GLOBAL OPERATIONS MANAGEMENT 3 Units

The objective of this course is to enhance the student's ability to conceptualize and manage global operations effectively. A wide range of topics, concepts, theories, and tools related to the operations of both manufacturing and service firms are explored from an international perspective. In addition, the comparative position of U.S. production systems is evaluated with those of Japan, Europe, Latin America, and South East Asia. The focus is on covering those aspects of operations management that can help firms become more competitive globally. The aim of the course is to provide the managers with an understanding of the production of goods and services in an international environment through a review and critique of current literature.

COREQ: ITSCM 719

ITSCM 765 TOPICS IN PROJECT MANGEMENT 3 Units

This course addresses emerging or context specific project management concepts, techniques, and technologies. Topics may include new methodologies and technologies that implement them, or project management in a specific industry or work context.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 768 OPERATIONS STRATEGY 3 Units

A course focusing on strategic implications of operations decisions facing the top manager, such as the operations vice-president or plant manager. Cases are used to identify, analyze and recommend solutions to specific problems resulting from corporate decisions taken in the areas of processes and infrastructure. Current trends in selected industries are discussed.

PREREQ: ITSCM 719

ITSCM 769 QUALITY ISSUES IN OPERATIONS 3 Units

A course focusing on qualitative and quantitative techniques used to study and improve quality of operations in manufacturing and service organizations. It covers topics such as quality philosophy, statistical process control (SPC), acceptance sampling, tools for quality improvement, product and process design. The role of quality in the entire cycle including product/ service design, development, production, delivery, and customer support is emphasized. An individual research paper covering the topic of interest will be used.

PREREQ: ITSCM 719 OR ITSCM 306

ITSCM 770 FUNDAMENTALS OF PROJECT MANAGEMENT 2 Units

This course develops a basic understanding of a project management methodology through lectures, case analyses, problem solving and discussions. Topics covered include planning, budgeting, scheduling, resource allocation and controlling of projects. The course provides a good background for students interested in pursuing certification in the area of project management.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 772 INFORMATION TECHNOLOGY SERVICE MANAGEMENT 3 Units

The course is designed to introduce information technology service management in a variety of enterprise and service industry settings. Concepts of IT service management based on contemporary best practices such as ITIL are covered. The course will cover the management of service systems, IT service system design, operations, and management.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 773 DATA FOUNDATIONS FOR BUSINESS ANALYTICS 3 Units

This course focuses on developing managerial skills of understanding and use of common data resources in business. Topics covered include traditional data warehousing, data marts, real time data loading, importance of data quality, understanding of data meaning, metadata management, extraction of data using SQL, and the impact of data transformation rules on loading data into data warehouses.

ITSCM 774 DATA ANALYTICS AND BUSINESS INTELLIGENCE 3 Units

A graduate course covering the use information technology to assist decision making in today's business environment. This course provides an overview of decision making theory, data warehousing, data mining, business intelligence and analytics. The course also surveys contemporary framework, tools, and techniques for BI and data analytics.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 775 BUSINESS TELECOMMUNICATIONS 3 Units

The business analyses of the multifaceted regulatory issues, economic factors, management practices, and technological forces underpinning the telecommunications and information systems industry. The course is equally concerned with providing the student with the analytical tools and industry trends that will facilitate continued study and analyses of telecommunications after completion of the course.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE MBA OR THE MPA ACCOUNTING OR THE MS BUSINESS AND MARKETING EDUCATION OR THE MSE SCHOOL BUSINESS MANAGEMENT OR CONSENT OF INSTRUCTOR

ITSCM 776 BUSINESS PROCESS INNOVATION AND MANAGEMENT 3 Units

The course provides an overview of concepts, methods and tools surrounding the definition, implementation, measurement and improvement of processes in organizations. Strategic and tactical phases of the Business Process Management lifecycle, consisting goal setting, process design, process implementation, process enactment and measurement, and process evaluation are covered.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 777 DATA MINING FOR BUSINESS 3 Units

This course focuses on the application of data mining for business. Topics covered include mining structured data, techniques for handling big data, working with unstructured data. Emphasis is placed on identifying and applying appropriate mining techniques for specific business problems, and interpreting the validity and utility of the results. Students will use data mining software to gain practical experience.

ITSCM 780 DISASTER RECOVERY AND BUSINESS CONTINUITY 3 Units

The course covers Business Continuity Planning, a methodology used to create and validate a plan for maintaining continuous business operations before, during, and after disasters or disruptive events. It also covers Disaster Recovery, which is aimed at stopping the effects of disasters as quickly as possible, and addressing the immediate aftermath.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 782 GLOBAL PROJECT MANAGEMENT 3 Units

This course prepares students for global project management, effective teamwork and collaboration from theoretical and practical viewpoints. Students are prepared to understand key issues in systems lifecycle planning, managing and coordinating distributed project teams, organizing work products, implementing process and quality metrics, maintaining effective control and coordination, and risk management.

PREREQ: GRADUATE STANDING OR CONSENT OF THE INSTRUCTOR

ITSCM 785 APPLIED PROJECT MANAGEMENT 3 Units

This course utilizes a formal project management process to convey the key competencies that project managers must develop. Students will apply project management tools and techniques to execute a full project from initiation through closure for a community partner. Topics covered in the course include project management and organization; planning; budgeting; scheduling; resource management; project control; project termination; project management tools; and project completion hours. Emphasis is on hands-on application and practice with project management software tools.

ITSCM 790 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

ITSCM 793 OCCUPATIONAL EXPERIENCE 1-3 Units

Designed to be undertaken by qualified business teachers and prospective teachers through participation in a coordinated work-study program in certain business offices or retail establishments. This course correlates classroom training and experience with business or marketing experience and standards. Prereq: Advanced approval of instructor.

ITSCM 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

ITSCM 796 SPECIAL STUDIES IN BUSINESS**EDUCATION *Repeatable* 1-6 Units**

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

ITSCM 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

ITSCM 799 THESIS RESEARCH *Repeatable* 1-3 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Intrauniversity (INTRAUNV)

Courses

INTRAUNV 690 WORKSHOP *Repeatable* 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

Journalism (JOURNLSM)

Courses

JOURNLSM 505 HISTORY OF MASS COMMUNICATION 3 Units

An overview of the origin, development, strengths and weaknesses, and achievements of mass communication in the United States, with particular attention to the interrelationship between mass communication and society.

JOURNLSM 620 LAW OF MASS COMMUNICATION 3 Units

Study of law as applied to the mass media with particular emphasis on freedom of information, libel, privacy, contempt, commercial speech, regulation of electronic media and copyright regulation.

JOURNLSM 630 COMMUNICATION AND PUBLIC OPINION 3 Units

The role of the mass media of communication in the formation of public opinion. Use of social science techniques for studying public opinion will be examined. Prereq: Consent of instructor.

JOURNLSM 631 MASS COMMUNICATION IN SOCIETY 3 Units

A course which examines the functions and effects of mass media in our society. Theoretical bases for assessing social, behavioral and cultural influences are emphasized.

JOURNLSM 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

JOURNLSM 694 SEMINAR *Repeatable* 1-4 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

JOURNLSM 696 SPECIAL STUDIES *Repeatable* 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

JOURNLSM 704 CURRENT TOPICS IN MASS**COMMUNICATION *Repeatable* 3 Units**

Investigation of issues relevant to mass communication theory and/or mass communication industries. Topics are selected on the basis of need, interest, or timeliness and may change each time the course is offered.

PREREQ: COMM 701 OR CONSENT OF GRADUATE COORDINATOR

JOURNLSM 789 APPLIED COMMUNICATION PROJECT CREDITS 3 Units

Applied Communication Project (ACP) units allow a student to work with his/her project director and committee in further developing and completing the ACP, a capstone experience option emphasizing the application of communication theory and principles to solve a communication problem or meet a specific need relating to corporate communication or mass communication issues. ACP proposal forms available at <http://academics.uww.edu/comgrads/forms.html> or from the graduate coordinator. Note, Comm799 or Journlsm 799 Thesis credits and Comm789 or Journlsm 789 ACP credits may not be taken concurrently with Comm798 or Journlsm 798 Independent Study credits.

PREREQ: THE COMPLETION OF AN ACP PROPOSAL FORM AND COMPLETION OF 18 GRADUATE UNITS INCLUDING COMM 701, COMM 722 AND COMM 785

JOURNLSM 790 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

JOURNLSM 793 COMMUNICATION PRACTICUM *Repeatable* 1-3 Units

The Communication Practicum gives students, under the direction of a faculty advisor, the opportunity to apply their theoretical and research backgrounds in "real world" settings ranging from internships in organizations or agencies to other approved activities.

PREREQ: COMPLETION OF A PRACTICUM CONTRACT AND 18 GRADUATE CREDITS INCLUDING COMM 701, COMM 722, COMM 785

JOURNLSM 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

JOURNLSM 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

JOURNLSM 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member. Students must complete the Independent Studies Form located at <http://www.uww.edu/commgrads/forms.html> or available from the Communication Department office prior to registering for this course. The form requires signatures from the instructor supervising the independent study and from the graduate coordinator. Note, Comm799 or Journlsm 799 Thesis credits and Comm789 or Journlsm 789 ACP credits may not be taken concurrently with Comm798 or Journlsm 798 Independent Study credits.

JOURNLSM 799 THESIS RESEARCH 3 Units

Guided investigation of an approved thesis topic. Students may receive credit for research activities planned in conjunction with their advisors and leading to the completion of a master's degree. For students choosing the thesis option, 3 units of Thesis Reseach (JOURNLSM 799) may count toward the 30 required credits. For students choosing the ACP option, 3 units of ACP (JOURNLSM 789) credits may count toward the required 30 units. Thesis prospectus forms are available from the Graduate Program Coordinator and the department website at <http://academics.uww.edu/commgrads/forms.html>. In addition, students must complete the Graduate School thesis proposal form available at <http://www.uww.edu/gradstudies/thesisform.php>. Note, Comm 799 credits may not be taken concurrently with Comm798 or Journlsm 798 credits.

PREREQ: COMPLETE 18 GRADUATE LEVEL UNITS INCLUDING COMM 701, COMM 722 AND COMM 785 AND SUBMIT A SIGNED THESIS PROSPECTUS DEVELOPED IN CONSULTATION WITH THEIR CAPSTONE FACULTY COMMITTEE

Letters & Sciences Interdepartmental (LSINDP)

Courses**LSINDP 690 WORKSHOP *Repeatable* 1-3 Units**

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Repeatable.

LSINDP 691 TRAVEL STUDY *Repeatable* 1-3 Units

Variable topics. Faculty-led courses abroad.

LSINDP 696 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable.

Library Media (LIBMEDIA)

Courses**LIBMEDIA 543 ADOLESCENT LITERATURE AND RELATED MEDIA 3 Units**

Designed primarily to acquaint the student with books and nonprint media which appeal to the adolescent interest. Emphasis will be placed on adolescent human growth and development, reading interests and principles of selection.

LIBMEDIA 550 FINDING AND USING INFORMATION 3 Units

Support the inquiries, interests and investigations of the community by identifying questions, connecting library members with the information they seek and providing services associated with it's use. The course introduces basic reference theory and professional practice, and the tools, information resources and problem solving strategies used by professionals.

LIBMEDIA 634 DIGITAL TOOLS FOR LEARNING 3 Units

An introduction to digital technologies for accessing, using, creating and communicating information in a variety of formats for enhancing and improving learning.

LIBMEDIA 638 TEACHING AND LEARNING VIA VIDEO AND ACROSS DISTANCES 3 Units

As our technological capabilities grow, education is no longer bounded by the four walls of the classroom. We can now connect students, teachers, and experts around the state and across the world. With these new capabilities arise the question as how to best enhance learning when students, teachers, and resources may be widely dispersed geographically in distributed learning environments. This class will introduce you to the strategies and technologies of distance education from creating and editing videotapes usable in many locations to connecting learners via two-way interactive video conferencing systems.

LIBMEDIA 640 INFORMATION LITERACY 3 Units

This course is designed to support development of effective information and technology literacy skills in library users and integration of those skills into the curriculum.

LIBMEDIA 651 ORGANIZING INFORMATION 3 Units

Learn to describe information resources clearly, assess their information potential, and use strategies and procedures that will help somebody seeking information find what they need. Become familiar with formal and informal strategies for facilitating subject access, such as MARC records, tagging, metadata, controlled vocabularies, abstracting and classification. Address intellectual and practical issues related to creating structured access to information in all formats.

LIBMEDIA 654 LIBRARY ADMINISTRATION 3 Units

The theories, principles and processes underlying the organization and administration of school and public library services: planning, organizing staffing, budgeting, acquiring, and accessing resources, evaluating, scheduling, promoting and marketing, equipping, housing and policy development. Emphasis is on planning, leadership, working toward change and the new roles and responsibilities of the library professional.

LIBMEDIA 690 WORKSHOP *Repeatable* 1-6 Units

Variable topics.

LIBMEDIA 691 TRAVEL STUDY *Repeatable* 6 Units

Variable topics. Faculty-led courses abroad.

LIBMEDIA 715 CURRENT TRENDS IN YOUNG PEOPLE'S K-12 LITERATURE & RELATED MEDIA 3 Units

This course offers an opportunity to examine selections from contemporary media. It considers the viewpoints of students as well as teachers and bibliographers of the current literature for young people. Emphasis is on the issues and strategies that affect collection management and utilization. PREREQ: Previous course in the field and educational experience or consent of instructor.

LIBMEDIA 741 INFORMATION TECHNOLOGY IN SCHOOLS AND LIBRARIES 3 Units

This course examines the current and emerging technological systems and software used in schools and libraries, their selection, implementation, management and evaluation as well as legal and ethical issues involved in their use.

PREREQ: LIBMEDIA 793S and 793E OR LIBMEDIA 793C OR CONSENT OF INSTRUCTOR

LIBMEDIA 751 LEADERSHIP & ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS 3 Units

This course addresses the competencies needed by those seeking to become district library, media and technology coordinators. Students will consider administrative issues, policies and practices pertinent to operation of effective information, media and technology programs in schools. These include such aspects as: the development of a vision that supports the overall objectives of schools; leadership and group dynamics; long-range planning; facilities and services; staff development; fiscal management; the selection, distribution and coordination of resources; and the role of professional organizations and state agencies.

PREREQ: LIBMEDIA 793S and 793E OR LIBMEDIA 793C OR CONSENT OF INSTRUCTOR

LIBMEDIA 752 INSTRUCTIONAL DESIGN 3 Units

Working cooperatively, and using specific Wisconsin schools as case studies, students will design classroom experiences for implementing modern curricula using appropriate technology.

PREREQ: LIBMEDIA 634

LIBMEDIA 754 ADVANCED DESIGN AND PRODUCTION OF INSTRUCTIONAL MATERIALS 3 Units

Designed to develop advanced skills in the production of graphic, multimedia and textual materials in electronic and print environments. Students will expand their skills in desktop and electronic communications and publishing for the classroom and library.

LIBMEDIA 755 HYPERMEDIA IN SCHOOL LIBRARY MEDIA AND TECHNOLOGY PROGRAMS 3 Units

The most significant aspect of digital multimedia is that it is potentially interactive, integrative and nonlinear. This course will address the changing structure of information and the technologies and systems for its access. It will prepare participants to evaluate, acquire and use hypermedia products and to consider the ways in which they support different approaches to learning. Emphasis is on the ways in which hypermedia can support different learning styles, innovative curricula and information power for students. The course combines theoretical discussion with hands-on project work.

PREREQ: LIBMEDIA 634

LIBMEDIA 756 INFORMATION, VIRTUAL LIBRARIES & THE INTERNET 3 Units

Students will address the practical, intellectual and societal issues associated with the change from physical to virtual libraries. They will learn to use equipment, software, and strategies to find, evaluate, organize, provide access to, and disseminate textual, audio, graphical and video information.

PREREQ: LIBMEDIA 793S and 793E OR LIBMEDIA 793C OR CONSENT OF INSTRUCTOR

LIBMEDIA 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

LIBMEDIA 793E SUPERVISED ELEMENTARY LIBRARY PRACTICUM 3 Units

Supervised field experience in elementary library media center. Prereq: Graduate status, application and portfolio review, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

LIBMEDIA 793S SUPERVISED SECONDARY LIBRARY PRACTICUM 3 Units

Supervised field experience in elementary library media center. Prereq: Graduate status, application and portfolio review, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

LIBMEDIA 793C SUPERVISED SCHOOL LIBRARY PRACTICUM COMBINED 3 Units

This course provides licensed teachers in the school library program with the opportunity to fully develop, practice, and reflect upon skills acquired through coursework in a supervised field experience in an elementary and a secondary school library and in work in their own schools. Students create a portfolio demonstrating mastery of program competencies. Prereq: Graduate status, review of portfolio and consent of instructor, completion of at least 12 credits at UW-Whitewater, 3.10 GPA in library media courses taken before entering the library media practicum.

LIBMEDIA 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Management (MANGEMNT)

Courses

MANGEMNT 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad. Repeatable for a maximum of 5 credits in major/degree. Department Consent required.

MANGEMNT 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. A limit of three credits can be applied toward a major or six credits toward degree.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 738 MANAGEMENT OF INNOVATION 3 Units

This is a graduate course designed to acquaint the student with the foundations and the processes of research, development, technology, and innovation. This course draws upon current literatures in the management of engineering and technology-based organizations. Students are exposed to the workings of technology within the company, from its generation in the research and development function, to its commercialization as new products and services.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 741 ORGANIZATIONAL BEHAVIOR 3 Units

Organizational Behavior is the study of many factors that impact how individuals and groups act, think, feel, and respond to work and organizations, and how organizations in turn respond to their environments. It provides a set of tools for understanding, analyzing and predicting individual and group behavior in organizations, and offers managers means to improve, enhance, or change organizational behavior such that individuals, groups, and the whole organization can achieve their goals.

MANGEMNT 745 BUILDING EFFECTIVE ORGANIZATIONS 2 Units

The course surveys concepts and research in the analysis of an organization. It examines the history of organization theory, as well as environmental and technological influences on organizational effectiveness. Contemporary developments in management and organization theory are also reviewed.
PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 751 STAFFING & EVALUATION 3 Units

An examination of the organization and administration of the personnel function in management. It is concerned with the employment, training, safety and health, employees services, and employee relations functions of personnel administration. Attention is focused on a limited number of topics drawn from these areas so more crucial concepts and methods involved may be dealt with in-depth.
PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 752 CURRENT ISSUES IN COMPENSATION AND BENEFITS 3 Units

An examination of compensation programs in profit/ nonprofit organizations. It is concerned with a detailed study of job structures, job evaluation, performance appraisal, wage surveys, basic systems/plans of compensation, and fringe benefits. Attention is focused on a limited number of topics from these areas so more crucial concepts/methods may be dealt with in-depth.
PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 753 TRAINING AND DEVELOPMENT 3 Units

The course will emphasize the theories of Management Training and Development, and the practical application of these theories in today's organizations. Special emphasis will be on current topics in the field of Human Resource Development, including: training self-directed work teams, managing a diverse work force, and the practical application of designing programs in today's environment. This will include actually designing a needs analysis and training evaluation programs. The course will frame the concept of training and development within the applicable theory of adult learning.
PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 757 LEADERSHIP DEVELOPMENT 3 Units

The Leadership course presents evidence-based models of leadership. It focuses on the development of authentic leaders through the enhancement of individual self-awareness, acquisition of knowledge on effective leadership practices in organizations, and a critical evaluation of the contextual, cultural, and individual factors that enable or constrain leadership action and effectiveness.

MANGEMNT 758 LABOR AND EMPLOYEE RELATIONS 3 Units

Primary concern is with contract negotiation and administration. Emphasis is on understanding the forces affecting the decisions of the parties to a labor contract. A dynamic approach is taken to examine difficulties that arise in attempting to administer a collectively established relationship. Study of conflict resolution including mediation and arbitration. Applications are made to both unionized and non-unionized settings.
PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 759 SOCIAL RESPONSIBILITY OF BUSINESS 2 Units

The course analyzes (1) a broad spectrum of social, political, ethical, and legal frameworks within which organizations must function, and (2) social trends and their underlying causes as they can affect businesses.

MANGEMNT 760 STRATEGIC MANAGEMENT OF HUMAN RESOURCES 3 Units

This course examines strategic human resources (HR) management and HR planning. Applicable theories and methods of strategic, operational, and tactical planning and their relationship to HR management are covered, as well as the multiple roles HR plays in assisting organizations to gain and sustain competitive advantages in a fast-paced environment.
PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 762 PROJECT MANAGEMENT AND ENTERPRISE RESOURCE PLANNING 3 Units

This course is designed to develop a basic understanding of project management methodology and Enterprise Resource Planning (ERP). Upon completion of this course students will be able to analyze operations and setup ERP systems. Topics may include team management, PERT/CPM, and development of operational decision support systems through the use of macros and visual basic. The course may require visiting/working with local firms in setting up such systems or working on cases.

PREREQ: ITSCM 719 OR ITSCM 734 OR EQUIVALENT

MANGEMNT 764 SUSTAINABLE MANAGEMENT 3 Units

This course focuses on proving concept and methodologies relevant to ensuring businesses can sustainably manage their operations. Topics include an introduction to sustainable management, organizational response, redefining business models, product design, realigning supply chains, social sustainability, and the role of Non Governmental Organizations (NGOs). Specifically, the course will examine issue related to managing and implementing green and developmental projects.

MANGEMNT 765 SOCIAL TRANSFORMATION AND NPO/NGO MANAGEMENT 3 Units

This course aims at developing student knowledge of the nonprofit sector. It provides an overview of nonprofit and voluntary associations, their origins, growth and development. It provides an international and comparative perspective on an emergent, multidimensional sector of the economy. The course focuses on management theory and practice, identifying strategies that nonprofit/nongovernmental organizations can and do use to influence change

MANGEMNT 770 ORGANIZATION DESIGN 3 Units

Application of organization theory to the structuring of organizations. The course examines organizational configurations and their effectiveness in different situational contexts to provide a rationale for management practice.

MANGEMNT 771 STRATEGIC MANAGEMENT 3 Units

The course surveys the theoretical backgrounds of strategic management. It also covers practical methods and applications of strategic management models based upon existing theory, research, and practice. Comparative analysis of emerging strategic management frameworks are examined with implications for management practice.

MANGEMNT 777 INTERNATIONAL MANAGEMENT 3 Units

The course deals with concepts, issues, problems, and research in international management, with a focus on the international application of: (1) strategic management, (2) organizational theory and design, (3) organizational behavior, culture, conflict, leadership, and communication, (4) ethical issues, and (5) development, control, and coordination of international subsidiaries.

MANGEMNT 787 BUSINESS POLICY & STRATEGY 3 Units

Business Policy and Strategy is a case based course that identifies the firm's competencies as the building blocks of strategies. Strategies that may be implemented to make the firm competitive in a global business environment.
PREREQ: 24 UNITS OF COBE GRADUATE LEVEL COURSES ABOVE 730

MANGEMNT 789 READINGS AND RESEARCH IN MANAGEMENT 3 Units

Study of a selected area in management through readings and/or empirical research. Instructor Consent required.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 793 PRACTICUM IN MANAGEMENT 1-3 Units

This course provides students, under the direction of a faculty advisor, the opportunity to apply their theoretical backgrounds in settings ranging from internships in accounting organizations to other approved activities related to the practice of supply chain management. A learning contract will be developed by the faculty advisor, professional supervisor (if applicable), and student that clearly delineates the expectations and responsibilities of each party involved in the practicum

MANGEMNT 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

MANGEMNT 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

MANGEMNT 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Student and adviser decide the study, with the consent of the professor in charge of the study and the approval of the College Graduate Studies Committee. Consult the Associate Dean's Office for further information/limitations.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MANGEMNT 799 THESIS RESEARCH *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. Requires advance approval of the MBA Program Director.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

Management Computer Systems (MCS)

Courses

MCS 725 E-BUSINESS: TECHNOLOGY, APPLICATIONS, AND ISSUES *Repeatable* 3 Units

This course is designed to provide graduate students with an overview of internet technologies and electronic business phenomenon currently sweeping the global economy. The course provides an opportunity for students to identify, analyze, and discuss issues and challenges from a strategic, organizational and technology perspective. These issues and challenges need to be addressed by nations, industries, and corporations in their attempt to be part of the e-business marketplace. The goal of the course is to cover the major topics rather than be encyclopedic. The course makes use of lecture, discussions, readings, cases, and student research projects. The course also has a technical component that teaches internet technologies such as HTML, JavaScript and the Document Object Model that help form the foundation of all Web development. What this course is NOT: Because this course is an IS course, we will not discuss e-business from a marketing perspective. The student is expected to be familiar with information technologies associated with the delivery of Internet sites. These topics will be discussed only briefly.

MCS 740 INFORMATION SYSTEMS STRATEGY & POLICY 3 Units

Acquaints students with the issues, procedures, and opportunities associated with the organizational use of information technology and with the management of the IS function. Topics include the role of IS technology in organizations, planning, organization and control of the IS function, IS support for corporate reengineering and strategic initiatives, IS operations management, and the maturity of the IS function.

MCS 789 READINGS AND RESEARCH 3 Units

Study of a selected area in management computer systems through readings and/or empirical research. Prereq: Permission of instructor and department chairperson. Instructor Consent required.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MCS 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MCS 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

Marketing (MARKETNG)

Courses

MARKETNG 694 MARKETING SEMINAR 3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

Prereq: Department consent

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 716 MARKETING 2 Units

Analysis of the institutional, behavioral, competitive, legal, and intra-firm aspects of the marketing function in business and other organizations.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 731 QUANTITATIVE ANALYSIS FOR BUSINESS 3 Units

Applications of advanced statistical methods to managerial problems of prediction, inference, parametric and nonparametric, and decision making under uncertainty. Topics emphasized are multiple regression and time series.
 PREREQ: GRADUATE STATUS AND DEMONSTRATED PROFICIENCY IN MATHEMATICS AND STATISTICS OR ECON 703, OR MATH 143 AND ECON 245

MARKETNG 733 SEMINAR IN METHODOLOGY OF BUSINESS RESEARCH 3 Units

Designed to acquaint graduate students with the research process, its tools and techniques, as well as the methods which form a basis for business planning, decision making, and problem solving.
 PREREQ: MARKETNG 731

MARKETNG 747 MARKETING STRATEGY 2 Units

Marketing Strategy reviews topics related to marketers' strategic efforts. It focuses on the Marketing Plan and offers students the opportunity to run a simulation, which will allow them to make specific choices related to Product, Promotion, Pricing and Distribution issues and gain feedback about the validity of their decisions.
 PREREQ: MARKETNG 716 OR EQUIVALENT

MARKETNG 751 CONSUMER BEHAVIOR 3 Units

The study of the behavior of consumers, including research methods and findings from the behavioral sciences, with emphasis placed on how marketing managers apply those ideas. The strategic implications of segmentation, targeting, and positioning will be explored in depth.
 PREREQ: MARKETNG 716 OR EQUIVALENT AND GRAD LEVEL BUSINESS REQUIREMENT

MARKETNG 761 INTERNATIONAL MARKETING 3 Units

Fundamental aspects of international business will be studied. Emphasis is placed on decision making in an international setting and appraisal of market opportunities worldwide. A multinational assignment enables students to experience issues associated with doing business outside one's home country.
 PREREQ: MARKETNG 716 OR EQUIVALENT AND GRAD LEVEL BUSINESS REQUIREMENT

MARKETNG 766 ETHICS IN THE MARKETPLACE 2 Units

This course will focus primarily on issues related to the business/customer relationship, with customers being defined as both other organizations and consumers. The course will emphasize current issues such as privacy rights, pricing ethics, promotional tactics and targeting. Students will discuss topics, analyze cases, and write essays defending their opinions and suggesting strategies. The course will provide examples of both exemplary and poor business behavior.
 PREREQ: MARKETNG 716 OR EQUIVALENT

MARKETNG 767 ENTREPRENEURIAL MARKETING STRATEGY 3 Units

The course focuses on key marketing strategies relevant for new businesses and/or new product launches. Students will apply marketing concepts to the wide range of business challenges facing entrepreneurs. Through experiential learning opportunities, students will apply what they learned for developing comprehensive entrepreneurial marketing plans.
 PREREQ: MARKETNG 716

MARKETNG 770 BRAND MANAGEMENT 3 Units

This course exposes students to contemporary thought about brands and branding, the interaction between brands and consumer culture, and the strategies for building strong brands. Specific topics include brand identity, brand positioning, brand meaning, as well as how the brand guides strategic decisions about the elements of the marketing mix.
 PREREQ: MARKETNG 716 OR EQUIVALENT

MARKETNG 772 DIGITAL MARKETING 3 Units

This course provides students with applied and theoretical knowledge of digital marketing, which is necessary to understand how the Internet and related technologies have and will continue to impact marketing practices. Topics covered include online advertising, search engine optimization, paid search, web analytics, email marketing, social media marketing, and online brand building.
 PREREQ: MARKETNG 716 OR EQUIVALENT

MARKETNG 789 READINGS AND RESEARCH IN MARKETING 3 Units

Study of a selected area in marketing through readings and/or empirical research. Areas of study will be selected by the student in consultation with an adviser.
 PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.
 PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 793 PRACTICUM 1-3 Units

This course provides students, under the direction of a faculty advisor, the opportunity to apply their theoretical backgrounds in settings ranging from internships in a marketing setting to other approved activities related to the practice of a marketing professional. A learning contract will be developed by the faculty advisor, professional supervisor (if applicable), and student that clearly delineates the expectations and responsibilities of each party involved in the practicum.

MARKETNG 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

MARKETNG 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.
 PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

MARKETNG 799 THESIS RESEARCH 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.
 PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

Mathematics (MATH)

Courses

MATH 542 APPLIED STATISTICS 3 Units

This course will cover the basics of statistical testing, regression analysis, experimental design, analysis of variance, the use of computers to analyze statistical problems.
 PREREQ: MATH 253 OR MATH 250 OR CONSENT OF INSTRUCTOR

MATH 552 INFINITE PROCESSES FOR THE ELEMENTARY TEACHER 3 Units

This course is primarily for pre-service elementary and middle school teachers. Students will be introduced to the concepts of calculus, which include infinite processes, limits, and continuity. In addition, derivatives and integrals, and their relationship to area and change will be covered.
 PREREQ: MATH 152

MATH 575 DEVELOPMENT OF MATHEMATICS 3 Units

A study of the development of mathematical notation and ideas from prehistoric times to the present. Periods and topics will be chosen corresponding to the backgrounds and interests of the students.

PREREQ: MATH 152 OR EQUIVALENT PREPARATION AS DETERMINED BY THE MATH DEPARTMENT

MATH 616 GEOMETRY FOR THE ELEMENTARY TEACHER 3 Units

A study of the intuitive, informal geometry of sets of points in space. Topics include elementary constructions, coordinates and graphs, tessellations, transformations, problem solving, and symmetries of polygons and polyhedra and use of geometry computer software.

PREREQ: MATH 149 AND MATH 152

MATH 621 MATHEMATICS FOR HIGH SCHOOL TEACHERS I 3 Units

The course revisits the high school curriculum from an advanced perspective. The focus is on deepening understanding of concepts, highlighting connections and solving challenging problems. The mathematical content includes number systems, functions, equations, integers, and polynomials. Connections to geometry are emphasized throughout the course.

PREREQ: MATH 280, MATH 301 AND AT LEAST AN ADDITIONAL 3 CREDITS IN UPPER LEVEL MATH

MATH 622 MATHEMATICS FOR HIGH SCHOOL TEACHERS II 3 Units

The course continues the exploration of the high school curriculum from an advanced perspective that was started in MATH 421. The focus is on deepening understanding of concepts, highlighting connections and solving challenging problems. The mathematical content includes congruence, distance, similarity, trigonometry, area, and volume. Connections to algebra are emphasized throughout the course.

PREREQ: MATH 353 AND MATH 421

MATH 690 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Repeatable. Prereq: Consent of instructor

MATH 694 SEMINAR Repeatable 2 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

MATH 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

MATH 790 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

MATH 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

MATH 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

MATH 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

In addition to allowing students to carry on independent studies in a wide variety of graduate level topics, students may take many of the department's upper level undergraduate courses supplemented with graduate components. These courses include advanced calculus, complex variables, differential equations, abstract algebra, number theory, probability, statistics, and more.

MATH 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Music (MUSC)

Courses

MUSC 663 MUSIC AFTER 1900 2 Units

Musical trends from c. 1900 to the present; the development of Western European musical style from Impressionism to Post-Modernism. Analysis of representative works.

MUSC 669 JAZZ PEDAGOGY II 1 Units

Students in Jazz Pedagogy II will acquire hands-on experience with the organization, performance, and directing of both the large and small jazz ensembles. This will be facilitated through a student big band and multiple small groups that will include class members on major or secondary instruments. Volunteer students will cover positions not available in the class enrollment to achieve complete instrumentation in all of the ensembles.

PREREQ: MUSED 467

MUSC 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

MUSC 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

MUSC 696 SPECIAL STUDIES Repeatable 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

MUSC 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

MUSC 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

MUSC 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

MUSC 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of selected topic or topics under the direction of a faculty member.

MUSC 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Occupational and Environmental Safety & Health (SAFETY)

Courses

SAFETY 581 MOTOR FLEET SAFETY 3 Units

An analysis of fleet safety problems and programs. Detailed study of the truck transportation industry, motor carrier responsibilities, federal regulations and safety supervision programs.

PREREQ: SAFETY 380 OR CONSENT OF INSTRUCTOR

SAFETY 582 SAFETY IN THE CONSTRUCTION INDUSTRY 3 Units

This course examines the practices and safety-related problems found in the construction industry. Administrative and organizational issues that impact construction safety programs are examined. Students will be introduced to specific problems and countermeasures for correction through lectures and field experiences. The course provides an overview of applicable OSHA and MSHA standards.

PREREQ: SAFETY 380 OR CONSENT OF INSTRUCTOR

SAFETY 583 INTRODUCTION TO SECURITY 3 Units

A study of the physical, personnel, and informational aspects of the security field. Concepts of these areas will be integrated with safety management concepts and will be discussed in relationship to industrial and business environments.

SAFETY 584 CONSTRUCTION ACCIDENT PREVENTION 3 Units

A combination of principles and practices designed to provide a basis for understanding the nature of accident prevention, health preservation and loss reduction in construction operations. The topics to be examined include federal safety and health regulations, techniques of hazard control, strategies for minimizing injuries and losses, and sources of assistance in resolving safety and health problems.

PREREQ: SAFETY 382 OR SAFETY 582 OR CONSENT OF INSTRUCTOR

SAFETY 650 BEHAVIORAL ASPECTS OF ACCIDENT PREVENTION 3 Units

Selected theories of accident causation and countermeasures are studied. Examination of physiological, medical, psychological, and sociological factors which influence behavior, and methods for modifying unsafe behavior. PREREQ: CONSENT OF INSTRUCTOR

SAFETY 668 ERGONOMICS 3 Units

Study of human capabilities and limitations (physical, perceptual and cognitive) as the basis for improving human interactions with products, workstations and jobs. Review of human anatomical, physiological, perceptual and psychomotor characteristics applied to human-machine systems to enhance worker comfort, safety, health and productivity.

PREREQ: CONSENT OF INSTRUCTOR

SAFETY 671 APPLIED METHODS IN ERGONOMICS 3 Units

Students will study methods and techniques for job and workstation evaluation to identify potential ergonomic hazards that contribute to work-related musculoskeletal disorders. At the conclusion of the course students will be able to select and apply appropriate ergonomics methods and techniques to industry-specific problems.

PREREQ: SAFETY 488/SAFETY 688 OR CONSENT OF INSTRUCTOR

SAFETY 672 ADVANCED INDUSTRIAL ERGONOMICS 3 Units

This course focuses on the specific needs of key industries that present high incidence of work-related musculoskeletal disorders. These industries display specific working conditions with large and diverse workforces. In addition, ergonomic issues of work populations with special needs are also reviewed. The course will involve applied problem solving projects in different work settings.

PREREQ: SAFETY 471/SAFETY 671 OR CONSENT OF INSTRUCTOR

SAFETY 679 PRINCIPLES AND METHODS OF INDUSTRIAL HYGIENE 5 Units

An introduction to the science and art of anticipating, recognizing, evaluating, and controlling the chemical, physical, and biological agents that affect the health and safety of workers. The laboratory provides working knowledge and hands-on experience with equipment for recognizing, analyzing, and evaluating occupational health hazards in industry. One 2.5 hour lecture and one 2.5 hour lab per week.

PREREQ: CHEM 102 OR CONSENT OF INSTRUCTOR

SAFETY 682 CONSTRUCTION SAFETY MANAGEMENT 3 Units

An examination of the practices of managing occupational safety and health programs in the construction field. The course is designed to provide the student with an understanding of how the regulatory and financial responsibilities of accident prevention, health preservation and loss reduction in construction operations are met.

PREREQ: SAFETY 384 OR SAFETY 584

SAFETY 683 OCCUPATIONAL SAFETY MANAGEMENT 3 Units

Emphasis will be on the organizational and administrative problems that relate to risk assessments, occupational accidents, worker compensation management, safety committees and employee safety training programs. The course is designed for students majoring in the business related areas and future safety professionals who desire to develop an understanding of these management problems as well as applicable solutions.

PREREQ: SAFETY 388 OR CONSENT OF INSTRUCTOR, ONE SEMESTER OF COLLEGE STATISTICS, AND MAJOR GPA OF 2.50

SAFETY 685 FIRE PROTECTION/PREVENTION 3 Units

Control of fires through study of building construction to prevent fire spread, occupancy-hazard relationships, exposure to and from adjacent occupancies, lifesaving aspects, and the development of professional knowledge of flammable gases, liquids, combustible solids, dusts, chemicals, and explosives. Interpretation of appropriate codes will be covered.

PREREQ: CHEM 102 OR ONE SEMESTER OF GENERAL COLLEGE CHEMISTRY OR CONSENT OF INSTRUCTOR

SAFETY 687 PRODUCT SAFETY 3 Units

An analysis of the trends of the product liability problem and the agencies regulating products. Special emphasis will be given to legal theories related to product liability and landmark litigation providing the basis for case law. A substantial portion of the course will be devoted to examining the elements of product safety programming.

PREREQ: SAFETY 380 OR CONSENT OF INSTRUCTOR

SAFETY 690 WORKSHOP Repeatable 1-6 Units

Variable topics. See Schedule of Classes. Prereq: Consent of Instructor.

SAFETY 691 TRAVEL STUDY Repeatable 3 Units

Variable topics. Faculty-led courses abroad.

SAFETY 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable to 6 credits in degree. A course which offers special topics in safety which are not regularly included in the curriculum.

SAFETY 701 RESEARCH METHODS IN ESH 3 Units

This course introduces key concepts and skill development in scientific inquiry in Environmental Safety & Health. The course covers: foundations for scientific inquiry, types of research methodology, validity and reliability (biases & error), how to search for and review research literature, basic understanding of statistical significance, and how to develop research question/hypotheses.

SAFETY 712 DISASTER PLANNING AND RESPONSE 3 Units

This course provides an overview of the organizational processes of preparing for and responding to disasters, both natural and technological. The course will begin with emergency response planning and preparation, then move into emergency operations and incident management, and conclude with a module on incident investigation and root cause analysis.

SAFETY 753 ENVIRONMENTAL SAFETY & HEALTH LAW 3 Units

An examination of federal and state laws with legal interpretations having application to safety professionals and industries will be emphasized. Federal acts, such as OSHA, CPSA and others will be dealt with in respect to their involvement with the industry. Liability to individuals and to the public will be stressed.

SAFETY 757 PRINCIPLES OF OCCUPATIONAL EPIDEMIOLOGY 3 Units

This course will introduce the principles of occupational epidemiology and discuss the application of these principles in the recognition, control and prevention of disease and injury. The course will review the etiology of various acute, chronic, infectious, occupational and environmental diseases.

SAFETY 779 ADVANCED TOPICS IN INDUSTRIAL HYGIENE 3 Units

The course will address industrial hygiene topics from the perspective of an EHS manager. Topics include adjustment of occupational exposure limits for various working conditions, alternative methods of assessment, emergency response, and comprehensive health and safety program management. Professional issues including leadership, risk communication, and ethics will also be discussed.

SAFETY 783 ENVIRONMENTAL AND SAFETY MANAGEMENT 3 Units

This course is designed for Occupational Safety majors, prior to fieldwork experience. Attention will be given to the environmental safety management structures and Risk Management and loss control functions within multi-facility corporate structures. Emphasis will be placed on developing multi-facility risk management and loss control programs.

SAFETY 784 ADVANCED ERGONOMICS 3 Units

Study of methods for job and workstation analysis aiming at the identification, characterization and mitigation of ergonomic hazards. Review of common musculoskeletal disorders, their etiology, epidemiology and prevention. Examination of high-risk industries and their specific needs. Selection and application of appropriate methods to different settings and industries.

SAFETY 787 SYSTEM SAFETY ANALYSIS 3 Units

Introduction to the system technique as applied to the recognition of potential accident situations in occupational environments. Concentration will be on the qualitative aspects of safety, utilizing numerous examples and problems.

SAFETY 789 READINGS AND RESEARCH IN SAFETY 3 Units

Under the direction of a faculty member the student will examine current research and professional practices and apply that knowledge to an ESH problem. The course serves as the capstone experience and requires the successful completion of a research paper.

PREREQ: SAFETY 701 AND AT LEAST 18 UNITS MUST BE COMPLETED IN 700-LEVEL COURSES IN MS ESH PROGRAM

SAFETY 790 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SAFETY 793 PRACTICUM Repeatable 1-6 Units

Safety Studies Practicum.

SAFETY 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SAFETY 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SAFETY 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

SAFETY 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Philosophy (PHILSPHY)

Courses

PHILSPHY 590 FEMINIST PHILOSOPHY 3 Units

An introduction to feminist philosophy including its relation to other philosophical traditions, its historical development, and its relevance to concerns in areas such as ethics, theory of knowledge, political philosophy, and philosophy of religion.

PHILSPHY 690 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PHILSPHY 694 SEMINAR Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PHILSPHY 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PHILSPHY 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Physical Education General (PEGNRL)

Courses

PEGNRL 690 WORKSHOP Repeatable 0.5-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

Physical Education Professional (PEPROF)

Courses

PEPROF 527 MOTOR PROGRAMMING FOR EARLY CHILDHOOD 2 Units

This course is designed for those who plan to work with children in any type of preschool program. Emphasis will be placed on providing ideas for developmental motor activities that will aid children with their 1) physical coordination, 2) emotional reactions to various experiences, 3) social interactions, and 4) mental development.

PEPROF 672 ADVANCED PHYSIOLOGY OF EXERCISE 3 Units

Theoretical considerations and laboratory experiences in physiology of exercise at an advanced level. Includes exercise biochemistry, biochemical analysis, environmental considerations, exercise histochemistry, cardiorespiratory considerations, animal experimentation, electromyography and aids to performance.

PEPROF 675 ADAPTED PHYSICAL EDUCATION FOR LICENSURE STUDENTS 3 Units

This course focuses on adapted physical education teaching strategies and service delivery models in PK-12 settings. The etiology and effects of select physical, sensory, intellectual and other developmental disabilities will be addressed. Content emphasizes movement implications and strategies to enhance physical activity behavior and pedagogical methods for integrating students in a variety of age appropriate physical activities.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND WITHIN THREE SEMESTERS OF STUDENT TEACHING

PEPROF 680 HEALTH PROMOTION MANAGEMENT 3 Units

Theoretical considerations and practical applications of management, operations and programs for health promotion organizations. Begins with the planning, design, financing and construction of health promotion facilities. Includes the hiring and organization of staff members, the development and marketing of special programs and the administration and finance of health promotion organizations.

PEPROF 690 WORKSHOP IN PHYSICAL EDUCATION Repeatable 0.5-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PEPROF 691 TRAVEL STUDY Repeatable 1-3 Units

Variable Topics. Faculty-led courses abroad.

PEPROF 694 SEMINAR Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PEPROF 696 SPECIAL STUDIES Repeatable 0.5-3 Units**PEPROF 710 TRENDS IN PHYSICAL EDUCATION 3 Units**

Designed to improve instruction through an analysis of current objectives, new materials, revised curriculum and methods, current literature, current legislation, and organization of physical education within school and related learning laboratories.

PEPROF 712 CURRICULUM IN PHYSICAL EDUCATION 3 Units

This course will assist the teacher with the process of curriculum development through an analysis of influences that effect curriculum change. Identification of aims, objectives, methods, materials and evaluation which are instrumental in development of efficient and effective programs in physical education.

PEPROF 714 BEST PRACTICES FOR TEACHING PHYSICAL EDUCATION 3 Units

Designed to improve teaching skills and instruction through an analysis of current effective teaching literature, including the knowledge base for becoming an effective physical education teacher, concepts of preventative management behaviors and discipline strategies, curriculum, assessment and planning for effective instruction, and skills and strategies for delivering effective physical education programs.

PEPROF 725 CARDIORESPIRATORY PHYSIOLOGY 3 Units

An advanced course in the anatomy and physiology of the cardiac, vascular and pulmonary systems with an emphasis on the impact and adaptations during exercise to these systems.

PEPROF 752 NEW DIMENSIONS IN TEACHING LIFETIME SPORTS 3 Units

The course is designed to explore new curriculum ideas, skills, and teaching techniques used in Lifetime Sports. Utilization will be made of lectures, field trips, and participation and discussion of new techniques and activities.

PEPROF 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization. Cross-Listed: HEALAD/PEPROF/HEALTHED/RECREATN/COACHING 779

PEPROF 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units

Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

PEPROF 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PEPROF 793 PRACTICUM Repeatable 1-12 Units

Prereq: Graduate status, application and interview, completion of 9 credits at UW-Whitewater, and designated curriculum check sheet requirements. (Not to be used for first-time certification)

PEPROF 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PEPROF 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PEPROF 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of selected topic or topics under the direction of a faculty member.

PEPROF 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Physics (PHYSCS)

Courses

PHYSCS 610 MODERN PHYSICS I 3 Units

A study of twentieth century physics. Topics covered include relativity, elementary quantum physics, atomic structure, elementary nuclear physics and fundamental particles. Three one-hour lectures per week.

PHYSCS 611 MODERN PHYSICS LABORATORY I 1 Units

A laboratory course in modern physics. The experiments performed in this course complement the lectures of Modern Physics I. It is recommended that this course be taken concurrently with Modern Physics I. One two-hour laboratory per week. COREQ: PHYSCS 610 OR CONSENT OF INSTRUCTOR

PHYSCS 612 MODERN PHYSICS II 3 Units

A continuation of Modern Physics I. Topics covered include statistical mechanics, atomic and molecular spectra, x-ray spectra, physics of the solid state and nuclear physics. Three one-hour lectures per week. PREREQ: PHYSCS 610

PHYSCS 690 WORKSHOP Repeatable 1-8 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PHYSCS 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PHYSCS 790 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PHYSCS 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PHYSICS 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PHYSICS 798 INDIV STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PHYSICS 799 THESIS RESEARCH 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Political Science (POLISCI)

Courses

POLISCI 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PREREQ: 3 UNITS OF POLITICAL SCIENCE

POLISCI 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

POLISCI 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PREREQ: 3 UNITS OF POLITICAL SCIENCE

POLISCI 793 INTERNSHIP IN POLITICAL SCIENCE Repeatable 1-12 Units

Study and work with a government unit or in some area of public affairs under the direction of a faculty supervisor. Students will have the opportunity to combine academic learning with practical experience in government and politics. Students may earn a maximum of 12 credits. PREREQ: A political science general studies course.

POLISCI 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

POLISCI 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Psychology (PSYCH)

Courses

PSYCH 545 ABNORMAL PSYCHOLOGY 3 Units

An introductory survey of abnormal psychology covering the clinical syndromes included in the diagnostic classification system of the American Psychiatric Association. Current research regarding causal factors, treatment, and outcomes supplement descriptions of maladaptive patterns of behavior.

PREREQ: PSYCH 211 OR GRADUATE STANDING

PSYCH 620 FOUNDATIONS OF PROFESSIONAL SCHOOL PSYCHOLOGY 3 Units

An examination of the history, foundations, legal/ ethical, and role and function issues in school psychology. Particular attention will be focused on the exploration of specific models of school psychological service delivery, including direct intervention and school-based consultation with education and agency professionals.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 680 SCHOOL VIOLENCE AND CRISIS MANAGEMENT 3 Units

Advanced undergraduates and graduate students who have professional and/or scholarly interests in gaining a greater understanding of the variables associated with violence and crisis management in the public school setting. Emphasis on: Psychological, developmental, and risk correlates of childhood aggression; critical examination of the prevention and intervention models considered most effective and useful in the school setting; in depth understanding of crisis prevention and response models.

PSYCH 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

PSYCH 694 SEMINAR IN PSYCHOLOGY Repeatable 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PSYCH 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. May be repeated with permission of department.

PREREQ: 12 CREDITS IN PSYCHOLOGY

PSYCH 715 RESEARCH METHODS AND PROGRAM ASSESSMENT IN SCHOOL PSYCHOLOGY 3 Units

A survey of research design issues and analysis methods as they pertain to the practice of School Psychology. Topics include descriptive statistics, correlational and regression analyses, within- and between-subjects designs and analyses, single subject and small N research strategies, and program assessment in educational settings.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 724 LEARNING IN EDUCATIONAL CONTEXTS 3 Units

A survey of theories of and empirical research on learning as it takes place within educational contexts. Problems that may hinder learning and ways in which school psychologists can foster learning within educational contexts will be studied.

PREREQ: ADMISSION TO THE MSE OR EDS SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR

PSYCH 740 ASSESSMENT I: ACADEMIC ACHIEVEMENT AND PROGRESS MONITORING 3 Units

The introductory assessment course for graduate students in the School Psychology Program. Content will cover principles of psychological measurement, including test reliability, validity, scores and item construction. Substantial content will address assessment of academic achievement via traditional testing and curriculum-based assessment methods. Field work required

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY

PSYCH 745 ASSESSMENT III: INTELLECTUAL FUNCTIONING 3 Units

This course examines the nature of intelligence and basic characteristics of tests of cognitive functioning. Intensive study of the Wechsler Scales, the Differential Ability Scales, and other standardized assessments of cognitive functioning with a particular emphasis on practice in administration, scoring, and appropriate interpretation of scores is required. The course will also examine the construct of adaptive behavior and its relationship to intelligence and culturally competent assessment. Students will also receive training in written and oral communication of psychological information. Field work is required.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 746 PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE 3 Units

A survey of the mental disorders of childhood and adolescence with an emphasis on diagnosis and treatment. Theoretical approaches and current research are also included.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 762 ACADEMIC INTERVENTIONS 3 Units

This course instructs students in the theory and methods of direct, academic assessment. Students will administer, score, and interpret progress monitoring measures. Students will become familiar with evidence-based interventions specific to various academic skills and will use progress monitoring data to evaluate the effectiveness of evidence-based intervention.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR

PSYCH 766 COGNITIVE-BEHAVIORAL THERAPY WITH CHILDREN AND ADOLESCENTS 3 Units

An introductory course in direct cognitive-behavioral interventions in the school setting for advanced School Psychology Program students. Legal issues, ethical conduct, efficacy research, and theoretical foundations of cognitive-behavioral therapy will be discussed. Students will learn selected individual and group intervention procedures and apply them with children and/or adolescents in supervised school-based settings

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 768 BEHAVIOR THERAPY IN SCHOOLS 3 Units

This course is designed to provide students with competencies in understanding the principles of behavior therapy and their applications to academic and behavioral issues in school settings. The course focuses on the theoretical and practical aspects of behavior therapy for children and adolescents. Particular emphasis is placed on ecobehavioral assessment and intervention.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 769 CONSULTATION AND PREVENTION 3 Units

The study of indirect intervention procedures for use with children and adolescents. Emphasis will be placed on understanding the history, theoretical variations, implementation issues, and practical application of psychological consultation in the school setting. Additional emphasis will be placed on the consultant's role in the planning and development of primary prevention procedures with school-age populations. In-school practicum is required.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 770 ASSESSMENT II: BEHAVIOR AND PERSONALITY 3 Units

The non-biased assessment of behavior, emotional functioning, and personality in the integrated context of measurable treatment procedures is stressed. Emphasis is placed on hypothesis development and construct measurement. Course examines multi-axial assessment formats which include child-teacher-parent rating scales, interview and history taking, behavioral observation, and projective techniques.

PREREQ: ADMISSION TO SCHOOL PSYCHOLOGY PROGRAM OR CONSENT OF INSTRUCTOR.

PSYCH 785 ADVANCED CHILD DEVELOPMENT 3 Units

This course examines the dynamics of child development as they relate to school and family settings. The course focuses on applying theory, methods, and research findings in child development to the practice of school psychology. Topics include physical, cognitive, and social development from conception through adolescence.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY OR CONSENT OF INSTRUCTOR

PSYCH 786 MENTAL HEALTH DELIVERY IN SCHOOLS: APPLIED PSYCHOPHARMACOLOGY 3 Units

Students will be introduced to the pharmacological treatment of psychological disorders of childhood and adolescence. The course presents basic principles of pharmacology, psychoactive drug classifications, and rationales behind the pharmacological treatment of psychological disorders. Applied components will relate the theoretical aspects of the course material to mental health service delivery in the schools.

PREREQ: ADMISSION TO THE M.S.E. OR Ed.S. SCHOOL PSYCHOLOGY GRADUATE PROGRAM

PSYCH 787 SOCIAL CONTEXT AND DIVERSITY IN THE SCHOOL SETTING 3 Units

This course examines current theory and research related to understanding human social behavior and diversity within the school setting. Readings and discussions will cover both quantitative and qualitative research and represent psychological, anthropological, and sociological perspectives on social behavior relevant to education. Public policy issues relevant to social behavior within educational contexts will also be addressed.

PREREQ: ADMISSION TO MSE - SCHOOL PSYCHOLOGY OR EDS SCHOOL PSYCHOLOGY

PSYCH 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing hands on and participatory instructional techniques. Repeatable to 9 credits.

PSYCH 792 FIELD PLACEMENT IN SCHOOL PSYCHOLOGY *Repeatable* 1 Units

Support for field experiences for School Psychology Program students. Includes a supporting seminar.

PREREQ: ADMISSION TO MSE-SCHOOL PSYCHOLOGY

PSYCH 793 PRACTICUM IN SCHOOL PSYCHOLOGY *Repeatable* 3-9 Units

A two and one-half hour weekly seminar includes school psychological services involving the role, issues, ethics, laws and regulations pertaining to school psychology. Two days per week in a public school setting are required along with a minimum of one hour of supervision of the field placement experience.

PREREQ: ADMISSION TO GRADUATE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

PSYCH 795 INTERNSHIP IN SCHOOL PSYCHOLOGY *Repeatable* 3 Units

The internship in School Psychology is a full-time placement experience (at least half of which takes place in a public school setting) providing the student with the opportunity to acquire proficiency in the area of School Psychology. Internship supervision is on campus and in work setting. Grading is on a pass/fail basis. Repeatable to 12 credits.

PREREQ: THE MSE SCHOOL PSYCHOLOGY DEGREE, PSYCH 793 AND SIXTY CREDITS DEFINED BY THE DEPARTMENT OF INSTRUCTION TOWARD THE INITIAL EDUCATOR LICENSE.

PSYCH 796 SPECIAL STUDIES *Repeatable* 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

PSYCH 797 SPECIALIST PROJECT RESEARCH *Repeatable* 1 Units
Students, under faculty supervision, propose, design, and carry out an applied project within the field of School psychology. Approved quantitative and qualitative studies, comprehensive reviews, school-based program evaluations, or student designed assessment or intervention procedures receive faculty support and guidance. Students meet individually with faculty project advisors. Repeatable.

PREREQ: PSYCH 715 OR EQUIVALENT AND ADMISSION TO THE EDUCATION SPECIALIST DEGREE PROGRAM IN SCHOOL PSYCHOLOGY

PSYCH 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

PSYCH 799 THESIS RESEARCH *Repeatable* 1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Race & Ethnic Cultures General (RACEETH)

Courses

RACEETH 580 RACE, ETHNICITY & SOCIAL JUSTICE: ISSUES FOR HELPING PROFESSIONALS 3 Units

The course is designed to help students develop a greater understanding of the influence of one's race and ethnicity on the ways individuals perceive the world and the ways they are treated by others and by society. Within the framework of the helping professions, students will have the opportunity to examine their attitudes toward members of racial and ethnic minorities, develop ways to learn about the participation in and treatment of racial and ethnic minority groups in work, education, and social services, and examine ways to affect one's own attitudes and society to achieve social justice.

RACEETH 690 WORKSHOP *Repeatable* 1-3 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.

RACEETH 691 TRAVEL STUDY 1-3 Units
Variable topics. Faculty-led courses abroad.

RACEETH 696 SPECIAL STUDIES *Repeatable* 1-3 Units
Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

RACEETH 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Reading (READING)

Courses

READING 691 TRAVEL STUDY *Repeatable* 1-3 Units
Variable topics. Faculty-led courses abroad.

READING 764 FOUNDATIONS OF READING 3 Units
An overview of the elementary developmental reading program including the skills necessary for critical reading; development of appropriate attitudes and tastes, and adjustment of materials and methods to meet individual needs.

READING 766 LITERACY ASSESSMENT & INTERVENTION (PREK-12) 4 Units

This is a course designed to provide experience in the use of formal and informal assessments to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader (PREK-12). Meeting the literacy needs of children from diverse cultural and linguistic backgrounds is emphasized. Course content will be used in a practicum.

PREREQ: READING 764, READING 766, AND READING 772

READING 767 READING PRACTICUM: LITERACY ASSESSMENT & INTERVENTION (PREK-12) 4 Units

This is a course designed to provide experience in the use of literacy assessments to plan, implement, evaluate and revise instruction to meet the needs and interests of the struggling reader in both the K-5 and 6-12 grade level spans. Students will spend 8 weeks at each level working with students in need of reading intervention.

PREREQ: READING 764, READING 766, AND READING 772

READING 771 PLANNING AND IMPLEMENTING READING PROGRAMS 3 Units

A study of the process and procedures which may be employed in planning and implementing defensible reading programs. Students are involved in planning individual programs appropriate for their school or system.

PREREQ: READING 764, READING 772, READING 766 AND READING 767

READING 772 READING IN THE CONTENT AREAS 3 Units

Utilization of reading skills, study strategies and materials as applied to the content fields, and techniques for incorporating reading into content area instruction.

READING 773 LITERACY RESEARCH: THEORY AND APPLICATION 3 Units

The purpose of this course is to read and analyze pertinent research related to literacy instruction. Students will then apply knowledge gained from analyzing the research to identifying a literacy concept for their research, developing a review of literature, and preparing a proposal for their graduate capstone report.

PREREQ: READING 764 AND READING 772 (FOR READING EMPHASIS) OR ESL 520 AND ESL 603 AND EITHER READING 764 OR READING 772 (FOR ESL/BILINGUAL EMPHASIS)

READING 774 EMERGENT LITERACY 3 Units

This course is designed to acquaint graduate students with children's reading and writing development from birth through age 8 and with educational approaches used to promote literacy development. The creation of literate environments at home and at school is emphasized.

READING 775 SYMPOSIUM IN READING EDUCATION *Repeatable* 3 Units

The keystone of the course is the annual University of Wisconsin Reading Symposium on Factors Related to Reading Performance. The purpose of the symposium is to inform educators of current thinking on factors that appear to influence students' reading performance. The course will include attendance at the symposium and at additional class sessions. Repeatable.

Recreation (RECREATN)

Courses

RECREATN 520 LEADERSHIP AND FACILITATION OF RECREATIONAL GAMES 3 Units

This course will assist students to develop their knowledge, skills, and abilities as facilitators and leaders of recreational activities. Readings, assignments, and lecture will focus on leadership and facilitation theories and techniques. A variety of recreational activities will be introduced in class.

RECREATN 561 RECREATION AND LEISURE FOR SPECIAL POPULATIONS 3 Units

This course introduces concepts of therapeutic recreation practice, including the history of the profession, current trends, and an overview of various disabilities and disorders across the lifespan. Students will have opportunities to develop the skills and abilities necessary to work with persons with disabilities through field-based activities.

RECREATN 582 ADVENTURE AND SPORT TOURISM 3 Units

The nature of sport and adventure program areas will be examined in relation to tourism, perhaps the largest segment of the for-profit sector of the recreation profession. This course introduces students to knowledge, skills, and considerations relevant to tourism professionals operating in adventure and sport tourism settings. Participant motivation, global tourist destinations, and management concerns will be considered through readings and case studies.

RECREATN 591 OUTDOOR RECREATION LEADERSHIP 3 Units

This course provides the fundamental knowledge, skills, and experience necessary to lead people in outdoor recreational activities. The course includes topics on trip planning, safety procedures, equipment and food logistics, leadership methods and expedition behavior for a variety of outdoor trip activities. The course also includes a 3 day outdoor trip experience.

RECREATN 623 RESEARCH AND EVALUATION IN RECREATION AND LEISURE SERVICES 3 Units

This course places emphasis on research involving recreation and leisure service provision, evaluation of leisure service programs, and research methodology. Topics will include: review of existing literature, research design, data collection, and data analysis.

RECREATN 640 COMMERCIAL AND ENTERPRENEURIAL RECREATION 3 Units

Students in this class will explore commercial recreation, entrepreneurialism, and basics of travel and tourism. Topics include an overview of entrepreneurial recreation, economics, marketing and financing commercial recreation endeavors, and exploring various opportunities available in the commercial and private sector.

RECREATN 650 PLANNING, DESIGN, AND MANAGEMENT OF RECREATION FACILITIES 3 Units

This course will introduce management theories and provide practical experience in the design, development, operation, maintenance, and administration of various recreation facilities

RECREATN 680 LEGAL ASPECTS OF SPORT AND RECREATION ACTIVITIES 3 Units

This course will examine the complexities of sport and recreation litigation, primarily focused on educational institutions. Students will use this knowledge to aid their professional growth in the fields of sport and recreation activity. Topics such as risk management, contracts, liability, and policy development will provide a better understanding of the law with respect to challenges encountered by sport and recreation professionals.

PREREQ: JUNIOR/SENIOR STATUS OR CONSENT OF INSTRUCTOR
CROSS-LISTED: COACHING 480 AND RECREATN 480

RECREATN 689 MANAGING RECREATIONAL SPORTS PROGRAMS 3 Units

A study of recreational management concepts in the areas of human resources, facility operations, budget development, marketing, public relations, policy development, and program service design.

PREREQ: JUNIOR STANDING OR ENROLLED IN THE RECREATION MINOR OR INSTRUCTOR CONSENT

RECREATN 690 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

RECREATN 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

RECREATN 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

RECREATN 702 ORGANIZATION AND ADMINISTRATION OF SPORT AND RECREATION 3 Units

Students will develop and apply organizational and leadership theories to specific career interests in sport and recreation. Particular emphasis will be placed on merging theory and practice through differentiated learning activities to promote a holistic understanding of administrative leadership in complex organizations.
CROSS-LISTED: HEALEAD/RECREATN/COACHING 702

RECREATN 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 3 Units

Students will apply career and professional development theories to practice to inform professional advancement. Students will develop an understanding of networking and branding strategies for personal career advancement as well as methods to facilitate continuing education for employees within an organization.
Cross-Listed: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

RECREATN 781 CAPSTONE PORTFOLIO AND CAREER APPLICATION 3 Units

Students will make connections between research and practice appropriate to a capstone experience as the culminating requirement for graduate education resulting in a portfolio that includes a written product(s) along with reflection and/or other materials associated with the capstone experience. Cross-Listed: HELEAD/PEPROF/HEALTHED/RECREATN/COACHING 781

RECREATN 790 WORKSHOP 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

RECREATN 793 PRACTICUM Repeatable 1-12 Units

Recreation Practicum.

RECREATN 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

RECREATN 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

RECREATN 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

RECREATN 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Religious Studies (RELIGST)

Courses

RELIGST 690 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

RELIGST 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

RELIGST 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

School Business Management (SCHBUSMG)

Courses

SCHBUSMG 770 SCHOOL FINANCE AND ACCOUNTING 3 Units

School Finance and Accounting is designed for administrators and other school personnel who desire to learn the principles and concepts of school accounting; auditing and financial reporting; major sources of revenue; and cost management and investment techniques.

SCHBUSMG 771 SCHOOL BUSINESS MANAGEMENT TECHNIQUES 3 Units

This course is designed specifically for prospective school business managers and other school administrators who desire to become acquainted with various management concepts and techniques in school business operations and with applications that can utilize computerized systems for efficient operations.

PREREQ: SCHBUSMG 770

SCHBUSMG 772 LEGAL ASPECTS OF EDUCATION 3 Units

Legal information is presented in nontechnical language to educational practitioners on all facets of school operations, including the liability of school districts and employees, school fund and indebtedness, administration, pupil governance, retirement benefits, and employment relations.

SCHBUSMG 774 SCHOOL BUDGETING AND FINANCIAL PLANNING 3 Units

Budgeting and Financial Reporting is designed for administrators and other school personnel who desire to learn the conceptual and practical aspects of budgeting and financial planning; inventory control; purchasing; capital project planning and debt service management.

SCHBUSMG 775 ADMINISTRATION AND ORGANIZATION OF PUBLIC SCHOOLS 3 Units

This survey of the foundation, organization and administration of the American public school system includes the identification and examination of major issues relative to the continual development of public education such as the financing of public education and the role of the school business manager in this development.

SCHBUSMG 777 SCHOOL AUXILIARY SERVICES MANAGEMENT 3 Units

This course is designed for students seeking background knowledge and training in the management of school auxiliary services. The course emphasizes the processes and procedures necessary in the management of food services operations, school transportation operations and plant/maintenance operations.

PREREQ: RESTRICTED TO STUDENTS ADMITTED TO THE SCHOOL BUSINESS MANAGEMENT DEGREE PROGRAM.

SCHBUSMG 778 INTERNSHIP IN SCHOOL BUSINESS MANAGEMENT *Repeatable* 1-6 Units

The internship is a clinical experience which provides prospective school business managers with varied opportunities to learn in a school setting. The internship is normally an 18-week assignment in a local school system. Applications must be made one semester in advance of the desired internship period.

PREREQ: SCHBUSMG 770

SCHBUSMG 781 SCHOOL COMMUNITY RELATIONS IN A DIVERSE SOCIETY *Repeatable* 3 Units

This course is designed for aspiring business managers and other school administrators who desire to more effectively apply the concepts of leadership, interpersonal relations, conflict management, ethical decision-making, politics, diversity, and public relations in public education. The identification of varying student and community needs based on demographic differences is an integral part of this course. Specifically, racial, ethnic and gender differences are examined. Political factions at the school, local community and state levels are discussed with conclusions drawn about effective communication patterns. Ethical decision-making and conflict resolution in practical management situations is emphasized. This course is designed to assist future leaders of diverse learning organizations to enhance their abilities to foster positive relationships between schools and communities of all types.

SCHBUSMG 782 NEGOTIATIONS AND CONFLICT RESOLUTION IN EDUCATION 3 Units

Designed for school administrators and other educators who desire to learn the principles and concepts and acquire the skills needed in collective negotiations and contract management in the public schools.

SCHBUSMG 790 WORKSHOP *Repeatable* 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SCHBUSMG 796 SPECIAL STUDIES *Repeatable* 1-6 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SCHBUSMG 798 INDIVIDUAL STUDIES *Repeatable* 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

PREREQ: GRADUATE STUDENTS MUST BE ADMITTED TO THE M.B.A. OR M.P.A. ACCOUNTING.

SCHBUSMG 799 THESIS *Repeatable* 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Secondary Education (SECNDED)

Courses

SECNDED 626 METHODS OF TEACHING ENGLISH AND LANGUAGE ARTS 3 Units

Engages the student in shaping viable perspective for teaching English in today's middle/secondary school; in planning, developing, and evaluating a course, a unit, and a lesson series; in considering and practicing several modes of instructing-learning; in individualizing learning for particular adolescents; and in preparing, generally, for the Teaching Practicum.

SECNDED 627 METHODS OF TEACHING WORLD LANGUAGES 3 Units

An introduction to the principles and techniques of teaching modern world languages designed to prepare students for the Teaching Practicum. Emphasis is placed on the communicative approach to lesson planning, classroom instruction and proficiency assessment in accordance with the WI Academic Standards.

PREREQ: EDFOUND 212 AND RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 628 METHODS OF TEACHING MATHEMATICS 3 Units

A study of the materials, methods, curriculum and structure of secondary school mathematics. Review of current objectives in secondary school mathematics.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 629 METHODS OF TEACHING SCIENCE 3 Units

Designed to acquaint students with basic educational techniques; to develop in students the ability to utilize effectively techniques characteristic of science programs, namely, laboratory learning to acquaint students with new approaches to science; to familiarize students with new developments in the science curriculum; to help students gain a broad vision of their teaching profession, their science area and their responsibilities to all students.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 630 METHODS OF TEACHING SOCIAL STUDIES 3 Units

The study of the teaching-learning process, objectives in social studies, planning for teaching, selection of content and resources, teaching-learning strategies and evaluative methods.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SECNDED 705 REPRESENTATIONS OF LEARNING 2 Units

An investigation of the methods of representing perception and experience of the world. Correlations will be made between inquiry and the formalizing of meaning through imaging. special consideration will be given to applicants for alternative education programs.

SECNDED 706 LEARNING & DIVERSITY 2 Units

A critical view of social and intellectual development. Special consideration will be made for culturally and economically diverse populations within common educational settings.

SECNDED 707 FORMAL AND INFORMAL LEARNING**ENVIRONMENTS 1-3 Units**

An examination of a variety of structures within which learning occurs. The classroom will be considered both context and content for learning and the construction of meaning. Through an analysis of classroom environments participants will synthesize potentials for change in their concept of teaching and learning.

SECNDED 708 THE MARGINALIZED LEARNER 2 Units

This course will act to sensitize students to the characteristics of the marginal student and the forces that cause that marginalization. Students will evaluate the effects of their choices and actions on others (students, parents, other professionals, and the community).

SECNDED 709 LEARNING & TEACHING FOR EMPOWERMENT 2 Units

An investigation of educational practice and its application to critical theory. Democracy, community, collaboration, and empowerment relative to the alternative education programs will be considered.

Social Work (SOCWORK)

Courses

SOCWORK 501 ASSERTIVENESS TRAINING IN THE HELPING PROFESSIONS 1 Units

This course presents the principles of assertiveness training, uses experiential exercises to help students learn to present themselves more assertively, and prepares students to assist others to become more assertive. Content is focused on students who are planning a career in the helping professions.

SOCWORK 502 GRIEF MANAGEMENT IN THE HELPING PROFESSIONS 1 Units

This course focuses on issues such as adjustment to the death of someone close, helping someone who is terminally ill, and coping with other losses-such as cherished relationships. The grief counseling content is intended for students who are planning a career in the helping professions.

SOCWORK 503 MANAGING STRESS AND BURNOUT IN THE HELPING PROFESSIONS 1 Units

This course focuses on recognizing signs of destructive stress and the stages of burnout in the helping professions. Instruction is given in using a number of techniques for coping with stress such as meditation, relaxation training, time management, social support systems, biofeedback, and life planning as they apply to the helping professions.

SOCWORK 511 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I 4 Units

This course is designed to provide students with an advanced understanding of the processes of bio-psycho and socio-cultural development from infancy to older adults. Material is also presented on the social systems (families, groups, organizations, and communities) in which individuals live.

PREREQ: GENED 130 AND SOCWORK 102, ONLY ONE OF WHICH CAN BE TAKEN CONCURRENTLY

SOCWORK 512 HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT II 3 Units

This course is designed to provide students with an understanding of the processes of bio-psycho and socio-cultural development from middle adulthood through old age. Material is also presented on the social systems (mezzo and macro) in which individuals live.

COREQ: SOCWORK 511

SOCWORK 537 INTRODUCTION TO SOCIAL GERONTOLOGY 3 Units

This course is designed to introduce the student to social and physical factors related to aging. It will include information regarding social services needed to assist the older person and an analysis of gaps in current services.

SOCWORK 541 SEXUALITY FOR PROFESSIONAL GROWTH 3 Units

This comprehensive course is designed to add to students' knowledge and comfort in the area of human sexuality. Multimedia, lecture, and small group discussion techniques are used to explore issues as basic treatment skills, sex education, developmental sexuality, problem pregnancies, and common sexual dysfunctions.

SOCWORK 575 SOCIAL WORK CASE MANAGEMENT 3 Units

This course introduces students to case management and explores its utility as a service to assist a wide range of social work clients. The course goals include defining case management, carrying-out the activities, exploring legal and ethical issues, and developing practice skills. Students will perform activities core to case management.

PREREQ: SOCWORK 371

SOCWORK 580 RACE/ETHNICITY/SOCIAL JUSTICE: ISSUES FOR HELPING PROFESSIONALS 3 Units

The course is designed to help students develop a greater understanding of the influence of one's race and ethnicity on the ways individuals perceive the world and the ways they are treated by others and by society. Within the framework of the helping professions, students will have the opportunity to examine their attitudes toward members of racial and ethnic minorities, develop ways to learn about the participation in and treatment of racial and ethnic minority groups in work, education, and social services, and examine ways to affect one's own attitudes and society to achieve social justice.

SOCWORK 602 SOCIAL WORK RESEARCH 4 Units

This course introduces students to the research process. A major focus of this course is the integration of research and practice. Students will learn to use research evidence to inform practice and advocacy, and use practice-based experiences to inform scientific inquiry. Students will also learn basic quantitative skills.

PREREQ: SOCWORK 102 AND SOCWORK 311

SOCWORK 640 ADVANCED STRESS MANAGEMENT 3 Units

The class emphasis is on 1) facilitating stress management in others, 2) coping with "deep" stress such as trauma and low self-esteem, and 3) alternative avenues for coping such as Tai Chi, yoga, art therapy, and meditation. This course is appropriate for anyone in the helping professions.

PREREQ: HEALTHED 362/HEALTHED 562 OR SOCWORK 303 OR CONSENT OF INSTRUCTOR

SOCWORK 662 SOCIAL WELFARE POLICY 3 Units

This course is designed to provide students with knowledge about the process of social welfare policy formulation and implementation and with policy analysis skills. The effects of social welfare policies and organizations on both clients (especially the poor and minorities) and on social workers will be emphasized.

SOCWORK 690 SOCIAL WORK WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SOCWORK 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad.

SOCWORK 694 SEMINAR IN SOCIAL WORK**METHODS Repeatable 3 Units**

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SOCWORK 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SOCWORK 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SOCWORK 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Sociology (SOCIOLOGY)

Courses

SOCIOLOGY 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SOCIOLOGY 691 TRAVEL STUDY Repeatable 1-3 Units

Variable topics. Faculty-led courses abroad. Repeatable.

SOCIOLOGY 694 SEMINAR IN SOCIOLOGY Repeatable 3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SOCIOLOGY 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SOCIOLOGY 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SOCIOLOGY 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Spanish (SPANISH)

Courses

SPANISH 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

Special Education (SPECED)

Courses

SPECED 524 FOUNDATIONS OF SPECIAL EDUCATION 3 Units

The purpose of this course is to help students explore issues and perspectives related to basic theories in special education. The course also examines the legal and ethical implications surrounding special education, and the historical developments within the field. This course will provide teacher education students with experiences that engage them in explicitly examining their conceptions, assumptions, and attitudes related to students with exceptional educational needs. Extensive consideration will be devoted to misconceptions about multicultural and bilingual aspects of special education as well as pedagogical approaches for including students with diverse learning styles and abilities in general education environments.

PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR

SPECED 560 BEHAVIOR MANAGEMENT FOR THE INCLUSIVE CLASSROOM 3 Units

The purpose of this course is to provide general strategies to promote effective behavior management in the inclusive educational environment. Focus will be on theories and practices for facilitating successful integration of children with disabilities in the regular education classroom or public school special education programs.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 565 EVIDENCE BASED EARLY INTERVENTION FOR INFANTS AND TODDLERS 2 Units

This course examines relevant theories and pertinent research pertaining to care of infants and toddlers with special needs within the family setting and in group care programs. Content includes an examination of legislative action that calls for intervention services for the birth to three population in natural settings, screening and assessment procedures, eligibility criteria for service delivery, working closely with and supporting families, and team collaboration styles. Mental health issues related to infants and toddlers are examined in relation to those who provide care to this population.

PREREQ: EARLY CHILDHOOD MAJOR AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR

SPECED 576 MEDICAL ASPECTS OF DISABILITY 3 Units

Study of the medical, physiological, neurological, physical, developmental, and sensory characteristics of persons with physical or medical conditions which impact educational programming. Emphasis on the etiology and implications of genetic, prenatal and acquired causes of disabilities including cerebral palsy, genetic syndromes, medical fragility, technology dependency, AIDS, and prenatal drug exposure. Interdisciplinary approaches to services provided for persons with complex attendance

PREREQ: SPECED 205 (OR EQUIVALENT COURSE) OR CONSENT OF INSTRUCTOR

SPECED 606 TRANSITION PROGRAMMING FOR STUDENTS WITH DISABILITIES 3 Units

Identification of specific strategies for overcoming attitudinal and technical barriers to vocational mainstreaming of special needs students. Content includes values clarification, vocational assessment, vocational IEP development, and elementary and secondary vocational models in delivering appropriate vocational services to EEN students. Content covers grades K-12.

PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR CONSENT OF INSTRUCTOR (FOR MINORS, NON-MAJORS, AND GRADUATE STUDENTS)

SPECED 609 NONVIOLENT CRISIS INTERVENTION Repeatable 1 Units

This course provides participants with certification or recertification in Nonviolent Crisis Intervention as recognized by the Crisis Prevention Institute (CPI). Techniques for de-escalating potentially harmful situations as well as strategies for responding to direct physical threats will be presented. The instructor is certified by CPI to provide training. Participants passing the exit exam will receive a one-year certificate in non-violent crisis intervention.

Participants are asked to wear comfortable clothing suitable for physical activity and avoid wearing jewelry during the course. Students must purchase a workbook from the instructor the first day of class to participate. Students must purchase a workbook from the instructor the first day of class to participate.

SPECED 640 ADVANCED BEHAVIOR INTERVENTION STRATEGIES 3 Units

The purpose of this course is to provide special educators with the knowledge and skills to intervene with children with intense patterns of behavior that prevent the student from accessing the general education classroom. Techniques for conducting functional behavior assessments and designing behavior intervention plans will be provided. In addition, legal aspects regarding behavior intervention will be provided.

PREREQ: ENROLLMENT IN A GRADUATE ABA CERTIFICATE PROGRAM

SPECED 650 INTERVENTION FOR CHILDREN WITH EBD 3 Units

The purpose of this course is to provide intervention strategies for working with children with severe emotional/behavioral disorders. Strategies related to AODA, social skills curriculum, abuse/neglect, juvenile corrections, and medication management will be presented. In addition, methods for creating effective program models will be presented.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 658 COLLABORATION FOR EFFECTIVE INSTRUCTION 3 Units

This course develops student's skills and understanding of the laws pertaining to students with disabilities, writing individualized instructional plans, inclusion, collaboration and school-based team membership, and adaptation and modifications of instruction. Students also develop their personal philosophy of education including beliefs about teachers, students, diversity, community, inclusion, etc. and a profile of their role as a team member through the use of a variety of self-assessment tools and the use of a cooperative learning structure (base teams) for the course.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 661 FORMAL ASSESSMENT FOR YOUNG CHILDREN 3 Units

This class provides the students with knowledge of the legal and ethical considerations related to the assessment of young children (Birth through age eight). Students will acquire skills related to developmental screening, determination of eligibility for special education, conducting norm-referenced assessments, writing reports, and communication with parents and other professionals.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION AND EARLY CHILDHOOD EDUCATION PROGRAM

SPECED 662 EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD 3 Units

A course to develop advanced diagnostic skills for elementary through secondary students with mild/ moderate disabilities (LD, ED, CD). Particular emphasis is placed upon the assessment of cognitive, academic, developmental and behavioral skills that affect classroom performance. The application of advanced trend analysis and data synthesis techniques for special education placement and program planning is stressed and current issues and trends are discussed.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 665 CURRICULUM/METHODS COGNITIVE DISABILITIES - FUNCTIONAL 3 Units

For persons who will be working with individuals who have moderate and/or severe disabilities. Provides methods, strategies and techniques in assessment, curriculum development, program design, instructional strategies, material development, and community transition for the population with moderate disabilities. A major focus will be on all aspects of functional programs across home, school, community and vocational environments.

PREREQ: SPECED 205, SPECED 322, SPECED 326 AND ADMISSION TO PROFESSIONAL EDUCATION

SPECED 676 CURRICULUM/METHODS/MATERIALS FOR THOSE WITH MULTIPLE DISABILITIES 3 Units

For the individual who is interested in acquiring specialized techniques and strategies in the care, instruction, programming, and management of the person with physical, motor, medical, intellectual, communicative and/or behavioral disabilities. Specific information on positioning, physical handling, feeding facilitation, augmentative communication, sensory integration, adaptive switches, medication therapy and life skills development for the person with severe and profound disabilities.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION OR CONSENT OF INSTRUCTOR

SPECED 680 DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR 3 Units

The focus of this course is to support undergraduate and graduate teacher candidates to use formal and informal assessments, apply evidence-based practices in instruction, behavior management, working with families and community agencies in special education, gain first-hand experiences with diverse learners with disabilities, experience the different types and levels of service delivery models in different emphasis areas across the special education continuum, and reflect on how, when, and why specific evidence-based practices are implemented in public school and alternative school settings. Teacher candidates will explore respective roles and responsibilities of all student teaching personnel. Attention is also given to the recognition and application of skills and activities fundamental to the development of effective teachers. Teacher candidates will complete all special education department requirements including the Educator Teacher Performance Assessment (edTPA), unit plans, an IEP, FBA, and BIP along with online reflection journal submissions.

PREREQ: PRAXIS II, NO 'T'S OR C OR LOWER IN SPEC ED/FLD, 2.75 GPA; COREQ: SPECFLD 789A, SPECFLD 789B, SPECFLD 789C, SPECFLD 789D, SPECFLD 789F OR SPECFLD 789G, OR SPECFLD 793A, SPECFLD 793B, SPECFLD 793C, SPECFLD 793D, OR SPECFLD 793F

SPECED 686 ACADEMIC INTERVENTION I 3 Units

The course addresses phonemic awareness, phonics, advanced word reading, and reading fluency for students who struggle to read and have disabilities. Through using of research validated strategies in phonemic awareness, decoding, fluency, spelling, and handwriting, the processes and skills children and adolescents use to read fluently are examined as well as similarities and differences in reading instruction in general/special education.

PREREQ: SPECED 321, SPECED 322, SPECED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR GRADUATE STATUS AND ADMISSION TO PROFESSIONAL EDUCATION

SPECED 687 ACADEMIC INTERVENTION II 3 Units

This course addresses reading and writing instruction across the curriculum and interventions. The processes and skills children and adolescents engage in to develop vocabulary, comprehend text, and compose quality written work are examined. Specifically the difficulties encountered by students with language and learning differences are reviewed and research providing "best practices" in teaching vocabulary, comprehension and writing as tools for literacy development will be emphasized. Student will develop skills for teaching reading/writing vocabulary, reading comprehension, and writing process/products and explore technology that supports instruction. Students will master instructional strategies for reading comprehension, vocabulary knowledge, and the development and fluency skills involved in written composition.

PREREQ: SPECED 486 OR SPECED 686 AND ADMISSION TO PROFESSIONAL ED

SPECED 690 WORKSHOP *Repeatable* 1-10 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SPECED 694 SEMINAR - SPECIAL EDUCATION *Repeatable* 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SPECED 696 SPECIAL STUDIES *Repeatable* 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. PREREQ: CONSENT OF INSTRUCTOR

SPECED 700 LEGAL FOUNDATIONS OF SPECIAL EDUCATION *Repeatable* 3 Units

The purpose of this course is to provide an in-depth graduate level theoretical foundation of the field of special education. Historical trends and current issues in the field of special education will be explored with an emphasis upon the impact these issues have on current practice. Current special education law and its interaction with practice will also be explored.

SPECED 701 ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION *Repeatable* 3 Units

This course provides the post-baccalaureate student with the knowledge and skills to understand, interpret, and apply single-case design methods within the large context of research design in education. Students will learn how to evaluate single-case design research studies in order to understand current research related to the behavioral intervention. In addition, students will learn how to conduct single-case design research in order to evaluate their own intervention programs.

SPECED 702 REFLECTIVE PRACTICE AND ACTION RESEARCH 3 Units

The course assists teachers in planning, organizing, implementing, and assessing inquiry-related strategies appropriate for their classrooms. Participants will investigate current issues by way of Action Research, ethnographic, symbolic interaction, and qualitative inquiry techniques. Projects will be conducted that relate to individual classroom needs and situations. PREREQ: Graduate Standing.

SPECED 703 PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP 3 Units

This course will examine school reform and collaborative leadership from a Special Education perspective. Specifically, the course will provide students with strategic skills to promote collaborative problem-solving approaches to the development of policy and practice that will promote the development of learning communities and the revitalization of the quality of learning for all children. Students will participate in practical activities that will enhance their ability to assume informal and formal leadership roles within and across professions impacting Special Education.

SPECED 704 APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION 3 Units

Under the mentorship of the faculty advisor, the student will reflect and implement an Action Research proposal at the classroom, school and / or district level. The synthesis and summary of the findings will be disseminated via multiple formats, e.g. poster sessions, conference presentations, journal articles and the sharing of information at professional gatherings. The Action Research study will be a tool for producing artifacts that can be integrated into appropriate professional portfolios to enhance professional development, career mobility of qualification for NBPTS certification.

PREREQ: SPECED 700, SPECED 701, SPECED 702, EDFOUND 740 OR CONSENT OF DEPARTMENT CHAIRPERSON

SPECED 705 PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION *Repeatable* 3 Units

This course will prepare practicing teachers to develop professional portfolios. Students can select from three types of portfolios -- a Professional Development Portfolio, a Showcase Portfolio or a portfolio that can be used as part of an application for National Board Certification. The Professional Development Portfolio will assist teachers in meeting the requirements for continuing licensure. A showcase portfolio will assist teachers who wish to move into another professional position. The National Board portfolio is one of the major requirements in achieving National Board Certification. Students will acquire skills in developing and refining artifacts suitable for each type of portfolio. They will learn how to write reflective commentaries, to self-assess their working according to external standards, to acquire skills (e.g. videotaping lessons; developing web pages) that will assist them in producing high quality artifacts representing their best work. Students may take this class up to two times to complete their portfolio.

PREREQ: STUDENTS SEEKING THE MSE IN SPECIAL EDUCATION WILL BE EXPECTED TO HAVE COMPLETED THE GENERAL CORE, THE SPECIALTY CORE, AND THE PROFESSIONAL DEVELOPMENT CORE CLASSES. OTHERS MAY BE ADMITTED WITH CONSENT OF THE INSTRUCTOR.

SPECED 706 TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS 3 Units

This course examines specific vocational assessment strategies using an ecological approach to in-school data collection. Assessment of occupational interests, aptitude, and learning styles in relationship to IEP development, placement within specific occupational clusters, and successful transition to post-secondary training and/or employment environments is presented.

SPECED 707 FOUNDATIONS OF AUTISM SPECTRUM DISORDER *Repeatable* 3 Units

The purpose of this course is to provide an in-depth graduate level introduction to the foundations of autism spectrum disorder. This course includes an overview of autism spectrum disorder, including discussion of diagnostic issues, philosophical issues, research on the biological and psychosocial bases of the disorders, as well as an overview of intervention techniques and legal issues. The basic principles of behavioral analysis are covered.

PREREQ: SPECED 205 OR CONSENT OF INSTRUCTOR

SPECED 708 METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS 3 Units

This course provides students with methods of instructing children with autism spectrum disorders. The focus will be on developing functional skills based upon individual children's needs. Methods of instruction will include applied behavior analysis, sensory integration, TEACCH, and functional and ecological assessment procedures.

PREREQ: SPECED 707 OR CONSENT OF INSTRUCTOR

SPECED 709 ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS 3 Units

The purpose of this course is to provide students with specialized training in applied behavior analysis. This course will provide in-depth training in advanced concepts related to changing behavior, maintaining behavior change, teaching skills and making data-based intervention decisions. In addition, this course will discuss the ethical issues related to behavior change.

SPECED 710 ADVANCED APPLICATIONS IN APPLIED BEHAVIOR ANALYSIS 3 Units

The purpose of this course is to integrate and apply knowledge and skills from all courses in the certificate program. Students will learn how to create ABA-based programs to teach adaptive behavior, self-help, communication and social skills targeting individuals with Autism Spectrum Disorders, Developmental Disabilities or Emotional/Behavioral Disorders. Students will apply concepts from previous courses to create environments that promote learning and minimize challenging behavior in which to implement their ABA-based programs.

SPECED 711 ETHICS IN RESEARCH AND APPLIED BEHAVIOR ANALYSIS 3 Units

This course is designed to meet professional standards involving ethics, as outlined by the Fourth Edition Task List of the Behavior Analyst Certification Board. This course has been developed for prospective therapists, researchers, and educators who are seeking certification as a Board Certified Behavior Analyst. PREREQ: SPECED 709

SPECED 731 DIFFERENTIATION IN THE CLASSROOM 3 Units

Differentiated Instruction is a teaching theory based on the premise that the instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. "In a differentiated classroom, the teacher proactively plans and carries out varied approaches to content, process, and product in anticipation of and response to student difference in readiness, interest, and learning needs." (Tomlinson, 2001, p.7) This workshop will study the principles of defensible differentiation, backward design, and strategies to provide challenging and future-oriented instruction that promotes both engagement and understanding.

SPECED 760 FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD 3 Units

This course addressed the characteristics of students with cognitive disabilities, learning disabilities, and emotional/behavioral disabilities. The purpose of this course is to provide an overview of the theoretical and historical issues related to three high incidence disabilities. Specific application of theory and history will be applied to all three areas looking at characteristics across the life span. Inter-relationships of the characteristics, needs and implication for practice will be explored. Eligibility and models of service delivery will also be examined. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 761 INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM 3 Units

This course is designed to help prospective education teachers learn to work effectively with students with mild disabilities. Instructional principles and strategies to provide quality instruction to help students become successful learners will be emphasized. Content emphasis includes models of instruction, and methods for delivery of instruction including lesson planning and unit planning. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 766 PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES 3 Units

The purpose of this course is to provide students with theory, general principles, and procedures for fostering collaborative partnerships among families, professionals, students, and other stakeholders that lead to outcomes of individual and mutual empowerment. Students will gain knowledge of interpersonal and collaborative skills that support partnerships between parents and school/community professionals as well as between school professionals and other community service providers. Information concerning national, state, and local resources for families of children with disabilities will be provided and integrated into class activities. Students who are not currently teaching will have to fulfill independent field experience expectations.

SPECED 776 CURRICULUM AND METHODS FOR LOW INCIDENCE DISABILITIES 3 Units

This course focuses on meeting the educational needs of students requiring a functional intensive special education program. Methods of instruction will include strategies to promote general curriculum access for individual with significant and multiple disabilities; addressing the unique learning and support needs required to educate students with low incidence disabilities.

PREREQ: SPECED 760 AND SPECED 761

SPECED 781 SCHOOL-TO-ADULT LIFE TRANSITIONAL PROGRAMMING 3 Units

This course will examine direct and indirect instructional support strategies which facilitate successful vocational programming of individuals with exceptional educational needs within secondary and post-secondary environments. The Designated Vocational Instructor model and transition methods are emphasized.

SPECED 783 GRADUATE FIELDWORK AND PORTFOLIO DEVELOPMENT 3 Units

This course assists graduate teacher candidates to develop their gateway portfolio. This portfolio includes artifacts from Characteristics, Methods, and a performance component. The artifacts selected should demonstrate competencies on the Council for Exceptional Children (CEC) and Wisconsin Teaching Standards (WTS). The performance component will be comprised of completing 25 hours in an assigned field placement, and a written project. Teacher candidates must earn a passing grade on this portfolio, and passing scores on all clinical evaluations and field projects, for entrance into the Directed Teaching Block.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECED 785 CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE Repeatable 1 Units

The Pre-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators, and alumni. Specifically, the Pre-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

COREQ: SPECED 786

SPECED 786 CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE Repeatable 1 Units

The Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices related to critical issues facing the field of special education. Topics are selected on the basis of need, interest, or timeliness and will change each time the course is offered. Institutes will be offered in the summer session and conducted by international and national leaders with expertise on the topic. SPECED 785 Current Topics in Special Education: Pre-Institute (1 credit) and SPECED 787 Current Topics in Special Education: Post-Institute (1 credit) can be taken prior to and following each summer institute and provide a more in-depth examination of the topic.

SPECED 787 CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE Repeatable 1 Units

The Post-Institute is designed with the practical needs of educators in mind and will provide participants a comprehensive examination of current literature and practices within their school districts related to the current topic designated in the course SPECED 786 Current Topics in Special Education: Institute. These topics will change on an annual basis and be determined by department faculty in consultation with a graduate advisory committee comprised of teachers, administrators and alumni. Specifically, the Post-Institute will focus on the identification of key elements needed to create a framework for strategic planning to improve programming practices within schools related to the Institute topic.

COREQ: SPECED 786

SPECED 790 WORKSHOP Repeatable 1-3 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

SPECED 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

SPECED 796 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.

SPECED 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

SPECED 799 THESIS RESEARCH Repeatable 1-6 Units

Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course. PREREQ: Consent of instructor.

Special Education Field (SPECFLD)

Courses

SPECFLD 610 GENERAL EDUCATION FIELD WORK 2 Units

This field experience provides students with experience in a general education classroom where inclusionary practices for individuals with special needs are applied including opportunities to become familiar with the range of students' abilities, curricular focus, achievement expectations, enhancements, adaptations, and modifications of instruction; and collaborative practices of general and special educators.

PREREQ: SPECED MAJOR AND SPECED 361 AND SPECFLD 385 AND ADMISSION TO PROFESSIONAL EDUCATION, OR SPECED MINOR AND SPECED 361 AND ADMISSION TO PROFESSIONAL EDUCATION COREQ: SPECED 458 AND ADMISSION TO PROFESSIONAL EDUCATION

SPECFLD 685G FIELD STUDY INFANTS AND TODDLERS WITH DISABILITIES 1 Units

In this field study, students practice written and oral reflection about early intervening services and accommodate their beliefs and knowledge of theory to the daily experiences of families living and raising infants and toddlers with disabilities in natural environments. Students share their reflections during weekly on-line discussions with the instructor.

PREREQ: RESTRICTED TO STUDENTS WITH PROFESSIONAL ED ADMISSION

SPECFLD 789B PRACTICUM: LEARNING DISABILITY Repeatable 1-6 Units

PRACTICUM: LEARNING DISABILITY

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 789C PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS 1-6 Units

PRACTICUM: EMOTIONAL/BEHAVIORAL DISORDERS
 PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 789D PRACTICUM: CROSS CATEGORICAL Repeatable 1-6 Units

PRACTICUM: CROSS CATEGORICAL
 PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 789F PRACTICUM:EARLY CHILDHOOD SPECIAL EDUCATION 1-6 Units

Graduate level, professional experience with young children with disabilities (five through eight) in student's own place of employment; under the guidance of carefully selected, qualified on-site supervisors. Site must be approved by ECSE faculty.

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 789G PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE 1-6 Units

PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION BIRTH TO THREE PREREQ: RESTRICTED TO STUDENTS WITH ADMISSION TO DIRECTED TEACHING, PRACTICUM, INSERVICE PRACTICUM AND CONSENT OF DEPARTMENT.

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 789A PRACTICUM: COGNITIVE DISABILITY Repeatable 1-6 Units

PRACTICUM: COGNITIVE DISABILITY
 PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 793A INSERVICE PRACTICUM: COGNITIVE DISABILITY 1-6 Units

INSERVICE PRACTICUM: COGNITIVE DISABILITY
 PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 793B INSERVICE PRACTICUM: LEARNING DISABILITY 1-6 Units

INSERVICE PRACTICUM: LEARNING DISABILITY
 PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 793C INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS 1-6 Units

INSERVICE PRACTICUM: EMOTIONAL BEHAVIORAL DISORDERS
 PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 793D INSERVICE PRACTICUM: CROSS CATEGORICAL 1-6 Units

INSERVICE PRACTICUM: CROSS CATEGORICAL
 PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 793F INSERVICE PRACTICUM IN EARLY CHILDHOOD SPECIAL EDUCATION 3 - 8 1-6 Units

Graduate level, professional experience with young children with disabilities (five through eight) in student's own place of employment; under the guidance of carefully selected, qualified on-site supervisors. Site must be approved by ECSE faculty.

PREREQ: PASS PRAXIS II, HAVE NO INCOMPLETE GRADES OR GRADES LOWER THAN C IN SPECED OR SPECFLD COURSES, 2.75 GPA AND CONSENT OF DEPT; COREQ: SPECED 680

SPECFLD 798 INDIVIDUAL STUDIES Repeatable 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Study Abroad (STDYABRD)

Courses

STDYABRD 691 EXCHANGE STUDY SPONSORED BY UW-WHITEWATER Repeatable 1-18 Units

EXCHANGE STUDY SPONSORED BY UW-WHITEWATER

Theatre (THEATRE)

Courses

THEATRE 690 WORKSHOP Repeatable 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Offered on demand.

THEATRE 694 SEMINAR Repeatable 1-6 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member. Offered on demand.

THEATRE 696 SPECIAL STUDIES Repeatable 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Offered on demand.

THEATRE 790 WORKSHOP 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques. Offered on demand

THEATRE 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member. Offered on demand.

THEATRE 796 SPECIAL STUDIES 1-3 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Offered on demand.

THEATRE 798 INDIVIDUAL STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member. Offered on demand.

THEATRE 799 THESIS RESEARCH 1-6 Units

Offered on demand. Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Women's Studies (WOMENST)

Courses

WOMENST 580 GENDER LAW AND POLICY (GS) 3 Units

A study of legal, social, and moral issues related to gender, such as the definition of sexual difference, inequality in the workplace, lesbian and gay rights, violence against women, and abortion rights. How these issues have been handled historically and normatively within the legal system will be investigated.

WOMENST 664 WOMEN IN INTERNATIONAL RELATIONS 3 Units

This course is designed to provide students with the opportunity to study and analyze international relations from a multi-disciplinary perspective. It will examine current understandings of the causes, processes and structures of international relations, violent conflict, as well as resolution of those conflicts and peace within the context of Feminist theories. The goal is to examine the role of women in international relations, international security, conflict and peace through different approaches to the study of conflict and how it is understood. The course will consider both the strength and limitations of various disciplinary approaches. The traditional approaches to international relations, international security, international conflict and peace reflect viewpoints consistent with masculine perspectives on power and security. The goal is to consider how the limitations of the approaches can be effectively challenged and what alternatives might be offered. Themes for discussion will include gender, race, ethnicity, nationalism, state, community, conflict and peace.

PREREQ: 3 UNITS OF POLITICAL SCIENCE OR 3 UNITS OF WOMEN STUDIES

WOMENST 690 WORKSHOP IN WOMEN'S STUDIES 1-6 Units

Variable topics. Group activity oriented presentations emphasizing `hands on` and participatory instructional techniques.

WOMENST 696 SPECIAL STUDIES *Repeatable* 1-4 Units

Variable topics. Group activity. Not offered regularly in the curriculum but offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings. Repeatable.

WOMENST 793 INTERNSHIP IN WOMEN'S STUDIES 3 Units

Work and study with an agency or institution related to women's issues. Students working under faculty supervision will combine academic learning with practical experience. Prereq: 12 credits in courses approved for Women's Studies or approval of Women's Studies Internship Committee.

WOMENST 794 SEMINAR 1-3 Units

Variable topics. Group activity. An advanced course of study in a defined subject matter area emphasizing a small group in intense study with a faculty member.

WOMENST 798 INDEPENDENT STUDIES 1-3 Units

Study of a selected topic or topics under the direction of a faculty member.

Prereq: Consent of Instructor and 6 units from the approved course list or approval of the Women's Studies Chairperson.

INDEX

A

Academic Information	10
Accounting (ACCOUNT)	111
Accounting Degree Program (MPA)	24
Accounting Requirements (MPA)	26
Admission	6
African American Studies (AFRIAMR)	113
American Indian Studies (AMERIND)	113
Anthropology (ANTHROPL)	113
Application Process	7
Applied Economics Degree (MS)	43
Applied Economics Degree Requirements (MS)	45
Art History (ARTHIST)	113
Art Studio (ARTSTDIO)	114
Arts & Communication Interdepartmental (ACINDP)	114
Asian Studies (ASIANSTD)	114
Astronomy (ASTRONMY)	114

B

Biological Sciences (BIOLOGY)	114
Business & Economics Interdepartmental (BEINDP)	115
Business Administration (DBA)	115
Business Administration (MBA)	27
Business and Marketing Education Degree Program (MS)	52
Business and Marketing Education Degree Requirements (MS)	53

C

Certificate in Addictions Counseling	62
Certificate in Applied Behavior Analysis	90
Certificate in Autism Specialist Program	90
Certificate in Clinical Mental Health Counseling	62
Certificate in Community Counseling	63
Certificate in Construction Safety Program	49
Certificate in Graduate Business Foundations	40
Certificate in Graduate Project Management	40
Certificate in Human Resource Management	40
Certificate in Occupational Ergonomics	49
Certificate in Professional Development Process	83
Certificate in School Counseling	63
Certificate in Teaching in Alternative Education Settings Program	83
Certificate in Transition Specialist Program	90
Chemistry (CHEM)	116
Chicano Studies (CHICANO)	116

CI Business & Marketing Education (CIBME)	115
Coaching (COACHING)	116
College of Arts and Communication	19
College of Business and Economics	24
College of Education and Professional Studies	52
College of Letters and Sciences	92
Communication (COMM)	117
Communication Degree Program (MS)	19
Communication Degree Requirements (MS)	22
Communication Sciences and Disorders Degree Program (MS)	54
Communication Sciences and Disorders Degree Requirements (MS)	56
Communicative Disorders (COMDIS)	119
Computer Science	98
Computer Science (COMPSCI)	121
Counseling Degree Program (MS)	57
Counseling Degree Requirements (MS)	61
Counselor Education (COUNSED)	122
Course Inventory	111
Criminal Justice (CRIMJUS)	125
Curriculum & Instruction Field (CIFLD)	125
Curriculum & Instruction General (CIGENRL)	125

D

Data Analytics	41
Doctorate of Business Administration (DBA)	41
Doctorate of Business Administration Degree Requirements (DBA)	43

E

Early Childhood (EARLYCHD)	127
Economics (ECON)	128
Ed Foundations Practicum (EDFNDPRC)	130
Education Interdepartmental (EDUINDP)	130
Education Specialist - School Psychology Degree Program (Ed.S.)	92
Education Specialist Degree Requirements (Ed.S.)	94
Educational Administration (EDADMIN)	131
Educational Foundations (EDFOUND)	131
Educational Leadership and Policy Analysis Degree Requirements (MS)	66
Educational Leadership Degree Program (MS)	63
Elementary/Middle (ELEMID)	132
English (ENGLISH)	133
English as a Second Language (ESL)	133
Environmental Safety And Health Degree Program	46
Environmental Safety and Health Requirements (M.S.)	48
Exceptions, Grievances, and Grade Appeals	10

F			
Finance and Business Law (FNBSLW)	134	Professional Development Program (MSE-PD)	67
Financial Assistance	14	Psychology (PSYCH)	150
French (FRENCH)	135	R	
G		Race & Ethnic Cultures General (RACEETH)	152
Geography (GEOGRPY)	135	Reading (READING)	152
Geology (GEOLGY)	135	Recreation (RECREATN)	152
Graduate Catalog	3	Religious Studies (RELIGST)	153
Graduate Course Information and Policies	13	Residency	9
Graduate Education	4	S	
Graduate Faculty	100	School Business Management (SCHBUSMG)	154
Graduate Non-Degree Seeking Admission Requirements	7	School Business Management Degree Program	49
Graduate School Policies, Procedures and University Information	6	School Business Management Degree Requirements (MSE)	50
Graduation Requirements	12	School of Graduate Studies Mission Statement	5
H		School Psychology (MSE)	95
Health Education (HEALTHED)	135	School Psychology Degree Requirements (MSE)	97
Higher Education Leadership (HELEAD)	136	Secondary Education (SECNDED)	154
History (HISTRY)	138	Social Work (SOCWORK)	155
I		Sociology (SOCIOLOGY)	156
Information Technology & Supply Chain Management (ITSCM)	138	Spanish (SPANISH)	156
Intrauniversity (INTRAUNV)	140	Special Education (SPECED)	156
J		Special Education - Emphasis Cross Categorical Requirements (MSE)	89
Journalism (JOURNLSM)	140	Special Education Degree Program (MSE)	84
L		Special Education Field (SPECFLD)	160
Letters & Sciences Interdepartmental (LSINDP)	141	Special Education with an Emphasis in Professional Development (M.S.E.)	89
Library Media (LIBMEDIA)	141	Study Abroad (STDYABRD)	161
Licensure and Admission to Professional Education	15	T	
M		Theatre (THEATRE)	161
Management (MANGEMNT)	142	Trauma-informed and Trauma Responsive Treatment Certificate	91
Management Computer Systems (MCS)	144	W	
Marketing (MARKETNG)	144	Women's Studies (WOMENST)	162
Master Degree Program Options	12		
Master of Business Administration Requirements (MBA)	38		
Master of Science in Education Professional Development Requirements (MSE-PD)	79		
Mathematics (MATH)	145		
Music (MUSC)	146		
O			
Occupational and Environmental Safety & Health (SAFETY)	146		
P			
Philosophy (PHILSPHY)	148		
Physical Education General (PEGNRL)	148		
Physical Education Professional (PEPROF)	148		
Physics (PHYSCS)	149		
Political Science (POLISCI)	150		