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Message from the Interim Associate Provost

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@uw.edu, 262-472-1006, or stop in our offices in the Roseman Building.

Joan Littlefield Cook
Interim Associate Provost

University of Wisconsin-Whitewater
School of Graduate Studies 2019-2020 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
Hyer Hall 330
University of Wisconsin-Whitewater
800 West Main Street
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. Inquires 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 over 16,000 master's degrees. It is presently the fourth largest graduate school in the UW System with 1,298 students enrolled during the fall of 2018.

Master's degree programs are available in accounting, business administration, communication, communication sciences & disorders, computer science, counseling, educational leadership & policy analysis, environmental safety & health, finance, professional studies, school business management, school psychology, social work, 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, counseling, safety, school business management, 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 Hall 2013
University of Wisconsin-Whitewater
Whitewater, WI 53190
262-472-1006
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 School of Graduate Studies. 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 a contingent basis. The admission status (e.g., "good standing" vs. "contingent") 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.coursesleaf.com/undergraduate/business-economics/inter-departmental-majors-emphases/business-masters-bridge-cert/)

Computer Science Bridge (See https://uww-next.coursesleaf.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 3.00\(^1\) 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.

**Contingent Admission**

A student who does not meet the requirements for admission in good standing may be admitted to a degree program with contingent admission 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; active service as a member of the U.S. military; 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 under the terms of contingent admission must earn a GPA of 3.0 for the first nine graduate credits 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. The application can be found 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.

Between 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
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 Hall 2013
University of Wisconsin-Whitewater
800 West Main Street
Whitewater, WI 53190

Electronic transcripts can be sent to: gradschl@uww.edu

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.

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 Hall 2013, University of Wisconsin-Whitewater, 800 W Main Street, Whitewater WI 53190 Electronic transcripts can be sent to: gradschl@uww.edu (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.

8. 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.

9. 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.

10. In addition, International students must:

11. Submit an official "course-by-course" evaluation of all foreign educational credentials. Contact: Educational Credential Evaluators, Inc. (ece.org), World Educational Services (wes.org) or any NACES accredited evaluation service. Approval for a different evaluator is at the discretion of the School of Graduate Studies.

12. 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 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) 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

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.

13. 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.

14. 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 twelve units, must be
completed at UW-Whitewater. Graduate programs can choose to have
more restrictive policies and have discretion in determining which
transfer courses they accept toward degree requirements. Additional
course work taken at other institutions may allow specific program
requirements to be waived; however, no more than twelve transfer units
may be applied toward the unit requirements of a degree program. Some
specific consortium arrangements between UW-Whitewater and other
institutions may allow more than twelve 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

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,
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
651-642-0533 or 1-800-657-3866
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 School of 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 Interim Associate Provost in 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 Interim Associate Provost in the School of Graduate Studies, within 3 calendar days of presentation of Committee findings. The Interim Associate Provost 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 Interim Associate Provost 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/graduation/gradform.

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 added to the student accounts. 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 advisor 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 found 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 units 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 Office 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. A PDF copy 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. 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.

693 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.

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.

698 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.

699 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 7.60%.

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 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 2018-2019 academic year was $10,882. 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).

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
Hyer Hall 130
University of Wisconsin-Whitewater
800 West Main Street
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 2018-2019 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
McCutchan Hall 226
University of Wisconsin-Whitewater
800 West Main Street
Whitewater, WI 53190-1790
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 (EDFNDPRC 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
  - EDFNDPRC 210 “Introduction to Education and Teaching” at UW-Whitewater, OR
  - If the EDFNDPRC 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 EDFNDPRC 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 2003 Winther Hall, 262-472-1585, or http://www.uww.edu/coeps/advising-admissions/admission-to-professional-education.
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

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
Heide Hall 414
262-472-5026
davisc@uww.edu

Department
Heide Hall 400
262-472-1034
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 (as determined by the graduate coordinator) 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 "contingently.”
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 a contingent 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 a contingent basis must achieve a cumulative graduate GPA of 3.0 within the first 9 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
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 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 are available at http://academics.uww.edu/commgrads/forms.html or from the graduate coordinator. Note, Comm/Journlsm 789 Thesis credits and Comm/Journlsm 789 ACP credits may not be taken concurrently with Comm/Journlsm 789 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.

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. May change each time the course is offered.

JOURNLSM 705 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 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.

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.

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

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<tr>
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<td>CURRENT TOPICS IN MASS COMMUNICATION (Topics vary; may be repeated)</td>
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<td>COMM 731</td>
<td>EFFECTS OF MASS COMMUNICATION</td>
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<td>Select two of the following:</td>
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<td>JOURNALSM 505</td>
<td>HISTORY OF MASS COMMUNICATION</td>
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<td>JOURNALSM 620</td>
<td>LAW OF MASS COMMUNICATION</td>
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<td>JOURNALSM 630</td>
<td>COMMUNICATION AND PUBLIC OPINION</td>
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<td>COMM 640</td>
<td>NEW COMMUNICATION TECHNOLOGIES</td>
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**Communication Emphases**

Choose one of the following emphases.

**Corporate Communication**

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<td>COMM 703</td>
<td>SEMINAR IN CORPORATE COMMUNICATION (Topics vary; may be repeated)</td>
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<td>COMM 627 or COMM 629</td>
<td>COMMUNICATION TRAINING</td>
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</table>

Total Units 9
College of Business and Economics Mission Statement

The University of Wisconsin-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)
Business Administration Degree Program (M.B.A.) (p. 29)
Doctorate of Business Administration (D.B.A.) (p. 44)
Environmental Safety and Health Degree Program (M.S.) (p. 46)
Finance (M.S.) (p. 50)
School Business Management Degree Program (M.S.E.) (p. 52)

Certificate Programs

Certificate in Construction Safety (p. 49)
Certificate in Data Analytics (p. 43)
Certificate in Graduate Business Foundations (p. 42)
Certificate In Graduate Project Management (p. 43)
Certificate in Human Resource Management (p. 43)
Certificate in Occupational Ergonomics (p. 49)
Certificate in School Business Management (p. 54)

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 Hall 3525
262-472-6949
dalya@uww.edu

Department

Hyland Hall 4300D
262-472-1945
gradbus@uww.edu

Additional Admission Requirements

Admission to a master's business degree program requires an applicant to:

1. Meet the UW-Whitewater graduate admissions policy (http://www-public.courseleaf.com/graduate/graduate-school-policies-procedures-university-information/admission), and
2. Satisfy one of the following
   a. Earned an AACSBI accredited undergraduate business degree with a 3.0 GPA or higher, or
   b. Earned an undergraduate degree with a 3.5 GPA or higher, or
   c. Have at least 4 years of professional work experience and an undergraduate degree with a 3.0 GPA or higher, or
   d. Have 7 or more years of professional work experience, or
   e. Served or serving in the US Military with qualified active duty, or
   f. Earned a graduate degree from a regionally accredited US or an equivalent institution, or
   g. Hold a College of Business and Economics approved professional certification, or
   h. Completed the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE)* with
      • A composite score of at least 1100 based on the formula: (GMAT Score) + (200 X (last half of undergraduate grade point average based on a 4-point scale)), or
      • A composite score of at least 1150 based on the formula: (GMAT Score) + (200 X (last half of undergraduate grade point average based on a 4-point scale)), or
      • A composite score between 950 – 1100 for consideration for probationary admission
   * GRE scores are converted to a comparable GMAT Score
3. A Test of English as a Foreign Language (TOEFL) internet-based 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. 27)

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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 ratio and statement analysis techniques are also integrated.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM OR CERTIFICATE PROGRAM

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 interpreting and analyzing financial statements.
PREREQ: ACCOUNT 461 WITH A GRADE OF “C” OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 465 WITH A GRADE OF “C” OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
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 343 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 757 ISSUES IN FINANCIAL ACCOUNTING  3 Units
This course examines complex accounting issues and other content not covered in the financial accounting sequence. When applicable, financial statement analysis is used to supplement the understanding of the content.
PREREQ: ACCOUNT 781; ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 758 TAX RESEARCH  3 Units
This course helps students to develop advanced research and writing skills within the corporate and individual taxation context.
PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
UNREQ: ACCOUNT 759

ACCOUNT 759 TAX RESEARCH, VOLUNTEER EXPERIENCE, AND PRACTICAL TAX LEARNING  3 Units
This course helps students to develop advanced research and writing skills within both the corporate and individual taxation context. Students also apply preparation and reviewing skills onsite at the Volunteer Income Tax Clinic (VITA), so that the course also provides for a service-based learning component.
PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
UNREQ: ACCOUNT 758

ACCOUNT 760 INTERNATIONAL TAXATION  3 Units
This course helps students to develop advanced international tax research and writing skills. Students will compare and contrast complex global business arrangements in a tax technical context, apply new federal and international tax regulations to evolving corporate tax structures, and recognize ethical tax considerations within a diverse and global economy.
PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 783 INTERNATIONAL ACCOUNTING  2 Units
This course examines the international dimension of accounting and financial reporting for multinational enterprises. Topics include (a) the international standard-setting process, including convergence with US GAAP, (b) IFRS for recording transactions and preparing financial statements, (c) a detailed comparison of IFRS and US GAAP, and (d) accounting for the translation of financial statements and for changing prices.
PREREQ: ACCOUNT 781; ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 students 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.
PREREQ: ACCOUNT 343 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 789 READINGS AND RESEARCH IN ACCOUNTING  1 Units
Student will examine professional practices and conduct applied research to an accounting problem. The course serves as the capstone experience and requires the successful completion of a course project.
PREREQ: ACCOUNT 781; AT LEAST 18 UNITS MUST BE COMPLETED IN MPA PROGRAM; HAVE DEPARTMENT CONSENT COREQ: ACCOUNT 757; ACCOUNT 783

ACCOUNT 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT
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.
PREREQ: ACCOUNT 343 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE 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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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

Accounting Requirements (MPA)

Degree Requirements
1. Students who have completed any of the required courses before entering the MPA program may substitute electives.
2. Students must have a grade point average of at least 3.00 in the Common Body of Knowledge and a grade point average of at least 3.00 in the Accounting Core Requirements before taking courses numbered 730 or above. Students must have a grade of a C or better in the Common Body of Knowledge courses and Accounting Core Requirements before taking courses numbered 730 or above.
3. At least 24 units from the advanced topic requirements, emphasis, and elective areas must be numbered 730 or above and be beyond the Common Body of Knowledge and Accounting Core Requirements.
4. At least 18 units from the advanced topic requirements, emphasis, and elective areas must be ACCOUNT courses numbered 730 or above.
5. A grade point average of at least 3.00 in emphasis courses and in courses prescribed for the program. Grades earned outside the program cannot be used to adjust the program grade point average.

Accounting (M.P.A.)

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<td>ECON 703</td>
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<td>TECHNOLOGY AND INFORMATION SYSTEMS</td>
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Accounting Core Requirements  0-30
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<td>ACCOUNT 341</td>
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<td>TAX I</td>
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Advanced Topic Requirements  9
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<td>ACCOUNT 781</td>
<td>ACCOUNTING THEORY AND APPLIED RESEARCH</td>
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<td>ACCOUNT 789</td>
<td>READINGS AND RESEARCH IN ACCOUNTING</td>
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Emphasis  9
All students must select at least one emphasis (see below)

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<td>9</td>
</tr>
<tr>
<td>Audit &amp; Analytics</td>
<td>9</td>
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Electives  12
Select 12 credits of approved graduate business electives (see below)

Total Units  30

Emphasis (9 credits)
All students must select at least one emphasis. Courses cannot be used to satisfy requirements in more than one emphasis.

Taxation

Select three of the following
<table>
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<tbody>
<tr>
<td>ACCOUNT 756</td>
<td>CORPORATE AND SPECIAL ENTITIES TAXATION</td>
<td></td>
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<tr>
<td>ACCOUNT 758</td>
<td>TAX RESEARCH</td>
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<tr>
<td>or ACCOUNT 759</td>
<td>TAX RESEARCH, VOLUNTEER EXPERIENCE, AND PRACTICAL TAX LEARNING</td>
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<tr>
<td>ACCOUNT 760</td>
<td>INTERNATIONAL TAXATION</td>
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</tbody>
</table>

Total Units  9

Audit & Analytics

Select three of the following (at least one course must be selected from ACCOUNT 749 and ACCOUNT 767; at least one course must be selected from ITSCM 773, ITSCM 774, and ITSCM 777)
### Accounting Requirements (MPA)

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<tr>
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<td>ASSURANCE SERVICES AND SYSTEMS ENGAGEMENTS</td>
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<tr>
<td>ACCOUNT 767</td>
<td>FORENSIC ACCOUNTING AND PROFESSIONAL ETHICS</td>
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<td>ITSCM 773</td>
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<td>DATA ANALYTICS AND BUSINESS INTELLIGENCE</td>
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<td>ITSCM 776</td>
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<td>ITSCM 777</td>
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### Finance

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<td>FNBSLW 770</td>
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### International Business

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### Customized

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

**Master of Business Administration (MBA)**

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 Hall 4300D  
262-472-1945  
gradbus@uwu.edu

**Department**  
Hyland Hall 4300  
262-472-1945  
gradbus@uwu.edu

**Additional Admission Requirements**

Admission to a master’s business degree program requires an applicant to:

1. Meet the UW-Whitewater graduate admissions policy (http://uw-public.coursetable.com/graduate/graduate-school-policies-procedures-university-information/admission), and
2. Satisfy **one** of the following:
   a. Earned an AACSB accredited undergraduate business degree with a 3.0 GPA or higher, or
   b. Earned an undergraduate degree with a 3.5 GPA or higher, or
   c. Have at least 4 years of professional work experience and an undergraduate degree with a 3.0 GPA or higher, or
   d. Have 7 or more years of professional work experience, or
   e. Served or serving in the US Military with qualified active duty, or
   f. Earned a graduate degree from a regionally accredited US or an equivalent institution, or
   g. Hold a College of Business and Economics approved professional certification, or
   h. Completed the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE)* with
      • A composite score of at least 1100 based on the formula: (GMAT Score) + [200 X (overall undergraduate grade point average based on a 4-point scale)], or
      • A composite score of at least 1150 based on the formula: (GMAT Score) + [200 X (last half of undergraduate grade point average based on a 4-point scale)], or
      • A composite score between 950 – 1100 for consideration for probationary admission
      • * GRE scores are converted to a comparable GMAT Score

3. A Test of English as a Foreign Language (TOEFL) with an Internet-based 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 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. 40)

Certificates in Business Administration
- Data Analytics (p. 43)
- Graduate Business Foundations (p. 42)
- Graduate Project Management (p. 43)
- Human Resource Management (p. 43)

Accounting 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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT
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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT
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 ratio and statement analysis techniques are also integrated.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM
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 interpreting and analyzing financial statements.
PREREQ: ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
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 465 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 343 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 757  ISSUES IN FINANCIAL ACCOUNTING  3 Units
This course examines complex accounting issues and other content not covered in the financial accounting sequence. When applicable, financial statement analysis is used to supplement the understanding of the content. PREREQ: ACCOUNT 781; ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 758  TAX RESEARCH  3 Units
This course helps students to develop advanced research and writing skills within both the corporate and individual taxation context. PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM UNREQ: ACCOUNT 759

ACCOUNT 759  TAX RESEARCH, VOLUNTEER EXPERIENCE, AND PRACTICAL TAX LEARNING  3 Units
This course helps students to develop advanced research and writing skills within both the corporate and individual taxation context. Students also apply preparation and reviewing skills onsite at the Volunteer Income Tax Clinic (VITA), so that the course also provides for a service-based learning component. PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM UNREQ: ACCOUNT 758

ACCOUNT 760  INTERNATIONAL TAXATION  3 Units
This course helps students to develop advanced international tax research and writing skills. Students will compare and contrast complex global business arrangements in a tax technical context, apply new federal and international tax regulations to evolving corporate tax structures, and recognize ethical tax considerations within a diverse and global economy. PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 783  INTERNATIONAL ACCOUNTING  2 Units
This course examines the international dimension of accounting and financial reporting for multinational enterprises. Topics include (a) the international standard-setting process, including convergence with US GAAP; (b) IFRS for recording transactions and preparing financial statements, (c) a detailed comparison of IFRS and US GAAP; and (d) accounting for the translation of financial statements and for changing prices. PREREQ: ACCOUNT 781; ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 students 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. PREREQ: ACCOUNT 343 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
ACCOUNT 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

ACCOUNT 793 PRACTICUM IN PROFESSIONAL ACCOUNTANCY Repeatable 1-3 Units

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

ECON 711 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 731 MACROECONOMIC THEORY I 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 732 MACROECONOMIC THEORY II 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 733 ECONOMETRICS I 3 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 various approaches and methodologies available for forecasting business conditions.
PREREQ: ECON 704, OR ECON 202 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ECON 734 TAXATION 3 Units
A study of tax systems, theory, and administration. Federal income tax, corporate income tax, expenditure taxes, and transfer payments. The impact of taxes on economic activity. Comparisons among federal, state and local tax systems.
PREREQ: ECON 704, OR ECON 202 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ECON 735 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 various approaches and methodologies available for forecasting business conditions.
PREREQ: ECON 704, OR ECON 202 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
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<td>ECON 741</td>
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**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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; ECON 704, OR ECON 201 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

**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, multivariate 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 739 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 introduces to a variety of software packages used in economic research.  
PREREQ: ECON 738 AND ECON 733

**ECON 740 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 741 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 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 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 744 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 745 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 Baysian games.  
PREREQ: ECON 731

**ECON 746 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 747 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 748 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 749 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 is 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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE
DEPARTMENT CONSENT

ECON 790  WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing
"hands on" and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE
DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE
DEPARTMENT CONSENT

ECON 799  THESIS  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies
Office before registering for this course.
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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE
DEPARTMENT CONSENT

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, OR ACCOUNT 244 WITH A GRADE OF "C" OR
BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE
DEGREE OR CERTIFICATE PROGRAM

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
This course focuses on using financial information 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
using contemporary practices in the valuation of projects, divisions, and
companies.
PREREQ: FNBSLW 718, OR FNBSLW 344 WITH A GRADE OF "C" OR
BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE
GRADUATE DEGREE PROGRAM

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 COBE 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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 718, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

FNBSLW 790  WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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.

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.
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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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, OR ECON 245 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ITSCM 761 SUPPLY CHAIN SYSTEMS 3 Units
The course uses a supply chain management framework to study the flow of material. Topics include capacity planning, production systems, production planning, material 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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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. The comparative position of U.S. production systems is evaluated to help firms become more competitive globally.
PREREQ: ITSCM 719, OR ITSCM 306 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ITSCM 765 TOPICS IN PROJECT MANAGEMENT 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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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, OR ITSCM 306 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ITSCM 769 QUALITY ISSUES IN OPERATIONS 3 Units
Course focuses on qualitative and quantitative techniques used to study and improve quality of operations in manufacturing and service organizations covering 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.
PREREQ: ITSCM 719, OR ITSCM 306 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM
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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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. Topics covered 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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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.

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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

MANGEMNT 721 ORGANIZATIONAL BEHAVIOR 2 Units
The course explores the behavior of people in organizations as individuals, and as group members in an organizational context. An analysis of human problems in organizations and the application of results of behavioral science research to organizational problems are included. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

MANGEMNT 738 MANAGEMENT OF INNOVATION 3 Units
The course is designed to acquaint the student with the foundations and the processes of research, development, technology, and innovation. This course draws upon current literature 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/services. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
MANGEMNT 740  ORGANIZATIONAL BEHAVIOR  3 Units
Organizational Behavior is the study of 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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

MANGEMNT 752  CURRENT ISSUES IN COMPENSATION AND BENEFITS  3 Units
An examination of compensation programs in profit/ non profit 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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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. Particular emphasis will be on current topics in the field of Human Resource Development, including training self-directed work teams, managing a diverse workforce, and the practical application of designing programs in today's environment. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 nonunionized settings. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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; MUST BE ADMITTED TO THE MBA PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

MANGEMNT 790 WORKSHOP Repeatable 1-6 Units
Variable Topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

Marketing Courses
MARKETING 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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

MARKETING 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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

MARKETING 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: ECON 703, OR ECON 245 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

MARKETING 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: MARKETING 716, OR MARKETING 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

MARKETING 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: MARKETING 716, OR MARKETING 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

MARKETING 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: MARKETING 716, OR MARKETING 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
MARKETNG 766 ETHICS IN THE MARKETPLACE  2 Units
This course focuses primarily on issues related to the business/customer relationship, with customers being defined as both other organizations and consumers. The course emphasizes 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. Examples of both exemplary and poor business behavior provided.
PREREQ: MARKETNG 716, OR MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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, OR MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR BUSINESS DATA ANALYTICS CERTIFICATE PROGRAM

MARKETNG 790 WORKSHOP Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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 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.

MARKETNG 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.

MARKETNG 798 INDIVIDUAL STUDIES Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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.

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Required Breadth

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<tr>
<td>or MARKETING 766</td>
<td>ETHICS IN THE MARKETPLACE</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

#### Accounting
Select three of the following 9

(Accounting emphasis requires an undergraduate degree in accounting or additional accounting prerequisites, please consult your adviser)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNT 748</td>
<td>FINANCIAL STATEMENT ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 749</td>
<td>ASSURANCE SERVICES AND SYSTEMS ENGAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 751</td>
<td>GOVERNMENTAL AND NOT-FOR-PROFIT ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 756</td>
<td>CORPORATE AND SPECIAL ENTITIES TAXATION</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 757</td>
<td>ISSUES IN FINANCIAL ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 758</td>
<td>TAX RESEARCH</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 759</td>
<td>TAX RESEARCH, VOLUNTEER EXPERIENCE, AND PRACTICAL TAX LEARNING</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 760</td>
<td>INTERNATIONAL TAXATION</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 767</td>
<td>FORENSIC ACCOUNTING AND PROFESSIONAL ETHICS</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 781</td>
<td>ACCOUNTING THEORY AND APPLIED RESEARCH</td>
<td></td>
</tr>
<tr>
<td>ACCOUNT 787</td>
<td>SUSTAINABILITY AND ENVIRONMENTAL REPORTING</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 9

#### Data Analytics
Select three of the following 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITSCM 774</td>
<td>DATA ANALYTICS AND BUSINESS INTELLIGENCE</td>
<td></td>
</tr>
<tr>
<td>ITSCM 776</td>
<td>BUSINESS PROCESS INNOVATION AND MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ITSCM 773</td>
<td>DATA FOUNDATIONS FOR BUSINESS ANALYTICS</td>
<td></td>
</tr>
</tbody>
</table>

### Environmental Safety and Health
Select three of the following 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY 712</td>
<td>DISASTER PLANNING AND RESPONSE</td>
<td></td>
</tr>
<tr>
<td>SAFETY 753</td>
<td>ENVIRONMENTAL LAW</td>
<td></td>
</tr>
<tr>
<td>SAFETY 757</td>
<td>PRINCIPLES OF OCCUPATIONAL EPIDEMIOLOGY</td>
<td></td>
</tr>
<tr>
<td>SAFETY 783</td>
<td>ENVIRONMENTAL AND SAFETY MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>SAFETY 784</td>
<td>ADVANCED ERGONOMICS</td>
<td></td>
</tr>
<tr>
<td>SAFETY 787</td>
<td>SYSTEM SAFETY ANALYSIS</td>
<td></td>
</tr>
</tbody>
</table>

Total Units 9

#### Finance
Select three of the following 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNBSLW 732</td>
<td>QUANTITATIVE FINANCIAL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 736</td>
<td>INVESTMENT BANKING</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 737</td>
<td>SECURITIES VALUATION</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 740</td>
<td>FINANCIAL DERIVATIVES</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 755</td>
<td>MULTINATIONAL BUSINESS FINANCE</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 760</td>
<td>FINANCIAL MARKETS</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 765</td>
<td>ALTERNATIVE INVESTMENT ASSETS</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 770</td>
<td>CAPITAL BUDGETING</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 780</td>
<td>PORTFOLIO THEORY AND PRACTICE</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 785</td>
<td>FINANCIAL MODELING</td>
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</tr>
</tbody>
</table>

Total Units 9

#### Human Resource Management
Select three of the following 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANGEMNT 751</td>
<td>STAFFING &amp; EVALUATION</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 752</td>
<td>CURRENT ISSUES IN COMPENSATION AND BENEFITS</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 753</td>
<td>TRAINING AND DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 758</td>
<td>LABOR AND EMPLOYEE RELATIONS</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 760</td>
<td>STRATEGIC MANAGEMENT OF HUMAN RESOURCES</td>
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</table>

Total Units 9

#### Information Technology Management
Select three of the following 9

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITSCM 772</td>
<td>INFORMATION TECHNOLOGY SERVICE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ITSCM 774</td>
<td>DATA ANALYTICS AND BUSINESS INTELLIGENCE</td>
<td></td>
</tr>
<tr>
<td>ITSCM 776</td>
<td>BUSINESS PROCESS INNOVATION AND MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>
Certificate in Graduate Business Foundations

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

Total Units  9

International Business

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 758</td>
<td>INTERNATIONAL ECONOMICS</td>
<td>9</td>
</tr>
<tr>
<td>FNBSLW 755</td>
<td>MULTINATIONAL BUSINESS FINANCE</td>
<td></td>
</tr>
<tr>
<td>ITSCM 763</td>
<td>GLOBAL OPERATIONS MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 777</td>
<td>INTERNATIONAL MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MARKETNG 761</td>
<td>INTERNATIONAL MARKETING</td>
<td></td>
</tr>
</tbody>
</table>

Total Units  9

Management

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANGEMNT 738</td>
<td>MANAGEMENT OF INNOVATION</td>
<td>9</td>
</tr>
<tr>
<td>MANGEMNT 741</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 764</td>
<td>SUSTAINABLE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 770</td>
<td>ORGANIZATION DESIGN</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 771</td>
<td>STRATEGIC MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 777</td>
<td>INTERNATIONAL MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 765</td>
<td>SOCIAL TRANSFORMATION AND NPO/NGO MANAGEMENT</td>
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</tr>
</tbody>
</table>

Total Units  9

Marketing

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARKETNG 751</td>
<td>CONSUMER BEHAVIOR</td>
<td>9</td>
</tr>
<tr>
<td>MARKETNG 761</td>
<td>INTERNATIONAL MARKETING</td>
<td></td>
</tr>
<tr>
<td>MARKETNG 767</td>
<td>ENTREPRENEURIAL MARKETING STRATEGY</td>
<td></td>
</tr>
<tr>
<td>MARKETNG 770</td>
<td>BRAND MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MARKETNG 772</td>
<td>DIGITAL MARKETING</td>
<td></td>
</tr>
</tbody>
</table>

Total Units  9

Project Management

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITSCM 765</td>
<td>TOPICS IN PROJECT MANAGEMENT</td>
<td>9</td>
</tr>
<tr>
<td>ITSCM 769</td>
<td>QUALITY ISSUES IN OPERATIONS</td>
<td></td>
</tr>
<tr>
<td>ITSCM 780</td>
<td>DISASTER RECOVERY AND BUSINESS CONTINUITY</td>
<td></td>
</tr>
<tr>
<td>ITSCM 782</td>
<td>GLOBAL PROJECT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ITSCM 785</td>
<td>APPLIED PROJECT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 764</td>
<td>SUSTAINABLE MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

Total Units  9

Supply Chain Management

Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANGEMNT 738</td>
<td>MANAGEMENT OF INNOVATION</td>
<td>9</td>
</tr>
<tr>
<td>ITSCM 761</td>
<td>SUPPLY CHAIN SYSTEMS</td>
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</tr>
<tr>
<td>ITSCM 763</td>
<td>GLOBAL OPERATIONS MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ITSCM 768</td>
<td>OPERATIONS STRATEGY</td>
<td></td>
</tr>
<tr>
<td>ITSCM 769</td>
<td>QUALITY ISSUES IN OPERATIONS</td>
<td></td>
</tr>
</tbody>
</table>

Total Units  9

Customized

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 Hall 4300D
Phone: 262-472-1945
Email: ambrosep@uww.edu

Department

Hyland Hall 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:

Select five of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCOUNT 701</td>
<td>ACCOUNTING FOUNDATIONS</td>
<td>10</td>
</tr>
<tr>
<td>ECON 703</td>
<td>STATISTICS FOUNDATIONS</td>
<td></td>
</tr>
<tr>
<td>ECON 704</td>
<td>ECONOMICS FOUNDATIONS</td>
<td></td>
</tr>
<tr>
<td>FNBSLW 718</td>
<td>FINANCIAL MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>
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 Hall 4300D
Phone: (262) 472-1945
Email: ambrosep@uw.edu

Degree Requirements: (14 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITSCM 770</td>
<td>FUNDAMENTALS OF PROJECT MANAGEMENT</td>
<td>2</td>
</tr>
<tr>
<td>ITSCM 785</td>
<td>APPLIED PROJECT MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>Select 9 credits from the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MANGEMNT 764</td>
<td>SUSTAINABLE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ITSCM 765</td>
<td>TOPICS IN PROJECT MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>ITSCM 769</td>
<td>QUALITY ISSUES IN OPERATIONS</td>
<td></td>
</tr>
<tr>
<td>ITSCM 780</td>
<td>DISASTER RECOVERY AND BUSINESS CONTINUITY</td>
<td></td>
</tr>
<tr>
<td>ITSCM 782</td>
<td>GLOBAL PROJECT MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

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 Hall 4300D
Phone: (262) 472-1945
Email: ambrosep@uw.edu

Degree Requirements

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

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

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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARKETING 731</td>
<td>QUANTITATIVE ANALYSIS FOR BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>ITSCM 774</td>
<td>DATA ANALYTICS AND BUSINESS INTELLIGENCE</td>
<td>3</td>
</tr>
<tr>
<td>ITSCM 773</td>
<td>DATA FOUNDATIONS FOR BUSINESS ANALYTICS</td>
<td>3</td>
</tr>
<tr>
<td>ITSCM 777</td>
<td>DATA MINING FOR BUSINESS</td>
<td>3</td>
</tr>
<tr>
<td>MARKETING 772</td>
<td>DIGITAL MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>ITSCM 776</td>
<td>BUSINESS PROCESS INNOVATION AND MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Units</td>
<td>15</td>
</tr>
</tbody>
</table>

Doctorate of Business Administration (DBA)

University of Wisconsin-Whitewater is home to one of only six (6) 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 to 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 one (1) weekend each month for two (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 Hall 4515
262-472-3971
parbotek@uww.edu

Department
Hyland Hall 4300D
262-472-1945
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. 45)

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

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>DBA 800</td>
<td>SEMINAR IN CONTEMPORARY BUSINESS ISSUES</td>
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<tr>
<td>DBA 810</td>
<td>MEASUREMENT AND RESEARCH DESIGN IN BUSINESS</td>
<td>4</td>
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<tr>
<td>DBA 820</td>
<td>APPLIED REGRESSION ANALYSIS</td>
<td>4</td>
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<tr>
<td>DBA 830</td>
<td>ADVANCED APPLIED REGRESSION ANALYSIS</td>
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<td>DBA 840</td>
<td>APPLIED MULTIVARIATE METHODS</td>
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<tr>
<td>DBA 850</td>
<td>CONTEMPORARY RESEARCH METHODS AND DISSERTATION DESIGN</td>
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<td>DBA 860</td>
<td>SCIENTIFIC INQUIRY IN BUSINESS</td>
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<td>DBA 870</td>
<td>MICRO ISSUES IN BUSINESS</td>
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<tr>
<td>DBA 880</td>
<td>MACRO ISSUES IN BUSINESS</td>
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<tr>
<td>DBA 910</td>
<td>TECHNOLOGY, ENTREPRENEURSHIP AND GLOBAL ISSUES IN BUSINESS</td>
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<tr>
<td>DBA 970</td>
<td>DIRECTED STUDY</td>
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<tr>
<td>DBA 988</td>
<td>DBA DISSERTATION</td>
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Total Units: 60

Schedule

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<th>Spring Units</th>
<th>Summe Units</th>
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<tr>
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<tr>
<td>DBA 860</td>
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<td>3</td>
</tr>
<tr>
<td>DBA 800</td>
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</table>

DBA 840 4 850 4 970 3
DBA 880 4 910 4
DBA 800 1 800 1

DBA 988 6 988 6 988 3

Total Units: 60
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.

Program Coordinator

Donna Vosburgh  
Hyland Hall 3503  
262-472-1252  
vosburgd@uww.edu

Department

Hyland Hall 3305  
262-472-1117  
msh@uww.edu

Admission Requirements

1. 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).
2. A baccalaureate degree from a regionally accredited university or college.
3. Twenty (20) or more semester-hours (undergraduate credits) in science, business, math or engineering.
4. Completion of at least one semester of college-level probability and statistics.
5. Completion of at least one semester of college-level chemistry.
6. 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 79 internet-based, or an IELTS score of 6.0 is required for admission.

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 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: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED CHEM 102 OR EQUIVALENT

Environmental Safety and Health Degree Program (MS)
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 584 OR SAFETY 588

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 384 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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

SAFETY 690  WORKSHOP  Repeatable  1-6 Units
Variable topics. See Schedule of Classes.

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.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED CHEM 102 AND ECON 703 OR THEIR EQUIVALENTS

SAFETY 710  HEALTHCARE SAFETY  3 Units
Review the unique risks presented within healthcare safety environment of care to the patients served, the employees and medical staff who use and manage it, and others who enter the environment. Discuss a proactive risk assessment approach to identifying and maintaining an environmental safety program based on applicable laws, regulations, and accreditation standards designed to manage the specific identified risks.

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

SAFETY 737  ERGONOMICS IN CONSTRUCTION  3 Units
This course is intended to examine the ergonomic problems, such as work related musculoskeletal disorders and injuries, in the construction industry. The course provides recognized ergonomic strategies in order to apply ergonomic hazards risk assessment for effective ergonomic solutions and interventions in different construction operations.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

SAFETY 753  ENVIRONMENTAL LAW  3 Units
This course addresses current environmental issues of importance to ESH professionals and their associated regulations. Federal and State regulations having application to the current environmental issues will be emphasized.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED ECON 703 OR ECON 245 OR EQUIVALENT WITH A GRADE OF C OR BETTER

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.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED CHEM 102 AND ECON 703 OR THEIR EQUIVALENTS
SAFETY 780  PREVENTION AND CONTROL OF AIRBORNE HAZARDS IN THE WORKPLACE  3 Units
This course provides a discussion of the principles of preventing and controlling airborne contaminants in working and living environments. It deals with preventing occupational exposures to airborne contaminants, basic and advanced topics related to industrial ventilation for indoor workplaces, and personal respiratory protection. Topics include: behavior of airborne contaminants, exposure monitoring, ventilation, indoor air quality, respirator selection, and current topics.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED CHEM 102 OR EQUIVALENT

SAFETY 783  ENVIRONMENTAL AND SAFETY MANAGEMENT  3 Units
Review foundational research literature on systems and risk-based approaches to ESH program design and management. Discuss national and international ESH management standards. Emphasis is given to data-driven efforts to improve EHS performance.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED ECON 703 OR ECON 245 OR EQUIVALENT WITH A GRADE OF C OR BETTER

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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; AND HAVE DEPARTMENT CONSENT

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.
PREREQ: CONSENT OF INSTRUCTOR

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

1. Students must have a grade point average of at least 3.00 in the ESH Common Body of Knowledge (CBK) courses, and each CBK course must have a grade of C or better. All ESH CBK courses must be completed before taking graduate SAFETY Courses. A year of work experience in ESH may be used to waive the ESH CBK courses.
2. 24 graduate units of Required Courses
3. Successful completion of either Coursework Option or Coursework and Research Option listed below
4. A graduate grade point average of at least 3.0
5. Graduate MBA courses must be numbered 730 or above and be beyond the Common Body of Knowledge

Environmental Safety and Health (M.S.)

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<tr>
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<td>SAFETY 380</td>
<td>INTRODUCTION TO OCCUPATIONAL SAFETY &amp; HEALTH</td>
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<td>SAFETY 388</td>
<td>OCCUPATIONAL SAFETY &amp; HEALTH STANDARDS AND APPLICATIONS</td>
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<td>SAFETY 450</td>
<td>BEHAVIORAL ASPECTS OF ACCIDENT PREVENTION</td>
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<tr>
<td>SAFETY 468</td>
<td>ERGONOMICS</td>
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<td>SAFETY 780</td>
<td>INTRODUCTION TO OCCUPATIONAL SAFETY &amp; HEALTH</td>
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<td>BEHAVIORAL ASPECTS OF ACCIDENT PREVENTION</td>
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<td>SAFETY 786</td>
<td>SYSTEM SAFETY ANALYSIS</td>
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Choice of EITHER Coursework Option (12 credits of electives) OR Coursework and Research Option (3 credits of capstone research and 3 credits of electives)

Coursework Option
12 credits of graduate SAFETY or MBA elective, at least 6 credits should come from SAFETY Coursework and Research Option
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 Hall 3502
Phone: 262-472-1923
Email: colew@uww.edu (kappa@uww.edu)

Department

Hyland Hall 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:

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<td>SAFETY 582</td>
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<td>SAFETY 584</td>
<td>CONSTRUCTION ACCIDENT PREVENTION</td>
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<td>SAFETY 682</td>
<td>CONSTRUCTION SAFETY MANAGEMENT</td>
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<td>Total Units</td>
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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 Hall 3509

Phone: 262-472-1641
Email: chois@uww.edu

Department

Hyland Hall 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.
FINANCE - MS

Finance Degree Program
Master of Science
The program is designed to produce finance professionals with a solid foundation in modern finance theory who are capable of performing applied research. Courses in the program will emphasize quantitative financial analysis, investments and portfolio management, derivatives, corporate finance, capital budgeting, business valuation, financial markets, multinational finance, security valuation, investment banking, and alternative investments. The program includes 30 credits of coursework, a comprehensive exam, and is delivered online. Students without a prior background in business or finance may be required to take 0 – 8 units of Common Body of Knowledge courses. The MS Finance 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

Admission Requirements:
1) University Requirements
To qualify for admission to a degree program in good standing, you must have:

1. A baccalaureate or higher degree from a regionally accredited institution.
2. At least a 3.0 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:
   • At least a 2.75 overall grade point average in the undergraduate degree program, or
   • At least a 2.90 grade point average in the last half of the undergraduate degree program, or
   • A master’s degree or higher from an institution regionally accredited at the corresponding graduate level, or
   • At least 12 credits of graduate work completed on a regular grade basis at UW-Whitewater.

1 All grade point averages are on a 4.00 basis.

2) Additional Admission Requirements
• Admission to a master’s business degree program requires an applicant to:
  • Meet the UW-Whitewater graduate admissions policy (http://uw-public.coursecell.com/graduate/graduate-school-policies-procedures-university-information/admission), and
  • Satisfy one of the following

a. Earned an AACSB accredited undergraduate business degree with a 3.0 GPA or higher, or
b. Earned an undergraduate degree with a 3.5 GPA or higher, or
c. Have at least 4 years of professional work experience and an undergraduate degree with a 3.0 GPA or higher, or
d. Have 7 or more years of professional work experience, or
e. Served or serving in the US Military with qualified active duty, or
f. Earned a graduate degree from a regionally accredited US or an equivalent institution, or
g. Hold a College of Business and Economics approved professional certification, or
h. Completed the Graduate Management Admission Test (GMAT) or the Graduate Record Exam (GRE)* with
   • A composite score of at least 1100 based on the formula: (GMAT Score) + [200 X (overall undergraduate grade point average based on a 4-point scale)], or
   • A composite score of at least 1150 based on the formula: (GMAT Score) + [200 X (last half of undergraduate grade point average based on a 4-point scale)], or
   • A composite score between 950 – 1100 for consideration for probationary

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) or the International English Language Testing System (IELTS). A TOEFL score of 79 internet-based, or an IELTS score of 6.0 is required for admission.

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.

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. 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.
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 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 the 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 semesters 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.

Finance (MS) (http://uww-public.courseleaf.com/graduate/business-economics/finance/finance_ms)

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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, OR ACCOUNT 244 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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
This course focuses on using financial information 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 using contemporary practices in the valuation of projects, divisions, and companies. PREREQ: FNBSLW 718, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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
This 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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 718, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

FNBSLW 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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
John C. Smith
Winther Hall 4044
262-472-4704
SBM@uww.edu (sbm@uww.edu)

Department
Hyland Hall 4300
262-472-1945
SBM@uww.edu (sbm@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. 53)

**Certificate Program**
- Certificate in School Business Management (p. 54)

**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.

**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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

**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.)**

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<tr>
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<td>SCHBUSMG 771</td>
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<td>LEGAL ASPECTS OF EDUCATION</td>
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<tr>
<td>SCHBUSMG 774</td>
<td>SCHOOL BUDGETING AND FINANCIAL PLANNING</td>
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**Repeatable Courses**
- SCHBUSMG 778  Repeatable  1-6 Units
- SCHBUSMG 790  Repeatable  1-6 Units
- SCHBUSMG 796  Repeatable  1-6 Units
- SCHBUSMG 798  Repeatable  1-3 Units
- SCHBUSMG 799  Repeatable  1-6 Units

**Certificate Program**
- Certificate in School Business Management (p. 54)

**School Business Management MSE**
- At least half of the graduate level courses in the degree program must be at the 700 level.

**Courses**

**SCHBUSMG 770  SCHOOL FINANCE AND ACCOUNTING  3 Units**
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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

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**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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

**SCHBUSMG 799  THESIS  Repeatable  1-6 Units**
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.
Certificate in School Business Management

The graduate certificate in School Business Management is intended for those school administrators and other school business office staff who seek a financial background of a district’s accounting, budgeting, and service operations. These credits can be applied toward the 24 credits required for the 5008 School Business Management License in Wisconsin and the 36 credits required for a master’s degree. The 13 credits include the 3 core School Business Management Financial courses, an Auxiliary Services course, and a 1-credit capstone project course. This certificate is administered completely online. A minimum of a bachelor’s degree is required, preferably in accounting, or demonstration of accounting competency through a financial accounting course equivalent or related work experience.

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

John C. Smith
Winther Hall 4044
Phone: 262-472-4704

Certificate Requirements: (Minimum 13 Units)

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<tr>
<td>SCHBUSMG 778</td>
<td>INTERNSHIP IN SCHOOL BUSINESS MANAGEMENT</td>
<td>3</td>
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<td>TOTAL</td>
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</table>

Electives

Select 6 elective units from CoBE graduate classes numbered 730 and above.

Total Units = 36

Email: sbm@uww.edu

Department

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

Required courses (12 units)

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<tr>
<th>Code</th>
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Internship (1 - 6 units)

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<tbody>
<tr>
<td>SCHBUSMG 778</td>
<td>INTERNSHIP IN SCHOOL BUSINESS MANAGEMENT</td>
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Total Units = 13 - 18
COLLEGE OF EDUCATION AND PROFESSIONAL STUDIES

Mission Statement
The University of Wisconsin-Whitewater’s College of Education and Professional Studies 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
Communication Sciences and Disorders Degree Program MS (p. 57)
Counseling Degree Program MS (p. 60)
Educational Leadership Degree Program MS (p. 67)
Professional Studies Degree Program MSE (p. 70)
Special Education Degree Program MSE (p. 87)
School Library Media Specialist Initial License (p. 95)

Certificate Programs
Certificate in Addictions Counseling (p. 65)
Certificate in Applied Behavior Analysis (p. 93)
Certificate in Autism Specialist (p. 93)
Certificate in Clinical Mental Health Counseling (p. 66)
Certificate in Reading Teacher License (316) (p. 87)
Certificate in School Counseling (p. 66)
Certificate in Teaching in Alternative Education Settings (TAES) (p. 87)
Certificate in the Transition Specialist Program (p. 93)
Certificate in Trauma-Informed and Trauma Responsive Treatment (p. 94)

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
Winther Hall 4047
262-472-5475
saegerk@uww.edu

Department
Winther Hall 3032
262-472-1135
cioffice@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. 56)

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

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<tr>
<th>Code</th>
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<tr>
<td>CIGENRL 660</td>
<td>PRINCIPLES OF CAREER &amp; TECHNICAL EDUCATION</td>
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Total Units 2

Emphasis - 34 units
Choose one of the following emphases:

General Emphasis - Business or Marketing Education Emphasis

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<td>CIBME 500</td>
<td>INTRODUCTION TO BUSINESS AND MARKETING EDUCATION</td>
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<tr>
<td>CIBME 762</td>
<td>CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION</td>
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<tr>
<td>CIGENRL 661</td>
<td>ORGANIZATION, ADMINISTRATION, AND COORDINATION OF WBL PROGRAMS</td>
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<tr>
<td>EDFOUND 780</td>
<td>READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>or EDFOUND 740</td>
<td>TECHNIQUES OF RESEARCH</td>
<td>3</td>
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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

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

Post-Secondary Emphasis

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<td>CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION</td>
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<tr>
<td>or CIGENRL 725</td>
<td>CURRICULUM DEVELOPMENT AND INTEGRATION</td>
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<tr>
<td>CIGENRL 750</td>
<td>METHODS OF TEACHING ADULT LEARNERS</td>
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<tr>
<td>EDFOUND 710</td>
<td>EDUCATION IN A PLURALISTIC SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>EDFOUND 681</td>
<td>HUMAN ABILITIES AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>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</td>
<td>16</td>
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Total Units 34

Secondary Emphasis

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<tr>
<th>Code</th>
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<tr>
<td>CIBME 500</td>
<td>INTRODUCTION TO BUSINESS AND MARKETING EDUCATION</td>
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<tr>
<td>CIBME 762</td>
<td>CURRICULUM ISSUES AND DESIGN FOR BUSINESS AND MARKETING EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDFOUND 780</td>
<td>READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH</td>
<td>3</td>
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<tr>
<td>or EDFOUND 740</td>
<td>TECHNIQUES OF RESEARCH</td>
<td>3</td>
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<tr>
<td>CIGENRL 661</td>
<td>ORGANIZATION, ADMINISTRATION, AND COORDINATION OF WBL PROGRAMS</td>
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<tr>
<td>EDFOUND 710</td>
<td>EDUCATION IN A PLURALISTIC SOCIETY</td>
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<tr>
<td>EDFOUND 681</td>
<td>HUMAN ABILITIES AND LEARNING</td>
<td>3</td>
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<tr>
<td>EDFOUND 625</td>
<td>MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL</td>
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<tr>
<td>READING 772</td>
<td>READING IN THE CONTENT AREAS</td>
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<tr>
<td>Select 10 units (at least 6 units must be 700 or above) in consultation with advisor</td>
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</table>
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.

### 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 Non-Candidate for 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 or a faculty adviser.

The graduate program curriculum will be devised by the Graduate Program Coordinator or a faculty adviser.

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 Non-Candidate for 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.

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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

Lynn Gilbertson  
Roseman Hall 1014  
262-472-5202  
comdis@uww.edu

### Office Manager

Pedro Aranda  
Roseman Hall 1012  
comdis@uww.edu

### Additional Admission Requirements

#### Instructions for Applying

**APPLICATION DEADLINE / FEBRUARY 1**

Individually 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 Lynn Gilbertson at gilberts@uww.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 Lynn Gilbertson, Ph.D., at 262-472-1301 or comdis@uww.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.uww.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. 59)

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: 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.

**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: 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.

**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.
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: 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

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<td>COMDIS 571</td>
<td>INTRODUCTION TO CLINICAL PRACTICUM IN COMMUNICATIVE DISORDERS</td>
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<tr>
<td>COMDIS 626</td>
<td>NEURAL BASES OF SPEECH AND LANGUAGE</td>
<td>3</td>
</tr>
<tr>
<td>COMDIS 682</td>
<td>AUDIOMETRY</td>
<td>3</td>
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<tr>
<td>COMDIS 683</td>
<td>AUGMENTATIVE AND ALTERNATIVE COMMUNICATION</td>
<td>1</td>
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<tr>
<td>COMDIS 684</td>
<td>AURAL REHABILITATION</td>
<td>2</td>
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Required Courses - 30 units

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<tr>
<td>COMDIS 701</td>
<td>INTRODUCTION TO GRADUATE STUDIES IN CSD</td>
<td>3</td>
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<tr>
<td>COMDIS 677</td>
<td>DISORDERS OF SPEECH PRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>COMDIS 585</td>
<td>FLUENCY DISORDERS</td>
<td>3</td>
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<tr>
<td>COMDIS 710</td>
<td>PROFESSIONAL ISSUES IN COMMUNICATIVE DISORDERS</td>
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<tr>
<td>COMDIS 711</td>
<td>MOTOR SPEECH DISORDERS</td>
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<tr>
<td>COMDIS 713</td>
<td>LANGUAGE LEARNING DISORDERS IN SCHOOL AGE CHILDREN</td>
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<tr>
<td>COMDIS 720</td>
<td>VOICE DISORDERS</td>
<td>3</td>
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<tr>
<td>COMDIS 722</td>
<td>LANGUAGE AND COGNITIVE DISORDERS IN ADULTS</td>
<td>3</td>
</tr>
<tr>
<td>COMDIS 730</td>
<td>SWALLOWING AND DYSPHAGIA</td>
<td>3</td>
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<tr>
<td>COMDIS 764</td>
<td>SPEECH AND LANGUAGE DISORDERS IN YOUNG CHILDREN</td>
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Total Units 30

Practicum Requirements

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<tr>
<td>COMDIS 660</td>
<td>PRACTICUM IN COMMUNICATIVE DISORDERS (15 units required, repeatable)</td>
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Select from:

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<th>Elective 0-6 units</th>
<th></th>
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</table>

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 Hall 6047
262-472-1452
obeirneb@uww.edu

Department Coordinator

Dr. Jennifer Betters-Bubon
Winther Hall 6039
262-472-1886
bettersj@uww.edu

Department

Winther Hall 6035
262-472-1452
counselred@uww.edu

Additional Program Policies

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 COUNSELD 718, and COUNSELD 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. 64)

Post Master’s Certificates
- Addictions Counseling (p. 65)
- Clinical Mental Health Counseling (p. 66)
- School Counseling (p. 66)
- Trauma-informed and Trauma Responsive Treatment (p. 94)

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 PROFESSIONAL FOUNDATIONS OF COUNSELING 3 Units
This foundational course provides a historical and philosophical overview of the field of counseling. History, current trends, professional issues, and numerous areas within the counseling field will be critically examined. Professional organizations, preparation standards, roles and credentials relevant to the practice of counseling in multiple settings will also be discussed.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

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 ACROSS SETTINGS 3 Units
This course will present counseling approaches that effectively address crises across counseling settings. Students will reflect on how people deal with crises, learn prevention measures, and develop skills in psychological first aid with specific intervention techniques. Examples of situations to be explored include suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism, school safety, and personal loss.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

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 MENTAL HEALTH DIAGNOSIS IN COUNSELING 3 Units
Students will enhance their development of diagnostic skills by examining the diagnostic criteria of the Diagnostic and Statistical Manual and its application in counseling. Students will examine the benefits and concerns of diagnosis, develop an understanding of the interplay between biology and environment in the development of psychopathology, and gain basic knowledge regarding treatment planning and treatment modalities.
COREQ: COUNSED 718

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 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 SCHOOLS AND THE ROLE OF THE SCHOOL COUNSELOR 3 Units
This course focuses on the design, implementation, and evaluation of comprehensive counseling programs that lead to positive learning environments and student success. A systemic lens will be used to view the varying influences impacting student life and learning in PK-12 schools, including topics such as school climate, special education, learning theory, and classroom / behavior management.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

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’s 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  SCHOOL COUNSELING: CONSULTATION, COLLABORATION, AND INTERVENTION  3 Units
The course focuses on the role of the culturally competent school counselor in creating collaborative consultation relationships with staff and families to impact student development. Students will develop data driven interventions across multi-tiered systems of support that impact student achievement and well-being.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

COUNSED 745  CURRENT ISSUES IN SCHOOL COUNSELING: SUPPORT FOR STUDENT SUCCESS  3 Units
Specific issues that impact PK-12 school students are investigated, including those related to mental health, addictions, trauma, and psychopharmacology. Counseling strategies and interventions to enhance student development are discussed.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE 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 747  COUNSELING CHILDREN AND ADOLESCENTS  3 Units
This course will provide an overview of developmentally appropriate approaches to counseling children and adolescents in school and mental health settings. Various theoretical approaches and interventions will be explored. Issues specific to children and adolescents, including legal and ethical issues, working within the family context, and multicultural and diversity aspects will be addressed.
PREREQ: ADMISSION TO COUNSELOR EDUCATION PROGRAM OR CERTIFICATE PROGRAM; COUNSED 718, COUNSED 722 AND COUNSED 736

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  TREATMENT OF MENTAL HEALTH DISORDERS  3 Units
Students will utilize the intake interview, mental status exam, and gathering of biopsychosocial and mental health histories to aide in the diagnostic process and development of treatment plans. Students will explore specific evidence-based interventions/techniques used with clients to address mental health concerns. Students will understand the basics pertaining to psychotropic drugs used in the treatment of mental health disorders.
PREREQ: COUNSED 728 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 that are compatible with the individual student’s experiences, competencies, and career goals. Students work with clients under the supervision of a qualified staff member in the setting and the university counselor education staff.
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
Sixty 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 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 - 48 units

<table>
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<tr>
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<th>Units</th>
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<tr>
<td>COUNSED 712</td>
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<tr>
<td>COUNSED 715</td>
<td>RESEARCH IN COUNSELOR EDUCATION</td>
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<tr>
<td>COUNSED 716</td>
<td>CRISIS INTERVENTION AND TRAUMA COUNSELING ACROSS SETTINGS</td>
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</tr>
<tr>
<td>COUNSED 718</td>
<td>PRINCIPLES OF COUNSELING</td>
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<tr>
<td>COUNSED 719</td>
<td>APPRAISAL PROCEDURES IN COUNSELING</td>
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<tr>
<td>COUNSED 720</td>
<td>CAREER DEVELOPMENT AND INFORMATION SERVICES</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 721</td>
<td>GROUPS: THEORY AND PRACTICE</td>
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<tr>
<td>COUNSED 722</td>
<td>THEORIES OF COUNSELING</td>
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<tr>
<td>COUNSED 728</td>
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<td>COUNSED 731</td>
<td>INTRODUCTION TO MARRIAGE, COUPLES, AND FAMILY COUNSELING</td>
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<td>COUNSELING ACROSS THE LIFESPAN</td>
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<td>COUNSED 741</td>
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<tr>
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<td>PROFESSIONAL PRACTICES: ETHICS AND CONSULTATION</td>
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</tr>
<tr>
<td>COUNSED 793</td>
<td>SUPERVISED PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 795</td>
<td>COUNSELING INTERNSHIP (6 units, 3 units/semester)</td>
<td>6</td>
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Total Units 48

Emphases:
Select one of the following emphases:
Clinical Mental Health Counseling Emphasis

<table>
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<tr>
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<tbody>
<tr>
<td>COUNSED 746</td>
<td>COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS</td>
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<tr>
<td>COUNSED 753</td>
<td>TREATMENT OF MENTAL HEALTH DISORDERS (new name: TREATMENT OF MENTAL HEALTH DISORDERS)</td>
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Total Units 6

Clinical Mental Health Counseling Electives

Select at least 6 credits:

<table>
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<tr>
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<tr>
<td>HELEAD 700</td>
<td>INTRODUCTION TO HIGHER EDUCATION AND STUDENT AFFAIRS</td>
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<tr>
<td>HELEAD 710</td>
<td>COLLEGE STUDENT DEVELOPMENT: THEORY, ASSESSMENT AND APPLICATION</td>
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<tr>
<td>COUNSED 724</td>
<td>CAREER COUNSELING OF ADOLESCENT AND ADULT</td>
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<tr>
<td>COUNSED 732</td>
<td>ADVANCED MARRIAGE, COUPLES, AND FAMILY COUNSELING</td>
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<td>COUNSED 734</td>
<td>FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS</td>
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<tr>
<td>COUNSED 739</td>
<td>TRAUMA TREATMENT</td>
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<tr>
<td>COUNSED 743</td>
<td>SCHOOL COUNSELING: CONSULTATION, COLLABORATION, AND INTERVENTION</td>
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<tr>
<td>COUNSED 747</td>
<td>COUNSELING CHILDREN AND ADOLESCENTS</td>
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<tr>
<td>COUNSED 749</td>
<td>CHEMICAL DEPENDENCY, EVIDENCE-BASED AND INTEGRATED TREATMENT</td>
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<tr>
<td>COUNSED 790</td>
<td>WORKSHOP</td>
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<tr>
<td>COUNSED 796</td>
<td>SPECIAL STUDIES</td>
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<tr>
<td>COUNSED 799</td>
<td>THESIS RESEARCH</td>
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Total Units 6

School Counseling Emphasis

<table>
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<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>COUNSED 743</td>
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</tbody>
</table>

Total Units 6

School Counseling Electives

Select at least 6 credits:

<table>
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</tr>
<tr>
<td>COUNSED 732</td>
<td>ADVANCED MARRIAGE, COUPLES, AND FAMILY COUNSELING</td>
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</table>

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/continuing-ed/post-masters-certificate for application materials.

Program Coordinator
Dr. Jennifer Betters-Bubon
Winther Hall 6039
Phone: 262-472-1886
Email: bettersj@uww.edu (normand@uww.edu)

Department
Winther Hall 6035
Phone: 262-472-5426
Email: counslred@uww.edu


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:

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<th>Code</th>
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<th>Units</th>
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<tbody>
<tr>
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<td>FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS</td>
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</table>
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/continuing-ed/post-masters-certificate](http://www.uww.edu/coeps/departments/counselored/continuing-ed/post-masters-certificate) for application materials.

**Program Coordinator**

Dr. Jennifer Betters-Bubon  
Winther Hall 6039  
Phone: 262-472-1886  
Email: bettersj@uww.edu (normand@uww.edu)

**Department**

Winther Hall 6035  
Phone: 262-472-5426  
Email: counslred@uww.edu

**Courses Included in CMHC Certificate**

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>COUNSED 716</td>
<td>CRISIS INTERVENTION AND TRAUMA COUNSELING ACROSS SETTINGS</td>
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</tr>
<tr>
<td>COUNSED 712</td>
<td>PROFESSIONAL FOUNDATIONS OF COUNSELING (new name: PROFESSIONAL FOUNDATIONS OF COUNSELING)</td>
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</table>

**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/continuing-ed/post-masters-certificate](http://www.uww.edu/coeps/departments/counselored/continuing-ed/post-masters-certificate) for application materials.

**Program Coordinator**

Dr. Jennifer Betters-Bubon  
Winther Hall 6039  
Phone: 262-472-1886  
Email: bettersj@uww.edu (normand@uww.edu)

**Department**

Winther Hall 6035  
Phone: 262-472-5426  
Email: counslred@uww.edu


**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 their masters 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:

<table>
<thead>
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<tbody>
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<td>COUNSED 716</td>
<td>CRISIS INTERVENTION AND TRAUMA COUNSELING ACROSS SETTINGS</td>
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<tr>
<td>COUNSED 720</td>
<td>CAREER DEVELOPMENT AND INFORMATION SERVICES</td>
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</table>
Degree in Educational Leadership

- Educational Leadership and Policy Analysis MS (in collaboration with UW-Madison) (p. 69)

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 WBL 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 Unit
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. Repeatable for credit. Variable "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 715  APPLIED THEORY TO PRACTICE FOR CURRICULUM AND INSTRUCTION Repeatable 1-3 Units
This course connects the theoretical and empirical bases with practical applications for a current topic important to PreK-12 school districts. An application project will be included. Topics will vary from semester to semester and may include, for example, Using Assessment to Drive Instruction or Literacy Development and Instruction for the General Classroom Teacher. Repeatable for credit

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 EDDADMIN 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 EDDADMIN 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 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 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

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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

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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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>SCHBUSMG 770</td>
<td>SCHOOL FINANCE AND ACCOUNTING</td>
<td>3</td>
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<tr>
<td>SCHBUSMG/ CIGENRL 772</td>
<td>LEGAL ASPECTS OF EDUCATION</td>
<td>3</td>
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Professional Studies Program (MSE-PS)

Master of Science in Education Professional Studies

The Master of Science in Education Professional Studies (MSE-PS) 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. 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 1902). 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 1316) and/or as reading specialists (Wisconsin 5017). 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 coursework 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;


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 should consult with an advisor to determine 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 Hall 3037
262-472-4860
zbikowsj@uww.edu

Department
Winther Hall 3032

Professional Development Degrees
- Master of Science in Education Professional Studies MSE-PS (p. 82)

Certificates in Professional Development
- Certificate in Reading Teacher License (316) (p. 87)
- Teaching in Alternative Education Settings Program (p. 87)

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 WBL 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
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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.

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CROSS-LISTED: CIGENRL 723 AND EDFOUND 723

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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
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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 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.
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Variable Topics
UNREQ: CIGENRL 790 AND CIGENRL 798

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CROSS-LISTED: CIGENRL 776 AND EDADMIN 776

EDADMIN 779  POST-SECONDARY EDUCATION PRACTICUM  Repeatable  1-6 Units
Practicum

EDADMIN 782  INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION  3 Units
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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 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 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 repression), 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 an 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.

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 783  CURRICULUM AND METHODS IN GIFTED EDUCATION  Repeatable 1-3 Units
This course provides the teacher with tools to support the social-emotional and cognitive development of gifted and talented children in the classroom. Various models of curriculum and teaching are investigated, including the infusion of important thinking and problem-solving skills. Teachers will create effective, appropriately challenging curriculum units for advanced learners, based on cognitive and social-emotional preassessment.
PREREQ: EDFOUND 781 OR EQUIVALENT

EDFOUND 784  PRACTICUM IN TEACHING ADVANCED LEARNERS  Repeatable 1-3 Units
Students will practice and demonstrate competencies related to teaching students with gifts and talents, including identification of student needs, delivery of effective data-based differentiated instruction, assessment and documentation of student growth, support of student social-emotional needs, and communication with students, colleagues, and parents. Supervision and evaluation by district and university is incorporated.
PREREQ: EDFOUND 781 OR EQUIVALENT, EDFOUND 782 OR EQUIVALENT, AND EDFOUND 783 OR EQUIVALENT

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 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.

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 669  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.

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 these influence 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 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.

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

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: HELEAD/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 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, intersectional 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 young people aged thirteen to eighteen. Emphasis will be placed on adolescent development, reading interests, and principles of and tools for selection. Reading, listening and viewing guidance techniques appropriate for the classroom and for the school and public library will also be detailed.

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.
PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND LIBMEDIA 439 OR PERMISSION OF INSTRUCTOR

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 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.

LIBMEDIA 751 LEADERSHIP & ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS 3 Units
This course addresses the advanced administrative and leadership competencies needed by district library and technology coordinators. Students will address administrative issues, policies and practices, including the development of a vision; leadership and group dynamics; long-range planning; legal and ethical issues; advocacy; grant writing; infrastructure; and personal professional development.
PREREQ: LIBMEDIA 454 OR LIBMEDIA 654

LIBMEDIA 752 DESIGN OF CURRICULUM FOR INQUIRY 3 Units
School librarians provide curriculum support, coaching, and information and technology literacy skills instruction. This course provides the theoretical basis and hands-on experience to carry out these roles working with teachers and students.
PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND LIBMEDIA 439 OR PERMISSION OF INSTRUCTOR

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.

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, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793S SUPERVISED SECONDARY LIBRARY PRACTICUM 3 Units
Supervised field experience in a high school library media center.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

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, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 790M SUPERVISED MIDDLE SCHOOL LIBRARY PRACTICUM 3 Units
Supervised practicum in middle school library.
PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

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 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 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 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
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
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  POLITICS, LITERACY, AND CRITICAL PEDAGOGY  3 Units
This course will provide the opportunity to unpack one of the foundational texts of critical pedagogy, Freire's Pedagogy of the Oppressed. Participants will explore how elements related to Freire's work, such as fear, politics, love, dialog, conscientizao, transformative action, and pedagogy for liberation, influence pedagogy and community action projects.

SECNDED 706  LEARNING, DIVERSITY, AND THE MARGINALIZED STUDENT  3 Units
Literacy, Diversity, and the Marginalized Student addresses school as a cultural experience in which identity and culture act as forces that can, and often do, marginalize students. A consideration of the causes of dysfunction, injustice, and marginalization in our public school system will inform plans for delivering instruction that is sensitive to cultural considerations.

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  3 Units
This capstone course in the Alternative Education Programs Licensure sequence addresses the foundations of critical theory as it relates to dysfunction, injustice, and marginalization; democracy and the American experiment in public education; the classroom as a community of teachers as learners and learners as teachers; and teaching and learning as acts of empowerment and emancipation.

Master of Science in Education
Professional Studies (MSE-PS)

Degree Requirements
1. 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.

2. 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.

3. 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.

4. At least half of the graduate work in the degree program must be completed in courses numbered 700 or higher.

5. 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.

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Emphasis
CIGENRL 721  3
CIGENRL 755  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

Curriculum and Instruction

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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.

Choose one of the following options: 3-6

Capstone Project Option
EDUINDP 724  PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE
### 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.

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<td>EDFound 780</td>
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<tr>
<td>Emphasis (12 units)</td>
<td>INTRODUCTION TO ELEM AND SECONDARY EDUCATIONAL ADMINISTRATION</td>
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<td>EDA 728</td>
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<tr>
<td>Cigenrl 725</td>
<td>CURRICULUM DEVELOPMENT AND INTEGRATION</td>
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<td>EDA 776</td>
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Electives. (Select six to fifteen units in consultation with advisor.)

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<td>ELPA 735</td>
<td>Leadership for Equity and Diversity</td>
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<td>ELPA 840</td>
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<td>ELPA 847</td>
<td>Institutional Leadership and Teacher Capacity</td>
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<td>ELPA 848</td>
<td>Professional Development and Organizational Learning</td>
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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)

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**Thesis Research Option**

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Choose one of the following options:

**Thesis Research Option (Three to six units and a minimum of 30 total units.)**

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| Health, Human Performance and Recreation Emphasis

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Choose one of the following options:

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Practicum Option (Six to 12 units and a minimum of 36 total units.)
PEPROF/HEALTHED/RECREATN/COACHING 793

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

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<td>Select 18 to 27 units from areas of Health, Physical Education,</td>
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<td>Choose one of the following options:</td>
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<td>Health, Physical Education and Coaching Emphasis</td>
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Practicum Option (Six to 12 units and a minimum of 36 total units.)
PEPROF/HEALTHED 793/RECREATN/PEPROF/COACHING 799

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

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<td>Select 18 units from Higher Education Leadership (HELEAD) in</td>
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<td>Capstone Project Option (Six units and a minimum of 30 total units.)</td>
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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

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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.

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. Those seeking
the 1902 license without an existing teaching license will be required to take additional coursework at the undergraduate level.

All students seeking the 1902 license must have a final portfolio approved by the faculty and have a GPA of 3.0 on library content courses. Students must take at least 5 courses at the 700 level.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFOUND 780</td>
<td>READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH</td>
<td>3</td>
</tr>
</tbody>
</table>

All are required for licensure, but some may be taken outside of the degree itself or as course competencies demonstrated through an approved portfolio.

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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>LIBMEDIA 634</td>
<td>DIGITAL TOOLS FOR LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>LIBMEDIA 550</td>
<td>FINDING AND USING INFORMATION</td>
<td>3</td>
</tr>
<tr>
<td>or LIBMEDIA 756</td>
<td>INFORMATION, VIRTUAL LIBRARIES &amp; THE INTERNET</td>
<td></td>
</tr>
<tr>
<td>LIBMEDIA 651</td>
<td>ORGANIZING INFORMATION</td>
<td>3</td>
</tr>
<tr>
<td>ELEMMID 562</td>
<td>CHILDREN'S LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>LIBMEDIA 640</td>
<td>LITERATURE FOR ADOLESCENTS</td>
<td>3</td>
</tr>
<tr>
<td>LIBMEDIA 640</td>
<td>INFORMATION LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>or LIBMEDIA 752</td>
<td>DESIGN OF CURRICULUM FOR INQUIRY</td>
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</tr>
<tr>
<td>LIBMEDIA 654</td>
<td>LIBRARY ADMINISTRATION</td>
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</tr>
<tr>
<td>LIBMEDIA 751</td>
<td>LEADERSHIP &amp; ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS</td>
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**Practicum**

Choose one of the following options:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>LIBMEDIA 793</td>
<td>SUPERVISED SCHOOL LIBRARY PRACTICUM COMBINED</td>
<td>3-6</td>
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<tr>
<td>LIBMEDIA 793</td>
<td>SUPERVISED ELEMENTARY LIBRARY PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>LIBMEDIA 793</td>
<td>SUPERVISED MIDDLE SCHOOL LIBRARY PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>LIBMEDIA 793</td>
<td>SUPERVISED SECONDARY LIBRARY PRACTICUM</td>
<td></td>
</tr>
</tbody>
</table>

Milestone: 902 capstone portfolio

**Total Units** 30-33

**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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDFOUND/CIGENRL 723</td>
<td>ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDFOUND 780</td>
<td>READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH</td>
<td>3</td>
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</table>

**Emphasis (12 units)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFOUND/CIGENRL 723</td>
<td>ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDFOUND 780</td>
<td>READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH</td>
<td>3</td>
</tr>
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</table>

**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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDFOUND/CIGENRL 723</td>
<td>ISSUES, PERSPECTIVES, AND DIRECTIONS: A PROFESSIONAL SEMINAR IN EDUCATION</td>
<td>12</td>
</tr>
<tr>
<td>EDFOUND 780</td>
<td>READING, ANALYZING, AND EVALUATING EDUCATIONAL RESEARCH</td>
<td>1-3</td>
</tr>
<tr>
<td>EDFOUND 781</td>
<td>FOUNDATIONS OF GIFTED AND TALENTED EDUCATION</td>
<td>1-3</td>
</tr>
<tr>
<td>EDFOUND 782</td>
<td>PSYCHOLOGICAL ISSUES IN GIFTED EDUCATION</td>
<td>1-3</td>
</tr>
<tr>
<td>EDFOUND 783</td>
<td>CURRICULUM AND METHODS IN GIFTED EDUCATION</td>
<td>1-3</td>
</tr>
<tr>
<td>or EDUC 792</td>
<td>CURRICULUM METHODS FOR GIFTED AND TALENTED (UWSP)</td>
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<tr>
<td>EDFOUND 784</td>
<td>PRACTICUM IN TEACHING ADVANCED LEARNERS</td>
<td>1-3</td>
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<tr>
<td>or EDUC 795</td>
<td>Practicum (UWSP)</td>
<td></td>
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</table>

Select 6 to nine units in consultation with advisor. 6-9  
Choose one of the following options: 6

**Capstone Project Option**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUINDP 724</td>
<td>PLANNING FOR CHANGE: SEMINAR IN RESEARCH, PRACTICE AND VOICE</td>
<td></td>
</tr>
<tr>
<td>EDUINDP 726</td>
<td>CAPSTONE ADVISING I: PROJECT PLANNING AND REVIEW OF LITERATURE</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td></td>
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<td>--------------</td>
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<td></td>
</tr>
<tr>
<td>EDUINDP 727</td>
<td>CAPSTONE ADVISING II: DATA COLLECTION AND ANALYSIS</td>
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</tr>
<tr>
<td>EDUINDP 789</td>
<td>CAPSTONE PROJECT SEMINAR</td>
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<tr>
<td>Thesis Research Option</td>
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</tr>
<tr>
<td>EDFOUND 799</td>
<td>THESIS RESEARCH</td>
<td></td>
</tr>
</tbody>
</table>

**Total Units:** 26-30
CERTIFICATE IN READING TEACHER LICENSE (316)

This certificate program is designed to prepare teachers to provide special services in reading at the elementary and secondary level and to certify students as reading teachers (Wisconsin Licensure Code 316).

The reading teacher certificate program consists of 4 courses and the completion of a professional development portfolio required for licensure which is developed within the 4 course sequence. The 16-credit program is designed to be completed in 3-4 semesters in a flexible combination of online delivery, face-to-face instruction and practicum experiences.

Program Coordinator:
Dr. Nancy Stevens
Winder Hall 3045
Phone: 262-472-1479
Email: stevensn@uww.edu

To be recommended by UW-Whitewater for the reading teacher license the applicant needs:

1. 16 credits of graduate courses (listed above)
2. A Wisconsin Teacher's License based upon a bachelor's degree
3. Two years of successful full time classroom teaching
4. A passing score (240 or greater) on the Wisconsin Foundations of Reading Test.

Certificate in Teaching in Alternative Education Settings Program

The Teaching in Alternative Education Settings (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 in Alternative Education Settings Program

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>SECNDED 705</td>
<td>POLITICS, LITERACY, AND CRITICAL PEDAGOGY</td>
<td>3</td>
</tr>
<tr>
<td>SECNDED 706</td>
<td>LEARNING, DIVERSITY, AND THE MARGINALIZED STUDENT</td>
<td>3</td>
</tr>
<tr>
<td>SECNDED 707</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SECNDED 708</td>
<td>THE MARGINALIZED LEARNER</td>
<td>2</td>
</tr>
<tr>
<td>SECNDED 709</td>
<td>LEARNING &amp; TEACHING FOR EMPOWERMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 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. Amy Stevens (Interim)
Graduate Program Coordinator
Dr. Shannon Stuart
Winther Hall 5042
262-472-4877
stuarts@uww.edu

Licensure Coordinator & Field Experiences
Dr. Nomsa Gwalla-Ogisi
Winther Hall 5033
262-472-5807
gwallan@uww.edu

Applied Behavioral Analysis Certificate Program Coordinator
Dr. Tia Schultz
Winther Hall 5045
262-472-5375
schulttr@uww.edu (kolbs@uww.edu)

Transitional Specialist Certificate Program Coordinator
Dr. James Collins
Winther Hall 5044
262-472-5804
collinjc@uww.edu (colletkl@uww.edu)

Autism Specialist Certificate Program Coordinator
Dr. Shannon Stuart
Winther Hall 5042
262-472-4877
stuarts@uww.edu

Department
Winther Hall 5035
262-472-1106
Fax: 262-472-4823
specialed@uww.edu

Degree Requirements
Students seeking the Masters Degree in Special Education must complete (36) credits of requirements in three core areas:

- 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. 92)
- Special Education - Professional Development Emphasis MSE (p. 93)

Certificates in Special Education
- Applied Behavior Analysis (p. 93)
- Autism Specialist Program (p. 93)
- Transition Specialist Program (p. 93)

Courses
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 EDUCATION 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 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 ’I’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.

### 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 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 712  PHILOSOPHY OF APPLIED BEHAVIOR ANALYSIS  3 Units
This course will explore the philosophical underpinnings of applied behavior analysis (ABA) as well as understand the dimensions of ABA as a science. Students will learn to distinguish between behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by applied behavior analysis.

SPECED 715  SUPERVISION OF PROGRAMS AND PERSONNEL IN ABA  3 Units
This course is focused on learning how to implement evidence-based supervision practices. Students will learn how to train, support, monitor, and give feedback to supervisees. Practices for creating and maintaining healthy work environments will be explored. Students will also learn how to manage behavior programs and make decisions about necessary changes.

SPECED 741  BEHAVIOR ASSESSMENT  3 Units
In this course, students will learn how to assess behavior. Using a functional behavior approach, students will learn how to identify challenging behavior, define it, and assess it through indirect and direct methods. Assessment methods will include record reviews, interviews, direct observation, ABC assessment, preference assessment, and skill assessment.

SPECED 742  BEHAVIOR CHANGE PROCEDURES  3 Units
Students will learn how to identify and implement appropriate behavior change procedures in order to reduce challenging behavior and teach new skills. Strategies will include shaping, chaining, reinforcement procedures, group contingencies, self-management, imitation training, and naturalistic teaching.

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.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDFOUND 710</td>
<td>EDUCATION IN A PLURALISTIC SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 760</td>
<td>FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 761</td>
<td>INSTRUCTIONAL STRATEGIES FOR THE INCLUSIVE CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 662</td>
<td>EDUCATIONAL-DIAGNOSIS AND ASSESSMENT IN LD, E/BD, CD</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 700</td>
<td>LEGAL FOUNDATIONS OF SPECIAL EDUCATION</td>
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<tr>
<td>SPECED 640</td>
<td>ADVANCED BEHAVIOR INTERVENTION STRATEGIES</td>
<td>3</td>
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<tr>
<td>SPECED 783</td>
<td>GRADUATE FIELDWORK AND PORTFOLIO DEVELOPMENT</td>
<td>3</td>
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<tr>
<td>SPECED 686</td>
<td>ACADEMIC INTERVENTION I</td>
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<td>SPECED 687</td>
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<td>SPECED 680</td>
<td>DIRECTED TEACHING/INTERNSHIP PRACTICA AND PHASE 4 SEMINAR</td>
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<tr>
<td>SPECED 766</td>
<td>PROFESSIONAL COLLABORATIONS: FAMILIES AND COMMUNITY AGENCIES</td>
<td>3</td>
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</table>

Select one of the following: 1-6

| SPECED 776  | CURRICULUM AND METHODS FOR LOW INCIDENCE DISABILITIES | 3     |
| SPECED 789B & SPECED 789D | PRACTICUM: LEARNING DISABILITY and PRACTICUM: CROSS CATEGORICAL |
| SPECED 793B & SPECED 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>SPECED 700</td>
<td>LEGAL FOUNDATIONS OF SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 701</td>
<td>ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 702</td>
<td>REFLECTIVE PRACTICE AND ACTION RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 703</td>
<td>PROMOTING REFORM THROUGH COLLABORATIVE LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 704</td>
<td>APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 705</td>
<td>PROFESSIONAL PORTFOLIO DEVELOPMENT IN SPECIAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDFOUND 740</td>
<td>TECHNIQUES OF RESEARCH</td>
<td>3</td>
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<tr>
<td>SPECED 785</td>
<td>CURRENT TOPICS IN SPECIAL EDUCATION: PRE-INSTITUTE</td>
<td>1</td>
</tr>
<tr>
<td>SPECED 786</td>
<td>CURRENT TOPICS IN SPECIAL EDUCATION: INSTITUTE</td>
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</tr>
<tr>
<td>SPECED 787</td>
<td>CURRENT ISSUES IN SPECIAL EDUCATION: POST INSTITUTE</td>
<td>1</td>
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<tr>
<td>Electives</td>
<td>Electives to 36 credit total for MSE in Special Education</td>
<td>12</td>
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</table>

Total Units 36

Certificate in Applied Behavior Analysis

Degree Requirements

The Applied Behavior Analysis (ABA) certificate program prepares students to become Board Certified Behavior Analysts (BCBA) and is a Verified Course Sequence through the Behavior Analyst Certification Board. The program is 21 graduate credits offered fully online. All credits in the certificate can count toward a MSE in special education through the University of Wisconsin-Whitewater, if students are interested. Students must maintain a grade of C or better in all courses.

<table>
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<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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<td>SPECED 709</td>
<td>ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS</td>
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<tr>
<td>SPECED 701</td>
<td>ADVANCED METHODOLOGY AND PRACTICES IN SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td>SPECED 711</td>
<td>ETHICS IN RESEARCH AND APPLIED BEHAVIOR ANALYSIS</td>
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<tr>
<td>SPECED 710</td>
<td>BEHAVIOR ASSESSMENT</td>
<td>3</td>
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<td>SPECED 741</td>
<td>PHILOSOPHY OF APPLIED BEHAVIOR ANALYSIS</td>
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<td>SPECED 712</td>
<td>SUPERVISION OF PROGRAMS AND PERSONNEL IN ABA</td>
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</table>

Total Units 21

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 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>SPECED 702</td>
<td>REFLECTIVE PRACTICE AND ACTION RESEARCH</td>
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<tr>
<td>SPECED 704</td>
<td>APPLIED FIELD ACTION RESEARCH IN SPECIAL EDUCATION</td>
<td>3</td>
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<tr>
<td>SPECED 707</td>
<td>FOUNDATIONS OF AUTISM SPECTRUM DISORDER</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 708</td>
<td>METHODS FOR TEACHING CHILDREN WITH AUTISM SPECTRUM DISORDERS</td>
<td>3</td>
</tr>
<tr>
<td>SPECED 709</td>
<td>ADVANCED PRINCIPLES OF APPLIED BEHAVIOR ANALYSIS</td>
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</tbody>
</table>

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
Wither Hall 5044
Trauma-informed and Trauma Responsive Treatment Certificate program

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>COUNSED 730</td>
<td>TRANSITION ASSESSMENT FOR STUDENTS WITH SPECIAL NEEDS (offered summer, odd years)</td>
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<tr>
<td>COUNSED 716</td>
<td>CRISIS INTERVENTION AND trauma COUNSELING ACROSS SETTINGS</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 734</td>
<td>FAMILIES: ASSESSMENT AND TREATMENT OF ABUSIVE BEHAVIORS</td>
<td>3</td>
</tr>
<tr>
<td>COUNSED 739</td>
<td>TRAUMA TREATMENT</td>
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<tr>
<td>COUNSED 792</td>
<td>TRAUMA RESPONSIVE CONSULTATION</td>
<td>1-2</td>
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<tr>
<td><strong>Total Units</strong></td>
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<td><strong>13-14</strong></td>
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</tbody>
</table>

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/
LIBRARY MEDIA SPECIALIST
INITIAL LICENSE

This certificate program is designed to prepare those without an existing teaching license as school librarians (Wisconsin Licensure Code 1902). The school librarian certificate program consists of 29 credits of education coursework / field experiences, 24 credits of library coursework, the completion of a content assessment and capstone portfolio, and successful completion of the edTPA. Content coursework can be done at the undergraduate or graduate level.

ADMISSION TO PROFESSIONAL EDUCATION:

AAS in ECE OR 2.75 GPA with a B- in English 101 & 102 or 105 or equivalent and B- in Communications 110 or equivalent OR Passing ACT/SAT/GRE/CORE Score

- School Library Media Specialist Initial License (p. 96)
LIBRARY MEDIA SPECIALIST INITIAL LICENSE

This certificate program is designed to prepare those without an existing teaching license as school librarians (Wisconsin Licensure Code 1902). The school librarian certificate program consists of 29 credits of education coursework / field experiences, 24 credits of library coursework, the completion of a content assessment and capstone portfolio, and successful completion of the edTPA. Content coursework can be done at the undergraduate or graduate level.

ADMISSION REQUIREMENTS:
ADMISSION TO PROFESSIONAL EDUCATION:

AAS in ECE OR 2.75 GPA with a B- in English 101 & 102 or 105 or equivalent and B- in Communications 110 or equivalent OR Passing ACT/SAT/GRE/CORE Score

<table>
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<th>Licensure</th>
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<tr>
<td>Licensure</td>
<td>EDFNPRC 210</td>
<td>INTRODUCTION TO EDUCATION AND TEACHING</td>
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<td></td>
<td>EDFOUN 243</td>
<td>FOUNDATIONS OF EDUCATION IN A PLURALISTIC SOCIETY</td>
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<tr>
<td>or EDFOUN 710</td>
<td>EDUCATION IN A PLURALISTIC SOCIETY</td>
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<tr>
<td>Pick 3 units:</td>
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<tr>
<td></td>
<td>EDFOUN 212</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td></td>
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<tr>
<td></td>
<td>EDFOUN 222</td>
<td>CHILD DEVELOPMENT</td>
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<tr>
<td></td>
<td>EDFOUN 481</td>
<td>HUMAN ABILITIES AND LEARNING</td>
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<tr>
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<td>EDFOUN 681</td>
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<tr>
<td></td>
<td>EDFOUN 230</td>
<td>INTRODUCTION TO HUMAN DEVELOPMENT</td>
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<td>SPECED 205</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
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<td></td>
<td>LIBMEDIA 439</td>
<td>GENERAL LIBRARY METHODS COURSE</td>
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<td>(Library Methods)</td>
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<td>Select 2 units of the following:</td>
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<tr>
<td>CIFLD 401</td>
<td>DIRECTED TEACHING - ALTERNATIVE PLACEMENT ELEMENTARY SCHOOL</td>
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<td></td>
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<tr>
<td>CIFLD 402</td>
<td>DIRECTED TEACHING - ALTERNATIVE PLACEMENT MIDDLE SCHOOL</td>
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<tr>
<td>CIFLD 404</td>
<td>DIRECTED TEACHING - ALTERNATIVE PLACEMENT SECONDARY SCHOOL</td>
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<td>Select 12 units of the following:</td>
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<td>CIFLD 411</td>
<td>DIRECTED TEACHING - ELEMENTARY</td>
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<tr>
<td>CIFLD 412</td>
<td>DIRECTED TEACHING-MIDDLE SCHOOL</td>
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<tr>
<td>CIFLD 414</td>
<td>DIRECTED TEACHING-SECONDARY</td>
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<tr>
<td>Content Courses</td>
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<tr>
<td>LIBMEDIA 434</td>
<td>DIGITAL TOOLS FOR LEARNING</td>
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<td>or LIBMEDIA 634</td>
<td>DIGITAL TOOLS FOR LEARNING</td>
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<tr>
<td>LIBMEDIA 350</td>
<td>FINDING AND USING INFORMATION</td>
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<tr>
<td>or LIBMEDIA 751</td>
<td>INFORMATION, VIRTUAL LIBRARIES &amp; THE INTERNET</td>
<td></td>
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</tbody>
</table>

FOR LICENSURE, STUDENTS MUST PASS:

- Foundations block portfolio
- Portfolio as part of Methods course and Directed Teaching – Alternative Placement
  - B- or better in Methods course and Directed Teaching – Alternative Placement before enrollment in CIFLD 411, CIFLD 412 or CIFLD 414.
  - GPA of 3.0 in content courses required before enrollment in CIFLD 411, CIFLD 412 or CIFLD 414.
- Student teaching portfolio and edTPA
  - Clinical experiences must cover all three levels (elementary, middle school, high school).
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 (M.S.) (p. 105)

Educational Specialist Degree (Ed.S.) (p. 97)

School Psychology Degree Program (M.S.E.) (p. 100)

Master of Social Work (M.S.W.) (p. 104)

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
Laurentide Hall 1229
262-472-1850
neddenrc@uww.edu

Department

Laurentide Hall 1223
262-472-1026
Fax: 262-472-1863
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. 99).

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 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 M.S.E-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.

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<tr>
<td>PSYCH 797</td>
<td>SPECIALIST PROJECT RESEARCH</td>
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**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.

**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  
Laurentide Hall 1229  
262-472-1850  
neddenrc@uww.edu

**Department**

Laurentide Hall 1223  
262-472-1026  
Fax: 262-472-1863  
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/schlpsych.

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. 103)

**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 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 746A 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 746B 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 746C 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 746D 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 746E 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 746F 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 746G 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 754 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 755 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 756 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.)

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<td>PSYCH 745</td>
<td>ASSESSMENT III: INTELLECTUAL FUNCTIONING</td>
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</tr>
<tr>
<td>PSYCH 746</td>
<td>PSYCHOPATHOLOGY OF CHILDHOOD AND ADOLESCENCE</td>
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<tr>
<td>PSYCH 748</td>
<td>BEHAVIOR THERAPY IN SCHOOLS</td>
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<tr>
<td>PSYCH 770</td>
<td>ASSESSMENT II: BEHAVIOR AND PERSONALITY</td>
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<tr>
<td>PSYCH 785</td>
<td>ADVANCED CHILD DEVELOPMENT</td>
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<tr>
<td>PSYCH 786</td>
<td>MENTAL HEALTH DELIVERY IN SCHOOLS: APPLIED PSYCHOPHARMACOLOGY</td>
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<tr>
<td>PSYCH 787</td>
<td>SOCIAL CONTEXT AND DIVERSITY IN THE SCHOOL SETTING</td>
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<tr>
<td>PSYCH 792</td>
<td>FIELD PLACEMENT IN SCHOOL PSYCHOLOGY</td>
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<tr>
<td>PSYCH 796</td>
<td>SPECIAL STUDIES</td>
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<tr>
<td>PSYCH 799</td>
<td>THESIS RESEARCH</td>
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</table>

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
MASTER OF SOCIAL WORK

Master of Social Work

The Master of Social Work degree is a professional degree which prepares students through the development of advanced generalist skills for clinical practice with individuals, families, groups, organizations and communities within diverse systems and settings. Students graduate from our program as clinicians, group facilitators, supervisors, advocates, and researchers. In addition, the master’s program in social work at UW-Whitewater prepares students for specialized practice with physical disabilities, military and/or addictions.

Program Coordinator
Sarah Hessenauer
Laurentide Hall 5201
262-472-1203
hessenas@uww.edu

Department
Laurentide Hall 5209
262-472-1137
Fax: 262-472-1611
socialwork@uww.edu

Additional Admission Requirements

1. A baccalaureate or higher degree from a regionally accredited institution.
2. At least a 3.00 overall grade point average in all the graduate work previously completed at UW-Whitewater, with no grades of I or IP pending.
   a. One of the following:
   b. At least a 2.75 overall grade point average in the undergraduate degree program.
3. Can apply if lower than a 2.75, but would be placed on probation status if admitted
   For advanced standing students, a grade of B or better is required in core social work courses.
4. At least a 2.90 grade point average in the last half of the undergraduate degree program.
5. A master’s degree or higher from an institution regionally accredited at the corresponding graduate level.
6. At least 12 credits of graduate work completed on a regular grade basis at UW-Whitewater.
7. Intro to statistics course: 200 level or higher, with a grade of C or better
   a. Demonstration of 24 hours of liberal studies courses, including:
   b. Courses in social sciences (psychology, sociology, anthropology, economics, women’s studies, political science)
9. Course in human biology
10. Background check for field
11. < >3 letters of referenceAt least one must be from an academic instructorOnly one may be a personal reference
12. One professional reference (field, volunteering and/or work)

13. Reference letters need to be on letterhead and sent directly to:
    Dr. Sarah Hessenauer
    Dept. of Social Work
    UW-Whitewater
    800. W. Main Street
    Whitewater, WI 53190

The GRE test is NOT required to be considered for admittance to the MSW program.

Preferred Requirements:

1000 Service hours (paid or volunteer)
Commitment to social justice, advocacy, and multicultural practice on behalf of vulnerable and oppressed populations

The Master of Social Work degree is a professional degree which prepares students through the development of advanced generalist skills for clinical practice with individuals, families, groups, organizations and communities within diverse systems and settings. Students graduate from our program as clinicians, group facilitators, supervisors, advocates, and researchers. In addition, the master’s program in social work at UW-Whitewater prepares students for specialized practice with physical disabilities, military and/or addictions.

Core Courses (Including emphasis area)- 32 units

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>SOCWORK 720</td>
<td>ADVANCED SOCIAL WELFARE POLICY ANALYSIS</td>
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<tr>
<td>SOCWORK 712</td>
<td>SOCIAL WORK PSYCHOPATHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOCWORK 733</td>
<td>SOCIAL WORK PRACTICE WITH GROUPS, COMMUNITIES, AND ORGANIZATIONS</td>
<td>3</td>
</tr>
<tr>
<td>SOCWORK 783</td>
<td>SOCIAL WORK FIELD EXPERIENCE</td>
<td>1-3</td>
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<tr>
<td>SOCWORK 784</td>
<td>SOCIAL WORK FIELD RESEARCH INTEGRATION CAPSTONE</td>
<td>4</td>
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<tr>
<td>SOCWORK 771</td>
<td>RESEARCH AND PROGRAM IMPLEMENTATION AND EVALUATION</td>
<td>4</td>
</tr>
<tr>
<td>SOCWORK 776</td>
<td>ADVANCED PRACTICE: INTERVENTION AND EVALUATION</td>
<td>3</td>
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</table>

Students will be required to complete courses in one emphasis focused on an area of specialized practice (6 units)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>SOCWORK 746</td>
<td>COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS</td>
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<tr>
<td>SOCWORK 741</td>
<td>TREATMENT OF SUBSTANCE USE AND OTHER ADDICTIVE DISORDERS</td>
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<tr>
<td>SOCWORK 750</td>
<td>SOCIAL WORK WITH MILITARY</td>
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<tr>
<td>SOCWORK 752</td>
<td>ADVANCED INTERVENTION WITH MILITARY AND FAMILIES</td>
<td></td>
</tr>
</tbody>
</table>
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, cybersecurity, healthcare, biotechnology, advanced manufacturing, and financial services.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>COMPSCI 733</td>
<td>ADVANCED ALGORITHM DESIGN AND ANALYSIS (required for all students in program)</td>
<td>9</td>
</tr>
</tbody>
</table>

Select two courses from the following list:

- COMPSCI 724 OPERATING SYSTEMS IN PRACTICE
- COMPSCI 732 MACHINE LEARNING
- COMPSCI 766 ADVANCED DATABASES
- COMPSCI 776 ADVANCED SOFTWARE ENGINEERING

**Elective Courses**

Select 15-18 units of COMPSCI courses numbered 700 or above

<table>
<thead>
<tr>
<th>Title</th>
<th>Units</th>
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<tr>
<td>COMPSCI 799 CAPSTONE PROJECT</td>
<td>3-6</td>
</tr>
<tr>
<td>COMPSCI 799 THESIS RESEARCH</td>
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</tbody>
</table>

**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 applied research project option must earn at least 3 units of COMPSCI 789 credit.
- Students who choose the thesis option must earn at least 3 units of COMPSCI 799 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 779  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 793  INTERNSHIP IN COMPUTER SCIENCE  Repeatable  1-6 Units

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.
AGUIAR, NAOMI R. (2018): Assistant Professor - Psychology. B.F.A., New York University; M.S., Ph.D., University of Oregon, Eugene, OR.

AHMAD, YAMIN S. (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.

AHN, KWANGSEOG (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.


ANDERSON, JENNIFER J. (2015): Assistant Professor - Social Work. B.A., Saint Joseph's College, Rensselaer, IN; M.S.W., Southern Illinois University, Carbondale, Carbondale, IL.

ANDERSON, LAWRENCE M. (2001): Professor - Political Science. B.A. University of Wisconsin–Madison, Madison, WI; M.A., Ph.D., McGill University, Montreal, Quebec, Canada.

ANDERSON, MARSHALL B. (1986): Professor - Theatre and Dance. B.A., Luther College, Decorah, IA; M.F.A., Illinois State University, IL.

ANDERSON, STEVEN W. (1987): Professor - Chemistry. B.A., Carthage College, Kenosha, WI; M.S., Marquette University, Milwaukee, WI; Ph.D., Northern Illinois University, DeKalb, IL.

ANDERTON, CINDY L. (2011): Associate Professor - Counselor Education. B.S., Utah State University, Logan, UT; M.S., Idaho State University, Pocatello, ID; Ph.D., Southern Illinois University, Carbondale, IL.


APPLETON, ERIC J. (2008): Associate Professor - Theatre and Dance. B.A., Valparaiso University, Valparaiso, Indiana; M.F.A., University of Wisconsin–Madison, Madison, WI.

ARRIOLA, LEON (2002): Associate Professor - Mathematics. B.S. Idaho State University; Ph.D., Old Dominion University.

ASLANI, SOROUSH (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. 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.

BALLATORI, CRISTINA (2016): Assistant Professor - Music. B.M. - George Mason University, Fairfax, VA; M.M., Louisiana State University, Baton Rouge, LA; D.M.A., University of Colorado at Boulder, Boulder, CO.

BAMBOSE, OLANMOJIBA O. (2017): Assistant Professor - Counselor Education. B.E., University of Ibadan, Nigeria; M.A., University of London, Institute of Education, United Kingdom; Ph.D., Northern Illinois University, DeKalb, IL.

BARGER, VICTOR A. (2011): Associate Professor - Marketing. B.A., M.B.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

BARTH, AMY L. (2015): Assistant Professor – Counselor Education. B.A., M.A., Concordia University, River Forest, IL; Ed.D, Northern Illinois University, DeKalb, IL.

BASU, SUVOJIT CHOTON (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.


BAUMGARDT, DANIEL G. (2012): Associate 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.


BECKER, D’ARCY (2016): Professor - Accounting. B.B.A, M.B.A., Ph.D., University of Wisconsin-Madison, Madison, WI.

BENJAMIN, ROBERT A. (2003): Professor - Physics. B.A., Carleton College, Northfield, MN; M.A.; Ph.D., University of Texas–Austin, Austin, TX.


BERGSTRAND OTHMAN, LAMA (2016): Assistant Professor - Special Education. B.A., M.A., University of Jordan; Ph.D., University of Iowa, Iowa City, IA.

BETTERS-BUBON, JENNIFER J. (2012): Associate Professor - Counselor Education. B.S., M.S., Ph.D., University of Wisconsin-Madison, Madison, WI; M.Ed., Boston University MA.

BETTY, LOUIS R. (2012): Associate Professor - Languages and Literatures. B.A., California State University, Bakersfield, CA; M.A., Ph.D., Vanderbilt University, Nashville, TN.

BHANDARI, AVISHEK (2017): Assistant Professor - Accounting. B.B.A., Pokhara University, Nepal; M.B.A., Bowling Green State University, Bowling Green, OH; M.S., Kent State University, Kent, OH; Ph.D Florida Atlantic University, Boca Raton, J.L.

BHATTACHARYYA, PRAJUKTI (2004): Professor - Geography, Geology, and Environmental Science. B.S., M.S., University of Calcutta; Ph.D., University of Minnesota–Minneapolis, MN.

BIRENBAUM, MAIJA (2012): Associate Professor - Languages and Literatures. B.A., McGill University, Montreal, Quebec, Canada; Hunter College, CUNY; Ph.D., Fordham University, Bronx NY.

BONJOUR, JESSICA L. (2010): Associate Professor - Chemistry. B.S., Truman State University, Kirksville, MO; Ph.D., University of Wisconsin–Madison, Madison, WI.

BOOSTROM JR., ROBERT E. (2011): Associate Professor - Marketing. B.S., Ph.D., Southern Illinois University, Carbondale, IL; M.A., University of Missouri, Kansas City, MO.

BOUKAHIL, ABDELKRIM (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.

BRADY, KATHLEEN A. (2005): Professor - Communication. B.A., M.S., University of Wisconsin–Whitewater, Whitewater, WI; Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

BRENN, BARBARA (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.

BRONSON, JAMES W. (1999): 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.

BROWN, KARL (2014): Assistant Professor – History. B.A., Lawrence University, Appleton, WI; M.A., Ph.D., University of Texas at Austin, Austin, TX.

BRUNT, CAROL (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.


BURKHAM, JONATHAN M. (2012): Associate 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.

BURKHOLDER, JO ELLEN (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–Binghamton, Binghamton, NY.

CAMERON, JAY LINDSAY (2013): Associate 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.

CASEY, KATHRYN J. (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.

CELELLO, ERIN E. (2011): Associate Professor - Languages and Literatures. B.A., St. Norbert College, De Pere, WI; M.A., M.F.A., Northern Michigan University, Marquette, MI.


CHAN, CATHERINE (2005): Associate Professor – Biological Sciences and Chemistry. B.S., Ph.D. University of Wisconsin–Madison, Madison, WI.

CHAPRAKAR, RACHEL (2014): Assistant Professor - Mathematics. B.S., M.S., Michigan Technological University, Houghton, MI; Ph.D. University of Montana, Missoula, MT.

CHEHADE, NAYLA (1997): Professor – Languages and Literatures. LIC., Universidad del Valle–Cali, Columbia; M.A., University of Wisconsin–Madison, Madison, WI.

CHEN, XUEQING (2005): Professor - Mathematics. B.Sc., ShaanXi Normal University; M.S., Beijing Normal University; Ph.D., Carleton University, Ottawa, CANADA.

CHENNAMANENI, PAVAN (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.

CHOI, SANG D. (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.


CIGANEK, ANDREW P (2009): Associate Professor - Information Technology and Supply Chain Management. B.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

CLINKENBEARD, PAMELA R. (1996): Professor - Educational Foundations. B.A., DePauw University, Greencastle, IN; M.S., Ph.D., Purdue University, West Lafayette, IN.

COHEN, BRUCE (2017): Assistant Professor - Theatre/Dance. B.F.A., Adelphi University, Garden City, NY; M.F.A., University of Alabama, Tuscaloosa, AL.

COLLET–KLINGENBERG, LAN A. (2007): Professor - Special Education. B.S., M.S., University of Illinois, Urbana–Champaign, IL; Ph.D., University of Wisconsin–Madison, Madison, WI.

COLLINS, JAMES C. (2013): Associate Professor - Special Education. B.S. Coastal Carolina University, Conway, SC; M.A., Ed.S., The Citadel, Charleston, SC; Ph.D., Clemson University, Clemson SC.

COMPAS, ERIC D. (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.

COONS, JAMES (2016): Assistant Professor - History. B.A., Miami University; M.A., Ph.D., University of Wisconsin-Madison, Madison, WI.

CORMIER, NATHALY. (2018): Assistant Professor - Biological Sciences. B.S., M.S., Universite Laval, Quebec City, Quebec, Canada; Ph.D., Texas Tech University, Lubbock, TX.

CROSGROVE, KIRSTEN L. (2004): Associate Professor - Biological Sciences. B.S., Oberlin College, Oberlin, OH; Ph.D., University of Pennsylvania, Philadelphia, PA.
CURRAN, KRISTEN L. (2004): Professor - Biological Sciences. B.S., Lebanon Valley College, Annville, PA; Ph.D., University of Virginia, Charlottesville, VA.

CUSHING-LEUBNER, JENNA R. (2017): Assistant Professor - Curriculum and Instruction. B.A., University of Wisconsin-Eau Claire; M.A., Hamline University, Saint Paul, MN; Ph.D., University of Minnesota, Minneapolis, MN.


Daly, Abbie L. (2014): Assistant Professor – Accounting. B.B.A., M.P.A., University of Wisconsin-Whitewater, Whitewater, WI; Ph.D., University of Wisconsin-Madison, Madison, WI.

Davidyan, Julia (2017): Assistant Professor - Accounting. B.S., M.S., University of Illinois at Chicago, Chicago, IL; D.B.A., University of Wisconsin-Whitewater, Whitewater WI.

Davison, Corey B. (2009): Associate Professor - Communication. B.A., M.A., Illinois State University, Normal, IL; Ph.D., University of Missouri, Columbia, MO.

Davison, Ellen S. (2003): Associate Professor - Biological Sciences. B.S., Bowdoin College, Brunswick, ME; M.S., Ph.D., University of Wisconsin-Madison, Madison, WI.

De Gregorio, Alicia (2006): Professor – Languages and Literatures. B.A., Universidad Complutense, Madrid, SPAIN; M.A., Ph.D., University of Cincinnati, Cincinnati, OH.

Delaney-Klinger, Kelly A. (2011): Associate Professor - Management. B.A., Albion College, Albion, MI; M.A., Ph.D., The Ohio State University, Columbus, OH; Ph.D., Michigan State University, East Lansing, MI.

Devore, Simone J. (2002): 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.

Devries, Margaret (2018): Assistant Professor - Biological Sciences. B.S., University of Louisiana - Lafayette, LA; M.S., University of Arkansas, Little Rock, AR; Ph.D., University of Southern Mississippi, Hattiesburg, MS.


Drechsler, Katherine (2018): Assistant Professor - Social Work. B.S., University of Wisconsin - Eau Claire, Eau Claire, WI; M.S.W., University of Wisconsin - Milwaukee, Milwaukee, WI; D.S.W., Aurora University, Williams Bay, WI.

Duchesne-Onoro, Rocío (2014): Assistant Professor – Geography, Geology, and Environmental Science. B.A., Universidad del Atlántico, Barranquilla, Colombia; M.S., Ph.D., Montclair State University, Montclair, NJ.

Dugan, Michael D. (2007): Associate Professor – Music. B.M., DePaul University, Chicago, IL; M.M., D.M.A., University of Minnesota, Minneapolis, MN.

Durham, Marilyn L. (1986): Associate Professor - Languages and Literatures. B.A., M.A., Ph.D., University of Wisconsin-Madison, Madison, WI.

Durst, Anne R. (2002): Associate Professor - Educational Foundations. B.A., Colgate University, Hamilton, NY; M.A., Ph.D., University of Wisconsin-Madison, Madison, WI.

Dzhambova, Kastrina (2018): Assistant Professor - Economics. B.A., Mount Holyoke College, South Hadley, MA; Ph.D., Boston College, Boston, MA.

Ednie, Andrea J. (2014): Associate Professor - Health, Physical Education, Recreation, and Coaching. B.A., M.A., University of New Brunswick, Fredericton, NB; Ph.D., University of Maine, Orono, ME.

Edwards, Logan (2017): Assistant Professor - Health, Physical Education, Recreation, and Coaching. B.S., Indiana State University, Terre Haute, IN; M.S.E., Indiana University, Fort Wayne, IN; Ph.D., Indiana University, Bloomington, IN.

Ejnik, John W. (2009): Associate Professor - Chemistry. B.S., University of Wisconsin–River Falls, River Falls, WI; Ph.D., University of Wisconsin–Madison, Madison, WI.


Elliot, Kathleen O'Brien (2013): Assistant Professor - Educational Foundations. B.A., College of the Holy Cross, Worcester MA; M.A., Ph.D., University of Wisconsin-Madison, Madison, WI.

Emrey, Jolly A. (2005): Associate Professor - Political Science. B.A., M.A., California State University, Los Angeles, CA; Ph.D. Emory University, Atlanta, GA.


Eshelman, Bruce D. (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.

Evangelista, FE S. (1999): Associate Professor - Mathematics. B.S., Ateneo de Manila University, Philippines; M.S., University of Minnesota, Minneapolis; Ph.D., University of Illinois, Chicago, IL.

Fan, ZaiFeng (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.

Fan-Osualu, Onochie (2017): Assistant Professor - Information Technology & Supply Chain Management. B.S., Obafemi Awolowo University, Ille-Ife, Nigeria; M.S., Florida International University, Miami, FL; Ph.D., University of South Florida, Tampa, FL.

Faris, Theresa (2003): Associate Professor - Art and Design. B.F.A., University of Wisconsin–Oshkosh, Oshkosh, WI; M.F.A., University of Wisconsin–Madison, Madison, WI.

Ferencz, George J. (1991): Professor - Music. B.M., B.M.E., Ohio State University, Columbus, OH; M.A., Ph.D., Kent State University, Kent, OH.
FRAME, TERI L. (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.

FRATZ, DEBORAH M. (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.

FREDERICK, EDWARD R. (2009): Professor - Communication. B.S. University of Wisconsin–River Falls, River Falls, WI; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

FRIENDSON, MICHAEL S. (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.

FRYE, JOHN D. (2011): Associate Professor - Geography, Geology, and Environmental Science. B.S., M.S., Ball State University, Muncie, IN; Ph.D., University of Georgia, Athens, GA.

FU, YAO (2017): Assistant Professor - Curriculum and Instruction. B.A., Dalian University, Dalian, China; M.E., Shawnee State University, Portsmouth, OH; Ph.D., Indiana University of Pennsylvania, Indiana, PA.

FUCILLA, LOUIS (2016): Assistant Professor - Political Science. B.S., Willamette University; M.P.A., University of Oregon; Ph.D., Indiana University - Bloomington, Bloomington, IN.

GANGULY, ARNAB (2017): Assistant Professor - Computer Science. B.E., Jadavpur University, India; Ph.D., Louisiana State University.

GAPINSKI, LIESL M. (2007): Associate Professor - Curriculum and Instruction. B.S., M.S., Ph.D., Iowa State University, Ames, IA.

GARVIN, ANN W. (1998): Professor - Health, Physical Education, Recreation and Coaching. B.S., M.S., Ball State University, Muncie, IN; Ph.D., University of Georgia, Athens, GA.

GEHRENECK, ROBERT H. (2006): Associate Professor - Music. B.A., Macalester College, St. Paul, MN; M.M., Boston University, Boston, MA; Ph.D., Indiana University, Bloomington, IN.

GERARD, JOSEPH A. (2005): Associate Professor - Accounting. B.B.A., M.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

GHOMEIM, HALA (2011): Associate Professor - Languages and Literatures. Ph.D., University of Wisconsin - Madison, Madison, WI.

GHOSH, ADITI (2017): Assistant Professor - Mathematics. B.S., M.S., Calcutta University, Calcutta, India; M.S., University of Texas Pan America; Ph.D., Texas A&M University.

GILBERTSON, LYNN (2014): Assistant Professor – Communication Sciences and Disorders. B.A., Ph.D., University of Wisconsin-Madison, Madison, WI.

GIMBEL, EDWARD W. (2012): Associate Professor - Political Science. B.S., University of Iowa, IA; M.A., Ph.D., University of Minnesota, Twin Cities, MN.

GIRARD, STEVEN N. (2014): Assistant Professor - Chemistry. B.A., Lawrence University, Appleton, WI; Ph.D., Northwestern University, Evanston, IL.

GOBLE, KRISTIN A. (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.

GODFREY, RAY (2017): Assistant Professor - Occupational and Environmental Safety and Health. B.S., University of Florida, Gainesville, FL; M.Ed., Florida Atlantic University, Boca Raton, FL; M.S.B.C., Ph.D., University of Florida, Gainesville, FL.

GREGORY, PAUL D. (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.

GREVISKES, LINDSEY (2017): Assistant Professor - Health, Physical Education, Recreation and Coaching. B.A., M.S.E., Northern Illinois University; Ph.D., University of Utah.


GUENO, MICHAEL P. (2012): Associate Professor - Philosophy and Religious Studies. B.A., Louisiana State University, Baton Rouge, LA; M.A., Ph.D., Florida State University, Tallahassee, FL.

GULIG, ANTHONY G. (1999): Associate Professor - History. B.A., M.A., University of Wisconsin–Eau Claire, Eau Claire, WI; Ph.D., University of Saskatchewan, Saskatoon, CANADA.

GULIG, NICHOLAS (2016): Assistant Professor - Languages and Literatures. B.A., University of Montana, Missoula, MT; M.F.A., University of Iowa, Iowa City, IA; Ph.D. University of Denver, Denver, CO.

GUNAWARDENA, ATHULA D. (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.

GUO, JIAN (1993): Professor - Languages and Literatures. B.A., Beijing Normal University, China; M.A., and Ph.D., University of Connecticut, Storrs, CT.

GUTHRIE, DEANNA D. (2013): Assistant Professor - Social Work. B.S., M.S.W., Ph.D Loyola University, Chicago, IL.

GWALLA–OGISI, NOMSA (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.


HAMMER, MICHEAL J. (2017): Associate Professor - Communication Sciences and Disorders. B.M., University of Missouri-Kansas City, Kansas City, MO; M.A., University of Kansas, Lawrence, KS; Ph.D., University of Kansas, Lawrence and Kansas City, KS.

HAN, BAOCHENG (1995): Professor - Chemistry. B.Sc., Jilin University, China; Ph.D., University of Houston, TX.

HANGER, REX A. (2000): 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.
HANSEN, RUTH K. (2018): Assistant Professor - Management. B.A., Rutgers University, New Brunswick, NJ; M.J., Loyola University, Chicago, IL; Ph.D., Indiana University, Bloomington, IN.

HANSON, FRANK E. (1983): Professor - Music. B.S., University of Akron, OH; M.M., Ph.D., Ohio State University, Columbus, OH.

HARLAN, ANGELA K. (2009): Associate Professor - Mathematics. B.A., B.S., M.S., University of South Alabama, Mobile, AL; Ph.D., University of Colorado – Denver, Denver, CO.

HARRAHY, ELISABETH A. (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.

HARTWICK, JAMES M. (2002): Professor - Curriculum and Instruction. B.S.E., Ph.D., University of Wisconsin–Madison, Madison, WI; M.S. Minnesota State University, Mankato, MN.

HATCH, KELLY L. (2016): Assistant Professor - Curriculum and Instruction. B.S., Montana State University, M.S., Curriculum and Instruction; Ph.D., University of Wisconsin - Madison, Madison, WI.

HAVAS, DAVID A. (2012): Associate 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.

HAWKINS, TRACY L. (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.

HAYES, GLENN C. (1987): Professor - Music. B.M.E., Central Michigan University, Mt. Pleasant, MI; N.M., Ph.D., Northwestern University, Evanston, IL.

HEIMER, LUCINDA G. (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.

HEINRICH, JEFFERY S. (2000): Associate Professor - Economics. B.A., University of Illinois, Champaign–Urbana, IL; M.A., Ph.D., University of Hawaii, Manoa, HI.


HESSENAUER, SARAH (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.

HOFF, PETER B. (1987): Assistant Professor - Languages and Literatures. B.A., University of Wisconsin–Madison, Madison, WI; M.A., Ph.D., University of Michigan, Ann Arbor, MI.

HOLLETT, NIKKI L. (2018): Assistant Professor - HPERC. B.S., M.S., Troy University, Troy AL; Ph.D. Auburn University, Auburn, AL.

HOLMES, ALENA V. (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.

HOUGH, WESLEY K. (2017): Assistant Professor - Mathematics. B.A., Hanover College, Hanover, IN; M.A., Ph.D., University of Kentucky, Lexington, KY.

HOUSE, PAUL G. (2006): Associate Professor - Chemistry. B.A., Kalmazoo College, Kalamazoo, MI; M.S., Ph.D., Northwestern University, Evanston, IL.


HUELS, BRIAN W. (2017): Assistant Professor - Accounting. B.B.A., University of Wisconsin-Whitewater; M.S., A., DePaul University, Chicago, IL; D.B.A., University of Wisconsin-Whitewater.

HUEMPFNER, LISA J. (2011): Associate Professor - Languages and Literatures. B.A., M.A., University of Arizona, AZ; Ed.D. University of Vermont, Burlington, VT.

HUH, YUNSUN (2017): Assistant Professor - Economics. B.A., Kangnung National University, Kangnung, Korea; M.A., Yonsei University, Seoul, Korea; Ph.D., University of Utah, Salt Lake City, UT.


HWANG, NICK (2016): Assistant Professor - Communication. B.A., University of Florida; M.M., Ph.D., Louisiana State University, Baton Rouge, LA.

HYUN, SINAEG (2017): Assistant Professor - History. B.A., Ewha Womans University; M.A., Ph.D., University of Wisconsin-Madison, Madison, WI.

IBRAHIM, AMAL G.S. (2013): Assistant Professor - Communication. B.A., Cairo University, Egypt; Ph.D., Georgia State University, Atlanta, GA.

IVANOVA, ROSSITZA P. (2011): Assistant Professor - Languages and Literatures. B.A., University of Veliko Turnovo, Bulgaria; M.A., Ph.D., University of Warwick, United Kingdom.

IVRY, JONATHAN B. (2002): Associate Professor - Languages and Literatures. A., Cornell University, Ithaca, NY; Ph.D., Stanford University, Stanford, CA.

JACOBS, PETER M. (1997): Professor - Geography, Geology, and Environmental Science. B.S., Purdue University; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

JAFARINEJAD, MOHAMMAD (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.

JANG, EUNYOUNG (2018): Assistant Professor, Social Work. B.A., M.S.W., Seoul Women's University, Seoul South Korea; Ph.D., University of Missouri, Columbia, MO.

JANOVEC, JARED A. (2002): Associate Professor - Art and Design. B.F.A., Kansas State University, Manhattan, KS; M.F.A., Indiana University, Bloomington, IN.
JELLERSON, DONALD C. (2011): Associate Professor - Languages and Literatures. B.A., University of Washington, Seattle, WA; M.A., Ph.D., Vanderbilt University, Nashville, TN.

JHA, ARUNA (2017): Assistant Professor - Social Work. B.Sc., University of Delhi, Delhi, India; M.Sc., University of Chennai, India; M.S.Ed., Northern Illinois University, DeKalb, IL; Ph.D., University of Illinois, Chicago, IL.

JOHNSON, EDRIC C. (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.

JOHNSON, SUSAN M. (1998): Associate Professor - Political Science. B.A., De Paul University, Chicago, IL; M.A., Ph.D., Northern Illinois University, DeKalb, IL.

KAM, TANYA Y. (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.

KAMAL, RASHIQA (2009): Associate Professor - Finance and Business Law. B.S., M.B.A., University of Lucknow; Ph.D., University of Nebraska–Lincoln, Lincoln, NE.

KAPFER, JOSHUA M. (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.

KARNES, SASHA L. (2013): Assistant Professor - Psychology. B.A., M.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

KARTAL, OZGUL (2017): Assistant Professor - Curriculum and Instruction. B.A., Middle East Technical University, Ankara, Turkey; M.S. University of Johannesburg, Johannesburg, Republic of South Africa; M.S., Ph.D. Illinois Institute of Technology, Chicago, IL.

KASHIAN, RUSSELL D. (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.

KATES, JAMES R. (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.

KATOVICE, KERRY R. (2005): Associate Professor - Biological Sciences. B.S., M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

KEDHARNATH, UMA (2015): Assistant Professor – Management. B.A., University of California, Riverside, CA; M.S., Ph.D., Colorado State University, Fort Collins, CO.

KEPHART, WESLEY (2017): Assistant Professor - Health, Physical Education, Recreation and Coaching. B.S., M.S., Stephen F. Austin State University, Nacogdoches, TX; Ph.D., Auburn University, Auburn, AL.

KILICASLAN, ALAZ (2018): Assistant Professor - Sociology. Anthropology and Criminology. B.A., M.A., Bogazici University, Istanbul, Turkey; Ph.D., Boston University, Boston, MA.


KIM, ELIZABETH S. (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.

KIM, YEONGMIN (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.

KING, ELIZABETH M. (2011): Associate Professor - Education Foundations. B.S., M.Ed., University of Wisconsin–Whitewater, Whitewater, WI; Ph.D., University of Wisconsin–Madison, Madison, WI.

KLEINFELD, MARGO P. (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.

KNAPP, JOSHUA R. (2016): Associate Professor - Management. B.S., Pennsylvania College of Technology; Ph.D., University of Cincinnati, Cincinnati, OH.

KNESTING, KIMBERLY K. (2011): Associate Professor - Psychology. B.A., Carthage College, Kenosha, WI; Ph.D., Indiana University, Bloomington, IN.

KOLB, SHARON M. (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.

KOPF, DENNIS A. (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.

KSOBIECH, KATHLEEN H. (2012): Associate Professor - Communication. B.A., Alverno College, Milwaukee, WI; M.A., Marquette University, Milwaukee, WI; Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI.

KUMPATY, HEPHZIBAH J. (1996): Professor - Chemistry. B.S., M.S., Kakatiya University, Warangal, INDIA; Ph.D., University of Mississippi, MS.

KUZOFF, ROBERT K. (2006): Associate Professor - Biological Sciences. B.S., B.A., University of Idaho, Moscow, ID; Ph.D., Washington State University, Pullman, WA.

LAM, SHEUNG-TAK (2018): Assistant Professor - Philosophy and Religious Studies. B.A., Chinese University of Hong Kong; M.A., Bochum; Wuppertal; Luxembourg; Ph.D., University of Virginia, Charlottesville, VA.

LAND, ANNA (2016): Assistant Professor - Information Technology, Supply Chain Management. B.S., University of Florida; M.S., University of Kassel, Kassel, Germany.

LAVELLE, KRISTEN M. (2014): Associate 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.


LEE, SUNGWOL (2018): Assistant Professor - B.S., Konkuk University, South Korea; M.S., University of Nevada, Las Vegas, NV.
LEIGHTON, FREDERICK (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.

LEITHEISER, ROBERT L. (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.

LENCHO, MARK W. (1991): Associate Professor - Languages and Literatures. B.A., M.A., Central State University, Edmond, OK; Ph.D., University of Wisconsin–Madison, Madison, WI.

LETTELLIER, JULIE A. (1990): Associate Professor - Mathematics. B.S., University of Wisconsin–La Crosse, La Crosse, WI; M.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

LETOURNEAU, PASCAL (2013): Assistant Professor - Finance and Business Law. B.B.A., ESG UQAM, Montreal, Canada; M.Sc., Ph.D., HEC Montreal, Montreal, Canada.

LEVAS, STEPHEN J. (2016): Assistant Professor - Biological Sciences and Geography, Geology and Environmental Science. B.S., Cornell University; Ph.D., Ohio State University, Columbus, OH.

LEY, JAMES A. (2011): Associate Professor - History. B.A., Wesleyan University, Middletown, CT; Ph.D., Rutgers University, NJ.

LEY–NAVARRO, ELENA L. (1996): Professor - Languages and Literatures. B.A., Mount Holyoke College, MA; M.A., Ph.D., Yale University, New Haven, CT.

LI, HE (2017): Assistant Professor - Finance and Business Law. B.S., M.B.A., Purdue University Calumet, Hammond, IN; Ph.D., University of Texas at El Paso, El Paso, TX.

LINDELL, ANNAT K. (2017): Assistant Professor - Psychology. B.S., Valparaiso University, Valparaiso IN; M.A., Ph.D., University of Missouri, Columbia, MO.

LINZMEIER, KRISTEN (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.

LISBERG, ANNEKE E. (2007): Associate Professor - Biological Sciences. B.S., M.S., Ph.D., University of Wisconsin-Madison, Madison, WI.

LOEPP, ERIC (2015): Assistant Professor - Political Science. B.A., University of Richmond, Richmond, VA; M.A., University of Pittsburgh, Pittsburg, PA.

LOLLAR, XIA LI (1998): Professor - Political Science. B.S., Heibei Institute of Technology, CHINA; M.A. Iowa State University, Ames, IA; Ph.D., University of Alabama, Tuscaloosa, AL.

LOUSHINE, TODD W. (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.


LUEDEKE, COURTNEY (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.

MABIE, JOSHUA D. (2012): Associate Professor - Languages and Literatures. B.S., Taylor University, Upland, IN; M.A., Ph.D., University of Minnesota, Twin Cities, MN.

MADAN, MANOHAR S. (1989): Professor - Information Technology and Supply Chain Management. B.E., Maharaja Savajirao University, Bursota, INDIA; M.S., University of Detroit, Michigan. MI; Ph.D., University of Tennessee, Knoxville, TN.

MALIMAGE, KALANA (2015): Assistant Professor—Accounting. Ph.D. Mississippi State University, Mississippi State University, MS.


MARDINEZ NIETO, MA DE LOURDES (2018): Assistant Professor - Communication Sciences and Disorders. B.A., Universidad Autonoma de Queretaro, Santiago De Queretaro, Mexico; Ph.D., Arizona State University, Tempe, AZ.

MCGOVERN, NATHAN M. (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.

MCGUIGAN, JOHN H. (2004): 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.

MCQUEENY, KRISTA B. (2017): Assistant Professor - Sociology, Criminology and Anthropology. B.A., Wellesley College, Wellesley, MA; M.A., Ph.D., University of North Carolina-Chapel Hill, Chapel Hill, NC.

MELERO, PILAR (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.

MELLEN, KYMBERLY L. (2017): Assistant Professor - Theatre/Dance. B.F.A., Brigham Young University, Provo, UT; M.A., Southern Utah University, Cedar City, UT; M.F.A., DePaul University, Chicago, IL.


MERINO, CARRIE M. (2016): Assistant Professor - Counselor Education. B.A., Weber State University, M.S., Westminster College; Ph.D., Regent University, Virginia Beach, VA.

MESNER, PETER W. JR. (1999): Associate Professor - Biological Sciences. B.S., M.S., University of Wisconsin–Oshkosh, Oshkosh, WI; Ph.D., University of Iowa, Iowa City, IA.

Messer, Susan C. (1988): Professor - Art and Design. B.S., University of Wisconsin–Madison, Madison, WI; M.F.A., Arizona State University, Tempe, AZ.

MICKELSON, WILLIAM T. (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.
NIEMEIER, BRANDI (2011): Associate Professor - Health, Physical Education, Recreation and Coaching. B.S. Crichton College, Memphis, TN; M.S. University of Wisconsin-Madison, Madison, WI.

NIEMEIER, HEATHER M. (2008): Associate Professor - Psychology. B.A., University of Wisconsin-Madison, Madison, WI; M.A., Ph.D., University of Colorado, Boulder, CO.

NYLEN, PAUL (2017): Assistant Professor - Accounting. B.A., M.A., University of Iowa, Iowa City, IA; J.D., Marquette University Law School, Milwaukee, WI.

O’BEIRNE, BRENDA R. (1979): Associate Professor - Counselor Education. B.A., M.A., University of Northern Iowa, Cedar Falls, IA; Ph.D., University of Wisconsin-Madison, Madison, WI.

O’KEEFE, COLLEEN 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.

OKOCHA, ANENEOSA A. (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.

OLSON, ELIZABETH A. (2004): Associate Professor - Psychology. B.A., Winona State University, Winona, MN; M.S., Ph.D., Iowa State University, Ames, IA.

OLSON, JEFFREY L. (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.

O’NEILL, BRIAN (2014): Assistant Professor – Biological Sciences. B.S., Bemidji State University, Bemidji, MN; M.A., Ph.D., University of Kansas, Lawrence, KS.

ORAVEC, JOANN (1997): Professor - Information Technology and Supply Chain Management. B.A., M.B.A., Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI.

PARK, SANGHEE (2016): Assistant Professor - Communication. B.A., M.A., Kookmin University; Ph.D., Bowling Green State University, Bowling Green, OH.

O’BEIRNE, BRENDA R. (1979): Associate Professor - Counselor Education. B.A., M.A., University of Northern Iowa, Cedar Falls, IA; Ph.D., University of Wisconsin-Madison, Madison, WI.

MORGAN, CAROLYN L. (1996): Professor - Psychology. B.M.E., University of Central Arkansas-Conway; M.S., Ph.D., University of Salt Lake City, UT.

NIEMEIER, HEATHER M. (2008): Associate Professor - Psychology. B.A., University of Wisconsin-Madison, Madison, WI; M.A., Ph.D., University of Colorado, Boulder, CO.

NYLEN, PAUL (2017): Assistant Professor - Accounting. B.A., M.A., University of Iowa, Iowa City, IA; J.D., Marquette University Law School, Milwaukee, WI.

O’BEIRNE, BRENDA R. (1979): Associate Professor - Counselor Education. B.A., M.A., University of Northern Iowa, Cedar Falls, IA; Ph.D., University of Wisconsin-Madison, Madison, WI.

O’KEEFE, COLLEEN 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.

OKOCHA, ANENEOSA A. (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.

OLSON, ELIZABETH A. (2004): Associate Professor - Psychology. B.A., Winona State University, Winona, MN; M.S., Ph.D., Iowa State University, Ames, IA.

OLSON, JEFFREY L. (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.

O’NEILL, BRIAN (2014): Assistant Professor – Biological Sciences. B.S., Bemidji State University, Bemidji, MN; M.A., Ph.D., University of Kansas, Lawrence, KS.

ORAVEC, JOANN (1997): Professor - Information Technology and Supply Chain Management. B.A., M.B.A., Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI.

OSTER, ZACHARY J. (2013): Assistant Professor - Computer Science. B.A., B.S., South Dakota University, Brookings, SD; M.S., Ph.D., Iowa State University, Ames, IA.

OUTLAY, CHRISTINA N. (2011): Associate Professor - Information Technology and Supply Chain Management. B.A., M.S., DePaul University, Chicago, IL; Ph.D., University of Illinois, Chicago, IL.

PADDOCK, ADAM (2013): Associate Professor - History. BA., Mansfield University of Pennsylvania, Mansfield, PA; M.A., Ph.D., University of Texas, Austin, TX.

PANERU, KYAM N. (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.

PARBOTEEAH, KAVIRAJ (2001): Professor - Management. B.S., University of Mauritius, Mauritius; M.B.A., California State University, Chico, CA; Ph.D., Washington State University, Pullman, WA.

PARK, SANGHEE (2016): Assistant Professor - Communication. B.A., M.A., Kookmin University; Ph.D., Bowling Green State University, Bowling Green, OH.
PARYS, JODIE (2005): Professor - Languages and Literatures. B.S., M.A., Ph.D., University of Wisconsin—Madison, Madison, WI.

PATTERSON, MOLLY B. (2008): Associate Professor - History. B.A., Kenyon College, Gambier, OH; M.A., Ph.D., University of Wisconsin—Madison, Madison, WI.

PEDRIANA, NICHOLAS A. (2012): Associate Professor - Sociology, Criminology, and Anthropology. B.A., University of Wisconsin-Milwaukee, Milwaukee, WI; M.A., Ph.D., University of Iowa, Iowa City, IA.


PELZEL, HEATHER R. (2011): Associate Professor - Biological Sciences. B.S., University of Wisconsin—River Falls, River Falls, WI; Ph.D., University of Wisconsin—Madison, Madison, WI.

PETERS, SCOTT J. (2009): Associate Professor - Educational Foundations. B.A., Ph.D., Purdue University, West Lafayette, IN.

PETERSEN, JENNIFER L. (2010): Associate Professor - Education Foundations. B.S., University of Georgia, Athens—Clarke County, GA; M.S., Ph.D., University of Wisconsin—Madison, Madison, WI.

PLATT, ALANA J. (2013): Assistant Professor - Information Technology and Supply Chain Management. B.S., M.S., Ph.D., Illinois Institute of Technology, Chicago, IL.

PORCARO, GREG (2001): Associate Professor - Art and Design. B.A. University of Wisconsin—Parkside, Kenosha, WI; M.F.A. University of Arizona, Tucson, AZ.


PRASAD, SAMEER (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.

PREMLI, ARJAN (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.

PRODOEHL, DANA E. (2011): Assistant Professor - Languages and Literatures. B.A., M.A., Salisbury State University, Salisbury, MD, Ph.D., Marquette University, Milwaukee, WI.

RALSTON, JONAH (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.

RAMAEEKERS, CHRISTOPHER S. (2016): Assistant Professor - Music. B.M., Western Michigan University, Kalamazoo, MI; M.M., Northwestern University, Evanston, IL.

REUTEBUCH, TIM (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.

RHINE, MARJORIE E. (2000): Professor - Languages and Literatures. B.A., Western Washington University, Bellingham, WA; M.A., Ph.D., University of Wisconsin—Madison, Madison, WI.

ROBINSON, LINDA A. (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.

ROBINSON, THOMAS R. (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.

ROGERS, BRIAN R. (2017): Assistant Professor - Communication. B.A., M.A., Northern Arizona University, Flagstaff, AZ; Ph.D., University of Utah, Salt Lake City, UT.

ROMERO, ANDREA (2016): Assistant Professor - Biological Sciences/ Geography, Geology, and Environmental Science. B.A., Carleton College; Ph.D., University of Kansas, Lawrence, KS.

ROSELAND, DENISE (2018): Assistant Professor - Curriculum and Instruction. B.S., University of Wisconsin – Oshkosh, Oshkosh, WI; M.S., University of Wisconsin - Whitewater, Whitewater, WI; Ph.D., University of Minnesota, Minneapolis, MN.

ROSS, HOWARD L. (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.

ROWE, JEANNINE E. (2010): Associate Professor - Social Work. B.A., University of Nevada–Reno, Reno, NV; M.S.W., Ph.D., University of Wisconsin-Milwaukee, Milwaukee, WI.

SAEGER, KARLA (2014): Assistant Professor – Curriculum & Instruction. B.S., M.A., Silver Lake College, Manitowoc, WI; Ed.D., St. Cloud State University, St. Cloud, MN.

SAHYUN, STEVEN C. (2001): Associate Professor - Physics. B.A., Grinnell College, Grinnell, IA; M.S., Montana State University, Bozeman, MT; Ph.D., Oregon State University, Corvallis, OR.

SALLAH, ASMAHAN (2011): Associate 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.

SAMARANAYAKE, GEETHAMALI G. (1996): Associate Professor - Mathematics. B.S., University of Colombo, SRI LANKA; M.S., Ph.D., Purdue University, West Lafayette, IN.

SAMARANAYAKE, SOBITA (1996): Associate Professor - Computer Science . B.S., University of Colombo, SRI LANKA; M.S., Ph.D., Purdue University, West Lafayette, IN.

SANKARANARAYANA, BALAJI (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.

SCHEMENAUER, ELLIE C. (2006): Associate Professor - Women's Studies. B.A., Eckerd College, St. Petersburg, FL; Ph.D., Florida International University, Miami, FL.

SCHERR, TRACEY G. (2004): Professor - Psychology. B.A., Mesa State College, Grand Junction, CO; M.A., Ph.D., University of Northern Colorado, Greeley, CO.
STALDER, DANIEL R. (2004): Professor - Psychology. B.A., Northwestern University, Evanston, IL; M.A., Ph.D., University of Iowa, Iowa City, IA.


SCHULTZ, TIA R. (2012): Associate 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.

SCOVOTTI, CAROL J. (2004): Professor – Marketing. B.A., Marquette University, Milwaukee, WI; M.B.A., Loyola University, Chicago, IL; DPS, Pace University, Pleasantville, NY.

SHIN, DONGHOON (2016): Assistant Professor - Management. B.B.A., M.S., Seoul National University, Ph.D., McGill University, Montreal, QC, Canada.

SHIN, SUMIN (2017): Assistant Professor - Communication. B.S., Yonsei University, South Korea; M.S., University of Tennessee, Knoxville, TN; Ph.D. University of Alabama, Tuscaloosa, AL.

SHURLEY, JASON (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.

SCHNEIDER, MELANIE L. (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.

SCHROEDER, EILEEN E. (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.


SMITH, LAUREN B. (2001): Professor - Women's Studies. B.A., Davidson College, Davidson, NC; M.F.A., M.A., Ph.D., University of Iowa, Iowa City, IA.

SMITH, GARRETT (2015): Assistant Professor- Finance and Business Law. Ph.D., Florida Atlantic University, Boca Raton, FL.

SMITH, LAUREN B. (2001): Professor - Women's Studies. B.A., Davidson College, Davidson, NC; M.F.A., M.A., Ph.D., University of Iowa, Iowa City, IA.

SOLHEIM, STEPHEN L. (1991): Associate Professor - Biological Sciences. B.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

SPLINTER, DALE K. (2006): 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.

STALDER, DANIEL R. (2004): Professor - Psychology. B.A., Northwestern University, Evanston, IL; M.A., Ph.D., University of Iowa, Iowa City, IA.

STEVENS, AMY C. (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.

STEVENS, NANCY L. (2011): Associate 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.


STONE, JOHN F. (1990): Professor, Communication. B.A., Gustavus Adolphus College, St. Peter, MN; M.A., Ph.D., University of Minnesota–Minneapolis, MN.

STUART, SHANNON K. (1999): Professor - Special Education. B.S., Eastern Michigan University, Ypsilanti; M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

SWANSON, BARRETT (2017): Assistant Professor Languages and Literatures. B.A., Loyola University, Chicago, IL; M.F.A., University of Wisconsin-Madison, Madison, WI; Ph.D., University of Illinois-Chicago, Chicago, IL.

SZABO, TAMAS (2007): Associate Professor - Mathematics. M.Ed, M.S., Eotvos Lorand University of Science, Budapest, HUNGARY; Ph.D., University of Memphis, Memphis, TN.

TALUKDAR, BAKHTEAR (2016): Assistant Professor - Finance and Business Law. B.A.A. M.B.A., University of Dhaka; M.B.A., Williamette University; Ph.D., Florida International University, Miami, FL.

TAO, RAN (2009): Associate Professor - Economics. B.A., Shandong University, Shandong, CHINA; M.S., Lancaster University, Lancaster, UNITED KINGDOM; Ph.D., Claremont Graduate University, Claremont, CA.

TAVEIRA, ALVARO (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.

TCHERNOOKOV, MARTIN (2017): Assistant Professor - Physics. B.S., California Institute of Technology, Pasadena, CA; Ph.D., University of Chicago, Chicago, IL.

THIBODEAUX, JENNIFER D.(2004): 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.

THOMAS, BRANDON (2018): Assistant Professor - Psychology. B.A., Purdue University, Calumet, IN; M.S., Illinois State University, Normal, IL; Ph.D., University of Cincinnati, Cincinnati, OH.

TILLET, WADE ANDREW (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.

TIPPERY, NICHOLAS P. (2011): Associate Professor - Biological Sciences. B.A., University of Dallas, Irving, TX; Ph.D., University of Connecticut, Storrs, CT.
TOBECK, JANINE (2008): Associate Professor - Languages and Literatures. B.A., Macalester College, St. Paul, MN; M.A., Ph.D., University of Wisconsin–Madison, Madison, WI.

TOMS, OZALLE M. (2012): Associate 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.

TOURIGNY, LOUISE (2001): Professor - Management. B.S., M.A., E’Cole des Hautes Etudes Commerciales, Montreal, CANADA; Ph.D., Concordia University, Montreal, CANADA.

TRAORE, HASSIMI (1994): Associate Professor - Chemistry. B.S., M.A., University of Ouagadougou, WEST AFRICA; M.A., Ph.D., University of Iowa, Iowa City, IA.

TUREK, SHEILA M. (2003): Associate Professor - Languages and Literatures. B.A., M.A., George Mason University, Fairfax, VA; Ph.D., University of Maryland, College Park, MD.

VANALSTINE, SHARRI K. (2011): Associate 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.

VANEVENHOVEN, JEFF (2007): Professor - Management. B.A., M.S., Ph.D., University of Wisconsin–Milwaukee, Milwaukee, WI.

VANG, MAY (2016): Assistant Professor - Curriculum and Instruction. B.S., University of Wisconsin - Milwaukee; M.A., Cardinal Stritch; Ph.D, University of Wisconsin - Milwaukee, Milwaukee, WI.

VANG, NENGHER (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.

VELDKAMP CHRISTOPHER T. (2009): Associate Professor - Chemistry. B.A., Taylor University, Upland, IN; Ph.D., Medical College of Wisconsin, Milwaukee, WI.

VERBOS, AMY KLEMM (2014): Associate 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.

VERGHESE, ANTO J. (2016): Assistant Professor - Information Technology and Supply Chain Management. B.S., Anna University; M.E., Ph.D., Texas A&M University, College Station, TX.

VICHOT, RHEA A. (2018): Assistant Professor - Communication. S.B., Massachusetts Institute of Technology, Cambridge, MA; M.A., New York University, New York City, NY; M.S., Georgia Institute of Technology, Atlanta, GA; Ph.D., University of Southern California, Los Angeles, CA.

VICK, MATTHEW E. (2008): Professor – Curriculum and Instruction. B.S., UW-Madison, Madison, WI; M.S., Ph.D., UW-Milwaukee, Milwaukee, WI.

VOSBURGH, DONNA J. (2011): Associate 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.

VYSOTSKY, STANISLAV (2014): Assistant Professor - Sociology, Criminology, and Anthropology. B.S., M.A., Ph.D., Northeastern University, Boston, MA.


WAECHTER–BRULLA, DARYLE A. (1990): Professor - Biological Sciences. B.S., Illinois State University—Normal, IL; M.S., Ph.D., University of Illinois at Urbana–Champaign, IL.

WAGNER, PETER F. (2007): Associate Professor - Political Science. B.A., Johann–Wolfgang–von–Goethe University, Frankfurt, GERMANY; M.S., Ph.D., Rutgers University, New Brunswick, NJ.

WANG, YUBING (2018): Assistant Professor - HP ERC. B.Ed., M.Ed., Shanghai University, Shanghai, China; Ph.D., University of North Carolina, Greensboro, NC.

WARACZYNSKI, MEG A. (1992): Professor - Psychology. B.A., University of Wisconsin–Milwaukee, Milwaukee, WI; Ph.D., Harvard University, Cambridge, MA.

WARING, CHANDRA D. (2013): Assistant Professor - Sociology, Criminology, and Anthropology. B.S., M.S., Ph.D., University of Connecticut, Storrs, CT.

WEBER, JILL (2015): Assistant Professor—Accounting. B.S., M.S., Marquette University, Milwaukee, WI; Ph.D., Oklahoma State University, Stillwater, OK.

WEISS, JANE (2015): Assistant Professor—Accounting. Ph.D., University of Wisconsin-Madison, Madison, WI

WELCH, SHERYL ANNE (2002): Professor - Communication. B.S., M.A., University of Central Florida, Tampa, FL; Ph.D., Kent State University, Kent, OH.

WELTSCH, DAVID M. (2006): Professor - Economics. B.A., University of Wisconsin–Milwaukee, Milwaukee, WI; M.A., Ph.D., Indiana University, Bloomington, IN.

WERNER, JON (1998): Professor - Management. B.S., M.B.A., Ph.D., Michigan State University, East Lansing, MI.

WHITCOMB, BENJAMIN D. (1999): Professor - Music. B.M., Oklahoma State University, Stillwater, OK; M.M., Ph.D., University of Texas, Austin, TX.


WILBERS, LOREN (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.

WILDERMUTH, SUSAN M. (2000): Professor - Communication. B.A., University of Wisconsin–Whitewater, Whitewater, WI; M.A., Ph.D., University of Minnesota–Minneapolis, MN.

WILK, DEBORAH J. (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.

WILLIAMS, ALESSANDRA (2018): Assistant Professor - Theater and Dance. B.A., Macalester College, Saint Paul, MN; M.A., Ph.D., University of California, Los Angeles, CA.
WILSON, HOLLY J. (2011): Associate 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.

WINCHELL, BROOKE N. (2010): Associate Professor - Special Education. B.S.E., M.S.E., Ph.D., Kent State University, Kent, OH.

WINDEN, MATTHEW W. (2012): Associate Professor - Economics. B.S., University of Wisconsin-Green Bay, Green Bay, WI; Ph.D., Ohio State University, Columbus, OH.

WITONSKY, TRUDI D. (2002): Associate Professor - Languages and Literatures. B.A., Grinnell College, Grinnell, IA; M.A, Ph.D., University of Wisconsin–Madison, Madison, WI.

WITTE, KELLY S. (2008): Associate Professor - Heath, 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.

WOOD, RACHEL (2015): Assistant Professor - Music. B.M., M.M., University of Western Ontario, London, Canada; D.M., Indiana University Jacobs School of Music, Bloomington, IN.

XIANG, MEIFANG (2008): Associate Professor –Accounting. B.S., M.S., Central University of Finance and Economics, Beijing, China; Ph.D., Purdue University, West Lafayette, IN.

XU, WEINENG (2018): Assistant Professor - Finance and Business Law. B.A., East China Normal University, Shanghai, China; M.A., University of Cincinnati, Cincinnati, OH; Ph.D., University of Arkansas, Fayetteville, AR.

XUE, YUHAN (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.

YAVUCETIN, OZGUR (2013): Assistant Professor - Physics. B.S., Bogazici University, Istanbul, Turkey; M.S., Ph.D., University of Massachusetts, Amherst, MA.

YIN, ROGER L. (1994): Professor - Information Technology and Supply Chain Management. B.E., National Chung Hsin University, TAIWAN; M.S., Ph.D., Indiana University–Bloomington, IN.

YOSHIDA, AKIKO (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

YU, ANDY (2011): Associate Professor - Management. B.B.A., National Chengchi University, TAIWAN; M.B.A., Ph.D., Texas Tech University, TX.

YU, QUI HONG (2004): Professor – Finance and Business Law. B.A. Jilin University, CHINA; M.A. Pittsburg State University, PA; Ph.D. University of Memphis, TN.

YU, TONG ROBERT (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.

ZAKARIA, RIMI (2012): Assistant Professor - Management. B.S.S., University of Dhaka, Dhaka, Bangladesh; M.B.A., University of Central Arkansas, Conway, AK; Ph.D., Florida International University, Miami, FL.

ZBIKOWSKI, JOHN M. (1989): Associate Professor - Curriculum and Instruction. A.B., M.S., Syracuse University, Syracuse, NY; Ph.D., University of Florida–Gainesville, FL.

ZHAO, YANHUI (2018): Assistant Professor - Finance and Business Law. B.S., Beijing Technology and Business University, Beijing, China; M.S., Rutgers University, New Brunswick, NJ; Ph.D., University of Connecticut, Storrs, CT.

ZHAO, YUSHAN (2001): Professor - Marketing. B.S., Tianjin University – Tianjin, CHINA; M.B.A., Michigan State, East Lansing, MI.

ZOU, JAIZHENG (2012): Associate 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.

ZIMMERMAN, JEFFREY (2006): Associate Professor - Geography, Geology and Environmental Science. M.S., Ph.D., University of Wisconsin–Madison, Madison, WI.

ZUKAS, KEITH J. (2017): Assistant Professor - Communication. B.A., M.A., Ph.D., University of Wisconsin - Madison, Madison, WI.

ZUNAC, MARK J. (2008): Associate Professor - Languages and Literatures. B.S., M.A., Ph.D., Marquette University, Milwaukee, Milwaukee, WI.Professor - Languages and . B.S., M.A., Ph.D., Marquette University, Milwaukee, Milwaukee, WI.
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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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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 ratio and statement analysis techniques are also integrated.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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 interpreting and analyzing financial statements.
PREREQ: ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 465 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 343 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 757  ISSUES IN FINANCIAL ACCOUNTING  3 Units
This course examines complex accounting issues and other content not covered in the financial accounting sequence. When applicable, financial statement analysis is used to supplement the understanding of the content.
PREREQ: ACCOUNT 781; ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 758  TAX RESEARCH  3 Units
This course helps students to develop advanced research and writing skills within both the corporate and individual taxation context.
PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 759  TAX RESEARCH, VOLUNTEER EXPERIENCE, AND PRACTICAL TAX LEARNING  3 Units
This course helps students to develop advanced research and writing skills within both the corporate and individual taxation context. Students also apply preparation and reviewing skills onsite at the Volunteer Income Tax Clinic (VITA), so that the course also provides for a service-based learning component.
PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 760  INTERNATIONAL TAXATION  3 Units
This course helps students to develop advanced international tax research and writing skills. Students will compare and contrast complex global business arrangements in a tax technical context, apply new federal and international tax regulations to evolving corporate tax structures, and recognize ethical tax considerations within a diverse and global economy.
PREREQ: ACCOUNT 651, OR ACCOUNT 451 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
ACCOUNT 783 INTERNATIONAL ACCOUNTING  2 Units
This course examines the international dimension of accounting and financial reporting for multinational enterprises. Topics include (a) the international standard-setting process, including convergence with US GAAP, (b) IFRS for recording transactions and preparing financial statements, (c) a detailed comparison of IFRS and US GAAP; and (d) accounting for the translation of financial statements and for changing prices.
PREREQ: ACCOUNT 781; ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 students 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.
PREREQ: ACCOUNT 343 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 789 READINGS AND RESEARCH IN ACCOUNTING  1 Units
Study of a selected topic or topics under the direction of a faculty member. Offered on topics selected on the basis of timeliness, need, and interest, and generally in the format of regularly scheduled Catalog offerings.
PREREQ: ACCOUNT 781; ACCOUNT 461 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ACCOUNT 790 WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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 accounting. A learning contract will be developed by the faculty advisor, professional supervisor (if applicable), and student that clearly delineates the expectations and responsibilities.
PREREQ: ACCOUNT 343 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM; HAVE 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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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

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.

ARTSTDIO 696 SPECIAL STUDIES Repeatable 3-4 Units
Variable topics. Group activity. Not regularly offered 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.

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: 3 CREDIT HOURS IN CHOSEN AREA OR INSTRUCTOR CONSENT

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: 3 CREDIT HOURS IN CHOSEN AREA OR INSTRUCTOR CONSENT

ARTSTDIO 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

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.

Asian Studies (ASIANSTD)

Courses

ASIANSTD 690 WORKSHOP Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad. Repeatable

ASIANSTD 691 TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad.

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 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 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 multinationals, strategic 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

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

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.

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 differented learning activities to promote a holistic understanding of administrative leadership in complex organizations.  
CROSS-LISTED: HEALEAD/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.

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 SOCIOLGY 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.

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: HEALEAD/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: HEALEAD/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.

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/JOURNALISM 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/JOURNALISM 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/Journalism 799 Thesis credits and
Comm/Journalism 789 ACP credits may not be taken concurrently with
Comm/Journalism 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 under the direction of a faculty
member. Students must complete the Independent Studies Form located
at http://www.uww.edu/comgrads/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/Journalism
799 Thesis credits and Comm 798/Journalism 789 ACP credits may not
be taken concurrently with Comm 798/Journalism 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/comgrads/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/Journalism 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: 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: EDUC 222, EDUC 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.

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: COMDIS 240 OR CONSENT OF INSTRUCTOR

COMDIS 683 AUGMENTATIVE AND ALTERNATIVE COMMUNICATION 1 Unit
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.

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.

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: 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 768 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 793 INTERNSHIP IN COMPUTER SCIENCE Repeatable 1-6 Units

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 PROFESSIONAL FOUNDATIONS OF COUNSELING 3 Units
This foundational course provides a historical and philosophical overview of the field of counseling. History, current trends, professional issues, and numerous areas within the counseling field will be critically examined. Professional organizations, preparation standards, roles and credentials relevant to the practice of counseling in multiple settings will also be discussed. PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

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.
This course will present counseling approaches that effectively address crises across counseling settings. Students will reflect on how people deal with crises, learn prevention measures, and develop skills in psychological first aid with specific intervention techniques. Examples of situations to be explored include suicide, homicide, intimate partner violence, sexual assault, natural disasters and terrorism, school safety, and personal loss.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

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 MENTAL HEALTH DIAGNOSIS IN COUNSELING 3 Units
Students will enhance their development of diagnostic skills by examining the diagnostic criteria of the Diagnostic and Statistical Manual and its application in counseling. Students will examine the benefits and concerns of diagnosis, develop an understanding of the interplay between biology and environment in the development of psychopathology, and gain basic knowledge regarding treatment planning and treatment modalities.
COREQ: COUNSED 718

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 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  SCHOOLS AND THE ROLE OF THE SCHOOL COUNSELOR  3 Units
This course focuses on the design, implementation, and evaluation of comprehensive counseling programs that lead to positive learning environments and student success. A systemic lens will be used to view the varying influences impacting student life and learning in PK-12 schools, including topics such as school climate, special education, learning theory, and classroom/behavior management.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

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  SCHOOL COUNSELING: CONSULTATION, COLLABORATION, AND INTERVENTION  3 Units
The course focuses on the role of the culturally competent school counselor in creating collaborative consultation relationships with staff and families to impact student development. Students will develop data driven interventions across multi-tiered systems of support that impact student achievement and well-being.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE PROGRAM, OR CONSENT OF INSTRUCTOR

COUNSED 745  CURRENT ISSUES IN SCHOOL COUNSELING: SUPPORT FOR STUDENT SUCCESS  3 Units
Specific issues that impact PK-12 school students are investigated, including those related to mental health, addictions, trauma, and psychopharmacology. Counseling strategies and interventions to enhance student development are discussed.
PREREQ: ADMISSION TO PROGRAM OR CERTIFICATE 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 747  COUNSELING CHILDREN AND ADOLESCENTS  3 Units
This course will provide an overview of developmentally appropriate approaches to counseling children and adolescents in school and mental health settings. Various theoretical approaches and interventions will be explored. Issues specific to children and adolescents, including legal and ethical issues, working within the family context, and multicultural and diversity aspects will be addressed.
PREREQ: ADMISSION TO COUNSELOR EDUCATION PROGRAM OR CERTIFICATE PROGRAM; COUNSED 718, COUNSED 722 AND COUNSED 736

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 752 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 753 TREATMENT OF MENTAL HEALTH DISORDERS  3 Units
Students will utilize the intake interview, mental status exam, and gathering of biopsychosocial and mental health histories to aide in the diagnostic process and development of treatment plans. Students will explore specific evidence-based interventions/techniques used with clients to address mental health concerns. Students will understand the basics pertaining to psychotropic drugs used in the treatment of mental health disorders.
PREREQ: COUNSED 728 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 757 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

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 550, CIGENRL 550, ESL 350, ESL 550
PREREQ: ENGLISH 101 AND ENGLISH 102 OR ENGLISH 161 AND ENGLISH 162 OR ENGLISH 105

CIGENRL 603 ESOL 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 WBL PROGRAMS 3 Units
Study of career and technical education programs which utilize the internship/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 715 APPLIED THEORY TO PRACTICE FOR CURRICULUM AND INSTRUCTION Repeatable 1-3 Units
This course connects the theoretical and empirical bases with practical applications for a current topic important to PreK-12 schools. An application project will be included. Topics will vary from semester to semester and may include, for example, Using Assessment to Drive Instruction or Literacy Development and Instruction for the General Classroom Teacher. Repeatable for credit.

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 EADMIN 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 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 EADMIN 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 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 EADMIN 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 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 540  NUTRITION AND HEALTH: EARLY CHILDHOOD  3 Units
This course pertains to the needs of the young child of from infancy through the third grade, with emphasis on knowledge of nutrition, safety, and health in homes, community and school settings. It is a hybrid class, meeting on-line in-lieu of some regularly scheduled class periods.
PREREQ: RESTRICTED TO STUDENTS WITH A DECLARED MAJOR IN EARLY CHILDHOOD EDUCATION

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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, differences about a single population (sampling distributions, estimation, tests of hypothesis), and regression analysis.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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 various approaches and methodologies available for forecasting business conditions.
PREREQ: ECON 704, OR ECON 202 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; ECON 704, OR ECON 201 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 Baysian 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 WITH GRADES OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 703 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 synchronizaton 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 is 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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

ECON 790  WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing "hands on" and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

ECON 799  THESIS  1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.
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
Education Interdepartmental (EDUINDP)

Courses

EDUINDP 533 AUTHENTIC ASSESSMENT OF YOUNG CHILDREN 3 Units
This class is designed to assist candidates in acquiring skills related to informal assessment. These skills include the ability to use a variety of observation strategies, apply functional assessment strategies, use play-based and other criterion-referenced instruments, and develop and implement program evaluation strategies. Students will acquire the ability to link assessment results with IEP/IFSP processes.
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.

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.

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 PRINCIPALSHP  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 repression), 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 an 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: CIGENR L 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.

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 783 CURRICULUM AND METHODS IN GIFTED EDUCATION Repeatable  1-3 Units
This course provides the teacher with tools to support the social-emotional and cognitive development of gifted and talented children in the classroom. Various models of curriculum and teaching are investigated, including the infusion of important thinking and problem-solving skills. Teachers will create effective, appropriately challenging curriculum units for advanced learners, based on cognitive and social-emotional preassessment.
PREREQ: EDFOUND 781 OR EQUIVALENT

EDFOUND 784 PRACTICUM IN TEACHING ADVANCED LEARNERS Repeatable  1-3 Units
Students will practice and demonstrate competencies related to teaching students with gifts and talents, including identification of student needs, delivery of effective data-based differentiated instruction, assessment and documentation of student growth, support of student social-emotional needs, and communication with students, colleagues, and parents. Supervision and evaluation by district and university is incorporated.
PREREQ: EDFOUND 781 OR EQUIVALENT, EDFOUND 782 OR EQUIVALENT, AND EDFOUND 783 OR EQUIVALENT

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 (ELEMMID)**

**Courses**

ELEMMID 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

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 Units
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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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, OR ACCOUNT 244 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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
This course focuses on using financial information 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 using contemporary practices in the valuation of projects, divisions, and companies.
PREREQ: FNBSLW 718, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 718, OR FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 FNBSLW 344 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT CLASS; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

FNBSLW 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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.

FRENCH 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Variable Topics

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.
GEORPY 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.

GEORPY 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

GEORPY 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 380/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 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.

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: HEALEAD/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: HEALEAD/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
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 794 SEMINAR 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 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.

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.

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.

HELEAD 779 CAREER AND PROFESSIONAL DEVELOPMENT STRATEGIES 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.

HELEAD 720 LEGAL ISSUES 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 723 ISSUES, PERSPECTIVES AND DIRECTIONS 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.

HELEAD 725 DIVERSITY AND EQUITY IN HIGHER EDUCATION 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.

HELEAD 727 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 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.

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 historically 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.

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.

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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, OR ECON 245 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ITSCM 761 SUPPLY CHAIN SYSTEMS  3 Units
The course uses a supply chain management framework to study the 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 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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. The comparative position of U.S. production systems is evaluated to help firms become more competitive globally.
PREREQ: ITSCM 719, OR ITSCM 306 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ITSCM 765 TOPICS IN PROJECT MANAGEMENT  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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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, OR ITSCM 306 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

ITSCM 769 QUALITY ISSUES IN OPERATIONS  3 Units
Course focuses on qualitative and quantitative techniques used to study and improve quality of operations in manufacturing and service organizations covering 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.
PREREQ: ITSCM 719, OR ITSCM 306 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM
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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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. Topics covered 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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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.

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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.

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 are 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/commgards/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.
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 young people aged thirteen to eighteen. Emphasis will be placed on adolescent development, reading interests, and principles of and tools for selection. Reading, listening and viewing guidance techniques appropriate for the classroom and for the school and public library will also be detailed.

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 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.

LIBMEDIA 751 LEADERSHIP & ADMINISTRATION OF LIBRARY AND TECHNOLOGY PROGRAMS 3 Units
This course addresses the advanced administrative and leadership competencies needed by district library and technology coordinators. Students will address administrative issues, policies and practices, including the development of a vision; leadership and group dynamics; long-range planning; legal and ethical issues; advocacy; grant writing; infrastructure; and personal professional development.

LIBMEDIA 752 DESIGN OF CURRICULUM FOR INQUIRY 3 Units
School librarians provide curriculum support, coaching, and information and technology literacy skills instruction. This course provides the theoretical basis and hands-on experience to carry out these roles working with teachers and students.

PREREQ: ADMISSION TO PROFESSIONAL EDUCATION AND LIBMEDIA 439 OR PERMISSION OF INSTRUCTOR
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.

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 an elementary library media center. PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793S SUPERVISED SECONDARY LIBRARY PRACTICUM  3 Units
Supervised field experience in a high school library media center. PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

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, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

LIBMEDIA 793M SUPERVISED MIDDLE SCHOOL LIBRARY PRACTICUM  3 Units
Supervised practicum in middle school library. PREREQ: GRADUATE STATUS, APPLICATION, COMPLETION OF AT LEAST 12 CREDITS AT UW-WHITEWATER, 3.0 GPA IN LIBRARY MEDIA COURSES TAKEN BEFORE ENTERING THE LIBRARY MEDIA PRACTICUM, AND CONSENT OF PROGRAM COORDINATOR.

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

MANGEMNT 721 ORGANIZATIONAL BEHAVIOR 2 Units
The course explores the behavior of people in organizations as individuals, and as group members in an organizational context. An analysis of human problems in organizations and the application of results of behavioral science research to organizational problems are included. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

MANGEMNT 738 MANAGEMENT OF INNOVATION 3 Units
The course is designed to acquaint the student with the foundations and the processes of research, development, technology, and innovation. This course draws upon current literature 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/services. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

MANGEMNT 741 ORGANIZATIONAL BEHAVIOR 3 Units
Organizational Behavior is the study of 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. PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM
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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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. Particular emphasis will be on current topics in the field of Human Resource Development, including training self-directed work teams, managing a diverse workforce, and the practical application of designing programs in today's environment.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR HUMAN RESOURCE MANAGEMENT CERTIFICATE PROGRAM

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 issues related to managing and implementing green and developmental projects.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR PROJECT MANAGEMENT CERTIFICATE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

MANGEMNT 775 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; MUST BE ADMITTED TO THE MBA PROGRAM

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT
MANGEMNT 790 WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

Management Computer Systems (MCS)

Courses
MCS 790 WORKSHOP  1-3 Units
Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

MCS 798 INDIVIDUAL STUDIES  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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: ECON 703, OR ECON 245 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR DATA ANALYTICS CERTIFICATE PROGRAM

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 MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

MARKETNG 766 ETHICS IN THE MARKETPLACE  2 Units
This course focuses primarily on issues related to the business/customer relationship, with customers being defined as both other organizations and consumers. The course emphasizes 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. Examples of both exemplary and poor business behavior provided.
PREREQ: MARKETNG 716, OR MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM
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, OR MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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 MARKETNG 311 WITH A GRADE OF "C" OR BETTER, OR EQUIVALENT; MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR BUSINESS DATA ANALYTICS CERTIFICATE PROGRAM

MARKETNG 790  WORKSHOP  Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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  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.

MARKETNG 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.

MARKETNG 798  INDIVIDUAL STUDIES  Repeatable  1-3 Units
Study of a selected topic or topics under the direction of a faculty member.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

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: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

Mathematics (MATH)

Courses

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 617  NUMBER THEORY  3 Units
A study of the properties of integers, representation of integers in a given base, properties of primes, arithmetic functions, modulo arithmetic. Diophantine equations and quadratic residues. Consideration is also given to some famous problems in number theory.
PREREQ: UNDERGRADUATE DEGREE IN MATHEMATICS OR CONSENT OF INSTRUCTOR

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 623  ADVANCED FUNCTION AND ALGEBRA CONCEPTS  3 Units
Concepts from high school mathematics are discussed from an advanced perspective using calculus, abstract and linear algebra, and some complex variables. The topics include number systems, equations, functions, polynomials and basic number theory. Challenging problems and projects help to develop deeper understanding, and highlight connections of different areas of mathematics.
PREREQ: UNDERGRADUATE DEGREE IN MATHEMATICS OR CONSENT OF INSTRUCTOR

MATH 624  ADVANCED TOPICS IN GEOMETRY AND TRIGONOMETRY  3 Units
The course material is centered around concepts in geometry and trigonometry including geometric transformations in 2 and 3 dimensions, their representations by matrices, and equations with complex numbers. Metric spaces, minimum distance problems, quadratic, arithmetic, geometric, harmonic means. Area, volume and geometric probability. Multiple representations of the trigonometric functions and their identities. An individual research project is to be completed.
PREREQ: UNDERGRADUATE DEGREE IN MATHEMATICS OR CONSENT OF INSTRUCTOR

MATH 649  PROBABILITY AND STATISTICAL INFERENCE  3 Units
Foundations associated with quantifying and modeling chance and randomness with a focus on the role probability plays in statistical inference. Topics include set theory, combinatorics, random variables, selected discrete and continuous probability distributions, probability distributions for commonly used statistics, and the logic and applied use of probability in formulating and conducting hypothesis tests.
PREREQ: UNDERGRADUATE DEGREE IN MATHEMATICS OR STATISTICS, OR CONSENT OF INSTRUCTOR

MATH 650  GRAPH THEORY  3 Units
This course will examine basic concepts and applications of graph theory. Topics covered will be selected from trees, connectivity, paths and cycles, coloring, matching and covering problems, digraphs, and network flows.
PREREQ: UNDERGRADUATE DEGREE IN MATHEMATICS OR STATISTICS, OR CONSENT OF INSTRUCTOR

MATH 690  WORKSHOP Repeatable  1-3 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

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 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: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED CHEM 102 OR EQUIVALENT

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: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

SAFETY 690  WORKSHOP  Repeatable  1-6 Units
Variable topics. See Schedule of Classes.

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 questions/hypotheses.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED CHEM 102 AND ECON 703 OR THEIR EQUIVALENTS
SAFETY 710  HEALTHCARE SAFETY  3 Units
Review the unique risks presented within healthcare safety environment of care to the patients served, the employees and medical staff who use and manage it, and others who enter the environment. Discuss a proactive risk assessment approach to identifying and maintaining an environmental safety program based on applicable laws, regulations, and accreditation standards designed to manage the specific identified risks.

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

SAFETY 737  ERGONOMICS IN CONSTRUCTION  3 Units
This course is intended to examine the ergonomic problems, such as work related musculoskeletal disorders and injuries, in the construction industry. The course provides recognized ergonomic strategies in order to apply ergonomic hazards risk assessment for effective ergonomic solutions and interventions in different construction operations.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

SAFETY 753  ENVIRONMENTAL LAW  3 Units
This course addresses current environmental issues of importance to ESH professionals and their associated regulations. Federal and State regulations having application to the current environmental issues will be emphasized.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED ECON 703 OR ECON 245 OR EQUIVALENT WITH A GRADE OF C OR BETTER

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.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED CHEM 102 AND ECON 703 OR THEIR EQUIVALENTS

SAFETY 780  PREVENTION AND CONTROL OF AIRBORNE HAZARDS IN THE WORKPLACE  3 Units
This course provides a discussion of the principles of preventing and controlling airborne contaminants in working and living environments. It deals with preventing occupational exposures to airborne contaminants, basic and advanced topics related to industrial ventilation for indoor workplaces, and personal respiratory protection. Topics include: behavior of airborne contaminants, exposure monitoring, ventilation, indoor air quality, respirator selection, and current topics.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED CHEM 102 OR EQUIVALENT

SAFETY 783  ENVIRONMENTAL AND SAFETY MANAGEMENT  3 Units
Review foundational research literature on systems and risk-based approaches to ESH program design and management. Discuss national and international ESH management standards. Emphasis is given to data-driven efforts to improve EHS performance.
PREREQ: MUST BE ADMITTED TO THE MS ESH PROGRAM; OR MUST BE ADMITTED TO A COBE GRADUATE PROGRAM AND COMPLETED ECON 703 OR ECON 245 OR EQUIVALENT WITH A GRADE OF C OR BETTER

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE DEGREE OR CERTIFICATE PROGRAM

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; AND HAVE DEPARTMENT CONSENT

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.
PHYSIOLOGY AND AIDS TO PERFORMANCE

Histochemistry, cardiorespiratory considerations, animal experimentation, biochemical analysis, environmental considerations, exercise of exercise at an advanced level. Includes exercise biochemistry, theoretical considerations and laboratory experiences in physiology.

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.

PHYSIOLOGY (PHILSPHY)

Courses

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.

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 affect 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: HEALEAD/PEPROF/HEALTHED/RECREATN/COACHING 779

PEPROF 780 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

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: HEALEAD/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 791 PRACTICUM Repeatable 1-12 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 794 SEMINAR 1-12 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.

Political Science (POLISCI)

Courses

POLISCI 690 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

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.

POLISCI 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

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 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.

POLISCI 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

POLISCI 799 THESIS RESEARCH 1-6 Units
Students must complete a Thesis Proposal Form in the Graduate Studies Office before registering for this course.

Physics (PHYSICS)

Courses

PHYSICS 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.

PHYSICS 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: PHYSICS 610 OR CONSENT OF INSTRUCTOR

PHYSICS 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: PHYSICS 610

PHYSICS 690 WORKSHOP Repeatable 1-8 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

PHYSICS 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.

PHYSICS 790 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

PHYSICS 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 INDIVIDUAL 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.
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 historical, foundational, 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 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 qualitative and quantitative 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.
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 CROS-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: HEALEAD/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 (SCHBUSMGT)

Courses
SCHBUSMGT 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.

SCHBUSMGT 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: SCHBUSMGT 770

SCHBUSMGT 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 776 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 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.

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 779 THESIS Repeatable 1-6 Units
Study of a selected topic or topics under the direction of a faculty member.
PREREQ: MUST BE ADMITTED TO A COBE GRADUATE PROGRAM; HAVE DEPARTMENT CONSENT

SCHBUSMG 780 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

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 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
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 POLITICS, LITERACY, AND CRITICAL PEDAGOGY 3 Units
This course will provide the opportunity to unpack one of the foundational texts of critical pedagogy, Freire’s Pedagogy of the Oppressed. Participants will explore how elements related to Freire’s work, such as fear, politics, love, dialog, conscientizaao, transformative action, and pedagogy for liberation, influence pedagogy and community action projects.
SECNED 706 LEARNING, DIVERSITY, AND THE MARGINALIZED STUDENT 3 Units
Literacy, Diversity, and the Marginalized Student addresses school as a cultural experience in which identity and culture act as forces that can, and often do, marginalize students. A consideration of the causes of dysfunction, injustice, and marginalization in our public school system will inform plans for delivering instruction that is sensitive to cultural considerations.

SECNED 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).

SECNED 709 LEARNING & TEACHING FOR EMPOWERMENT 3 Units
This capstone course in the Alternative Education Programs Licensure sequence addresses the foundations of critical theory as it relates to dysfunction, injustice, and marginalization; democracy and the American experiment in public education; the classroom as a community of teachers as learners and learners as teachers; and teaching and learning as acts of empowerment and emancipation.

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 571 SOCIAL WORK PRACTICE I 3 Units
This course presents advanced contemporary theoretical approaches to social work practice with individuals, groups, families, organizations and communities. This course uses a competency approach to assess and develop student interviewing and interpersonal skills, emphasizing social work practice with individuals.
PREREQ: THIS COURSE IS OPEN TO STUDENTS ENROLLED IN THE MSW PROGRAM. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (SOCWORK 311/511) IS A PREREQUISITE OR MAY BE TAKEN CONCURRENTLY IF ALL OTHER PREREQUISITES FOR SOCWORK 311/511 ARE COMPLETED.

SOCWORK 572 SOCIAL WORK PRACTICE II 3 Units
This is the second of three required social work practice courses. This course is designed to help students build upon the skills and knowledge required in Practice I, including further development of interviewing and interpersonal skills. In particular, the emphasis of this course includes studying the dynamics of groups and working with various types of groups.
PREREQ: THIS COURSE IS OPEN TO STUDENTS ENROLLED IN THE MSW PROGRAM. HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I (SOCWORK 311/511) IS A PREREQUISITE OR MAY BE TAKEN CONCURRENTLY IF ALL OTHER PREREQUISITES FOR SOCWORK 311/511 ARE COMPLETED.

SOCWORK 573 SOCIAL WORK PRACTICE III 3 Units
This course is designed to further develop and fine-tune advanced generalist social work skills at all levels of intervention (including individuals, families, organizations, and communities). Course content will focus on difficult situations in micro practice, understanding and working with families, and working in and with organizations and communities.
PREREQ: THE STUDENT MUST BE ENROLLED IN THE MSW PROGRAM AND MUST HAVE COMPLETED SOCWORK 311/511

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
SOCW 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.

SOC 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: SOCW 102 AND SOCW 311

SOCW 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 SOCW 303 OR CONSENT OF INSTRUCTOR

SOCW 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.

SOCW 690 SOCIAL WORK WORKSHOP Repeatable  1-6 Units
Variable topics. Group activity oriented presentations emphasizing 'hands on' and participatory instructional techniques.

SOCW 691 TRAVEL STUDY Repeatable  1-3 Units
Variable topics. Faculty-led courses abroad.

SOCW 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.

SOCW 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.

SOCW 712 SOCIAL WORK PSYCHOPATHOLOGY  3 Units
This course builds upon undergraduate human behavior and the social environment classes by taking a closer examination of psychopathology which affects how clients function. The concept of diversity is addressed as it relates to psychopathology. Students learn to use the DSM-5, which is implemented in social work internship experiences.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM.

SOCW 720 ADVANCED SOCIAL WELFARE POLICY ANALYSIS  3 Units
This course focuses on advanced policy practice knowledge and skills for enhanced client functioning and social justice. Students will learn to plan for, develop, implement, and evaluate social welfare policies and programs. Students will also critically examine social work policies on a global level and compare/contrast with United States policies.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM.

SOCW 733 SOCIAL WORK PRACTICE WITH GROUPS, COMMUNITIES, AND ORGANIZATIONS  3 Units
This class builds on undergraduate classes by further examining the impact of the community as a major element that influences an individual and/or system. The course also includes theories and methods of working with groups and communities, including methods of change, advocacy, planning, respect for diversity, and understanding social justice.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM.

SOCW 740 SOCIAL WORK WITH SUBSTANCE USE DISORDERS  3 Units
This course provide an overview of Substance Use Disorders and their assessment in social work practice settings. The course will review the history, epidemiology and pharmacology of drugs of abuse. The importance of social systems (e.g., family, work, and community) and spirituality in addiction and recovery will be discussed.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM AND MUST HAVE COMPLETED SOCW 712 (SOCIAL WORK PSYCHOPATHOLOGY)

SOCW 741 TREATMENT OF SUBSTANCE USE AND OTHER ADDICTIVE DISORDERS  3 Units
Social, legal, political, psychological, biological (including neuroscience research), spiritual, and ethical factors related to substance use disorders, eating disorders, and other behavioral addictions will be examined. Assessment and intervention models with an emphasis on harm reduction, stages of change, medication assisted treatment, and strengths perspective will be studied.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM AND MUST HAVE COMPLETED COUNSELED 746 (COUNSELING AND THE CHEMICAL DEPENDENCY PROCESS)

SOCW 750 SOCIAL WORK WITH MILITARY  3 Units
This course explores military culture and stressors associated with military lifestyle. Ethical issues for working in this environment are considered. Students completing this course will have a more in-depth understanding of theory-based and research-informed strategies to work with the military, veterans and their families in a variety of settings.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM AND MUST HAVE COMPLETED SOCW 712 (SOCIAL WORK PSYCHOPATHOLOGY)
SOCWORK 752 ADVANCED INTERVENTION WITH MILITARY AND FAMILIES 3 Units
Theoretical and practical approaches to advanced clinical practice with individuals in the military, military families, and groups. Examines the demands of military service on the family and studies group dynamics, composition, and common social issues in the military system. Implementation of appropriate treatment plans and interventions will be examined.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM. SOCIAL WORK 750 (SOCIAL WORK WITH THE MILITARY) IS REQUIRED PRIOR TO ENROLLING

SOCWORK 760 SOCIAL WORK WITH INDIVIDUALS WITH PHYSICAL DISABILITIES 3 Units
The focus of this course will be on demystifying disability by examining the lived experiences of people with physical disabilities. Students will explore disability from bio-psycho-social and cultural perspectives. They will gain knowledge of the disability community's common language, norms of conduct, economic concerns, political issues, and struggles with stigmatization.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM AND MUST HAVE COMPLETED SOCWORK 712 (SOCIAL WORK PSYCHOPATHOLOGY)

SOCWORK 762 INTERVENTIONS WITH INDIVIDUALS WITH PHYSICAL DISABILITIES 3 Units
Theoretical and clinical approaches to working with individuals with a disability and families who have a family member with a disability will be examined. Students will practice assessing, intervention, writing treatment plans, and evaluation in relation to physical disability cases in social work.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM AND MUST HAVE COMPLETED SOCWORK 760 (SOCIAL WORK WITH INDIVIDUALS WITH PHYSICAL DISABILITIES)

SOCWORK 771 RESEARCH AND PROGRAM IMPLEMENTATION AND EVALUATION 4 Units
Students will utilize practice experience and theory to inform research. Students will examine quantitative and qualitative research designs, applying critical thinking skills to analyze research. Students will develop an ethical plan, design, and conduct one evaluative study of an intervention/program which will be concluded in Research Integrative Capstone project.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM AND MUST HAVE COMPLETED SOCWORK 712 (SOCIAL WORK PSYCHOPATHOLOGY)

SOCWORK 776 ADVANCED PRACTICE: INTERVENTION AND EVALUATION 3 Units
This class teaches students to assess clients and implement culturally competent, evidence-based interventions to enhance client’s lives. This course presents advanced methods involved in completion of assessments, practice interventions, therapeutic processes, and evaluation. Pulling from examples from field placement experience, students will be required to select appropriate interventions for clients.
PREREQ: THIS CLASS IS OPEN TO STUDENTS WHO ARE ENROLLED IN THE SOCIAL WORK MASTER’S PROGRAM. SOCIAL WORK 771 (RESEARCH AND PROGRAM IMPLEMENTATION AND EVALUATION) IS REQUIRED PRIOR TO ENROLLING IN THIS COURSE.

SOCWORK 783 SOCIAL WORK FIELD EXPERIENCE Repeatable 1-3 Units
The field practicum courses in the MSW program provide an in-depth advanced practicum experience for MSW students. Students complete this practicum courses under the practice supervision of an approved agency field instructor, and academic guidance of a faculty field liaison.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM.

SOCWORK 784 SOCIAL WORK FIELD RESEARCH INTEGRATION CAPSTONE 4 Units
The course continues to provide an in-depth advanced practicum experience for MSW students, under the practice supervision of an approved agency field instructor. Students will be required to implement their research project in this field experience and create a portfolio based on the students’ courses and final research project.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM AND SUCCESSFULLY COMPLETED SOCWORK 783 AND SOCWORK 771

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 796 SOCIAL WORK PRACTICE AND TRAUMA 3 Units
This course will focus on working with clients who have been exposed to significant trauma and/or loss. Trauma theory, impact of trauma and loss, and assessment of trauma will be explored. Skills will be developed to directly treat children and adults of trauma to assist with the management of their symptoms and increasing coping skills to prepare for future challenges.
PREREQ: TO PARTICIPATE IN THIS COURSE, THE STUDENT MUST BE ENROLLED IN THE MASTERS IN SOCIAL WORK PROGRAM AND MUST HAVE COMPLETED SOCWORK 712 (SOCIAL WORK PSYCHOPATHOLOGY)

SOCWORK 798 INDIVIDUAL STUDIES Repeatable 1-3 Units
Study of a selected topic or topics under the direction of a faculty member.

Sociology (SOCIOLGY)

Courses

SOCIOLGY 690 WORKSHOP Repeatable 1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

SOCIOLGY 691 TRAVEL STUDY Repeatable 1-3 Units
Variable topics. Faculty-led courses abroad. Repeatable.

SOCIOLGY 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.

SOCIOLGY 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.

SOCIOLGY 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.
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 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 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

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
SPEEED 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

SPEEED 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 'TS 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

SPEEED 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: SPEEED 321, SPEEED 322, SPEEED 325, AND ADMISSION TO PROFESSIONAL EDUCATION OR GRADUATE STATUS AND ADMISSION TO PROFESSIONAL EDUCATION

SPEEED 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 teachin 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: SPEEED 486 OR SPEEED 686 AND ADMISSION TO PROFESSIONAL ED

SPEEED 690 WORKSHOP Repeatable 1-10 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.

SPEEED 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.

SPEEED 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.

SPEEED 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.

SPEEED 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.

SPEEED 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

SPEEED 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.
SPECE 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: SPECE 700, SPECE 701, SPECE 702, EDFOUN 740 OR CONSENT OF DEPARTMENT CHAIRPERSON

SPECE 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.

SPECE 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.

SPECE 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: SPECE 205 OR CONSENT OF INSTRUCTOR

SPECE 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: SPECE 707 OR CONSENT OF INSTRUCTOR

SPECE 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.

SPECE 710  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: SPECE 709

SPECE 711  PHILOSOPHY OF APPLIED BEHAVIOR ANALYSIS  3 Units
This course will explore the philosophical underpinnings of applied behavior analysis (ABA) as well as understand the dimensions of ABA as a science. Students will learn to distinguish between behaviorism, the experimental analysis of behavior, applied behavior analysis, and professional practice guided by applied behavior analysis.

SPECE 712  SUPERVISION OF PROGRAMS AND PERSONNEL IN ABA  3 Units
This course is focused on learning how to implement evidence-based supervision practices. Students will learn how to train, support, monitor, and give feedback to supervisees. Practices for creating and maintaining healthy work environments will be explored. Students will also learn how to manage behavior programs and make decisions about necessary changes.

SPECE 713  BEHAVIOR ASSESSMENT  3 Units
In this course, students will learn how to assess behavior. Using a functional behavior approach, students will learn how to identify challenging behavior, define it, and assess it through indirect and direct methods. Assessment methods will include record reviews, interviews, direct observation, ABC assessment, preference assessment, and skill assessment.

SPECE 714  BEHAVIOR CHANGE PROCEDURES  3 Units
Students will learn how to identify and implement appropriate behavior change procedures in order to reduce challenging behavior and teach new skills. Strategies will include shaping, chaining, reinforcement procedures, group contingencies, self-management, imitation training, and naturalistic teaching.
SPECED 760  FOUNDATIONS AND CHARACTERISTICS OF CD/EBD/LD  3 Units
This course addresses 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.
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.

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: 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 789B 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 789C 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 789D INSERVICE PRACTICUM: CATEGORICAL 1-6 Units
INSERVICE PRACTICUM: 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 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 789A 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.

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  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 690  WORKSHOP IN WOMEN'S STUDIES  1-6 Units
Variable topics. Group activity oriented presentations emphasizing ‘hands on’ and participatory instructional techniques.
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