POLICIES

ACCREDITATIONS & MEMBERSHIP INFORMATION

Accreditation:
- AACSB International - The Association to Advance Collegiate Schools of Business
- Accrediting Council on Education in Journalism and Mass Communication,
- American Chemical Society
- Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC)
- Commission on Collegiate Nursing Education (CCNE)
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (CAC/ABET)
- Council for Accreditation of Counseling and Related Education Programs (CACREP)
- Council for Standards in Human Service Education (CSHSE)
- Council on Social Work Education (CSWE)
- National Association of Schools of Music
- Higher Learning Commission: A Commission of the North Central Association of Colleges and Schools

230 South LaSalle Street, Suite 7-500
Chicago, Illinois 60604-1411
(312) 263-0456/800-621-7440
(312) 263-7462 (FAX)
www.ncahigherlearningcommission.org

Approved by:
- Wisconsin Department of Public Instruction (DPI)
- Wisconsin State Board of Accountancy
- Wisconsin State Board of Nursing

Member:
- American Association of Colleges for Teacher Education (AACTE)
- American Association of Colleges of Nursing
- American Association of State Colleges and Universities (AASCU)
- American Association of Women (AAUW)
- American College & University President’s Climate Commitment
- American Council on Education (ACE)
- American Educational Research Association (AERA)
- Association for the Advancement of Sustainability (AASHE)
- Association for Institutional Research (AIR)
• Association for Supervision & Curriculum Development (ASCD)
• Association of American Colleges and Universities (AAC&U)
• Association of Environmental health Academic Programs (AEHAP)
• College and University Professional Association for Human Resources (CUPA)
• Council for Higher Education Accreditation (CHEA)
• Council for Social Work Education (CSWE)
• Council for Undergraduate Research (CUR)
• International Reading Association (IRA)
• Midwest Association of Graduate Schools (MAGS)
• Midwest Student Exchange
• National Association of Schools of Public Affairs and Administration (NASPAA)
• National League for Nursing (NLN)
• National Organization of Nurse Practitioner Faculties (NONPF)
• National Rural Education Association (NREA)
• National Student Exchange
• Northeastern Wisconsin Educational Resource Alliance (NEW ERA)
• Study Wisconsin
• Teacher Education Council of State Colleges and Universities (TECSCU)
• The College Board
• The Higher Education Learning Commission (HLC)
• Wisconsin Academy of Sciences, Arts and Letters
• Wisconsin Association of Independent Colleges and Universities (WAICU)
• Wisconsin Association of Colleges for Teacher Education (WACTE)
• Wisconsin Compact Campus
• Wisconsin Institute for Peace and Conflict Studies
• Wisconsin Rural Schools Association (WIRSA)
• Wisconsin Women in Higher Education Leadership (WWHEL)

The University of Wisconsin Oshkosh Office of Graduate Studies Bulletin is released on-line biennially in the summer of even-numbered years. Recent and past issues are available for reference only from the Graduate Studies Office, Dempsey Hall 337, Oshkosh, WI or online at http://www.uwosh.edu/bulletins.

POLICY AND DISCLAIMER

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Note to Readers
THE GRADUATE FACULTY invite your attention to the numerous degree, achievement and certificate programs and the varied courses in this publication. We are dedicated to high standards of scholarly achievement and professional development. Graduates of the University of Wisconsin Oshkosh Office of Graduate Studies may be found regionally, nationally and worldwide in positions of leadership and responsibility. We are proud to present this edition of the Bulletin.
This Bulletin does not establish or constitute a contract between the University of Wisconsin Oshkosh and students enrolled at this institution. The Bulletin provides descriptive and summary information that outlines University and Office of Graduate Studies rules, regulations, course listings, degree programs and fee schedules, which are in effect at the times of publication. The University retains the exclusive right to change, modify or interpret, at any time, the descriptions contained in the Bulletin. The University administration and faculty, with the concurrence of the Board of Regents and the administration of the University of Wisconsin System, also retains the right to change fees and to add, modify or withdraw courses or degree, achievement or certificate programs at any time. The student is responsible for verifying the information contained herein.
The University of Wisconsin Oshkosh is committed to a policy of fairness and equal opportunity for all. A diverse student body, faculty and staff, which reflect the variety of pluralism of society, is desired and encouraged. Moreover, equal access to benefits, programs, services, employment and educational opportunities is assured for all, without regard to sex, color, marital or parental status, race, age, national origin, religion, handicap, sexual preference, political affiliation or beliefs and arrest or conviction record, ancestry, creed or sexual orientation. Inquiries regarding University compliance with equal opportunity/affirmative action laws and regulations may be directed to the University Director of Affirmative Action (920) 424-0330.
Graduate students entering University of Wisconsin Oshkosh graduate programs during the period summer 2012 through spring 2014 are expected to assume full responsibility for the contents of this Bulletin.

Chemical Exposure
Certain courses and research projects require that students work with chemicals while engaging in academic studies. Many of these chemicals may be hazardous to your health. Instructors of these courses and research projects must inform and train students on procedures that will maintain the students' personal health and safety and provide them with information on the hazards of specific chemicals that will be used during their course of study. Furthermore, instructors must enforce and follow safety policies. Prior to use of hazardous materials and equipment, students shall review the procedures and information, and discuss any associated concerns with the instructor.
Contact: Environmental Health and Safety Department - Dempsey Hall 236
Phone: 920-424-1009
On the Web: www.uwosh.edu/safety
UW OSHKOSH
Winter Weather Advisory
920-424-0000

UW Oshkosh has an automated telephone line for timely information concerning class cancellations for winter weather-related conditions. Make note to call 920-424-0000 for the latest information. Please note that the University rarely suspends classes campus-wide for weather-related conditions. Students should be aware that some faculty and instructional academic staff may cancel specific classes and will provide information specific to these courses (e.g., including such information as arrangements for making up any canceled sessions). In addition to notifying radio and television stations, the University's official website (www.uwosh.edu) will also post notices of weather-related news.

ACADEMIC ADMINISTRATION

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Lane R. Earns  Provost and Vice Chancellor
Petra M. Roter  Vice Chancellor, Student Affairs
Thomas G. Sonnleitner  Vice Chancellor, Administrative Services
University of Wisconsin Oshkosh

The University of Wisconsin Oshkosh has a long and distinguished academic history, having served Wisconsin since opening its doors as Oshkosh Normal School in 1871. This section serves as an overview of the University of Wisconsin Oshkosh.

Organization
The University of Wisconsin Oshkosh is both a major undergraduate and a regional graduate campus in the statewide University of Wisconsin System, which ranks among the top education
systems in the nation; it is one of 13 four-year campuses in the System. Control of the System rests with the state, a Board of Regents and an administrative head with the title of president. Each campus is administered under the leadership of a chancellor.

HISTORY
The University of Wisconsin Oshkosh has a long and distinguished academic history, having served Wisconsin since opening its doors as Oshkosh Normal School in 1871. Keeping abreast of educational trends, the school was designated Wisconsin State Teachers' College in 1925, and upon the approval of curricula in the liberal arts in 1949, became Wisconsin State College, Oshkosh. Recognizing the growth in enrollment and programs and the inauguration of several graduate degrees, the college was designated as Wisconsin State University Oshkosh in July 1964. Upon the merger of the Wisconsin State University and University of Wisconsin systems, the campus became the University of Wisconsin Oshkosh in 1971.

THE CAMPUS
The University of Wisconsin Oshkosh is located in the city of Oshkosh in the heart of the Fox River Valley, a thriving business, manufacturing and cultural center. Situated in the near northwest section of the city, the modern campus of 38 buildings is arranged along a central mall and boulevard and bordered on the west by the Fox River.

UNIVERSITY OF WISCONSIN SYSTEM MISSION STATEMENT
The mission of the University of Wisconsin System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities, scientific, professional and technological expertise, and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended training, and public service designed to educate people and improve the human condition. Basic to every purpose of the UW System is the search for truth.

THE CORE MISSION OF THE UNIVERSITY CLUSTER INSTITUTIONS
As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, the University of Wisconsin-Superior and the University of Wisconsin-Whitewater share the following core mission. Within the approved differentiation stated in their select missions, each university in the cluster shall:

a. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
b. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling and through university-sponsored cultural, recreational and extra-curricular programs.
c. Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
d. Offer a program of pre-professional curricular offerings consistent with the university's mission.
e. Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.

f. Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.

g. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

h. Serve the needs of women, minority, disadvantaged, disabled and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.

i. Support activities designed to promote the economic development of the state.

SELECT MISSION OF THE UNIVERSITY WISCONSIN OSHKOSH

The University of Wisconsin Oshkosh provides a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation and dissemination of knowledge. The interaction of our dedicated faculty, staff and students fosters an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society.

THE UW OSHKOSH STUDENT LEARNING OUTCOMES

UW Oshkosh prepares graduates who are talented, liberally educated, technically skilled global citizens and are fully engaged as leaders and participants in civic, economic, political and social life. The University fulfills its learning mission through a commitment to providing a 21st century liberal education that is grounded in a set of student learning outcomes unanimously adopted by the Faculty Senate on May 13, 2008.

The University embraces the following definition of liberal education:

Liberal education is a philosophy of education that empowers individuals with broad knowledge and transferable skills, and a strong sense of values, ethics, and civic engagement. These broad goals have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Characterized by challenging encounters with important and relevant issues today and throughout history, a liberal education prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration.

[Source: Advocacy “What is a liberal education?” at http://www.aacu.org/advocacy/What_is_liberal_education.cfm]

- Knowledge of Human Cultures and the Physical and Natural World

Through study in fine and performing arts, humanities, mathematics and science, and social science

Focused by engagement with big questions, both contemporary and enduring
- Skills, both Intellectual and Practical, including

Identification and objective evaluation of theories and assumptions

Critical and creative thinking
Written and oral communication
Quantitative literacy
Technology and information literacy
Teamwork, leadership, and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

- Responsibility, as Individuals and Communities, including

Knowledge of sustainability and its applications
Civic knowledge and engagement—local and global
Intercultural knowledge and competence
Ethical reasoning and action
Foundations and skills for lifelong learning

Developed through real-world challenges and active involvement with diverse communities

- Learning: Integrated, Synthesized, and Advanced, including

Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

[Note: Learning Outcomes are adapted from AAC&U report, College Learning for a New Global Century [http://www.aacu.org/advocacy/leap/documents/GlobalCentury_final.pdf]

VISION STATEMENT

The University of Wisconsin Oshkosh will be a national model as a responsive, progressive, and scholarly public service community known for its accomplished record of engaging people and ideas for common good. It will be admired for:

- Enrichment and Leadership that emphasizes intellectual, civic, ethical, and personal development for students, faculty, and staff.
- The Centrality of the Student-Faculty Relationship that is distinguished by active learning, mutual respect, and collaborative scholarship.
- Teaching Excellence that is characterized by diversity, discovery, engagement, innovation, dialogue, and dissemination.
- Scholarly Achievement that furthers new knowledge through diverse methods of inquiry and is applicable to multiple audiences.
- Partnerships that mutually serve, stimulate, and shape the University and the broader public.

CORE VALUES

- **Knowledge and Continuous Learning.** We believe that the pursuit of knowledge, understanding, meaning and personal development should be encouraged across all stages of life.
- **Diversity and Inclusiveness.** We believe that a university community connects the perspectives and backgrounds of diverse social and academic groups of people. To meet this aim, a university community must be inclusive in its composition and support a civil atmosphere and a tolerant environment for learning.
• **Quality and Achievement.** We believe that the university should provide a wide range of high-quality educational and scholarly opportunities that stimulate activity and recognize achievement by students, faculty and staff.

• **Freedom and Responsibility.** We believe that members of a university community must be free to pursue academic, artistic and research agendas that are essential to the University mission, while contributing to an open and collegial environment that promotes reasoned inquiry, intellectual honesty, scholarly competence and the pursuit of new knowledge.

• **Engagement and Support.** We believe the vitality of ideas is supported by mutually reinforcing relationships that involve students, faculty, staff, administrators and the broader community. The student-faculty relationship is the most central relationship in the University. This spirit of engagement must also extend beyond the borders of our campus as we seek to stimulate, serve and shape our society.

• **Social Awareness and Responsiveness.** We believe that educators and students should explore and engage the challenges that confront regional, national and global communities, using their intellectual and creative capabilities to understand, investigate and solve problems. Social awareness will allow us to respond to domestic and international needs for equitable and sustainable societies.

**STRATEGIC DIRECTIONS**

1. **Develop a Diverse, Engaged Community of Lifelong Learners and Collaborative Scholars.**

The University of Wisconsin Oshkosh will be regionally based and globally connected. We are a community of critical, creative and constructive thinkers who approach academic and social issues in an informed and principled way. Our learning community is distinguished by a pervasive commitment to diversity and inclusiveness, international perspectives, support for those with disabilities or special needs and engaged community service.

2. **Enhance Teaching Excellence, Active Learning and Dynamic Curricular Programs.**

The University of Wisconsin Oshkosh will enhance the scholarly and physical environment we provide for teaching excellence, active learning and dynamic curricular programs. The university will encourage, support, and intensify efforts to engage students inside and outside of the classroom.

3. **Foster Research, Intellectual Activity and Creative Expression.**

The University of Wisconsin Oshkosh will sustain, support and enhance a vigorous scholarly environment for research, intellectual activity and creative expression. We will encourage faculty, students and staff to generate and maintain connections to professional communities and the people, institutions and communities we serve. Faculty, staff and students will seek opportunities to work together to discover, share and apply knowledge.

4. **Expand Regional Outreach and Domestic and International Partnerships.**
The University of Wisconsin Oshkosh will expand and support collaborative relationships that contribute to the development of knowledge and its application in new situations while maintaining its core values. We encourage principled and responsive relationships that draw on the ideas, ambitions and talents of the University and its external partners.

5. **Promote Representative Leadership, Responsive Shared Governance and Flexible Resource Stewardship.**

The University of Wisconsin Oshkosh will promote accessible, representative and altruistic leadership, responsive shared governance and flexible resource stewardship. We will be broad, open and inclusive in governance processes and will align our human, physical and financial resources to meet our established priorities.

**GRADUATE STUDIES, FACULTY & GRADUATE COUNCIL**

**The Office of Graduate Studies**
Beginning in 1962, the University of Wisconsin Oshkosh introduced graduate study to northeastern Wisconsin. There are currently 13 master’s degree programs and one doctoral program with a variety of degree emphases, elective areas or research areas. In addition there is a wide array of certificate programs. Courses are regularly scheduled during late afternoon and evening hours enabling students to pursue most graduate degree programs while working full time.

**The Office of Graduate Studies Mission Statement**
The mission of the Office of Graduate Studies is to be an advocate for graduate education and research within and beyond the campus and to efficiently and effectively monitor and maintain high standards of graduate education. In addition to ensuring consistency in quality across all graduate programs, the Office of Graduate Studies provides centralized coordination and facilitates communication among graduate education stakeholders so that students and faculty can achieve increasingly higher levels of education, research and service.

**The Graduate Faculty**
The University of Wisconsin Oshkosh has an outstanding graduate faculty. The graduate faculty has responsibilities for graduate admissions decisions and recommendations, graduate student academic advisement, Graduate Council and/or departmental graduate committee activities, candidacy and comprehensive examinations, involvement with thesis, clinical paper or field project development and evaluation and assignment to graduate classroom instruction. To qualify, faculty must have an earned doctorate or the appropriate terminal degree in a professional field or discipline; in addition, they must have been recommended by the department and college and approved by the Provost.

**The Graduate Council**
The University of Wisconsin Oshkosh Graduate Council is a representative body that is responsible for the formulation of policies concerning graduate programs of the University. The Council serves as an advisory body to the Dean of Graduate Studies and Provost and is concerned with the implementation of graduate study policies. Specific functions and powers of the Council are to:

1. Establish goals and directions for graduate education at the University of Wisconsin Oshkosh that are supportive of quality and consistency of standards.
2. Advise the Dean of Graduate Studies and Provost on matters related to planning and coordination of graduate education.
3. Request that the Dean of Graduate Studies and Provost direct specific studies to be undertaken on matters of concern to the Council.
4. Review existing graduate programs with recommendation for administrative action for continuance, modification or discontinuance.
5. Review new or substantially revised graduate programs and recommend administrative action on them.
6. Collaborate with representatives of other institutions in the development and conduct of inter-institutional agreements for program offerings.
7. Serve as an appellate body for exceptions to Office of Graduate Studies policy.

ACADEMIC CALENDAR

2012-2014 ACADEMIC CALENDAR
The University of Wisconsin Oshkosh calendar makes it possible for students to choose the type and length of course they prefer. The 17-week fall and spring semesters are divided into terms of 14, seven and three weeks. The majority of courses are offered during a 14-week term, but many are held for double hours during the first seven weeks and some for double hours during the second seven weeks. Intensive interim courses offered during the last three weeks are tuition-free to students enrolled for at least nine graduate credits during the semester. This calendar is designed to allow students more choice in selecting their schedules and opportunity to participate in new educational alternatives.

Among the special features incorporated into the UW Oshkosh calendar are:

1. Choices of courses offered for 14-, seven- or three-week terms within each total 17-week fall and spring semester.
2. Choices as to the number of courses to carry at any one time and still take a full load, during either a 14-week or full 17-week term.
3. Choices to begin and finish courses at different times during the year to conform to work schedules, vacation plans, field studies or other personal preferences.
4. Choices to carry a full load of 14-week or 14-plus seven-week courses and to add three-week courses enabling earlier graduation.
5. Choices to enroll in the summer in an eight-week session or either of two four-week sessions.
Important Graduate Program Deadlines

1. Apply for Admission to Candidacy between nine credits and 21 credits.
2. Complete graduation application by the end of the fourth week of the spring/fall semesters or the first week of the summer session in which graduation is intended.
3. Register for comprehensive examination (if program requires an examination) no later than the 10th day of semester of graduation.
4. File thesis/clinical paper/field project/field report proposal by mid-term before the semester of graduation.
5. Obtain format approval of theses, clinical papers, field projects and field reports at least three weeks before the last day of the 14-week fall term for fall graduation, three weeks before the last day of the 14-week spring term for spring graduation, or three weeks before the last day of the second four-week summer term for summer graduation.
6. File final thesis/clinical paper/field project by end of 14-week semester or by end of summer session in which the student intends to graduate (if applicable to program).

NOTE: Registration for thesis, clinical paper, field project, field report and independent study are subject to the same add/drop dates as other courses as published in the semester schedule of classes.

TENTATIVE 2012-2014 CALENDAR

**Summer Semester 2012**
- Monday June 11 Classes begin
- Wednesday July 4 Legal Holiday, Independence Day---no classes
- Friday July 6 End of 1st 4-week term
- Monday July 9 Classes begin 2nd 4-week term
- Friday August 3 8-week and 2nd 4-week terms end

**Fall Semester 2012**
- Wednesday September 5 Classes begin 14-week and 1st 7-week terms
- Tuesday October 23 End of 1st 7-week term
- Wednesday October 24 Classes begin 2nd 7-week term
- Tuesday November 20 Thanksgiving recess begins after evening classes
- Monday November 26 Classes resume
- Friday December 14 End of 14-week and 2nd 7-week terms
- Saturday December 15 GRADUATION CEREMONY
- Monday*** January 2 Classes begin 3-week term
- Friday January 18 End of 3-week term-end of semester---official graduation date

***During fall interim, classes will meet on January 2, 3, 4, 5 [Saturday]; 7, 8, 9, 10, 11; 14, 15, 16, 17, 18

**Spring Semester 2013**
- Monday January 28 Classes begin 14-week and 1st 7-week terms
- Friday March 15 End of 1st 7-week term
- Saturday March 16 Spring recess begins
Monday March 25 Classes resume; begin 2nd 7-week term
Friday May 10 End of 14-week and 2nd 7-week terms
Saturday May 11 GRADUATION CEREMONY
Monday**** May 13 Classes begin 3-week term
Monday May 27 Legal holiday, Memorial Day---no classes
Friday May 31 End of 3-week term---end of semester---official graduation date

****During spring interim, classes will meet on May 13, 14, 15, 16, 17; 20, 21, 22, 23, 24; 28, 29, 30, 31

**Summer Semester 2013**

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**Fall Semester 2013**

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<td>Saturday</td>
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<td>Monday****</td>
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<td>Monday</td>
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<tr>
<td>Friday</td>
<td>January</td>
<td>24</td>
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</tbody>
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*****During fall interim, classes will meet on January 7,8,9,10; 12, 13, 14,15,16,17; 21, 22,23,24,25

**Spring Semester 2014**

<table>
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<tr>
<th>Day</th>
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<td>Monday</td>
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<tr>
<td>Friday</td>
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</tbody>
</table>
During spring interim, classes will meet on May 19,20,21,22,23; 27,28,29,30; June 2,3,4,5,6

The academic calendar is subject to change without notice. For current details, refer to the e-Timetable at www.uwosh.edu/provost/resources/calendars

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### GRADUATE PROGRAMS

The University of Wisconsin Oshkosh offers a wide array of graduate degree and certificate programs on campus as well as at other University of Wisconsin System institutions through cooperative agreements. Each of these graduate education opportunities is briefly outlined here; individual program requirements are discussed later in the academic sections of this bulletin.

**GRADUATE DEGREE PROGRAMS**

There are 13 master's degree programs and one doctoral program providing a variety of areas of study by the University. Those available on the Oshkosh campus are:

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
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<tbody>
<tr>
<td>Biology (Biology)</td>
<td>MS</td>
</tr>
<tr>
<td>(Microbiology)</td>
<td></td>
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<tr>
<td>Business Administration</td>
<td>MBA</td>
</tr>
<tr>
<td>(Emphases in Finance, Health Care Management, International Business, Marketing, MIS, Project Management)</td>
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<tr>
<td>Counseling (School Counselor)</td>
<td>MSE</td>
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<tr>
<td>(Clinical Mental Health)</td>
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<tr>
<td>(Student Affairs/ College Counseling)</td>
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<tr>
<td>Curriculum and Instruction</td>
<td>MSE</td>
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<tr>
<td>Educational Leadership</td>
<td>MS</td>
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<tr>
<td>English</td>
<td>MA</td>
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<tr>
<td>Mathematics Education</td>
<td>MS</td>
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<tr>
<td>Nursing (Clinical Nurse Leader)</td>
<td>MSN</td>
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<tr>
<td>(Nurse Educator)</td>
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<td>(RN to BSN to MSN)</td>
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<td>Nursing Practice</td>
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</table>
GRADUATE ACHIEVEMENT PROGRAMS (G A P)

Some academic departments at the University of Wisconsin Oshkosh offer post-master’s studies referred to as Graduate Achievement Programs (GAP):

<table>
<thead>
<tr>
<th>Academic Department</th>
<th>GAP Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Clinical Nurse Leader (CNL)</td>
</tr>
<tr>
<td>Reading Education</td>
<td>Reading</td>
</tr>
</tbody>
</table>

For more information about GAP programs refer to the specific academic sections of this Bulletin or contact the graduate program or Graduate Studies offices.

GAP requirements include:

1. **ALL GAPS** require appropriate master's degrees.
2. The GAP shall consist of a minimum of 15 semester hours of graduate credits, including at least nine credits earned in courses open to graduate students only (700-level).
3. The GAP must be completed within four consecutive years.
4. A cumulative graduate grade point average of at least a “B” (3.00) must be earned on all work that applies to the graduate degree or program. A grade of F will not count as credits toward any degree or program. Some programs do not allow grades less than “B” on required or degree/program courses. Check with the individual graduate program as some also have other academic requirements for degree, certificate or Graduate Achievement Program (GAP) completion.
5. All students must complete the core of courses required for the GAP:
   1. The core of courses required of all persons consists of at least six hours of graduate credits only.
2. The remaining courses required to complete the minimum of 15 credits are to be chosen from those courses approved as acceptable for the particular GAP to be received. Students are to apply for admission in the same manner as degree-seeking students (See Admission Procedures in this Bulletin).

6. Upon admission to the Graduate Achievement Program, an approved Application for Admission to Candidacy form shall be filed with the Graduate Studies office for each student.

7. Transfer credits from other institutions will be limited to three in a GAP.

8. GAP students must apply for graduation in the same manner as master’s degree candidates (See Graduation in this Bulletin).

GRADUATE CERTIFICATE PROGRAMS

Some academic departments at the University of Wisconsin Oshkosh offer post-baccalaureate or post-master’s studies referred to as Certificate Programs:

<table>
<thead>
<tr>
<th>Academic Department</th>
<th>Certificate Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration</td>
<td>Foundations</td>
</tr>
<tr>
<td></td>
<td>Foundations - Consortium</td>
</tr>
<tr>
<td></td>
<td>Foundations - K-C Corp</td>
</tr>
<tr>
<td>English</td>
<td>Creative Writing</td>
</tr>
<tr>
<td></td>
<td>New Literatures</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td>Athletics Program Leadership</td>
</tr>
<tr>
<td></td>
<td>Leadership for Social Justice</td>
</tr>
<tr>
<td></td>
<td>Leadership for Post-Secondary, Technical and Adult Education</td>
</tr>
<tr>
<td></td>
<td>Principal Licensure</td>
</tr>
<tr>
<td></td>
<td>Technology Leadership in the Classroom</td>
</tr>
<tr>
<td>Nursing</td>
<td>Clinical Nurse Leader</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Health Care Management</td>
</tr>
<tr>
<td>Special Education</td>
<td>Autism Spectrum Disorder</td>
</tr>
</tbody>
</table>

Certificate requirements vary by program. Contact the program or Graduate Studies offices for more information.

COLLABORATIVE DEGREE PROGRAMS

In addition to on-campus programs, the University of Wisconsin Oshkosh has established written collaborative agreements with the University of Wisconsin campuses at Eau Claire, Green Bay, La Crosse, Madison, Parkside, Stevens Point and Superior and a WI Technical College in Appleton, to offer several graduate degree programs and individual credit options for students at these various locations. These collaborative programs and their unique characteristics are summarized here:
Business Administration (MBA): Cooperative program with the University of Wisconsin Stevens Point, in which the University of Wisconsin Oshkosh has the degree entitlement. This regional graduate program is based on an existing University of Wisconsin Oshkosh program. However, in order to satisfy the needs of students throughout northeastern and central Wisconsin, all the courses necessary for obtaining a degree are offered in the Green Bay, Oshkosh and Stevens Point area. The availability of all required courses at each campus location provides maximum convenience to students in the program who are primarily working adults earning a graduate degree part time.

For more information regarding this nationally accredited MBA program, please contact the MBA Graduate Program in the College of Business at the University of Wisconsin Oshkosh.

Business Administration (MBA): Consortial program with University of Wisconsin campuses in Eau Claire, LaCrosse and Parkside, in which the four universities award a consortial degree.

For more information, please contact the MBA Graduate Program in the College of Business at the University of Wisconsin Oshkosh.

Curriculum and Instruction (MSE): Collaborative program with the University of Wisconsin-Sheboygan, in which the University of Wisconsin Oshkosh has the degree entitlement.

A set program of study leading to the master's degree is offered evenings and summers at UW-Sheboygan for lakeshore county teachers. All but seven credits are offered on the UW-Sheboygan campus. All other aspects of the program are the same as the on-campus program.

For further information, contact the UW Oshkosh Curriculum and Instruction graduate program office (920) 424-2477 or the UW-Sheboygan Student Services office at (920) 459-6633.

Educational Leadership and Policy Analysis [formerly Educational Administration] (MS): Collaborative program with the University of Wisconsin-Madison, in which the University of Wisconsin-Madison has the degree entitlement.

39 graduate credits are required for the degree and School Principalship certification. The University of Wisconsin Oshkosh offers 21 credits toward this program; the University of Wisconsin-Madison at the Oshkosh campus offers 18 credits. All coursework is offered on the University of Wisconsin Oshkosh campus. Successful students will receive the M.S. in Educational Leadership and Policy Analysis degree from the University of Wisconsin-Madison and will be eligible for recommendation to the Department of Public Instruction for licensure in School Principalship. Director of Instruction, Director of Pupil Service and Special Education licensure also are available through this cooperative program.

For more details, contact the Department of Human Services and Professional Leadership at the University of Wisconsin Oshkosh (920) 424-1490.

UW System School Library Education Consortium (UWSSLEC) through the Educational Leadership Department (MS and/or Licensure): Collaborative program with the University of Wisconsin-Madison, in which the University of Wisconsin-Madison has the degree entitlement.
UWSSLEC combines the strengths of faculty in programs at Whitewater, Madison, Eau Claire, Superior and Oshkosh to teach strong skills in information organization, curriculum, technology application and integration, literature, management, and leadership to teachers interested in becoming school library information specialists. This unique collaborative program offers hybrid online courses to prepare school library information specialists. For more details, contact the Department of Human Services and Professional Leadership at the University of Wisconsin Oshkosh (920) 424-1490.

**Clinical Nurse Leader (CERTIFICATE): Collaborative program with the University of Wisconsin-Green Bay, in which the University of Wisconsin Oshkosh has the degree entitlement.**
This certificate program allows students who already hold a master’s degree in nursing to complete the necessary requirements for CNL certification and practice. There are increasing demands to improve quality, safety, and patient outcomes across healthcare settings. Clinical nurse leaders are advanced generalists, academically and experimentally prepared to provide leadership in managing the care environment and improving clinical outcomes. This is an online program. For further information contact the UW Oshkosh graduate Nursing program office (920) 424-2106.

**Nurse Practitioner (DNP): Collaborative program with the University of Wisconsin-Eau Claire, in which the University of Wisconsin Oshkosh has the degree entitlement.**
The faculty at the two campuses collaborated extensively in the development, design, and approval of the first doctoral program at UW Oshkosh. The campuses continue to share information and experiences to help with the on-going management of the program. For further information contact the UW Oshkosh graduate Nursing program office (920) 424-2106.

**Professional Counseling (MSE): Cooperative program with the University of Wisconsin-Stevens Point, in which the University of Wisconsin Oshkosh has the degree entitlement.**
This program is based on an existing University of Wisconsin Oshkosh program but is available, in part, at the Stevens Point campus. Some University of Wisconsin-Stevens Point courses may be taken as required or elective program courses. For more details on the cooperative features of the program, contact the Professional Counseling Department, University of Wisconsin Oshkosh, (920) 424-1475 or Patricia Caro, Graduate Studies for the School of Education, University of Wisconsin-Stevens Point, (715) 346-4403.

**Public Administration (MPA): Collaborative program with Fox Valley Technical College (FVTC), in which the University of Wisconsin Oshkosh has the degree entitlement.**
Upon successful completion and the awarding of a certificate in the FVTC Criminal Justice Executive Development Institute, a degree candidate at UW Oshkosh will receive graduate credit that applies toward the completion of an MPA degree. For more details on the features and requirements of this collaboration, contact the Public Administration Department, University of Wisconsin Oshkosh, (920) 424-3230.
Social Work (MSW): Collaborative program with the University of Wisconsin-Green Bay in which both the University of Wisconsin Oshkosh and Green Bay have the degree entitlement. The University of Wisconsin-Green Bay and the University of Wisconsin Oshkosh have established a Collaborative MSW Program that prepares social workers for advanced practice as facilitators, partners and leaders in planned change activities with service users and community service providers. The program’s goal is to educate professionals ready to assume administrative and direct practice leadership roles within this region’s increasingly diverse and transforming rural and metropolitan environments. For more information, contact the Social Work departments at either UW Oshkosh or Green Bay.

FEES AND PAYMENT INFORMATION

FEES
All information pertaining to academic fees and dates may be subject to change after posting of this Bulletin. It is the student's responsibility to verify the accuracy of all fee information.

Residency Determination
Section 36.27 of the Wisconsin Statutes sets forth the conditions under which a student qualifies as a resident of Wisconsin for tuition purposes. Students are classified as residents or non residents at the time of admission or enrollment. This determination remains unchanged until such time as the student presents or the Office of Graduate Studies obtains information that warrants a change of a student's residency classification.

A change in residency classification is not an automatic procedure. The student requesting a change must file the necessary forms and provide satisfactory proof of bonafide residency in Wisconsin. The required forms and information can be obtained by contacting the Graduate Studies office, Dempsey Hall 337, (920) 424-1223.

University Fees
NOTE: All tuition and fees were at the date of this posting. There may be changes based on decisions made by the UW System Board of Regents. The following fee information applies to fall, 2012. When determined and released by the Board of Regents (after posting), new fee information for 2012-2013 and 2013-2014 will be available from the Student Accounts Office, Dempsey Hall Room 236 and on the UW Oshkosh Web Site. For further information, call (920) 424 1332.

<table>
<thead>
<tr>
<th>Full-Time Fall 2012 Semester Fees</th>
<th>Wisconsin Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$4,287.73</td>
<td>$ 8,853.16</td>
</tr>
</tbody>
</table>
## Full-Time
**Fall 2012 Semester Fees**

<table>
<thead>
<tr>
<th></th>
<th>Wisconsin Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Business (includes enhancement fee)</td>
<td>$6,004.75</td>
<td>$10,583.23</td>
</tr>
</tbody>
</table>

## Part-Time Per Credit
**Fall 2012 Semester Fees**

<table>
<thead>
<tr>
<th></th>
<th>Wisconsin Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$479.39</td>
<td>$986.36</td>
</tr>
<tr>
<td>Graduate Business (includes enhancement fee)</td>
<td>$670.17</td>
<td>$1,178.59</td>
</tr>
</tbody>
</table>

## Audit-Only per credit
**Fall 2012 Semester Fees**

<table>
<thead>
<tr>
<th></th>
<th>Wisconsin Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$181.62</td>
<td>$520.62</td>
</tr>
</tbody>
</table>

## Credit and Audit per credit
**Fall 2012 Semester Fees**

<table>
<thead>
<tr>
<th></th>
<th>Wisconsin Resident</th>
<th>Nonresident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>$479.39</td>
<td>$1,018.59</td>
</tr>
</tbody>
</table>

### Notes:
1. Effective Fall 2012, three dollars of the assessed charges are the mandatory fee collected for the United Council of the University of Wisconsin Students. Students taking only off-campus courses are exempt from this fee. Students wishing to receive a refund of this fee may request it from: United Council of the University of Wisconsin Students, 14 W. Mifflin Street, Suite 212, Madison, WI 53703. United Council, consisting of representatives from all the University of Wisconsin schools, lobbies on behalf of students and works for the system-wide improvement of student life and services.
2. Wisconsin residents meeting certain conditions and receiving Federal Old Age Survivors and Disability Insurance benefits (OASDI) are not charged fees for auditing courses. Proof of benefits must be provided to Student Accounts, Dempsey Hall, Room 236.
3. Additional mandatory special course fees are listed below by the respective course number.
Special Course Fees
(Non refundable, subject to change without notice)

Art
Students who elect to use precious material must pay the additional cost.

Business
There are separate tuition/fees for MBA courses. Consult the Student Accounts Receivable and MBA websites for specific information.

Education
Please check with the department to see if any additional fees apply to your class.

Social Work
There are separate tuition/fees for the Social Work program. Consult the Student Accounts Receivable website for specific information.

Housing Fees - 2011-2012

**Room Cost** (per semester)
Double $1,830.00
Single $2,532.00
Double, suite-style (Taylor Hall) $2,098.00
Single, suite-style (Taylor Hall) $2,798.00

Dining Fees - 2011-2012

**Meal Plans and Cost**
15 Meals $1,224
21 Meals $1,298
100 Meal Block $670 (commuter)
TitanDollars Plan $1,328
For other meal plan options see the dining services meal plan website at: http://reeve.uwosh.edu/dining/mealplans.

Application for Admission Fee
The application fee for admission to a graduate degree, achievement or certificate program is $56. This is a non-refundable fee and cannot be waived.

Transcript Fee
One official complimentary transcript will be issued upon conferral of a graduate degree, certificate or achievement program from the University of Wisconsin Oshkosh. This transcript will be mailed to the student with the diploma or certificate. For additional transcripts the fee is $8.00 each for 2 business day processing. Expedited delivery is available for an additional fee. The appropriate fee for the number of transcripts requested must be paid at the time the request. More information can be found on the web at www.uwosh.edu/registrar/transcripts/.

Library Fees
Library charges are levied for overdue and lost books.

Residence Hall Fees
Each hall's programs and events are funded by a voluntary activity fee of $25 for the academic year.

PAYMENT INFORMATION
(Subject to change without notice)

Payments of all fees are due on the established dates specified in the Fee Payment Deadline Dates schedule through the Student Accounts Receivable website: www.uwosh.edu/student_financial/student-accounts/payment-deadlines. Students on the partial payment plan may pay less than full fees (10%/45%/45%) as specified in the installment agreement.

Payments may be made by cash, money order or check (payable to the University of Wisconsin Oshkosh). Payments may be mailed or made in person through the University Cashier's Office. Mail payments should be sent to University of Wisconsin Oshkosh, ATTN: Cashier's Office, 800 Algoma Blvd., Oshkosh WI 54901. On campus the Cashier's Office is located in Dempsey Hall, Second Floor, 800 Algoma Blvd., Oshkosh, WI 54901.

Payments also may be made on the TitanWeb with MasterCard, American Express, Discover or E-check; Visa is not accepted. A 2 1/2% convenience fee is assessed on all credit card transactions. Credit card payments are NOT accepted at the Cashier’s window or by phone.

The Partial Payment Plan allows students to pay their fees in installments during the semester. After the down payment (as specified in the agreement) has been made, the remaining balance is divided into two equal payments due in approximately 30-day intervals. A finance charge of 1 percent per month on the unpaid balance is assessed (12 percent per annum effective rate). To apply for the Partial Payment Plan or for additional information, contact the Student Accounts Office, Dempsey Hall 236, 800 Algoma Blvd., Oshkosh, WI 54901, 7:45 a.m.—4:30 p.m. or telephone (920) 424 1332. It is only necessary to apply for installment credit once.

FEE REFUNDS
(Subject to change without notice)
Refund of fees is based on the date of official drop or withdrawal. The refund schedule below covers academic fees and applies to withdrawing students or students dropping courses below the full time level. Note that the fee refund schedule and course drop/withdrawal deadlines are different. Always verify if the date of a drop/withdrawal will be eligible for a refund.

Percentage of Refund by Week

<table>
<thead>
<tr>
<th>Course Length</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Weeks</td>
<td>100%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Course Length</td>
<td>Week 1</td>
<td>Week 2</td>
<td>Week 3</td>
<td>Week 4</td>
<td>Week 5</td>
</tr>
<tr>
<td>---------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>7 weeks</td>
<td>100%</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10 weeks</td>
<td>100%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>14 weeks</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>17 weeks</td>
<td>100%</td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Note: To students who receive financial aid, federal regulations governing these programs may require a larger refund to federal funding sources than the amount specified by the above refund policy. The student is responsible for the difference. If you are in this category, consult the Student Accounts Office, Dempsey 236, or call (920) 424-1332 for the appropriate schedule.

Refunds of campus housing and meal charges are made on a prorated basis computed weekly. Students must check out of the residence halls according to procedures available at the main desk in each hall. The check-out date will be used to determine charges and refunds for housing.

Students enrolled at more than one University of Wisconsin System institution may combine credits taken in order to determine their full-time status and fee assessment. Present evidence of fees paid and credits being taken with a request for reimbursement of fees paid in excess of full-time to the Student Accounts Office, Dempsey Hall 236. Call (920) 424 1332 for information.

Appeals of Fees
Appeals for exception to any of the fee payment policies and procedures must be made in writing to the Student Accounts Office, Dempsey Hall 236.

Administrative Charges
(Subject to change without notice)
Board of Regents fee policy requires prompt payment of all University fees. A required administrative fee is assessed in the following circumstances:

- When payment is made after the established due date, a $75 administrative charge could be assessed.
- Courses may be withdrawn if fees are still outstanding after the established due date. Withdrawal refers only to your registration; the amount unpaid may still be due.

Cash Handling Procedures Related to University Transactions
Normally payments of fees, room, board, special course charges and other miscellaneous costs are made to the University of Wisconsin Oshkosh and presented to the Cashier’s Office located in Dempsey Hall 232.

Payments for such items as supplies, textbooks, etc. purchased in the Student Union or Bookstore are presented to cashiers in those areas.

Money is sometimes collected in class by instructors for optional field trip costs and charges of a similar nature. In these situations, students are entitled to an Official University receipt for
payment from the instructor. Any questions regarding fees and fee payment should be directed to Student Accounts, (920) 424-1332.

FINANCIAL AID

ELIGIBILITY
A graduate student must be admitted to a master's degree program or be earning teaching certification in order to be eligible for financial assistance. Generally, special, non-degree, certificate or GAP students are not eligible for financial aid. All financial aid recipients are expected to be familiarized with the rules and regulations that apply to specific financial aid awards. This information can be found on the Financial Aid Office's website: www.uwosh.edu/fin_aid. Please contact the Financial Aid Office for more information.

Expenses At The University Of Wisconsin Oshkosh
Costs of college attendance include tuition and fees; books and supplies; room; board; utilities; transportation; and personal expenses. These also are the costs used in determining budgets for financial aid evaluations and are frequently based on estimates. Inquiries about actual billing costs should be directed to the University of Wisconsin Oshkosh Student Accounts Office. Questions about other budget items should be addressed to the Financial Aid Office.

Financial aid for graduate students at the University of Wisconsin Oshkosh is awarded primarily on the basis of financial need. Need is defined as the difference between anticipated educational costs and the contribution expected from the student, or student and spouse. Expected student contributions are computed according to Federal Need Analysis Methodology.

By completing and submitting the Free Application for Federal Student Aid (FAFSA), the student provides the Financial Aid Office (www.uwosh.edu/fin_aid) with information necessary to determine financial need. The University attempts to meet that need from available funds.

How To Apply For Financial Aid
Students must file the Free Application for Federal Student Aid (FAFSA - www.fafsa.gov) to be considered for the Advanced Opportunity Program (AOP) Grants, Federal Work Study, Federal Perkins Loan, or Federal Direct Loans (unsubsidized) and Native American Grants. The FAFSA should be completed and submitted to the federal processor as early as possible after January 1, for consideration for the upcoming academic year.

Financial Aid is awarded when the student has a completed financial aid application on file and eligibility criteria are met. Priority is given to those applicants who meet the University’s established priority date. Contact the Financial Aid Office for more information.

Notification
Applicants receive an email sent to his or her UW Oshkosh email account from the Financial Aid Office when processing is completed and aid is awarded. Awards are made starting approximately April 15, before the academic year for which the student has requested financial aid. Only the following types of aid are awarded by the Financial Aid Office: Federal Work Study, Federal Perkins Loan and Federal Direct Unsubsidized Loan. Other forms of financial assistance that the student receives may be included on the award notification but are not awarded by the Financial Aid Office.

The Aid Package
Financial aid applicants will be considered for all financial aid programs available to graduate students and administered by the Financial Aid Office. It is not necessary to apply separately for each kind of aid desired, except as noted below. Financial aid offered to a student may be in the form of grants or scholarships, long-term loans (which can be repaid after the student leaves college) and part-time employment.

Scholarships
The University of Wisconsin Oshkosh Financial Aid Office maintains information about scholarships available to the UW Oshkosh students. Some of these awards are available to graduate students.

Scholarships are not awarded as part of a financial aid "package," but such awards, if received, are considered a student resource and may affect the amount of additional aid the student may receive.

EMPLOYMENT
Graduate Assistantship Employment
The Board of Regents for the University of Wisconsin System provides resources for a number of academic graduate assistantships. Graduate assistantships are for the 17-week semester or academic year and are either full time (20 hours/week), three quarter time (15 hours/week), or half time (10 hours/week). Non-resident graduate assistants who are hired for 13.5 or more hours per week are eligible for out-of-state fee remissions. Graduate assistants are limited to a maximum course load of 12 credits per semester.

Qualifications for a graduate assistantship:
1. New student has been admitted in full standing to a graduate degree program at the University of Wisconsin Oshkosh;
2. Continuing student is in full standing;
3. Student who is enrolled for at least six (6) graduate degree credits) each semester, or otherwise qualifies as a full-time student.

Information, instructions and an on-line application can be found through the Office of Graduate Studies web site at www.uwosh.edu/gradstudies/financial-aid/graduate-assistantships.

Federal Work-Study Employment
Work study is awarded to eligible financial aid applicants on the basis of financial need. Employment usually is available to any student who accepts a work study award. Recipients must be enrolled at least half-time (4.5 credits per semester for graduate students).

Student Assistant Employment
Most academic and administrative departments at the University of Wisconsin Oshkosh employ student assistants. No financial need analysis is required. Interested students should contact individual departments or check listings at the Financial Aid Office.

Advanced Opportunity Program (A O P)
The Advanced Opportunity Program is a University of Wisconsin System program of financial support for students of color and non-minority disadvantaged students. Applicants must be United States citizens or permanent residents and must qualify for full-standing admission into a graduate degree program at the University of Wisconsin Oshkosh. Awards are designated for members of the traditionally under-represented minorities (i.e., Black, Native American, Hispanic, and statutorily designated Southeast Asian refugees) and disadvantaged non-minority applicants. Submission of an application form (available from the Graduate Studies office) and FAFSA are required. Financial need and academic achievement are considered in granting awards. For more details see the information posted on the Graduate Studies web site (Advanced Opportunity Program - http://www.uwosh.edu/gradstudies/financial-aid/grants/advanced-opportunity-program)

GRANTS
Indian Grant
Tribal funds are available for Native American students using the Indian Scholarship Application and the FAFSA, both available at the Financial Aid Office. Recipients must generally be at least one-fourth American Indian as certified by the appropriate tribal agency. Awards are generally need-based.

Native American students who are Wisconsin residents also may apply for the Wisconsin Native American Student Grant using the Indian Scholarship Application. Eligibility is need-based. Another source of information on graduate fellowships for American Indian and Alaskan Native students is:
   American Indian Graduate Center
   4520 Montgomery Blvd NE, Suite 1-B
   Albuquerque, NM 87109-1291

Minnesota-Wisconsin Reciprocity Program
This arrangement permits an eligible Minnesota resident to attend the University of Wisconsin Oshkosh and pay the established reciprocity fees. Interested Minnesota residents should request information by writing to Higher Education Coordinating Commission, 400 Capitol Square Building, 550 Cedar Street, St. Paul, Minnesota 55101.

International Student Nonresident Partial Tuition Waiver
A limited number of these awards, up to the amount of non-resident tuition, are available to international students who demonstrate financial need. This waiver may cover all or a portion of the difference between non-resident and resident tuition. The student is still responsible for resident tuition/fees and all other associated expenses as described above in “Expenses at the University of Wisconsin Oshkosh.” Inquiries from applicants and new students should be directed to the Director of Graduate Services. Continuing students should contact the international students adviser in the Office of International Education.

LOANS
Federal Perkins Loan
Loans are provided on the basis of student's financial need and availability of loan funds. Repayment and accrual of 5 percent annual interest begins nine months after the borrower ceases to be at least a half-time student, with a repayment period of up to 10 years. Borrower must be a U. S. citizen or permanent resident. Recipients must enroll on at least a half-time basis (4.5 credits per semester for graduate students).

Federal Direct Loan
Students must apply for financial aid and must be enrolled at least half-time (4.5 credits per semester for graduate students). Graduate students may borrow up to the difference between the cost of education and any other financial assistance received for the term. Program maximum for this loan is $20,500 unsubsidized per year, based on the cost of attendance. Interest rate is fixed at 6.8% and repayment begins six months after borrower drops below half-time enrollment or graduates.

Short-Term Loan
A limited amount of short-term ("Emergency") no interest loan money is available to University of Wisconsin Oshkosh students. The maximum loan is $50 to be repaid in one month or less. Continued use of the short-term Loan Fund by a student depends upon prompt repayment of loans.

Tetzlaff Loan
The Tetzlaff Loan is a short-term loan with the maximum amount of $500. The loan has a $5 application fee and must be repaid within the same semester it is disbursed. The due date is determined by the University. Students whose applications are approved by the Financial Aid Office will be notified via E-mail of when their check will be ready for picked up. Disbursed loans are placed as a charge on the student’s account, which accrues a 1% interest per month on ALL unpaid balances, including this loan. The students must be currently enrolled to be eligible. Applications are available at the Financial Aid Office.

OTHER SOURCES OF FINANCIAL ASSISTANCE
Veterans Financial Assistance
Many veterans of military service are eligible for benefits to attend college. Additional assistance is provided to disabled veterans. Children of deceased and disabled veterans also may be eligible for benefits. Inquiries should be directed to the regional office of the Veterans
Administration or the University of Wisconsin Oshkosh veterans’ adviser, Dempsey Hall 144E, (920) 424-1804, va@uwosh.edu.

Midwest Student Exchange Program (MSEP)
Through the MSEP, public institutions agree to charge students no more than 150 percent of the in-state resident tuition rate for specific programs. You must enroll as a non-resident student at a participating MSEP campus to receive the discount.

Return to Wisconsin
The Return to Wisconsin Tuition Reduction Program will offer a 25 percent waiver of assessed, non-resident tuition to sons, daughters and grandchildren of UW Oshkosh graduates. A graduate is defined as any person who has been awarded a baccalaureate degree, associate degree, or graduate degree from the University of Wisconsin Oshkosh.

FURTHER INFORMATION
It should be noted that because of the number and complexity of financial aid programs only basic descriptions of some of the various sources of aid are provided here. No attempt is made to provide a comprehensive listing of all the considerations in assessing financial need and determining eligibility for funds.

Furthermore, all guidelines for administering financial aid programs are subject to change at any time as the result of legislative or regulatory action by the federal and state agencies responsible for the direction of the programs.

The awarding of financial aid depends upon both the student's eligibility and the availability of funds. If funds are exhausted, eligibility is meaningless. As funds often are insufficient to meet a student’s full financial need, the importance of multiple and early applications cannot be overemphasized. For further information, contact the Financial Aid Office, 104 Dempsey Hall, (920) 424-3377

FORREST R. POLK LIBRARY

Polk Library wants to support the research needs of graduate students. We have books (both print and electronic), online journals, and films (DVD and Films on Demand streaming). We have over 54,000 full text electronic journals available 24/7, and thousands of electronic books.

Log-on to most library resources using your NetID (same as you use for email and D2L). To request books or videos from other schools, you will need your 16 digit Titan Card Number. Using this, you can request books from anywhere in the UW System and get delivery in a couple of days. This is called Universal Borrowing.

Computer facilities within the library include workstations in Polk 101, with no-fee printing. In
addition, Polk Library has laptops available for check-out within the building. Polk Library also offers free wireless printing. A general computer access lab is located in Polk 118 for other computer needs.

We have 24/7 chat reference help available, so if you have any questions about using the library, finding articles, etc, just ask! For more information, call Polk Library (920) 424-4333 or visit at www.uwosh.edu/library.

GRADUATE STUDIES ACADEMIC POLICIES

The Office of Graduate Studies policies have been designed and have evolved with the following intended goals: (1) facilitate orderly academic progress of graduate students; (2) meet expectations of accrediting agencies, other graduate schools and the Board of Regents; (3) provide a common standard; and (4) encourage development of quality programs.

Each graduate student has the responsibility of adhering to the Graduate Studies policies described herein as they affect him or her. Every effort will be made by Graduate Studies staff, program coordinators and staff and advisers to aid students while they attend graduate school.

APPEALS PROCESS

Any individual who wishes to appeal a non-academic decision regarding Office of Graduate Studies policy, should contact the Office of Graduate Studies for the most current appeals procedures.

Student Complaints Against Faculty and Academic Staff

Students who have complaints against faculty or academic staff have two procedures they may follow if the alleged misconduct is not judged serious enough to seek dismissal.

The two procedures are as follows:
1. A student who believes that the staff member has violated University rules, professional ethics or performed in a way warranting disciplinary procedures may start proceedings in a formal manner by preparing a written complaint to be submitted to the Chancellor or his designee.
2. A student with a complaint about classroom treatment, grades or other matters will normally wish to seek resolution of the matter informally as follows:
   a. Meet with the staff member. Most complaints are resolved this way.
   b. Should the complaint not be resolved by this meeting, the student next meets with the staff member’s graduate program coordinator or supervisor (department chairperson).
   c. The staff member’s coordinator or supervisor will give the student written procedures covering complaints. The staff member’s coordinator or supervisor will determine the facts and try to mediate between staff member and student and resolve the complaint.
   d. Should the coordinator’s or supervisor’s efforts be unsatisfactory to the student, the written procedures provide more formal steps. The student must prepare a written complaint for a
grievance committee within a specified time period. Inaction by the student at this point indicates that the complaint has been dropped. Should the student be unsure as to the choice of procedure between one or two above, it is advisable to discuss the matter with the Director of Graduate Services in the Graduate Studies office, Dempsey 337, (920) 424-1223, or staff in the Dean of Students office, (920) 424-3100.

GRADUATE COURSE NUMBERS
The University of Wisconsin Oshkosh graduate course numbers use a combination alpha/numeric identifier. The alpha characters identify the department or program offering the course. The three-digit number is the catalog number and is assigned to courses according to the following key:

500 to 699 --- primarily graduate courses
700 to 799 --- open to graduate students only
800 to 899 --- open to doctoral graduate students only

Dual-Level Courses
Dual-level courses are open to undergraduate as well as graduate students. Programs offer dual-level courses for a variety of reasons that enhance student and program flexibility. Each program determines the specific requirements placed on the number of dual-level courses allowed to accumulate toward the master’s degree. Because dual-level courses must meet certain academic guidelines in order for the student to receive graduate credit, the student is encouraged to refer to each program description in this Bulletin as well as to contact the respective graduate program coordinator. Dual-level courses are distinguished from undergraduate-only and graduate-only courses with slashed numbers. For example, ART 317/517 is a dual-level course in which an undergraduate student could receive undergraduate (ex. - 317) credit OR a graduate student could receive either graduate (ex. - 517) or undergraduate (ex. - 317) credit (but not both). In all cases, a student must specifically register using the graduate course number (ex. - 517) for the graduate credit to be identified on the academic transcript. For a student to receive graduate credit, the individual programs are held to standards that require the student’s experience to be qualitatively more challenging than the undergraduate student experience and lead the graduate student to a deeper and broader intellectual contact with topics and methods in their field. To earn graduate credit, the student must perform coursework that derives from expectations unique to graduate-level work.

Success in specific graduate courses and in a graduate program is partly dependent upon an ongoing dialogue between the student, the instructor and the graduate program coordinator. Students are responsible for understanding course expectations and program requirements. In the College of Education and Human Services, students must have prior permission of their program coordinator to include SRVC CRS courses in their degree plan.

The department/program codes for course numbers are assigned according to the following key:
<table>
<thead>
<tr>
<th>Code</th>
<th>Program/Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS-ACC</td>
<td>Accelerated Nursing Program</td>
</tr>
<tr>
<td>AFR ABRD</td>
<td>Africa Study Abroad</td>
</tr>
<tr>
<td>AF AM ST</td>
<td>African American Studies</td>
</tr>
<tr>
<td>ANTHRO</td>
<td>Anthropology</td>
</tr>
<tr>
<td>ARABIC</td>
<td>Arabic</td>
</tr>
<tr>
<td>ARAPAHO</td>
<td>Arapaho</td>
</tr>
<tr>
<td>ART</td>
<td>Art</td>
</tr>
<tr>
<td>ASTRONY</td>
<td>Astronomy</td>
</tr>
<tr>
<td>A-V</td>
<td>Audio-Visual</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>Biology and Microbiology</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>Business</td>
</tr>
<tr>
<td>CHEM</td>
<td>Chemistry</td>
</tr>
<tr>
<td>CHINESE</td>
<td>Chinese</td>
</tr>
<tr>
<td>COMM</td>
<td>Communication</td>
</tr>
<tr>
<td>COMP SCI</td>
<td>Computer Science</td>
</tr>
<tr>
<td>PRF CNSL</td>
<td>Counseling - Professional</td>
</tr>
<tr>
<td>CNSLR ED</td>
<td>Counselor Education</td>
</tr>
<tr>
<td>CRIM JUS</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>ELEM ED</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>SEC ED</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>ECON</td>
<td>Economics</td>
</tr>
<tr>
<td>ED FOUND</td>
<td>Educational Foundations</td>
</tr>
<tr>
<td>ED LDRSP</td>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Code</td>
<td>Major</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>ENGLISH</td>
<td>English</td>
</tr>
<tr>
<td>ENV STDS</td>
<td>Environmental Studies</td>
</tr>
<tr>
<td>DFLL</td>
<td>Foreign Language</td>
</tr>
<tr>
<td>FR ABRD</td>
<td>France Study Abroad</td>
</tr>
<tr>
<td>FRENCH</td>
<td>French</td>
</tr>
<tr>
<td>GEOG</td>
<td>Geography</td>
</tr>
<tr>
<td>GEOLOGY</td>
<td>Geology</td>
</tr>
<tr>
<td>GERMAN</td>
<td>German</td>
</tr>
<tr>
<td>GMB/GMBA</td>
<td>Global Master Business/Administration</td>
</tr>
<tr>
<td>HLTH EDU</td>
<td>Health Education</td>
</tr>
<tr>
<td>HISTORY</td>
<td>History</td>
</tr>
<tr>
<td>HUMAN SV</td>
<td>Human Services</td>
</tr>
<tr>
<td>ED LDRSP</td>
<td>Human Services and Professional Leadership</td>
</tr>
<tr>
<td>INTRCULT</td>
<td>Intercultural Studies</td>
</tr>
<tr>
<td>INTRDSCP</td>
<td>Interdisciplinary Studies</td>
</tr>
<tr>
<td>INTRNTL</td>
<td>International Studies</td>
</tr>
<tr>
<td>ITALIAN</td>
<td>Italian</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>Japanese</td>
</tr>
<tr>
<td>JOURNAL</td>
<td>Journalism</td>
</tr>
<tr>
<td>KINESLGY</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>LATIN</td>
<td>Latin</td>
</tr>
<tr>
<td>LIB SCI</td>
<td>Library Science</td>
</tr>
<tr>
<td>MATH</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Code</td>
<td>Program</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>MED TECH</td>
<td>Medical Technology</td>
</tr>
<tr>
<td>MIL SCI</td>
<td>Military Science</td>
</tr>
<tr>
<td>MPA</td>
<td>Master of Public Administration</td>
</tr>
<tr>
<td>MUSIC</td>
<td>Music</td>
</tr>
<tr>
<td>NURSING</td>
<td>Nursing</td>
</tr>
<tr>
<td>NURS-CNP</td>
<td>Nursing Collaborative Program</td>
</tr>
<tr>
<td>PHIL</td>
<td>Philosophy</td>
</tr>
<tr>
<td>PHY ED</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PHYS SCI</td>
<td>Physical Science</td>
</tr>
<tr>
<td>PHYS/AST</td>
<td>Physics/Astronomy</td>
</tr>
<tr>
<td>POLI SCI</td>
<td>Political Science</td>
</tr>
<tr>
<td>PRTGUESE</td>
<td>Portuguese</td>
</tr>
<tr>
<td>PRAC ART</td>
<td>Practical Arts</td>
</tr>
<tr>
<td>PSYCH</td>
<td>Psychology</td>
</tr>
<tr>
<td>PUB ADM</td>
<td>Public Administration</td>
</tr>
<tr>
<td>MPA</td>
<td>Public Administration</td>
</tr>
<tr>
<td>READING</td>
<td>Reading Education</td>
</tr>
<tr>
<td>RELSTDS</td>
<td>Religious Studies</td>
</tr>
<tr>
<td>RUSSIAN</td>
<td>Russian</td>
</tr>
<tr>
<td>SRVC CRS</td>
<td>Service Courses</td>
</tr>
<tr>
<td>SHOSHONE</td>
<td>Shoshone</td>
</tr>
<tr>
<td>SOC JUST</td>
<td>Social Justice</td>
</tr>
<tr>
<td>SOC WORK</td>
<td>Social Work</td>
</tr>
</tbody>
</table>
Course descriptions are found in each department's section of the Bulletin. The course number (department/program alpha code plus catalog number) is followed by the number of course credits. If the course is offered for a variable number of credits a range of credits (e.g., 1-3) will be displayed. The next line is the course title and the following line(s) give a course description. After the description, notes or prerequisites for the course, if any, will be printed. Should the course be dual-level, the undergraduate and graduate catalog numbers will be listed (e.g., 317/517). If the course is offered only during a specific term, i.e., spring or fall, this will be indicated after the course description.

The numbers in parentheses (when they appear) indicate the division of time between lecture and laboratory. The first number indicates the number of lecture or problem hours (discussion group) and the second number indicates the number of laboratory hours. Example: in a science course listed (3+4), the numbers in parentheses indicate 3 lecture hours and 4 laboratory hours. If there is no breakdown listed, the course is lecture only.

COURSE ATTENDANCE
Policies for attendance and punctuality are under the control of each instructor. Generally speaking:
1. Students are expected to attend each scheduled class.
2. Instructors are expected to announce their attendance policy to each class.
3. Students may only attend courses/sections for which they are registered.

RELIGIOUS ACCOMMODATION
It is the policy of the Board of Regents that students’ sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. The Board of Regents adopts this charter in order to ensure that all institutions of the University of Wisconsin System have in place appropriate mechanisms for ensuring the reasonable accommodation of students’ sincerely held religious beliefs and for appeals related to these matters.
1. A student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where:
a. There is a scheduling conflict between the students’ sincerely held religious beliefs and taking the examination or meeting the academic requirements; and
b. The student has notified the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses), of the specific days or dates on which he or she will request relief from an examination or academic requirement.
2. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.
3. Instructors shall accept, at face value, the sincerity of students’ religious beliefs.
4. Student notification of instructors and requests for relief under 1. above shall be kept confidential.
5. Complaints of failure to provide reasonable accommodation of a student’s sincerely held religious beliefs as required by this rule may be filed according to institutional complaint and grievance procedures. See above under “Student Complaints Against Faculty and Academic Staff” in this bulletin.

ACADEMIC INTEGRITY
UW Oshkosh students are subject in their behavior to the Wisconsin Administrative Code, as well as specific disciplinary procedures duly adopted for the UW Oshkosh campus. Specific provisions are found in Chapters 14, 17, and 18 of the Code.

The UW Oshkosh provisions can be found following the UWS policy in each chapter. The UW System disciplinary code and UW Oshkosh provisions are available to all students in the Dean of Students Office, Polk Library, Reeve Memorial Union Office, Oshkosh Student Association (OSA) Office, Residence Life Office, and in each residence hall. Any questions may be directed to the Dean of Students Office, Dempsey 125, which administers the University’s student discipline code.

UNIVERSITY E-MAIL POLICY
Using campus E-mail is considered the official method for communicating with University of Wisconsin Oshkosh students, because it delivers information in a convenient, timely, cost effective and environmentally aware manner. The University expects that e-mail communications through this assigned account will be received and read by students in a timely fashion. This policy establishes the University’s expectation that faculty and other University staff may routinely communicate important information to students using the University’s established e-mail system.

Students are responsible for the consequences of not reading in a timely fashion University-related communications sent to their official UW Oshkosh student e-mail account.

All students at UW Oshkosh are provided with an official UW Oshkosh student e-mail account. This account is the official address to which the University will send e-mail communications. This official e-mail address will be recorded in the University’s electronic directories and records for that student.
Students are expected to check their UW Oshkosh official e-mail account on a frequent and consistent basis in order to remain informed of University-related communications. The University recommends checking e-mail at least twice per week. Not checking, improperly forwarding, mailbox full or incorrect personal account address errors are not acceptable reasons for missing official University communications via e-mail. Since faculty and instructional academic staff determine how e-mail is used in their classes, they may require students to check their e-mail on a specific or more frequent basis. Faculty and instructional academic staff messages sent to class lists, including class lists for D2L courses, are also considered official communication.

In general, e-mail is not appropriate for transmitting sensitive or confidential information unless it is matched by an appropriate level of security or permission. All use of e-mail will be consistent with other University policies, including UW Oshkosh Acceptable Use of Computing Resources Policy (www.uwosh.edu/acs/policies/acceptable-use-policy). All use of e-mail also will be consistent with local, state and federal law, including the Family Educational Rights and Privacy Act (FERPA).

Students may elect to redirect (auto forward) messages sent to their UW Oshkosh official student e-mail account to a non-University account. Students who redirect e-mail from their official account to a non-University account (such as Yahoo, Hotmail, Gmail, etc.), however, do so at their own risk. Having e-mail lost as a result of redirection does not absolve a student from the responsibilities associated with communication sent to her or his official e-mail account. The University is not responsible for the handling of e-mail by outside vendors or unofficial servers.

The University provides a Web-based mail system, through which students from off campus can access their official UW Oshkosh e-mail account. Instructions for the use of Web mail are available at: www.uwosh.edu/titanapps.

**REPEATED COURSES**

Graduate courses may be repeated, without additional credit if the following conditions have been met:

1. A grade of less than a “B” was obtained in the first and only other attempt.
2. Permission to repeat a course needs approval from the graduate program coordinator and the Office of Graduate Studies.
3. The student registers for the course as a “repeat.” Some courses may only be repeated one time.

Courses attempted for undergraduate credit may not be repeated by graduate students for graduate credit unless pre-approved by the graduate program coordinator within the program’s specified time frame. Dual-level courses may not be attempted under both the undergraduate and graduate numbers.

**CREDIT (COURSE) LOAD DEFINITIONS**

A graduate student is considered full time under the following conditions:

1. Students registered for nine (9) or more graduate credits in a semester, or five (5) or more credits in a summer session and who are not graduate assistants;
2. Graduate assistants registered for six (6) or more graduate credits in a semester or three (3) or more credits in a summer session;

3. Thesis students who have completed all degree requirements except for their thesis may be considered active in those thesis credits for one more semester beyond thesis registration without registering for other credits. However, their adviser must verify the student is working on his or her thesis. This policy may not satisfy certain Financial Aid requirements and students may not be eligible for certain student services, e.g. use of the Health Center.

Part-time status applies to a graduate student with less than nine (9) credits in a spring or fall semester and less than five (5) credits in a summer session. A graduate student is considered half time with a semester registration of four and a half (4.5) or more credits or three (3) or more credits during a summer session.

The following are the maximum credits in which a graduate student (not a graduate assistant) admitted to an academic program may enroll for in a specified term:

<table>
<thead>
<tr>
<th>Term</th>
<th>Maximum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-week</td>
<td>18</td>
</tr>
<tr>
<td>14-week</td>
<td>15</td>
</tr>
<tr>
<td>8-week</td>
<td>8</td>
</tr>
<tr>
<td>4-week</td>
<td>4</td>
</tr>
<tr>
<td>3-week</td>
<td>3</td>
</tr>
</tbody>
</table>

Anything that exceeds these limits requires approval of the Director of Graduate Services, Office of Graduate Studies.

Special students, students on academic probation and students with incomplete (I) grades should not expect to carry maximum loads.

TRANSFER / WAIVER OF COURSES

Transfer credit is course credit earned at another institution that is accepted in lieu of master's degree course requirements at the University of Wisconsin Oshkosh. Credit earned prior to admission to a University of Wisconsin Oshkosh graduate program will be evaluated at the time of admission or upon request.

Students who have been admitted to a graduate program at UW Oshkosh and wish to take coursework at another institution should enroll as a guest student (if available) at that institution. They should secure prior approval from the UW Oshkosh graduate program coordinator for courses to be substituted in the UW Oshkosh graduate degree program. The following are criteria for evaluating credits taken outside UW Oshkosh. Certain of these criteria may not apply when evaluating "distance education" courses:

1. Course instructor is a regular graduate faculty member or an instructor who has the qualifications comparable to regular graduate faculty and has the approval as an adjunct faculty member at the transfer institution.

2. Course is acceptable in a graduate degree program at the transfer institution.
3. Course syllabus is available with objectives, evaluation methods and bibliography.
4. Course has formal meeting times and complies with the normal rule of no more than one (1) course credit earned per week and 14 contact hours (60 minutes each) per semester credit.
5. Course is offered at a location close to a university (professional) library.
6. The academic program and/or institution is appropriately regionally accredited.
7. Seven-year time limit is applicable for all transfer courses that apply to a UW Oshkosh master's degree. Nursing has a five-year time limit. The time limit is four years for certificates and achievement programs.
8. Independent study, seminars and workshops do not generally transfer. Exceptions to the above criteria may be made based on the appropriate graduate program coordinator's recommendation and the approval of the Office of Graduate Studies. No letter grade below “B” will be accepted in transfer. No more than nine (9) semester hours will be accepted in transfer, except in established collaborative/cooperative programs. Official transcripts from the transfer institution(s) are required in the Graduate Studies Office prior to transfer credit evaluation.

Credits accepted in transfer are annotated on a student's academic record. Transfer grades are NOT recorded on the record and transfer grade values are NOT included in the computation of the UW Oshkosh graduate grade-point average.

INDEPENDENT STUDY
All departments offering graduate degree programs have course listings for independent study. This form of study provides an opportunity for degree-seeking and post-master’s students to study, under faculty supervision, an area of interest which is not available in the curriculum. The following guidelines apply:
1. Registration for graduate independent study is open to students who are admitted to and in full standing in a degree, certificate or GAP program or who have earned a master's degree. Graduate Special or Non-degree students without a master's degree are not eligible to enroll in independent study.
2. Each credit earned for independent study should represent the equivalent of at least 50 clock hours of work. The written proposal for independent study should be detailed and include well-developed study objectives, specific references and outcomes of academic work.
3. Registration for independent study must be accompanied by an independent study contract form and proposal. The contract form requires the signature of the instructor, the graduate program coordinator, college dean or designee (as appropriate) and the director of graduate services.
4. Only one independent study (three (3) credit maximum) contract during any term session per semester is permitted within a 17-week spring/fall semester (spring/fall interims included) or 8-week summer semester. This includes any 7-week, 14-week, 10-week or 4-week term session.
5. No more than six (6) credits of independent study and/or other "atypical" credits may apply to a degree.
6. Registration for independent study is subject to the same semester drop/add policies as all other courses.
GRADE DESIGNATIONS FOR COURSES

Grade-point averages are determined by dividing the number of grade-points earned in courses by the number of credits attempted in those courses. Point values are related to the various letter grades as follows:

Beginning Fall 2009

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade-points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Before Fall 2009

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade-points per Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>AB</td>
<td>3.50</td>
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<tr>
<td>B</td>
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<td>BC</td>
<td>2.50</td>
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<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Grades of C-, CD, D+, D and D- are not used with graduate courses. Several other grade designations are assigned to courses in special circumstances and as approved for courses as follows:

Pass (P)/Fail (F) Grades
Certain University of Wisconsin Oshkosh courses are offered on a Pass/Fail basis. (A pass at the graduate level is comparable to a B or better letter grade.) Pass credits are recorded as credits earned. However, these credits are not considered as credits attempted in computing the semester and cumulative graduate grade-point averages. Grades of Failure (F) in a Pass/Fail course are considered as credits attempted in computing the semester and cumulative grade-point averages.

Incomplete (I) Grade Designation
The designation of “Incomplete” is assigned when a student is unable to complete the coursework because of illness, injury, or other extenuating circumstances. "I" designations also may be assigned to students in project-centered courses in which instruction is highly individualized, or individually paced courses in which the material is extensively organized and students can progress at individual rates determined by their abilities. In the latter case, an "I" may be assigned only if at least two-thirds of the course objectives have been accomplished within the grading period and the student has maintained a consistent rate of progress in the course. Arrangements between the student and instructor will be made in writing on how the course work will be completed and by what criteria the “I” can be removed within the next 17-week semester. Courses for which an “I” has been assigned are included as part of the semester credit load. Incomplete designations are not included in any grade-point computations prior to graduation.

Incomplete designations, when the instructor has not assigned an appropriate course letter grade by the last day of the following 17-week semester, will automatically lapse to an F. The Registrar's Office will alert both the student and the department chair of these impending grade lapses before they are made. Extensions of time may be arranged by submitting written requests first to the course instructor and graduate program coordinator, then to the Office of Graduate Studies. The request for extension should state the reason why work is still incomplete, the expected date of completion and include the instructor’s recommendation regarding the extension.

Incomplete grades affect a student’s eligibility for graduate assistantships, determination of academic standing and some financial assistance. Contact the Office of Graduate Studies for more information about eligibility affected by incomplete grades.

Auditing (AU) Courses
A course being audited carries no degree credit and is not counted in the grade-point average. It is considered part of a student's semester credit load but NOT included in the calculation of progress credits for determining academic load status of full-time, half-time or part-time when reporting enrollment status to the National Student Clearinghouse. Students who audit courses are expected to attend class regularly, but need not take examinations or do coursework, which would require evaluation by the instructor. The signature of the instructor is required in order to register for an audit course. The student will receive a grade of “AU” on their grade report and transcript. The instructor may withdraw a student for non-attendance. Audit-only fees are assessed when a student’s enrollment for the semester is only in audit courses. Full-credit fees are assessed when audit credits are taken in conjunction with for-credit courses. Full Special Course Fees will be assessed, if applicable. Students may change from audit to credit during the
first five class days of a 14-week, 17-week, 8-week, or 7-week session, or during the first two class days of a 3-week or 4-week session. Students may change from credit to audit after these times during the official drop period of a session, provided they have obtained the instructor's signature on the add/drop card.

Audit courses may not satisfy credit requirements for “full-time” or “half-time” status for financial aid purposes, or for eligibility for certain student services. Students changing from credit to audit after the first week of a term will be charged the full per credit fee for the course.

**In Progress (IP)**
The IP designation is noted for theses, field reports, field projects and clinical papers not completed in the term of registration. The IP designation is replaced by the P (Pass) designation by the Graduate Studies office upon completion and when the thesis or other culminating written work is submitted and approved. The IP designation is not used in any cumulative grade point average computation.

**ACADEMIC STANDING**
Each student is regarded as having one of three academic standings: full, probationary or suspension. Some programs have more restrictive requirements and policies as pertains to determining academic standing. Please consult the program for its requirements.

**Full Standing**
A student is in full standing when:
1. The student was admitted in full standing and maintains a cumulative graduate grade-point average of 3.00 or above.
2. The student was admitted on probation and achieves full standing by earning a 3.00 cumulative graduate grade-point average and completes nine (9) graded graduate credits since the term of admission.

**Probation**
A student is on probation when:
1. The student has been admitted on probation, has completed less than one full term or has completed less than nine graded graduate credits.
2. An admitted student who was in full standing at the beginning of a term and has a cumulative overall graduate grade-point average of less than 3.00 at the end of the term regardless of the number of credits attempted/earned.
There is no probation available to special, guest and non-degree students.

**Suspension**
A student is on suspension when:
1. The student was on probation at the beginning of a term and has a cumulative overall graduate grade-point average of less than 3.00 at the end of the nine-credit probationary period.
2. The student has been denied admission to candidacy and has completed 18 graduate credits normally acceptable in the degree program.

3. The student is classified as special, guest or non-degree and the cumulative graduate grade-point average is below 3.0.

Suspension Appeal
The Office of Graduate Studies will place an enrollment service indicator (stop) on the record of students who are placed on suspension. Students on suspension may have their record reviewed by their degree program and the Office of Graduate Studies after one full semester of suspension (not including summer session) and upon written appeal of the suspension. Students should initiate the written appeal and direct it to the appropriate graduate program coordinator. The program coordinator along with the program faculty or others will make a written recommendation to the Office of Graduate Studies regarding the request to appeal the suspension. If the program recommends granting the appeal, a written recommendation should contain a rationale for allowing the student to return to classes and any conditions a student must meet in future enrollment periods. The Director of Graduate Services will review the recommendation of the program and its faculty and make the final decision about granting the appeal. The Director will communicate the decision to the student and the program.

Special, guest or non-degree students should appeal in writing directly to the Director of Graduate Services, Office of Graduate Studies, following the semester of suspension.

APPLYING FOR ADMISSION

The Office of Graduate Studies

UW Oshkosh
800 Algoma Blvd., Dempsey Hall 337
Oshkosh, WI 54901
(920) 424-1223
(920) 424-0247 Fax
www.uwosh.edu/gradstudies
gradschool@uwosh.edu

DOMESTIC APPLICANTS
An online application is available on the web at www.apply.wisconsin.edu. A one-time, $56, non-refundable, non-waivable application fee is required. Subsequent application to other programs does not require an additional fee generally if the applicant last applied within the past 10 years. Consideration for admission to an alternate program after an initial application is submitted or transfer of application processing to another program may require another separate application. Reevaluation of an initial application but for a subsequent term can be done within two years of the original application to the same program. After two years, another application may be required.
Application deadlines vary by program and processing may take from six to eight weeks. Plan accordingly in order to meet all appropriate deadlines.

Have all official transcripts from regionally accredited institutions sent directly to the Graduate Studies office. If an applicant is a current or former University of Wisconsin Oshkosh student or graduate, submission of an application is authorization for the Graduate Studies office to access the applicant's University of Wisconsin Oshkosh unofficial electronic transcript. Submit with the application, as required by the program, up to three names (not relatives), postal addresses and email addresses of references who can assess the applicant's ability to do graduate work.

Note that admission to achievement and certificate programs have different admission procedures. Contact the program or the Graduate Studies office for details.

All programs have varying and/or additional admission requirements, such as GMAT or GRE tests, interviews, letters of recommendation, essays and other deadlines. Please consult the graduate program office, the graduate program web site, the electronic application completion sheet, appropriate section of this Bulletin, or the Graduate Studies office for more information about program-specific admission requirements and deadlines.

INTERNATIONAL APPLICANTS

An online application is available on the web at www.apply.wisconsin.edu. A one-time $56, non-refundable, non-waivable application fee is required.

Forward original or certified/attested transcripts (both native language and English translation) from all foreign undergraduate institutions. Also required is a course-by-course foreign credential evaluation report which includes grades for each course, credits and degree completion equivalent. This report should be sent directly to the Graduate Studies office by the credential evaluator.

Provide evidence of English language proficiency. This is demonstrated by submitting an official Test of English as a Foreign Language (TOEFL) test score, an IELTS score, having attended a U.S. college or university for more than a year, having received all undergraduate instruction in English (subject to verification) from a foreign institution or having resided continuously in the U.S. for more than a year. The minimum TOEFL score required is 550 paper-based or 79-80 Internet-based. The minimum IELTS overall band score required is 7.0. For TOEFL information contact TOEFL Services, Educational Testing Services, P.O. Box 6151, Princeton, NJ 08541-6151, USA, 1-877-863-3546 or on the web at www.ets.org/toefl/. For IELTS information visit their web site at www.ielts.org/test_takers_information.aspx.

Request three letters of recommendation be emailed to the Graduate Studies office from people (not relatives) who can attest to the applicant’s ability to do graduate-level work.

Submit a notarized Confidential Declaration of Financial Resources with applicable bank and financial statements that shows ability to finance two years of graduate education at the University of Wisconsin Oshkosh. Also required is a tuberculosis (TB) screening report form unless an applicant has resided in the U.S. continuously for at least one year.

More information about admission can be found on this page of the Graduate Studies web site.

The processing time for international applications may take as long as six months. Applicants are encouraged to begin their application one year before the desired admission date. I-20 forms will be issued only after the applicant has met all the admissions requirements for a
degree program and all documentation necessary for issuing an I-20 are received and verified. Part-time admission is not available to F-1 international applicants.

All programs have varying and/or additional admission requirements, such as GMAT or GRE tests, interviews, letters of recommendation, essays and other deadlines. Please consult the graduate program office, the graduate program web site, the electronic application completion sheet, appropriate section of this Bulletin, or the Graduate Studies office for more information about program-specific admission requirements and deadlines.

APPLICATION PROCESSING

The Admission File
The Family Education Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. Eligible students have the right to (1) inspect and review their education records maintained by the school; (2) request that a school correct records that they believe to be inaccurate or misleading; and (3) provide a school with written permission from the eligible student in order to release any information from a student’s record. Schools may disclose, without consent, “directory” information, such as a student’s name, address, telephone number, date and place of birth, honors and awards, dates of attendance and other information.

Reference letters submitted as part of any admission application also may be inspected if all of the following conditions have been met:
1. The student has been admitted to the program for which the letters were submitted.
2. The student has attended graduate-level courses within this program.
3. The admission file does not contain a written waiver of the right to see reference letters.

All graduate admission application materials submitted by an applicant become the property of the University and will not be returned to the applicant or forwarded to a third party. However, inspection of materials by the applicant/student can be granted or copies of some materials may be forwarded to a third party only after the applicant/student submits a signed and dated written request specifying:
a. The records he or she wishes to be released.
b. The purpose of the disclosure.
c. The party or class of parties to whom disclosure may be made.

Note: Copies of letters of reference are not provided.

Individuals who are denied admission to a program are not entitled to have access to materials relating to the denial to that program. This applies even if the individual is subsequently admitted into and either enrolls in another course of study as an auditor or never enrolls regardless of admission status.

The Office of Graduate Studies, in many instances, is not permitted to make copies of other Universities’ transcripts for release to the student or for any University office other than the student’s academic department. It is recommended that students request copies of transcripts from other institutions directly from that university/college.
For more information about FERPA, contact the Student Affairs Office at (920) 424-3000, the Graduate Studies office or consult the current *UW Oshkosh Student Handbook*.

Admission Evaluation Summary
When the application file is complete, the Graduate Studies office prepares a summary admission evaluation based primarily on the undergraduate grade point average and determines if the applicant meets minimum admissions requirements. (See Admissions Classifications and Criteria below.) If the applicant does not meet the minimum requirements of the Office of Graduate Studies, admission to the program may be denied. The applicant will receive a copy of the summary evaluation and a letter of denial with information about the denial. The appropriate graduate program coordinator also will receive a copy of the summary evaluation.

Review By Graduate Program
If the applicant is eligible for admission, the file and summary evaluation are sent to the appropriate graduate program coordinator and/or admission committee for review and a recommendation. This recommendation is based on review of the Graduate Studies Office's admission evaluation summary, required supplemental application materials supplied by the applicant and a program's additional admission criteria (if any). No applicant is admitted to a program without a favorable recommendation from the program coordinator. If the application is denied by the program, the applicant will receive a notice of the denial.

Final Review by Office Of Graduate Studies
The Director of Graduate Services reviews the program coordinator's recommendation. If the recommendation is favorable, the applicant is accepted into the program and designated as an admitted student. The applicant receives an official admission notice.

ACADEMIC ADVISEMENT
Generally, each graduate student receives advising from the program to which he or she is admitted. Each program has a coordinator who can be contacted for advice and information about advising. Special, Guest and Non-Degree students are not assigned advisers but may seek advice from graduate program faculty or the Director of Graduate Services.

ADMISSIONS CLASSIFICATIONS AND CRITERIA
Full-Standing Admission
Admission with full standing to a graduate degree, certificate or GAP program generally requires that an applicant meet all of the following minimum requirements:
1. A baccalaureate degree from a regionally accredited institution;
2. An undergraduate grade-point average of at least 2.75 (4.00 scale) over a minimum of 80 graded credits; OR an average of at least 2.90 during the last half (approximately 60 credits) of the undergraduate work. Graduate courses are never added into any undergraduate GPA calculation;
3. Background experiences as required by the particular program (e.g., satisfactory score on an admissions exam, major in a given field, teacher licensure, appropriate work experience, etc.). Note: Many programs have additional and/or more stringent requirements. See the appropriate section of this Bulletin, contact the individual program office, browse the program web site or contact the Office of Graduate Studies to verify these requirements.

Probationary Admission
Applicants who do not meet standards for full standing may be admitted on probation if they have an undergraduate grade-point average of at least a 2.25 (4.00 scale) over a minimum of 80 graded credits AND at least a 2.50 (4.00 scale) in their last half (approximately 60 credits) of the undergraduate work. Applicants may be expected to submit additional evidence of their ability to do graduate work. This evidence may be, but not limited to, prior completed graduate coursework, a score on an admissions test, additional letters for reference or a written appeal. Graduate courses are never added into any undergraduate GPA calculation.

With Deficiencies
Applicants who do not have all of the necessary undergraduate background may be admitted with deficiencies. These deficiencies will be noted by the program coordinator and must be completed before admission to candidacy or sooner. No credits earned in making up deficiencies may be counted as part of the degree program. However, grades earned in those courses (including undergraduate credits) are considered when determining academic standing.

With Conditions
Applicants who meet the Office of Graduate Studies and/or program full standing criteria but have not yet been awarded their undergraduate degree, taken required tests or met other specific program admission requirements may be admitted conditionally. Usually, this involves taking a standardized test, completing an interview, or providing a degree conferral transcript. After the condition(s) is/are met, the student will be reclassified as fulfilling the condition(s) and will be assigned probationary or full-standing status without conditions.

Special Circumstances
Applicants whose baccalaureate grade-point average falls below the 2.25 overall and 2.50 last-half required for probationary admission might be admitted by providing qualifying evidence of ability to be successful in the intended program. This evidence must be agreed upon by the Program Coordinator and the Director of Graduate Services, Office of Graduate Studies. It is the discretion of both these individuals to consider any special circumstances for admission. Evidence might be one or more of the following:

1. High scores on the Graduate Record Examination (GRE), the Graduate Management Admissions Test (GMAT), or other agreed upon standardized test.
2. Demonstrated professional success.
3. Previous admission to a graduate program at a regionally accredited college or university.
4. Successful completion of six (6) or more credits of graduate coursework with grades of “B” or higher at a regionally accredited college or university.
Final Term Senior
A final term senior at the University of Wisconsin Oshkosh or another accredited college or university may be permitted to register for graduate coursework during the term in which the baccalaureate degree will be awarded. Final term seniors must submit a statement from their undergraduate adviser certifying the requirements needed to complete the baccalaureate program. The student should have no more than nine (9) credits of undergraduate work remaining in a semester nor more than three (3) credits of undergraduate work remaining in a summer session. To be eligible to register as a final term senior, the student must meet all requirements for full standing admission to the graduate degree program with the exception of the baccalaureate degree requirement. Final term seniors are limited to a total undergraduate and graduate load of 12 credits in a semester or six (6) credits in a summer session. Graduate credits earned in this status may apply to baccalaureate degree requirements only as allowed in approved programs. Note that graduate credits counted toward a baccalaureate degree might not be applied toward a graduate degree and will be billed at the graduate rate of tuition. Students are responsible for checking with a graduate department regarding the availability of a graduate class.

Admission Start
Applicants apply for and are admitted to begin graduate work in a specific term. Usually the admission will be considered valid for the succeeding two semesters (including the summer semester). The time period for which admission is valid will vary among programs. Applicants who are unable to begin graduate work in the term of admission but wish to begin at a later time must contact the program and Graduate Studies office to arrange approval to change the original starting term date.

RESUMPTION OF COURSE WORK AFTER PERIOD OF NON-ENROLLMENT
Registration in each successive semester (excluding summer) for admitted students is expected. However, circumstances may result in occasional semesters with no enrollment. Students who are not able to take at least one course during a 24-month period should consult with their program coordinator to determine how to proceed. In all cases, the maximum period allowed without enrollment is 24 months. After that time a student's status in the program will be changed to inactive. Students are eligible to restart, within the 24-month maximum simply by registering and successfully completing program courses, based upon current program and registration requirements. Students who exceed the 24-month maximum period without taking a course are required to submit a formal request to their program coordinator to resume classes. Students should expect that some conditions or qualifying experience to demonstrate currency in the program might be required. This experience will be determined with and approved by the program coordinator. Any period of non-continuous coursework is still considered part of the total time toward degree completion. Also, some financial aid may be affected by periods of non-enrollment.
REGISTRATION PROCEDURES

NON-DEGREE STUDENT CLASSIFICATIONS
There are several categories for students not seeking a degree. Non-degree students must have earned a baccalaureate or master's degree from a regionally accredited institution.

Certificate/Achievement Program Student
Accepted into a graduate achievement or certificate program. The number of credits in which the student enrolls will vary by program. Student also might be admitted to a degree program simultaneously.

Special Student
Enrolled for up to 12 graduate credits without being admitted to a degree program. No more than 12 credits earned as a Graduate Special student may later apply to degree requirements, including graduates of the UW Oshkosh Professional Education Program (PEP). If the student does not intend to enroll in a degree program and/or wishes to enroll for more than 12 graduate credits, it is possible to register with one of the following classifications:

Guest Student
Admitted in full standing to a graduate program at another institution and taking coursework at UW Oshkosh with the intent of transferring the credits to his/her home institution.

Non-Degree Student
Completed 12 credits as a special student; or has earned a master's degree at the University of Wisconsin Oshkosh or elsewhere; or has requested this classification to permit continued graduate registration but does not intend to earn a degree. Credits earned in this category might not apply to a degree.

REGISTRATION FOR GRADUATE CLASSES
1. TitanWeb registration is the primary method to register for classes (www.uwosh.edu/registrar/titanweb/). Logon to access the system and use the tutorials (Help & Guides, Student Help), FAQs, and other online instructions on how to use this registration system. Registration forms also are available from the Graduate Studies office, Dempsey Hall 337, (920) 424-1223, gradschool@uwosh.edu or the Graduate Studies web site. Completed registration forms can be either mailed, faxed, scanned or dropped-off for processing.

2. Some students are required to have signature approval on the registration form to enroll. Generally approval is obtained from the program coordinator (adviser). Courses, such as thesis, field projects, field reports, clinical papers, independent study and comprehensive examinations also require the director of graduate services, Office of Graduate Studies approval. Thesis, clinical paper, field project and field report registration are open only to students who have filed an approved proposal with the Graduate Studies office and have been admitted to
candidacy. Independent study registration requires the filing of an Independent Study Contract form and proposal. The above categories require the approval of the director of graduate services, Office of Graduate Studies. Some students may be required to obtain permission from the director of graduate services, Office of Graduate Studies to register. Among those are persons who have not satisfied conditions specified at the time of the original enrollment and those who have specific restrictions associated with a probationary and/or readmission status. Other registration "stops" may include non-payment of fees, overloads, etc.

FACULTY/STAFF REGISTRATION
The University of Wisconsin Oshkosh faculty and academic staff members may enroll in graduate courses for credits or audit and should follow the University registration procedures. Members of the University of Wisconsin Oshkosh faculty and teaching academic staff cannot be admitted to graduate degree programs offered by the department or division related to their teaching appointment. This policy is intended to prohibit the earning of a University of Wisconsin Oshkosh master's degree within a given department only and is not intended to discourage the professional development of the University of Wisconsin Oshkosh faculty and staff. The University of Wisconsin Oshkosh faculty and academic staff members may apply to graduate programs outside of the areas of their teaching assignments and should use the admissions procedures for degree-seeking students.

ADDING A COURSE
A student may add courses as follows:

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>Course adds are allowed to the end of class day (without instructor's signature):</th>
<th>Course adds are allowed to the end of class day (with instructor's signature):</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/17 weeks</td>
<td>5th day</td>
<td>20th day</td>
</tr>
<tr>
<td>8/10 weeks</td>
<td>5th day</td>
<td>10th day</td>
</tr>
<tr>
<td>7 weeks</td>
<td>5th day</td>
<td>10th day</td>
</tr>
<tr>
<td>4 weeks</td>
<td>2nd day</td>
<td>5th day</td>
</tr>
<tr>
<td>3 weeks</td>
<td>2nd day</td>
<td>2nd day</td>
</tr>
</tbody>
</table>

A student wanting to add courses after the deadlines "with course instructor signature required" must complete a Appeal For Late Add Form describing relevant extenuating circumstances. This form is available in the Registrar's office, Dempsey Hall 130 and must be approved by the director of graduate services, Office of Graduate Studies before any course can be added. The above add policies also apply to thesis, clinical paper, field project, field report and independent study.
DROPPING A COURSE
A student may drop courses as follows:

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>Course drops are allowed to the end of class day:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/17 weeks</td>
<td>33rd day</td>
</tr>
<tr>
<td>8/10 weeks</td>
<td>22nd day</td>
</tr>
<tr>
<td>7 weeks</td>
<td>20th day</td>
</tr>
<tr>
<td>4 weeks</td>
<td>11th day</td>
</tr>
<tr>
<td>3 weeks</td>
<td>10th day</td>
</tr>
</tbody>
</table>

Course drops completed during the above time periods will not be reflected on the student's transcript.

A student wanting to drop a course after the above deadlines must complete an Appeal For Late Drop Form describing relevant extenuating circumstances. This form is available in the Registrar's Office, Dempsey Hall 130 or through a graduate program office, and must be approved by the director of graduate services, Office of Graduate Studies.

Some course drops approved through the late drop appeal procedure before summer 1999 may be reflected with a “W” (withdrawal) on the student's transcript.

Note: Students who have already completed a course during the semester and wish to leave the University should drop remaining courses rather than withdraw.

The above drop policies also apply to thesis, field project, field report, clinical paper and independent study. The drop policy also pertains to changes from credit to audit.

Students should consult the Fee/Refund Schedule for refunds and charges, as the fee policy does not coincide with academic policy. Questions about fees, refunds and charges should be directed to the Student Accounts Receivable Office, Dempsey Hall 236, (920) 424-1332.

WITHDRAWAL FROM A COURSE/THE UNIVERSITY
Withdrawal is a complete severance of attendance from the University. A student may request withdrawal after the opening day of classes in any semester by completing a Semester Withdrawal Form, available in the Registrar’s office, Dempsey Hall 130, during the following withdrawal periods:

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>Withdrawals are allowed with adviser's signature to the end of class day:</th>
</tr>
</thead>
<tbody>
<tr>
<td>14/17 week</td>
<td>33rd day</td>
</tr>
</tbody>
</table>
Course Length: Withdrawals are allowed with adviser's signature to the end of class day:

- 8/10 week: 22nd day
- 7 week: 20th day
- 4 week: 11th day
- 3 week: 10th day

Students seeking to withdraw after these periods must complete a Semester Withdrawal Form and a Appeal For Late Drop Form for approval by the appropriate graduate program coordinator and from the director of graduate services, Office of Graduate Studies. Also, students can send an email from their campus email account: withdraw@uwosh.edu. In the content of the email the student must include their full name, student ID number, and term from which they would like to withdraw. Upon withdrawal a designation of "W" is noted on a student's record. If the request is not approved, grades will be placed on the student's record as assigned by instructors.

Note: Withdrawal does not remove the obligation for costs incurred by a student during a semester.

**GRADUATE DEGREE REQUIREMENTS**

**MINIMUM DEGREE CREDITS TO GRADUATE**
The student must have earned a total of at least 30 semester credits of graduate-level work from institutions with accredited graduate programs. At least 21 of these credits must be earned from the University of Wisconsin Oshkosh or from institutions having formal collaborative agreements with the University of Wisconsin Oshkosh. Check with the program or Graduate Studies Office for the minimum completion requirements for any degree, certificate or Graduate Achievement Program (GAP).

**SECOND MASTER'S DEGREE**
Students who have an earned master's degree from any other regionally accredited institution may apply to a graduate program at the University of Wisconsin Oshkosh. Some credits earned as part of the first master's degree program may be accepted toward the second master’s degree at UW Oshkosh. Such credits (nine (9) maximum) are governed by the Office of Graduate Studies transfer policies found in this Bulletin.

Applicants/students to a graduate program may petition before admission for acceptance of up to nine (9) credits earned, including credits that applied to another master's degree. The credits involved in the petition will be evaluated by the program coordinator and the Office of Graduate Studies during the admission process. The result of the credit evaluation will be communicated to the student by the Graduate Studies office.

**MINIMUM GRADE-POINT AVERAGE**
A cumulative graduate grade point average of at least a “B” (3.00) must be earned on all work that applies to the graduate degree or program. A grade of F will not count as credits toward any degree or program. Some programs do not allow grades less than “B” on required or degree/program courses. Check with the individual graduate program as some also have other academic requirements for degree, certificate or Graduate Achievement Program (GAP) completion.

GRADUATE-ONLY COURSES
At least half of all graduate credits being applied to a master's degree must be graduate-only 700-level courses. Consult the individual degree program(s) for what constitutes half of the master’s degree credits. Consult the Nursing program for the number of 800-level courses necessary for the awarding of a doctorate of nursing practice (DNP).

ATYPICAL COURSE CREDIT
A total of no more than six (6) credits earned in variable content courses and independent study courses may apply to a master’s degree. Generally, graduate credits may not be earned by examination or by correspondence study. This policy is not intended to preclude the earning of credits by electronic or other "distance education" modes.

ADMISSION TO CANDIDACY
Students must be Admitted to Candidacy after having earned a minimum of nine (9) but no more than 21 degree credits (varies by program). Admission to Candidacy requires a student be in full standing, have completed all deficiencies and file an Application for Admission to Candidacy form (formal plan of study). Changes in the plan of study are made by filing a Candidacy Program Modification Form and receiving approval from the faculty advisor, and/or the graduate program coordinator and the Director of Graduate Services, (Office of Graduate Studies).

CULMINATING EXPERIENCE/RESEARCH
Each student must successfully demonstrate proficiency to integrate the knowledge of the discipline. The nature of this experience is determined by the individual Colleges and graduate program departments subject to approval by the Graduate Council. Examples of experiences that may meet this requirement include: theses, oral or written comprehensive examinations, clinical papers, field projects, field reports, national exams and integrative courses. Programs may require more than one of the above experiences.

Note: All research that deals with human participants and/or animal subjects must have the approval of the University Institutional Review Board (IRB) for Protection of Human Participants and/or Institutional Animal Care and Use Committee (IACUC) before conducting the research. See policy statements below.  
1. Use of Human Participants in Research
The University encourages and supports free investigation by faculty, academic staff and students into any general area of knowledge. The University's Institutional Review Board (IRB) for Protection of Human Participants has the legal responsibility to ensure that all research conducted at the University adequately protects the rights and welfare of human participants. The IRB must review all projects that involve human participants, including but not limited to extramural grant proposals, Faculty Development support requests, master's degree theses, field research, field reports, independent study courses and others.
All research involving human participants must have IRB approval. It is therefore the responsibility of each investigator to submit an application for IRB review before beginning the research, including the recruiting of participants. Although the IRB review process typically is completed within three to four weeks, it may take longer if the IRB needs to request additional information because the application is incomplete or unclear.

The IRB application packet, which contains the federal guidelines governing the use of human subjects, is available from the Office of Grants and Faculty Development (920) 424-1415 or on the web at http://tinyurl.com/cvoykbe

2. Care and Use of Animals in Research

The University encourages and supports free investigation by faculty, academic staff and students into any general area of knowledge. The University's Institutional Animal Care and Use Committee (IACUC) assists investigators and classroom instructors to ensure all animals used for teaching, research or other activities at this University shall be carried out according to the principles stated in the current "Guide for the Care and Use of Laboratory Animals" (DHHS NIH) and the Animal Welfare Act (PL 89 544) and amendments, regardless of the species or source of funds used to conduct teaching, research and other activities. The IACUC reviews all projects and teaching protocols involving animals, including extramural grant proposals, Faculty Development support requests, master's degree theses, field research, field reports, independent study courses and others.

Each investigator must initiate the IACUC animal use protocol review process at the appropriate time to avoid delay. For questions, more information or the appropriate forms contact iacuc@uwosh.edu or the Office of Grants and Faculty Development.

Thesis

A thesis is formal written work and should follow the standards as established in the University of Wisconsin Oshkosh Graduate Thesis Format Policy and Style Manual, available on the Graduate Studies web site at http://www.uwosh.edu/gradstudies/current-students.

A student conducting a thesis selects a committee chair (UW Oshkosh faculty member) and two graduate faculty members (with appropriate terminal degrees) to guide, advise and ultimately approve the thesis. The student submits a research proposal to the thesis committee members describing what is proposed and how it will be accomplished. Research proposal forms are available on the Graduate Studies web site at http://www.uwosh.edu/gradstudies/resources/uw-oshkosh-graduate-school-forms#all-applicants-students. The thesis committee and graduate program coordinator review the proposal, assign the number of credits to be earned for the thesis (three (3) to six (6) credits) and approve with final signatures. Five copies are forwarded to the Office of Graduate Studies for approval. The thesis proposal should be submitted midterm prior to the term of graduation. Thesis registration is done either concurrently or separately from submitting the thesis research proposal. Check with the program or Graduate Studies office to determine the appropriate time to register for thesis credit.

Note to department chairs, graduate program coordinators and faculty: If anyone other than graduate faculty members are to be thesis committee members, please submit curricular vitae with the proposal.
At the appropriate time the degree candidate will defend the thesis in an open, public oral examination. The members of the thesis committee will conduct the examination. Two copies (one paper, one digital (PDF)) of the completed thesis with an approved title page bearing the signatures of the members of the thesis committee, must be approved through the Office of Graduate Studies by the end of the 14th week of the semester in which the student intends to graduate (by the end of the 8th week of a summer session). The thesis committee is responsible for attesting to the quality, accuracy and content of the work. A binding fee is charged at the time the student presents the thesis to the Graduate Studies office. Shipping, handling and mailing fees are also paid by the student.

Clinical Paper
The College of Nursing graduate program requires a clinical paper, thesis or capstone. Procedures for preparation of these culminating experiences may be obtained from the Nursing graduate program coordinator. Research approval forms are available from the program office or on the Graduate Studies web site at http://www.uwosh.edu/gradstudies/resources/uwoshkosh-graduate-school-forms#nursing. Proposals and due dates are similar to those of a thesis (see above).

Field Project
A field project is a culminating research option in the MPA and MSW programs. Specific procedures for this type of experience are available from the appropriate program office. Research approval forms are available from the program office or on the Graduate Studies web site at www.uwosh.edu/gradstudies/resources/uw-oshkosh-graduate-school-forms#all-applicants-students. Proposals and due dates are similar to those of a thesis (see above).

Format Approval—Thesis, Clinical Paper And Field Project
Format approval is verification that the thesis/clinical paper/field project meets the Office of Graduate Studies requirement for style and form. The style and form instructions and manuals are on the Graduate Studies web site at: http://www.uwosh.edu/gradstudies/current-students/current-students.
The student must provide a complete draft of the thesis/clinical paper/field project to the Graduate Studies office for format approval. The deadline for submission of the complete draft is as follows:
1. Three weeks prior to the last day of the 14-week fall term for fall graduation.
2. Three weeks prior to the last day of the 14-week spring term for spring graduation.
3. Three weeks prior to the last day of the second four weeks of the summer term for summer graduation.

ASSESSMENT OF STUDENT ACHIEVEMENT
The Higher Learning Commission/North Central Association, which accredits institutions of higher learning in the Midwest, is requiring its institutions to assess student academic achievement for the purpose of program improvement. As a result, the graduate-degree-granting programs at UW Oshkosh have developed assessment plans that are integrated into a University assessment plan that has been approved by NCA. Implementation of assessment began in the 1995-1996 academic year.
Assessment includes the following features:
1. Student-learning outcome goals in the areas of a) knowledge or subject matter, b) competency or skill goals and c) affective goals.
2. Multiple instrument/measures, such as exams, portfolios, theses and surveys that are the sources of the data for determining student achievement of the goals (actual student-learning outcomes).

3. Evaluation criteria for comparing the actual and expected student-learning outcomes for the purpose of defining acceptable levels of achievement of the goals.

4. Feedback mechanisms for program improvement if student achievement of the goals is not at a level, that is acceptable to program faculty.

5. A multiyear timetable showing the sequence for implementation of assessment. The intention is that assessment becomes a permanent part of academic programs. Assessment will be dynamic and its features will evolve for many different reasons. However, its primary purpose of maintaining the efficacy of academic programs by monitoring student academic achievement will remain.

GRADUATION/COMPLETION
Application for Graduation/Completion
All students planning to graduate or complete a certificate or achievement program (GAP) must apply to do so. Information and the application is on the Web at www.uwosh.edu/gradstudies/resources/forms/application-to-graduation. A completed application is submitted to the Graduate Studies office. The application process must be completed no later than the end of the first week of a summer session or the end of the fourth week of a spring/fall semester in which the student intends to graduate/complete. GAP and certificate recipients do not participate in commencement.

Graduation/Completion Check
A graduation/completion check will be done in the Graduate Studies office when all grades for the semester of intended graduation/completion have been submitted. Students whose records are incomplete (e.g., required courses still incomplete, official transcripts for transfer courses not on file, grades not recorded, missing research proposal forms, etc.) or who fail to meet degree requirements will be considered for graduation in a subsequent semester. Applications moved to future semesters will be done so up to one year. After one year, the graduation/completion application will be inactivated. Subsequent reactivation requires contacting the Graduate Studies office or resubmitting a graduation application.

Transcript and Diploma Processing
Conferral review and posting of the degree/completion to the transcript may take six to eight weeks after the official end of the semester. The diploma/certificate will be mailed approximately four to six weeks after the official graduation date of the semester (end of the 8-or 17-week semester).

Time to Degree Completion Requirements
All academic requirements applying to a master’s degree, including work transferred, must be completed within a seven-year time period. The College of Nursing has a five-year limit including the DNP. Graduate Achievement Programs (GAP) and Certificates have a four-year limit. The time begins with the beginning date of the term in which the first course toward the degree/certificate/GAP was taken. The term admitted to a program does not necessarily determine the beginning of the 4-, 5- or 7-year time limit. The degree/certificate/GAP period ends with the last day of the term in which the final requirement is completed to include transfer credits. Any request for an extension of time to complete a degree or program should
be made to the graduate program coordinator and may require condition(s) or qualifying experience(s) to receive extension approval. The Office of Graduate Studies is the final approval for any extension request.

Commencement
Commencement ceremonies are held at the end of the spring and fall, 14-week term of each semester. The student's official graduation date will be the final day of classes of the 17-week fall or spring semester or 8-week summer session in which he or she finishes the program requirements. Graduate students whose graduation date is at the end of the summer session (August) have two commencement ceremony options:

1. Participate the preceding May: Applications for graduation are due by the end of the fourth week of the spring semester. Note --- If the application is submitted by the the spring deadline the graduate's name will appear in both the spring and fall commencement program.

2. Participate the following December: Applications for graduation are due by the end of the first week of the summer session.

Certificate and GAP students do not participate in commencement.
Business Administration

Program Contact Information
Kathy Hagens
MBA Program Director
Office: Sage Hall 1410
Telephone: (920) 424-2114
Web Site: www.uwosh.edu/cob/graduate
E-mail: mba@uwosh.edu

I. Faculty
- Alexandrov, Aliosha (2007)
- Arbaugh, Jon Ben (1994)
- Beck, Kristine L. (2001)
- Cross, Joann N. (1980)
- DeArmond, Sarah E. (2007)
- Dishaw, Mark T. (1994)
- Dunn, Steven C. (1999)
- Feinauer, Dale M. (1983)
- Frederickson, Paul D. (1986)
- Godfrey, Michael R. (2001)
- Hartman, E. Alan (1976)
- Huffman, Stephen P. (1990)
- Leisen-Pollack, Birgit (2000)
- Niendorf, Bruce D. (1999)
- Philip, George C. (1981)
II. Purpose
The graduate program in business administration is designed to qualify the graduate for broad managerial responsibility in business, government, educational institutions, healthcare and other organizations. Courses comprising the Master of Business Administration Program are offered in Green Bay, Oshkosh, Stevens Point and online. With classes offered during the early evening hours, it is possible to pursue the MBA degree on either a full-time or a part-time basis.

III. Degree
Completion of the program will lead to the degree: Master of Business Administration (MBA).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

Common Body of Knowledge
Applicants are required to have a common body of business knowledge equivalent to the foundation course requirements. Normally, this requirement is satisfied if applicants have earned an undergraduate business degree and completed undergraduate course equivalents from AACSB-accredited or other approved business programs, with a C or better. Applicants without an undergraduate business degree and who lack adequate course preparation in business may be admitted to the MBA program but will be expected to take appropriate foundation courses or their equivalents. Credits earned in these courses are not applicable to the 33 credits required for the graduate degree and must be completed prior to taking MBA core courses. A proficiency option also is available for all foundation course requirements after admission.

Foundation Courses
Subject
Catalog No. Credits Title
Business
700 3 Accounting Foundations
710 1.5 Foundations of Information Systems
712 3 Foundations of Statistics
Admission Criteria
The UW Oshkosh MBA Program uses a holistic, rolling admissions process, with applications being processed throughout the year.
MBA admissions are based on all items in the application portfolio:

- Undergraduate transcripts showing a minimum cumulative GPA of 2.75 overall or 2.90 in the last 60 credits and any graduate academic transcripts.
- Current professional resume showing a minimum of 2 years full-time work experience.
- One of the following:
  - official GRE or GMAT score (taken within the last 5 years) or GMAT/GRE Waiver Petition*
  - one of the professional certifications listed on the UW Oshkosh MBA website: www.uwosh.edu/cob/graduate
  - a domestic graduate degree as documented on an official transcript
- A personal essay, single-spaced and no longer than two pages, describing reasons for pursuing the MBA, the impact it will have on your career, both for short and long-term goals and what value you will bring to the classroom.

*GMAT/GRE Waiver Petition—If you have at least 10 years or more of full-time, progressive professional experience, 5 that are in management or supervisory positions, you may petition in writing to have the GMAT/GRE requirement waived.

After the evaluation of these documents, each applicant will be contacted if further materials are required to complete the application portfolio. The MBA program has both full-standing and probationary admission. Probationary admission is considered if there is a weakness in the application portfolio. Students may be required to fulfill additional programmatic conditions.

The average student who enters the MBA Program has 8 years of relevant and progressive work experience; an undergraduate cumulative GPA of 3.2; a master's degree, professional certification, or scores in the 57th percentile in each section of the GRE or GMAT test.

Undergraduate Major
Students with a bachelor’s degree in any discipline may apply for admission to the graduate program.

V. Summary
A. Structure
The program is comprised of core courses and electives.

B. Academic Plans of Study
Business Administration is the description for the Business Administration plan of study.

C. Minimum Unit (Cr.) Requirements
33 credits applicable to the graduate degree constitute the minimal requirement for all students in the program.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin.

E. Graduation Requirements
No more than six (6) credits, regardless of the number of courses, with grades below B may apply to the MBA degree.

VI. Degree Requirements

Core Courses
Subject
Catalog No.  Credits  Title
A. Management Core

Business
788 1.5 Personal and Professional Development
790 1.5 Organizational Leadership and Change
792 1.5 International Business
793 1.5 Business Environments: Law, Regulation and Ethics
794 3 Strategic Management

B. Functional Core

Business
731 3 Financial Management
741 3 Operations and Process Management
752 3 Cost Management
754 3 Information Systems in Organizations
761 3 Human Resources Management
771 3 Marketing Strategy

Electives
Students may consult with the program adviser to select electives from the following offerings:

Subject
Catalog No.  Credits  Title
Business
608 3 Advanced Accounting
622 3 Business Law II
694 1.5-3 International Business Study Tour
709 1-3 Topics in Accounting (see course description)
722 1-3 Planning for Management in the Future
732 2-3 Investment Analysis and Portfolio Management
733 3 Money and Capital Markets
734 1-3 International Financial Management and Investments
735 1-3 Current Topics in Finance (see course description)
743 1-3 Topics in Operations Management
758 1.5 Project Management
759 1.5 Advanced Topics in Project Management
762 1-3 Organizational Reward Systems
763 3 Employee Relations
765 3 Venture Management
767 1-3 Advanced Human Resources Topics
769 1-3 Seminar in Management Topics
772 3 Marketing Analysis
773 1-3 International Marketing Management
774 1-3 Seminar in Marketing Topics
777 1-3 Consumer Behavior
795 6 Business Administration Thesis
796 1-3 Independent Study in Business Administration
798 1.5 Advanced Interpersonal Skills

Other Requirements
Completion of Business Administration 794 after all managerial and functional core courses have been completed.

Comments
A thesis may be submitted in lieu of 6 credits of electives. Thesis requires the approval of the College of Business graduate program director.

Additional Program Information:

ECONOMICS
Program Contact Information
M. Ryan Haley
Department Chair
Office: Sage Hall 2473
Telephone: (920) 424-7150
I. Faculty
- Burnett, Nancy J. (1994)
- Cotti, Chad D. (2006)
- Gunderson, Ralph O. (1987)
- Johnson, Marianne F. (2001)
- Kovzik, Alexander (2001)
- McGee, M. Kevin (1982)
- Robson, Denise A. (1994)
- Taengnoi, Sarinda L. (2008)

II. Purpose
Economics offers graduate courses but no graduate degrees or certificates.

III. Degree
Economics offers graduate courses but no graduate degrees or certificates.

IV. Additional Admissions Requirements Information
Economics offers graduate courses but no graduate degrees or certificates.

V. Summary
A. Structure
Economics offers graduate courses but no graduate degrees or certificates.

B. Academic Plans of Study

C. Minimum Unit (Cr.) Requirements

D. Admission to Candidacy

E. Graduation Requirements

VI. Degree Requirements
Economics offers graduate courses but no graduate degrees or certificates.
GLOBAL MASTER OF BUSINESS ADMINISTRATION

Program Contact Information
NOTE: ADMISSIONS SUSPENDED

I. Faculty
   • Arbaugh, Jon Ben (1994)
   • Desai, Ashay B. (1998)
   • Gudmundson, Donald E. (1993)
   • Sridhar, B.S. (1987)

II. Purpose
NOTE: ADMISSIONS SUSPENDED
The Global MBA is a unique degree designed to prepare working professionals for a career in the dynamic world of global business. The program is focused on developing global leaders who are able to address problems and take advantage of opportunities in the global marketplace. The program is offered jointly with the University of Applied Sciences in Darmstadt, Germany and the T.A. Pai Management Institute in Bangalore, India. Students from each campus participate as a cohort in this 20-month program, which begins in Oshkosh every July. Two-week onsite classes at each campus are required; the remainder of the courses also are required but are completed online. One-third of the curriculum is taught by faculty at each university.

III. Degree
Completion of the program will lead to the degree: Global Master of Business Administration (Global MBA).

IV. Additional Admissions Requirements Information
NOTE: ADMISSIONS SUSPENDED
In addition to the requirements of the Office of Graduate Studies specified in the first section of this bulletin, the program has established the following policies and procedures for admission:

Common Body of Knowledge
Applicants are required to have a common body of business knowledge equivalent to the foundation course requirements. Normally, this requirement is satisfied if applicants have earned an undergraduate business degree and completed undergraduate course equivalents from AACSBS-accredited or other approved business programs with a grade of C or better.
Applicants without an undergraduate business degree and who lack adequate course preparation in business may be conditionally admitted to the Global MBA program but will be expected to take appropriate foundation courses or their equivalents prior to beginning the degree courses. Units (crs.) earned in these courses are not applicable to the 30 units (crs.) required for the Global MBA degree. A proficiency option also is available for all foundation course requirements after admission.

**Foundation Courses**

**Subject**

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Units (crs.)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
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<td></td>
</tr>
<tr>
<td>700 3</td>
<td>3</td>
<td>Accounting Foundations</td>
</tr>
<tr>
<td>710 1.5</td>
<td>1.5</td>
<td>Foundations of Information Systems</td>
</tr>
<tr>
<td>712 3</td>
<td>3</td>
<td>Foundations of Statistics</td>
</tr>
<tr>
<td>730 1.5</td>
<td>1.5</td>
<td>Finance Foundations</td>
</tr>
<tr>
<td>740 1.5</td>
<td>1.5</td>
<td>Foundations of Production Management</td>
</tr>
<tr>
<td>750 1.5</td>
<td>1.5</td>
<td>Organizational Foundations</td>
</tr>
<tr>
<td>770 1.5</td>
<td>1.5</td>
<td>Marketing Foundations</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>704 1-3</td>
<td></td>
<td>Basic Economic Theory</td>
</tr>
</tbody>
</table>

**Admissions Criteria**

NOTE: ADMISSIONS SUSPENDED

Admission to the Global MBA is based on many factors. There is no set admission formula and no pre-determined cut-off for undergraduate GPA or standardized test scores. A maximum of 10 students are admitted into the Global MBA cohort from each university and seats are filled on a first-come, first-served basis. No applications will be accepted after June 1 for that year’s cohort. Each prospective student must submit the following:

- Application for admission and application fee.
- Official transcripts from both undergraduate and graduate course work.
- Current GRE or GMAT score or equivalent*.
- Current professional resume.
- A one-page essay describing reasons for pursuing the Global MBA and the impact it will have on the applicant’s career.
- Two letters of recommendation from supervisors or managers supporting the applicant’s admission and outlining the applicant’s potential to succeed in an intensive global graduate business program.
- An interview with the applicant (preferably face-to-face).

*The GRE/GMAT requirement can be waived with the completion of one of the following:

- One of the professional certifications listed below.
- A domestic graduate degree.
- A written waiver petition (this option is only available to those who have at least 10 years of full-time, progressive professional experience, five of which are in management or supervisory positions).
CFA, Certified Financial Analyst
CFP®, CERTIFIED FINANCIAL PLANNER™
CIA, Certified Internal Auditor
CIRM, Certified in Resource Management
CLU, Chartered Life Underwriter
CMA, Certified Management Accountant
CPA, Certified Public Accountant
CPCU, Chartered Property Casualty Underwriter
CPIM, Certified in Production and Inventory Management
CPM, Certified Purchasing Manager
CQA, Certified Quality Auditor
CSCP, Certified Supply Chain Professional
Financial Licensures Series 7 and 24 and either 63 or 66
Member, Society of Actuaries
PE, Professional Engineer (test certification only)
PMP, Project Management Professional

Undergraduate Major
Students with a bachelor’s degree in any discipline may apply for admission to the Global MBA.

V. Summary
A. Structure
NOTE: ADMISSIONS SUSPENDED The program is comprised of require core courses.

B. Academic Plans of Study
Global Business Administration is the description for the Global Business Administration plan of study.

C. Minimum Unit (Cr.) Requirements
30 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students in the program.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this bulletin.

E. Graduation Requirements
No more than six (6) units (crs.), regardless of the number of courses, with grades below B may apply to the Global MBA degree.

NOTE: ADMISSIONS SUSPENDED
VI. Degree Requirements

<table>
<thead>
<tr>
<th>Subject Catalog No.</th>
<th>Units (crs.)</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td><strong>A. Semester 1</strong></td>
<td></td>
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<tr>
<td>GMBA 775</td>
<td>4</td>
<td>Global Management (on-site at UW Oshkosh)</td>
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<tr>
<td>GMBA 776</td>
<td>2</td>
<td>Global Strategy Formulation (online)</td>
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<tr>
<td>GMBA 777</td>
<td>2</td>
<td>IT for Global Organizations (online)</td>
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<tr>
<td>GMBA 778</td>
<td>2</td>
<td>Global Managerial Accounting (online)</td>
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<tr>
<td><strong>B. Semester 2</strong></td>
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<tr>
<td>GMBA 785</td>
<td>4</td>
<td>Global Supply Chain Management (on-site in India)</td>
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<tr>
<td>GMBA 786</td>
<td>2</td>
<td>Global Project Management (online)</td>
</tr>
<tr>
<td>GMBA 787</td>
<td>2</td>
<td>Global Ethics and Social Responsibility (online)</td>
</tr>
<tr>
<td>GMBA 788</td>
<td>2</td>
<td>Global Financial Management (online)</td>
</tr>
<tr>
<td><strong>C. Semester 3</strong></td>
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</tr>
<tr>
<td>GMBA 795</td>
<td>4</td>
<td>Global Marketing Management (on-site in Germany)</td>
</tr>
<tr>
<td>GMBA 796</td>
<td>3</td>
<td>Global Strategic Leadership (online)</td>
</tr>
<tr>
<td>GMBA 797</td>
<td>3</td>
<td>Global MBA Capstone/ Thesis (online)</td>
</tr>
</tbody>
</table>

Additional Program Information:

**INFORMATION SYSTEMS**
Program Contact Information
NOTE-ADMISSIONS SUSPENDED

I. Faculty
- Alexandrov, Aliosha (2007)
- Arbaugh, Jon Ben (1994)
- DeArmond, Sarah E. (2007)
- Dishaw, Mark T. (1994)
- Dunn, Steven C. (1999)
- Feinauer, Dale M. (1983)
- Frederickson, Paul D. (1986)
- Gudmundson, Donald E. (1993)
- Hartenian, Linda S. (1976)
- Hartman, E. Alan (1976)
- Huffman, Stephen P. (1990)
- Leisen-Pollack, Birgit (2000)
- Niendorf, Bruce D. (1999)
- Philip, George C. (1981)
- Rau, Barbara L. (1997)
- Schellenger, Michael H. (1989)
- Sridhar, B.S. (1987)
- Stanley, Sarah M. (2007)
- Tatkic, Lakshmi U. (1978)
- Tippins, Michael J. (1999)
- Tower, Carl Burk (1977)
- Wresch, William (1997)

II. Purpose
The MSIS degree has a flexible curriculum designed for professionals who want to make a career change into the field of information technology or, for IT professionals, to enhance and update their IT and management skills. All undergraduate majors are acceptable. The MSIS program prepares students for a wide range of positions related to information systems. Depending on prior background, graduates of the MSIS may pursue positions, such as systems analyst, database administrator, information systems manager, network administrator, programmer or project manager.
III. Degree
Completion of the program will lead to the degree: Master of Science (MS).

IV. Additional Admissions Requirements Information
NOTE: ADMISSIONS SUSPENDED
In addition to the requirements of the Office of Graduate Studies specified in the first section of this bulletin, the program has established the following policies and procedures for admission:

**Common Body of Knowledge**
Applicants are required to have a common body of business knowledge equivalent to the foundation course requirements. Normally, this requirement is satisfied if applicants have earned an undergraduate business degree and completed undergraduate course equivalents from AACSB-accredited or other approved business programs, with a C or better. Applicants who have completed courses but cannot satisfy all of the above criteria will be required to demonstrate a current competency level in those areas. Applicants without an undergraduate business degree and who lack adequate course preparation in business may be admitted to the MSIS program but will be expected to take appropriate foundation courses or their equivalents. Units (crs.) earned in these courses are not applicable to the 30 units (crs.) required for the graduate degree and must be completed prior to taking MSIS core courses. A proficiency option also is available for all foundation course requirements.

**Admission Criteria**
NOTE: ADMISSIONS SUSPENDED

**Undergraduate Major**
Students with a bachelor’s degree in any discipline may apply for admission to the graduate program.

V. Summary
A. Structure
The program is comprised of core courses and electives.

B. Academic Plans of Study
Information Systems is the description for the Information Systems plan of study.

C. Minimum Unit (Cr.) Requirements
30 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students in the program.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy, stated in the first section of this bulletin.
E. Graduation Requirements
No more than six (6) units (crs.), regardless of the number of courses, with grades below B may apply to an Information Systems Master's degree.

NOTE: ADMISSIONS SUSPENDED

VI. Degree Requirements
NOTE: ADMISSIONS SUSPENDED
Foundation Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
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<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
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<td>700</td>
<td>3</td>
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<td>Marketing Foundations</td>
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<tr>
<td>Economics</td>
<td>704</td>
<td>3</td>
<td>Basic Economic Theory</td>
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</tbody>
</table>

Management Core Courses: 10.5 Units (crs.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Units (crs.)</th>
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<td>Project Management</td>
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<td>759</td>
<td>1.5</td>
<td>Advanced Project Management</td>
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<tr>
<td></td>
<td>760</td>
<td>1.5</td>
<td>Project Execution and Control</td>
</tr>
<tr>
<td></td>
<td>769</td>
<td>1.5</td>
<td>Seminar in Management Topics</td>
</tr>
<tr>
<td></td>
<td>788</td>
<td>1.5</td>
<td>Personal and Professional Development</td>
</tr>
<tr>
<td></td>
<td>790</td>
<td>1.5</td>
<td>Organizational Leadership and Change</td>
</tr>
<tr>
<td></td>
<td>793</td>
<td>1.5</td>
<td>Business Environments: Law, Regulation and Ethics</td>
</tr>
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</table>

Information Systems Core: 13.5 Units (crs.)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Units (crs.)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>713</td>
<td>3</td>
<td>Systems Engineering Management</td>
</tr>
<tr>
<td></td>
<td>714</td>
<td>3</td>
<td>Business Intelligence</td>
</tr>
<tr>
<td></td>
<td>715</td>
<td>3</td>
<td>IT Infrastructure Management</td>
</tr>
<tr>
<td></td>
<td>716</td>
<td>3</td>
<td>Information Systems Strategy and Management</td>
</tr>
</tbody>
</table>
Electives: 6 Units (crs.)
Select 6 credits from the following options:
Subject
Catalog No. Units (crs.) Title
Business
718 1.5 Technical Topics in Information Technology
731 3 Financial Management
732 3 Investment Analysis and Portfolio Management
752 3 Cost Management
761 3 Human Resources Management
765 3 Venture Management
769 1.5 Seminar in Management Topics
795 1-6 Business Administration Thesis

COLLEGE OF BUSINESS COURSES

BUS 608: ADVANCED ACCOUNTING II
Course ID
Business 608

Course Title
BUS 608: Advanced Accounting II

Credits
3

Course Description
Advanced accounting theory and practice placing emphasis upon the recent areas of interest including, business combinations and consolidated statements.

Course Prerequisites
Business 302 and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent. 408/608

BUS 622: BUSINESS LAW II
Course ID
Business 622

Course Title
BUS 622: Business Law II
Credits
3

Course Description
This course primarily involves an in-depth study of commercial paper (e.g. promissory notes and checks), agency law, general and limited partnerships, corporate law, secured transactions, bankruptcy and accountant's legal liability. Articles III, IV and IX of the Uniform Commercial Code are applied in this course. Secondarily, this course covers some government regulation of business areas and international law.

Course Prerequisites
Business Law I and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent. 422/622 (Spring)

BUS 694: INTERNATIONAL BUSINESS STUDY TOUR
Course ID
Business 694

Course Title
BUS 694: International Business Study Tour

Credits
1-3

Course Description
Requirements for study tours includes: (1) travel to various countries directed by business faculty members to provide students direct contact with economic and business issues in other societies. (2) reading background material; (3) attendance at classes; (4) participating in field lectures; (5) writing a report and/or other assignments. For graduate credit, an additional research assignment, paper or project is also required. Course may be repeated for up to 6 total credits IF the student travels to different countries.

Course Prerequisites
Must be in Full Standing in the MBA, Global MBA, or MSIS Programs, consent of instructor and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS). 494/694
BUS 700: ACCOUNTING FOUNDATIONS
Course ID
Business 700

Course Title
BUS 700: Accounting Foundations

Credits
1-3

Course Description
This course introduces students to principles of (1) financial accounting and the preparation, interpretation, and analysis of general purpose financial statements for parties external to the organization, and (2) management accounting, the use of accounting information for planning and control, decision making and costing of organizational activities.

BUS 709: TOPICS IN ACCOUNTING
Course ID
Business 709

Course Title
BUS 709: Topics in Accounting

Credits
1-3

Course Description
Current topics in accounting will cover a set of selected current and relevant topics that are either not covered or not covered in depth in regular courses, but are of interest to graduate business students. This course may be repeated as different topics will be covered in different terms.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 710: FOUNDATIONS OF INFORMATION SYSTEMS
Course ID
Business 710

Course Title
BUS 710: Foundations of Information Systems
Credits
1-3

Course Description
Introduction to computer information systems and the use of computer systems in organizations. The course includes the description and use of computer hardware and software. Focus of the course is on the development, management and use of management information systems from the viewpoint of the user.

Course Prerequisites
Computer literacy (knowledge and ability to use Windows operating system, word processing, spreadsheet, database management systems and presentation packages).

BUS 712: FOUNDATIONS OF STATISTICS
Course ID
Business 712

Course Title
BUS 712: Foundations of Statistics

Credits
1-3

Course Description
An accelerated exposure to the fundamental statistical techniques essential to management decision-making, including probability, frequency distributions, dispersion, inference, estimation, confidence intervals and hypothesis testing in both a classical and Bayesian context.

BUS 713: SYSTEMS ENGINEERING MANAGEMENT
Course ID
Business 713

Course Title
BUS 713: Systems Engineering Management

Credits
3
Course Description
This course surveys classical and contemporary methods of analysis, design and construction of computer based information systems including structured and agile methods. Special consideration is given to the process of requirements determination. The importance of standards is emphasized as is the repeatability of procedures. Students are introduced to the unique aspects of software project management, the process of organizing teams for development and maintenance and managing the process in the organizational context. Also examined are the issues faced by the development manager in managing multiple simultaneous projects.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 714: BUSINESS INTELLIGENCE
Course ID
Business 714

Course Title
BUS 714: Business Intelligence

Credits
3

Course Description
Many organizations have a wealth of data residing in their databases. Business intelligence is the process of collecting and turning this resource into Business value. This course will provide an understanding of data organization and management, and examine the tools, techniques, and processes used in transforming data to knowledge and value. Students will develop basic skills to analyze data and develop an understanding of the implementation of Business Intelligence in organization.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 715: IT INFRASTRUCTURE MANAGEMENT
Course ID
Business 715
Course Title
BUS 715: IT Infrastructure Management

Credits
3

Course Description
As companies increasingly rely on widely distributed computing architectures and increasing use of multimedia, the IT infrastructure becomes both more complex and important to the success of businesses. The purpose of this course is to provide students with skills and understanding of how to manage a firm's entire IT infrastructure, including local and wide area networks; network topologies; application architectures; network operating systems; computer and information security; standards; and emerging technologies. This course will focus on current state-of-the-art technologies used by businesses, but will also provide students with an appreciation of how these technologies can be integrated with legacy systems and technologies.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 716: INFORMATION SYSTEM STRATEGY & MANAGEMENT

Course ID
Business 716

Course Title
BUS 716: Information System Strategy & Management

Credits
3

Course Description
Fundamental operations of organizations are changing as improved networks and information systems allow for real time information sharing with customers, suppliers, distributors, and producers around the world. This course first reviews the strategic opportunities created by these new IS resources, and then reviews how these resources should be managed to provide the most stable and useful information infrastructures.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 717: THE CHIEF INFORMATION OFFICER & CORPORATE STRATEGY

Course ID
Business 717

Course Title
BUS 717: The Chief Information Officer & Corporate Strategy

Credits
1

Course Description
For the past decade the CIO has been changed with two significant roles: first, to apprise other executives of the strategic opportunities available through emerging information technologies, and second, to supervise the IT infrastructure vital to the functioning of every organization. Through case readings and presentations from local and regional CIOs, this course will review how CIOs can succeed at these formidable tasks.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 718: TECHNICAL TOPICS IN INFORMATION TECHNOLOGY

Course ID
BUS 718

Course Title
BUS 718: Technical Topics in Information Technology

Credits
1

Course Description
The objective of this course is to develop basic skills using new or evolving technologies as required by changes in the information technology world. Examples of typical technologies include Java, VB.Net and Web Programming in C#. This course is repeatable for credit if the course covers a different technology.
Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 722: PLANNING FOR MANAGEMENT IN THE FUTURE
Course ID
Business 722

Course Title
BUS 722: Planning for Management in the Future

Credits
1-3

Course Description
The course investigates the range of probable alternative futures that business and government will face during the coming decades. The writings of a number of leading futurists are compared. The principal forecasting techniques are described, including environmental as well as technological forecasting. The mechanics of developing and implementing business plans are explored.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 730: FINANCE FOUNDATIONS
Course ID
Business 730

Course Title
BUS 730: Finance Foundations

Credits
1-3

Course Description
A study of the principles of finance and their application to the financial decision-making of the firm. Emphasis is on the financial objectives of the firm, the allocation of funds within the firm, projecting the firm's fund requirements and the sources of funds.
Course Prerequisites
Business Administration 700.

BUS 731: FINANCIAL MANAGEMENT
Course ID
Business 731

Course Title
BUS 731: Financial Management

Credits
3

Course Description
A financial approach to business management with emphasis on decision-making within the firm. The course examines the financial theory and techniques of analysis underlying the management of assets and financing of the business unit.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or consent of instructor.

BUS 732: INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT
Course ID
Business 732

Course Title
BUS 732: Investment Analysis and Portfolio Management

Credits
2-3

Course Description
Analysis of techniques for evaluating the selection of securities and managing institutional and individual portfolios. The course examines recent developments in investment alternatives, such as option writing, which supplements traditional portfolio approaches.

Course Prerequisites
BUS 733: MONEY AND CAPITAL MARKETS

Course ID
Business 733

Course Title
BUS 733: Money and Capital Markets

Credits
3

Course Description
Identification and analysis of principal suppliers and users of funds in financial markets. Topics include domestic and international market structure, intermediary functions of institutions and the impact of monetary and fiscal policies.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 734: INTERNATIONAL FINANCIAL MANAGEMENT AND INVESTMENTS

Course ID
Business 734

Course Title
BUS 734: International Financial Management and Investments

Credits
1-3

Course Description
This course is a study of corporate finance and investments in an international framework. The basic principles and theories are the same as those used in a domestic setting, however different markets and new risks are encountered. Understanding these markets and learning to manage the risks are the primary objectives of this course. The course will be a lecture/discussion format and will include the use of case studies to facilitate understanding. Specific topic will include a study of the international monetary system, the currency market (including spot, futures, forwards, options and swaps), capital budgeting, portfolio management for corporations and households, and international stock markets.
Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 735: CURRENT TOPICS IN FINANCE
Course ID
Business 735

Course Title
BUS 735: Current Topics in Finance

Credits
1-3

Course Description
This course covers a set of selected current and relevant topics that are either not covered or not covered in depth in regular courses, but are of interest to graduate business students. This course may be repeated because different topics will be covered in different semesters.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 740: FOUNDATIONS OF PRODUCTION MANAGEMENT
Course ID
Business 740

Course Title
BUS 740: Foundations of Production Management

Credits
1-3

Course Description
Introduction to principles of production in manufacturing and service activities, including facility location, process and project planning and control, sequencing and scheduling, quality control and work measurement.
Course Prerequisites

BUS 741: OPERATIONS AND PROCESS MANAGEMENT

Course ID
Business 741

Course Title
BUS 741: Operations and Process Management

Credits
3

Course Description
The operations (production) function of organizations is studied for both manufacturing and non-manufacturing systems (services). A primary focus is on the management of processes used to provide quality goods and services. Topics include: operations planning and scheduling; supply chain management; determining and classifying core processes; managing processes; material requirements planning (MRP) and Enterprise Resource Planning (ERP); forecasting; inventory management; just-in-time (JIT); project management; product service and process design; quality improvement; manufacturing strategies; and location.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 743: TOPICS IN OPERATIONS MANAGEMENT

Course ID
Business 743

Course Title
BUS 743: Topics in Operations Management

Credits
1-3

Course Description
Study of selected topics within the field of operations management. Topics vary by semester.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 750: ORGANIZATIONAL FOUNDATIONS

Course ID
Business 750

Course Title
BUS 750: Organizational Foundations

Credits
1-3

Course Description
This course is designed to give students a basic understanding of management and related organizational issues. Current issues and developments in management theory will be examined with a focus on organizational processes, structures, individual and group relationships. Topics to be covered include: Motivation, perception, attitudes, group dynamics, organization development, organization structure, organization culture and basic human resource management topics (job analysis, performance appraisal, the legal environment).

Course Prerequisites

BUS 752: COST MANAGEMENT

Course ID
Business 752

Course Title
BUS 752: Cost Management

Credits
3

Course Description
This course emphasizes accounting as an information system for managerial purposes, such as planning and control, decision-making, and costing products and services. It also examines the role of the accountant in the organization and how management accounting interfaces with other business functions.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 754: INFORMATION SYSTEMS IN ORGANIZATIONS

**Course ID**
Business 754

**Course Title**
BUS 754: Information Systems in Organizations

**Credits**
3

**Course Description**
In this course, we will explore the intersection of business and information systems—how are business decisions and strategies influenced by our increasingly digital and interconnected world? The course has two objectives: First to understand the relationship between information technology and business strategy and second to understand effective management of the IT function within the organization.

**Course Prerequisites**
BUS 758: PROJECT MANAGEMENT

**Course ID**
Business 758

**Course Title**
BUS 758: Project Management

**Credits**
1

**Course Description**
The course examines project management from a theoretical/practitioner perspective. The course will be organized along four major phases of the project management process: (1) project selection and definition; (2) project planning; (3) project execution and control; (4) project closing. Students will examine key outcomes, documents and techniques available for successfully managing the challenges of each phase. Specific topics covered will include: project selecting and scope definition, work breakdown structures and statements of work, project scheduling, project team selection and developments, and strengths and weaknesses of various management tools.

**Course Prerequisites**
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 759: ADVANCED TOPICS IN PROJECT MANAGEMENT
Course ID
Business 759

Course Title
BUS 759: Advanced Topics in Project Management

Credits
1.5

Course Description
This course is oriented toward more experienced project managers and/or those who supervise project managers. The focus of the course will be to address current topics in the field of project management and assess whether and how they should be addressed in organizations. Course topics will vary depending on currency of and level of interest in the topic and may include: (1) critical chain project management; (2) the role of a project office and how to develop one in your organization; and (3) capturing knowledge from individual projects for use throughout the organization.

Course Prerequisites
Business 758 and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 760: PROJECT EXECUTION AND CONTROL
Course ID
Business 760

Course Title
BUS 760: Project Execution and Control

Credits
1

Course Description
This course covers the topics within the Project Management Body of Knowledge (PMBOK) not addressed in Bus 758. Some of the topics covered include project cost management, project communications management, project change management and project termination. This course is particularly for those interested in pursuing the Project Management Institute's Project Management Professional (PMP) certification.
Course Prerequisites
Business 758 and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 761: HUMAN RESOURCES MANAGEMENT
Course ID
Business 761

Course Title
BUS 761: Human Resources Management

Credits
3

Course Description
This course is designed to provide non-human resources managers with the skills necessary to successfully manage human resources. The course recognizes the growing need for managers, supervisors, team leaders, and the typical employee to understand the core competencies of human resources. The course emphasizes the relationship between human resources strategy and business strategy with a focus on the role human resources management plays in supporting implementation of business objectives.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 762: ORGANIZATIONAL REWARD SYSTEMS
Course ID
Business 762

Course Title
BUS 762: Organizational Reward Systems

Credits
1-3

Course Description
Covers topics related to the use of intrinsic and extrinsic rewards to achieve organizations' strategic goals. Specific topics include: motivational theories, compensation surveys, job evaluation, performance appraisal, merit pay, variable or at risk pay, team compensation, supplemental compensation and non-monetary compensation. Designed for those individuals working in human resources management or whose responsibilities include significant management of human resources.

Course Prerequisites
Business 761 and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 763: EMPLOYEE RELATIONS
Course ID
Business 763

Course Title
BUS 763: Employee Relations

Credits
3

Course Description
Covers topics related to the management of the employer-employee relationship in both organized and unorganized environments. Specific topics include: labor law, contract negotiation and administration, grievances and arbitration processes, labor management cooperation, quality of work life, discipline and employee rights. Designed for those individuals working, or planning to work in human resource management or general management.

Course Prerequisites
Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 765: VENTURE MANAGEMENT
Course ID
Business 765

Course Title
BUS 765: Venture Management

Credits
3
**Course Description**
Entrepreneurship explored at individual and organizational levels. At the individual level, topics include starting a business, writing a business plan, conducting an entrepreneurial self-assessment and exploring stages of new venture development. At the organizational level, topics include characteristics of entrepreneurial organizations, development of a corporate culture supporting creation of new products and services and mechanisms for changing the corporate culture.

**Course Prerequisites**
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

**BUS 766: PROJECT PORTFOLIO MANAGEMENT**

**Course ID**
Business 766

**Course Title**
BUS 766: Project Portfolio Management

**Credits**
1

**Course Description**
This course focuses on managing a multi-project environment at both the strategic and tactical levels. Strategic-level multi-project management includes issues such as project selection/prioritization, project portfolio management, resource allocation and project sequencing. Tactical-level multi-project management includes issues associated with the individual project manager and their efforts to manage multiple projects via time management, schedule and resource integration and project prioritization. Because of the management-level orientation of the course, the final week of the class will be devoted to educating/selling senior managers on the value and benefits of project management tools and methodologies for their organization.

**Course Prerequisites**
Business 758 and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

**BUS 767: ADVANCED HUMAN RESOURCES TOPICS**

**Course ID**
Business 767
Course Title
BUS 767: Advanced Human Resources Topics

Credits
1-3

Course Description
This course covers special topics in human resources management and is intended for students already in, or preparing for, positions in the human resources management profession. Topics to be addressed include, but are not limited to, employee relations in non-union and unionized organizations; the strategic role of human resources management as a competitive asset and the role of the human resources department in setting and implementing strategy; impact of teams on human resources management; need for and use on human resources information systems. Other topics that may be addressed include current legal developments, role of human resources professionals in safety management systems role of human resources professionals in managing change.

Course Prerequisites
Business 761 and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 769: SEMINAR IN MANAGEMENT TOPICS
Course ID
Business 769

Course Title
BUS 769: Seminar in Management Topics

Credits
1-3

Course Description
Contemporary problems, philosophies, and techniques in the field. This seminar will provide an opportunity to study in-depth issues and developments of particular concern to students, faculty and the business community.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.
BUS 770: MARKETING FOUNDATIONS

Course ID
Business 770

Course Title
BUS 770: Marketing Foundations

Credits
1-3

Course Description
The basic marketing factors of the firm price, promotion, product and distribution are discussed along with the legal and societal environment in which the firm must employ these tools. Emphasis is placed on the analysis of consumer needs upon which pricing, promotion, product and distribution decisions must be made.

Course Prerequisites

BUS 771: MARKETING STRATEGY

Course ID
Business 771

Course Title
BUS 771: Marketing Strategy

Credits
3

Course Description
A functionally integrated approach to planning, implementing and controlling marketing strategies and tactics. Emphasis is placed upon the use of marketing information systems, modeling and quantitative techniques in the identification and exploitation of environmental opportunities and upon the formulation of strategies in product development, physical distribution and channel management, marketing communication and pricing. Case studies and business simulations.

Course Prerequisites
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.
BUS 772: MARKETING ANALYSIS

**Course ID**
Business 772

**Course Title**
BUS 772: Marketing Analysis

**Credits**
3

**Course Description**
The role of the marketing information system in the recognition, investigation and analysis of marketing problems. The application of quantitative methods is stressed with emphasis upon advanced research design, the use of multi-variate statistics for hypothesis testing of multiple variable relationships and computer analysis. The ability to design and carry through research is developed through a marketing research project.

**Course Prerequisites**
The completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

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BUS 773: INTERNATIONAL MARKETING MANAGEMENT

**Course ID**
Business 773

**Course Title**
BUS 773: International Marketing Management

**Credits**
1-3

**Course Description**
This course emphasizes the planning, organizing, coordinating, and controlling functions of international/multinational marketing management. Analysis and discussion of cultural, economic and structural variations worldwide provides opportunities for applying marketing principles.

**Course Prerequisites**
Business 792 and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.
BUS 774: SEMINAR IN MARKETING TOPICS
Course ID
Business 774

Course Title
BUS 774: Seminar in Marketing Topics

Credits
1-3

Course Description
Current issues and developments will be discussed in depth on a major topic in marketing. The focus will be on the theories and their managerial implications.

Course Prerequisites
Completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 777: CONSUMER BEHAVIOR
Course ID
Business 777

Course Title
BUS 777: Consumer Behavior

Credits
1-3

Course Description
Economics of developed societies are driven by consumer tastes and preferences. Course explores current theories of consumer behavior from a marketing management perspective. Topics include: high and low involvement information processing; cultural, social and reference group influences on behavior; ethics; consumerism; and segmentation. Several methodologies are introduced.

Course Prerequisites
Completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.
BUS 780: BUSINESS PROGRAMMING FOUNDATIONS TC

Course ID
Business 780

Course Title
BUS 780: Business Programming Foundations TC

Credits
3

Course Description
An introduction to business programming in Common Business Oriented Language (COBOL). Topics covered will include typical business programming application, including report generation, control break processing, data validation, multi-level array processing, sorting and merging data files, large data-file handling techniques, and an introduction to file storage techniques. Students will be exposed to generalized programming logic including sequence, selection and iteration, program design, and program testing.

BUS 788: PERSONAL AND PROFESSIONAL DEVELOPMENT

Course ID
Business 788

Course Title
BUS 788: Personal and Professional Development

Credits
1

Course Description
This course helps students identify their own personal and professional goals, develop strategies to achieve them and encourage others they work with to do likewise. Topics covered in this course include developing self-awareness, determining values and priorities, career management and developing skill in coaching and mentoring. The course is conducted in such a way that students are expected to be co-coaches and co-mentors for each other. To help students gain the familiarity with each other necessary to play these roles, the class includes a day-long retreat in which students work through a variety of problem-solving exercises in a relaxed, non-classroom setting. A primary outcome of this course is a personal development plan that students can use to pursue their professional goals during and after their time in the MBA program.

Course Prerequisites
Completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.
BUS 790: ORGANIZATIONAL LEADERSHIP AND CHANGE

Course ID
Business 790

Course Title
BUS 790: Organizational Leadership and Change

Credits
1

Course Description
This course explores leadership and change within organizational settings. Concepts, theories, skills and applications are addressed in the areas of leadership, motivation, types of change and the process of change, leadership and change management are applied in diagnosing and solving problems related to change at all levels (individual, team and organization). Organizational features such as strategy, structure, processes, technology and culture are treated as targets of changes and as contingency factors for other types of change.

Course Prerequisites
Completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 792: INTERNATIONAL BUSINESS

Course ID
Business 792

Course Title
BUS 792: International Business

Credits
1

Course Description
This course will analyze the increasing impact that international business has on our domestic well-being and will stress the significant rewards that can accrue from the penetration of international markets. The challenges and risks of international business activities will be discussed. The student will be provided with both the conceptual and analytical tools with which to better capitalize on the opportunities and avoid the pitfalls encountered in the international arena.

Course Prerequisites
Completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 793: BUSINESS ENVIRONMENTS: LAW, REGULATION AND ETHICS
Course ID
Business 793

Course Title
BUS 793: Business Environments: Law, Regulation and Ethics

Credits
1

Course Description
This course involves a study of public laws, government regulations and the influence of ethics on business. A course objective is to prepare students to recognize problem areas and engage in legal and ethical analysis to manage risk. The course generally examines business ethics and social responsibility, dispute resolution, duties and liabilities of managers and their organizations to their stakeholders, administrative law, securities regulation, antitrust law, employment and diversity regulation, environment regulation, products liability, consumer protection, and the regulation of international trade.

Course Prerequisites
Completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

BUS 794: STRATEGIC MANAGEMENT
Course ID
Business 794

Course Title
BUS 794: Strategic Management

Credits
1-3

Course Description
This capstone course provides students the opportunity to apply the concepts and techniques they have learned throughout the MBA program. It is also intended to expose students to tools and techniques associated with strategic thinking, such as establishing mission and objectives, assessing external conditions and determining the relative strengths and weaknesses of organizations in single-business, diversified and international/global contexts. Strategic choice
and implementation will also be emphasized. Experiential activities will be heavily used in the course. The need to effectively integrate material from a variety of courses will be critical to success in this course.

**Course Prerequisites**
Students must complete all of the functional core courses and the management core courses prior to enrolling in this course. Enrollment is limited to Graduate Business students (GBUS). Department consent is required.

BUS 795: BUSINESS ADMINISTRATION THESIS

**Course ID**
Business 795

**Course Title**
BUS 795: Business Administration Thesis

**Credits**
1-6

**Course Description**
MBA students may register for 6 credits of thesis after securing the approval of the thesis topic and advisor from the college's director of graduate programs and after filing the thesis topic and Adviser Approval Form in the Graduate Office. **Pass/fail course.**

**Course Prerequisites**

BUS 796: INDEPENDENT STUDY IN BUSINESS ADMINISTRATION

**Course ID**
Business 796

**Course Title**
BUS 796: Independent Study in Business Administration

**Credits**
1-3

**Course Description**
Each registration to maximum accumulation of 3 credits. To provide advanced students with an opportunity for study in areas of special interest.
Course Prerequisites
Prerequisite: At or before registration an Independent Study Topic and Instructor Approval Form must be filed with the Graduate Office. Completion of all Foundation requirements and the completion of an Independent Study Approval Form.

BUS 797: INTERNSHIP
Course ID
Business 797

Course Title
BUS 797: Internship

Credits
1

Course Description
Professional business internship under faculty supervision, including professional work plan and final paper. Students must work at least eight weeks full-time in a professional setting.

Course Prerequisites
Completion of all Foundation requirements, must be in Full Standing, and must have completed at least nine degree-level credits.

BUS 798: ADVANCED INTERPERSONAL SKILLS
Course ID
Business 798

Course Title
BUS 798: Advanced Interpersonal Skills

Credits
1

Course Description
Students will learn and develop skills that will help them become more effective in their communication and relationships with others in the workplace. Topics addressed include communication and influence strategies, conflict management, managing work teams, and critical and creative thinking. Students will also be given the opportunity to develop their skills at making formal presentations.
Course Prerequisites
Completion of all Foundation requirements and Business 788.

GMBA 775: GLOBAL MANAGEMENT
Course ID
Global Master Business Admin 775

Course Title
GMBA 775: Global Management

Credits
4

Course Description
The course introduces the student to general concepts, techniques and practices related to practice of management across the globe. The student is made aware of the challenges and rewards involved in managing globally. Students will be given both conceptual and analytical tools needed to function effectively as a manager and a leader in the international arena.

Course Prerequisites
Admission to the Global MBA Program.

GMBA 776: GLOBAL STRATEGY FORMULATION
Course ID
Global Master Business Admin 776

Course Title
GMBA 776: Global Strategy Formulation

Credits
2

Course Description
This course is designed to provide students with a conceptual and practical understanding of the strategic and organizational challenges of multinational corporate management. Students will examine macro level domestic and foreign issues that form the context of business in a diverse and interdependent world.

Course Prerequisites
Admission to the Global MBA Program.

GMBA 777: INFORMATION MANAGEMENT FOR GLOBAL ORGANIZATIONS
Course ID
Global Master Business Admin 777

Course Title
GMBA 777: Information Management for Global Organizations

Credits
2

Course Description
This course will introduce students to the concepts, methods and tools for planning, implementation and control of IT operations in a global enterprise. Students will strengthen their ability to justify and support information management decisions and will develop an appreciation for the inherently strategic nature of contemporary information management decisions.

Course Prerequisites
Admission to the Global MBA Program.

GMBA 778: GLOBAL MANAGERIAL ACCOUNTING

Course ID
Global Master Business Admin 778

Course Title
GMBA 778: Global Managerial Accounting

Credits
2

Course Description
This course provides students with a cross cultural understanding of the basic role, need, concepts and issues in managerial accounting. Students will develop a basic understanding of various cost control systems applicable in a global setting.

Course Prerequisites
Admission to the Global MBA Program.

GMBA 785: GLOBAL SUPPLY CHAIN MANAGEMENT

Course ID
Global Master Business Admin 785

Course Title
GMBA 785: Global Supply Chain Management

Credits
4

Course Description
Students will learn about the evolution of supply chain management as a discipline. They will develop an understanding of the links between operations strategies, competitive priorities and supply chain choice. Students will develop an understanding of the role of inventory management, logistics, information technology and infrastructure in the effective design and management of supply chains.

Course Prerequisites
Admission to the Global MBA Program.

GMBA 786: GLOBAL PROJECT MANAGEMENT

Course ID
Global Master Business Admin 786

Course Title
GMBA 786: Global Project Management

Credits
2

Course Description
This course will provide students an introductory overview of the field of project management. Students will examine and apply the tools, techniques and challenges associated with planning and managing projects.

Course Prerequisites
Admission to the Global MBA Program.

GMBA 787: GLOBAL ETHICS AND SOCIAL RESPONSIBILITY

Course ID
Global Master Business Admin 787

Course Title
GMBA 787: Global Ethics and Social Responsibility

Credits
2
**Course Description**
This course will provide students with a basic understanding of ethics and how different socio-cultural perspectives influence the definition of ethical behavior and decision making. Students will also develop an understanding of the interplay between profits and stakeholders' demands as they try to create a sustainable business model.

**Course Prerequisites**
Admission to the Global MBA Program.

**G MBA 788: GLOBAL FINANCIAL MANAGEMENT**  
**Course ID**
Global Master Business Admin 788

**Course Title**
GMBA 788: Global Financial Management

**Credits**
2

**Course Description**
This course introduces students to international financial management. Students will learn how to use financial tools to justify and support financial decisions in the global marketplace.

**Course Prerequisites**
Admission to the Global MBA Program.

**G MBA 795: GLOBAL MARKETING MANAGEMENT**  
**Course ID**
Global Master Business Admin 795

**Course Title**
GMBA 795: Global Marketing Management

**Credits**
4

**Course Description**
This course covers concepts, activities and techniques related to the planning and coordination of marketing functions, marketing policies and the analysis of marketing administration in a global context. The course has a clear decision oriented approach.
Course Prerequisites
Completion of all foundation courses.

GMBA 796: GLOBAL STRATEGIC LEADERSHIP
Course ID
Global Master Business Admin 796

Course Title
GMBA 796: Global Strategic Leadership

Credits
3

Course Description
This course introduces concepts and issues of leadership and change in the context of global organizations. Students will examine the most current understanding of global leadership and will identify leadership approaches that can bring about sustained transformative change in organizations across cultures.

Course Prerequisites

GMBA 797: GLOBAL STRATEGY IMPLEMENTATION: GLOBAL MBA CAPSTONE
Course ID
Global Master Business Admin 797

Course Title
GMBA 797: Global Strategy Implementation: Global MBA Capstone

Credits
3

Course Description
In this course, students integrate knowledge from previous courses in the Global MBA program to develop a holistic appreciation and understanding of the complex relationship between organizations and their global environment.

Course Prerequisites

ECON 521: LABOR ECONOMICS
Course ID
Economics 521
Course Title
ECON 521: Labor Economics

Credits
3

Course Description
Analysis of the economy's labor resource. Major topics include labor markets, economic security arrangements, the labor movement, and collective bargaining.

Course Prerequisites
Economics 206, 208 or consent of instructor. 321/521

ECON 539: URBAN AND REGIONAL ECONOMICS AND POLICY
Course ID
Economics 539

Course Title
ECON 539: Urban and Regional Economics and Policy

Credits
3

Course Description
Location theory of economic activities; economics of urban places and regions; analysis of urban-regional problems and policies.

Course Prerequisites
Economics 206 or 208, and Economics 204 or 209, or consent of instructor. 339/539

ECON 540: ECONOMICS OF SPORTS (SS)
Course ID
Economics 540

Course Title
ECON 540: Economics of Sports (SS)

Credits
3
Course Description
The purpose of this class is to familiarize students with basic economic concepts as they pertain to the economics of sports. Students will explore selected aspects of the sports business and be able to evaluate analytical arguments based on economic models as they pertain to sports issues. An emphasis will be placed on such topics as demand, cost, franchising, stadium attendance/finance, and labor markets.

Course Prerequisites
Economics 204 or 209 and Economics 206 or 208, with an average grade of C or better.

ECON 568: HEALTH CARE ECONOMICS
Course ID
Economics 568

Course Title
ECON 568: Health Care Economics

Credits
3

Course Description
A study of the economic structure and problems of health care in the United States. Emphasis on the delivery and pricing of health care and the development of programs to deal with the present 'Health Care Crisis.'

Course Prerequisites
Economics 206, 208 or consent of instructor. 368/568

ECON 603: PUBLIC SECTOR ECONOMICS
Course ID
Economics 603

Course Title
ECON 603: Public Sector Economics

Credits
3

Course Description
Economics of federal, state and local governments; analysis of the effects of expenditures, taxes and subsidies; intergovernmental fiscal relations; efficiency and decision-making in the public sector.

**Course Prerequisites**
Economics 206 or 208 and Economics 204 or 209 with a grade of 'C' or above or consent of instructor. 403/603

**ECON 637: ECONOMIC EDUCATION WORKSHOP**

**Course ID**
Economics 637

**Course Title**
ECON 637: Economic Education Workshop

**Credits**
1-3

**Course Description**
A review of micro and macroeconomic principles and their application to current issues taught in part through the use of teaching strategies and curriculum materials developed for elementary and secondary teachers. Participants will develop learning outcome objectives, curriculum plans, and evaluation procedures appropriate for teaching economics at their grade level. 437/637

**Course Prerequisites**

**ECON 671: INTRODUCTION TO MATHEMATICAL ECONOMICS**

**Course ID**
Economics 671

**Course Title**
ECON 671: Introduction to Mathematical Economics

**Credits**
3

**Course Description**
The application of mathematical tools to economics with emphasis on the description and use of the tools; optimization under both certainty and uncertainty, decision making, model building and estimation.

**Course Prerequisites**
Economics 206 or 208 and Economics 204 or 209 with a grade of C or better. 471/671

ECON 673: ECONOMETRIC METHODS  
**Course ID**
Economics 673  
**Course Title**
ECON 673: Econometric Methods  
**Credits**
3  
**Course Description**
An introduction to the statistical regression techniques widely used by researchers in Economics and Business Finance. Single and multiple regressing of time-series and cross sectional data.

**Course Prerequisites**
Economics 206 or 208 and Economics 204 or 209, Economics 210 with grade of C or better. 473/673

ECON 704: BASIC ECONOMIC THEORY  
**Course ID**
Economics 704  
**Course Title**
ECON 704: Basic Economic Theory  
**Credits**
1-3  
**Course Description**
An intense theoretical analysis of the market economy for graduate students. The course is composed of two segments: microeconomics of the market system, consumer theory, theory of
the firm, market structure, and distribution theory; and macroeconomics of national income accounts, business cycles, monetary and fiscal policy, and international trade.

Course Prerequisites

ECON 757: SPECIAL TOPICS IN ECONOMIC EDUCATION
Course ID
Economics 757

Course Title
ECON 757: Special Topics in Economic Education

Credits
1-3

Course Description
This course examines specific topics of interest of faculty and K-12 teachers who are teaching economics in their classroom. The course may be repeated for credit only if the content is different. Each time it is offered, the topic will be announced in the Timetable and informational brochures.

Course Prerequisites
Economics 637 or equivalent or consent of instructor.

ECON 796: INDEPENDENT STUDY
Course ID
Economics 796

Course Title
ECON 796: Independent Study

Credits
3

Course Description
See Independent Study under Course and Academic Advisement Policies information for general course description, general prerequisites, and proper contract form requirements.

Course Prerequisites
Economics 206 or 208 and Economics 204 or 209 with a grade of C or better and completion of core course for a major or minor in economics and consent of department chair.

BUS 780: BUSINESS PROGRAMMING FOUNDATIONS TC

Course ID
Business 780

Course Title
BUS 780: Business Programming Foundations TC

Credits
3

Course Description
An introduction to business programming in Common Business Oriented Language (COBOL). Topics covered will include typical business programming application, including report generation, control break processing, data validation, multi-level array processing, sorting and merging data files, large data-file handling techniques, and an introduction to file storage techniques. Students will be exposed to generalized programming logic including sequence, selection and iteration, program design, and program testing.

Course Prerequisites
CURRICULUM AND INSTRUCTION - ELEMENTARY/SECONDARY EDUCATION

Program Contact Information
Judith Hankes
Program Coordinator
Office: Education 208A
Telephone: (920) 424-2477
Web Site: www.uwosh.edu/coehs/departments/curriculum-instruction-department/graduate-program
E-mail: candi@uwosh.edu

I. Faculty
- Brunsell, Eric S. (2008)
- Fleming, Michelle A. (2009)
- Henn-Reinke, Kathryn (2000)
- Hones, Donald F. (1997)
- McCall, Ava (1989)
- Rose, Steven A. (1990)

II. Purpose
The Master of Science in Education: Curriculum and Instruction degree program provides licensed teachers with the opportunity to expand their knowledge of teaching and education. In this program, teachers are given some freedom in designing programs that reflect individual interests to enhance classroom teaching. The program provides a strong basis in curriculum and issues in education, analyzing curriculum in various subject areas, interpreting and formulating educational research, engaging in scholarly writing, expanding professional knowledge in education and reflecting on one's practice.

III. Degree
Completion of the program will lead to the degree: Master of Science in Education (MSE).
IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

A. Grade-Point Average
For program admission, applicants must have at least an undergraduate 3.0 cumulative GPA (4.0 scale) or an average of at least 3.25 during the last half or approximately 60 credits of undergraduate work.

B. Licensure
Applicants must hold a regular, five-year Wisconsin teacher license or have eligibility for the same. A photocopy of any current teaching license is required as part of the documentation for admission to the program.

C. Add-On Licensure
Students with a B.S./B.A. or M.S. degree and a regular teaching license who wish to earn an add-on license in one of the Curriculum and Instruction Graduate Program’s licensure areas (early childhood, middle childhood; middle childhood-adolescence, ESL and Bilingual) at the graduate level must be accepted into the MSE Curriculum and Instruction Graduate Program.

D. Undergraduate Major
Most often, the baccalaureate will have been earned in early childhood or elementary education, middle school education or related fields. High school teachers, special education teachers and those seeking English as a second language, bilingual education-Spanish or bilingual education-Hmong licensure should contact the program coordinator for more information.

E. Application Deadlines
The Office of Graduate Studies accepts applications for the MSE: Curriculum and Instruction program on a rolling basis (year-round). Early application will help ensure enrollment in classes for the upcoming semester.

V. Summary
A. Structure
The program is comprised of core foundation courses and teaching emphases courses. Teachers seeking additional licensure will need to fulfill any remaining undergraduate deficits.

B. Academic Plans of Study
The following are the descriptions for the Curriculum and Instruction plan(s) of study:
Curriculum & Instruction-Early Childhood
Curriculum & Instruction-ESL/Bilingual
Curriculum & Instruction-Science Education
Curriculum & Instruction-Middle Childhood/Early Adolescence
C. Minimum Unit (Cr.) Requirements
30 credits applicable to the graduate degree constitute the minimal requirement for all students. Only those courses with a grade of “B” or higher will count for the master’s degree in curriculum and instruction. Fifteen (15) credits must be taken at the 700 level.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with the program coordinator prior to admission to candidacy.

Students should apply for Admission to Candidacy immediately after completing 12-15 units (crs.), including the following courses: Elem Ed/Sec Ed 723 and Ed Leadership 754. Students with questions should contact the program coordinator.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements.

F. Student Portfolio and Self-Assessment
Students will complete a self-assessment of their level of confidence with the Wisconsin State Teaching Standards and the COEHS Conceptual Model at entry, candidacy, and exit levels. Work samples and reflections will also be added to the portfolio at the completion of each course.

G. Enrollment Restrictions
Students admitted to the Curriculum and Instruction Program will have preference over non-admitted students when registering for graduate courses applying to their master’s program. Please contact the Curriculum and Instruction department for more information about enrollment restrictions.

VI. Degree Requirements
CORE REQUIREMENTS
A. Required
12 credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Required</td>
<td></td>
<td>15 credits</td>
<td></td>
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Educational Foundations
## Subject

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<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
<td>770</td>
<td>3</td>
<td>Foundations of Educational Research</td>
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</table>

### Elementary Education/ Secondary Education

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>705</td>
<td>3</td>
<td>Curriculum Planning and Differentiating for Instruction</td>
</tr>
<tr>
<td>716</td>
<td>3</td>
<td>Issues in PK-12 Education</td>
</tr>
<tr>
<td>791</td>
<td>6</td>
<td>Improving Classroom Practice (3 credits each semester)</td>
</tr>
</tbody>
</table>

**NOTE:** Students electing to do a thesis do not enroll in Elementary Education 792-Improving Classroom Practice and must register for Elementary Education/Secondary Education Curriculum and Instruction 795-Thesis.

### B. Electives

Two of the Following (6 credits):
One of the following not taken in the Educational Foundation section or not taken in undergraduate course content:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership</td>
<td></td>
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<tr>
<td></td>
<td>706</td>
<td>3</td>
<td>Multicultural Education</td>
</tr>
<tr>
<td></td>
<td>735</td>
<td>3</td>
<td>Legal Aspects in Education</td>
</tr>
</tbody>
</table>

### B. TEACHING EMPHASIS

Choose One

1. Early Childhood
   (non-licensure) (PK-3) (9 credits)
   (In addition to the core)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
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<tr>
<td>Subject</td>
<td>Catalog No.</td>
<td>Credits</td>
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</tr>
<tr>
<td>Early Childhood Education PK-3</td>
<td>611</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Curriculum in the Elementary and Secondary Schools</td>
<td>718</td>
<td>3</td>
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**Reading Education**

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature, Language Development and the Young Child</td>
<td>620</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives** - 5 credits individually planned with coordinator.

**Recommended Courses:** Elementary Education 730, Cognitive Guided Mathematics; Reading Education 610: Assessment and Planning for Literacy Instruction

2. Rtl for the Classroom Teacher
15 credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>ESL and Multicultural Materials</td>
<td>552</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Implementation and Assessment of Rtl in Science</td>
<td>722</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Implementation and Assessment of Rtl in Social Studies and Literacy</td>
<td>726</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Implementation and Assessment of Rtl in Mathematics</td>
<td>729</td>
<td>3</td>
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</table>

**Reading Education**

<table>
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<tr>
<th>Catalog No.</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Literacy Assessment</td>
<td>765</td>
<td>3</td>
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</table>

3. Elementary Education
(Individually Designed Program)
<table>
<thead>
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<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>A. Math/Science Option (9 credits)</td>
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<tr>
<td>(In addition to the core)</td>
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<tr>
<td>Elementary Education</td>
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<tr>
<td>718 3 Curriculum in the Elementary and Middle School</td>
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<tr>
<td>722 3 Implementation and Assessment of RtI in Science</td>
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<tr>
<td>730 1-3 Cognitively Guided Mathematics Instruction</td>
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<tr>
<td>B. Integrated Literacy and Society Option (6 credits)</td>
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<td>Elementary Education</td>
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<tr>
<td>718 3 Curriculum in the Elementary and Middle School</td>
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<tr>
<td>726 3 Implementation and Assessment of RtI in Social Studies and Literacy</td>
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<tr>
<td>At least three credits from the following:</td>
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<tr>
<td>(Middle Childhood Emphasis)</td>
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<tr>
<td>Elementary Education</td>
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<td></td>
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<tr>
<td>724 3 Language Arts in Early Childhood, Elementary and Middle School</td>
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<tr>
<td>725 6 Teaching of Writing</td>
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<tr>
<td>Reading Education</td>
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<tr>
<td>620 3 Lit/Lang Development in Young Children</td>
<td></td>
<td></td>
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<tr>
<td>705 3 Reading in the Elementary School</td>
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<tr>
<td>Subject</td>
<td>Catalog No.</td>
<td>Credits</td>
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<tr>
<td><em>(Early Adolescence Emphasis)</em></td>
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<tr>
<td>724</td>
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<td>Language Arts in Early Childhood, Elementary and Middle School</td>
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<td>Teaching of Writing</td>
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<td><strong>Reading Education</strong></td>
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<td>640</td>
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<td>Literature and Language in Content Areas</td>
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<td>735</td>
<td>3</td>
<td>Adolescent Literature: Programs and Practices</td>
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<tr>
<td>4. Science Education Emphasis</td>
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<td>15 credits</td>
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<tr>
<td><strong>Subject</strong></td>
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<tr>
<td><strong>Catalog No.</strong></td>
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<td><strong>Credits</strong></td>
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<tr>
<td><strong>Title</strong></td>
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<tr>
<td><strong>A. Earth and Space Science Option</strong></td>
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<tr>
<td><em>(In addition to the core)</em></td>
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<tr>
<td><strong>Secondary Education</strong></td>
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<tr>
<td>*747</td>
<td>3</td>
<td>Teaching for Conceptual Change in Science Learning</td>
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<td><em>Science Education Emphasis students take 747 instead of Elem Ed. 723.</em></td>
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<tr>
<td>744</td>
<td>3</td>
<td>Meteorology for Teachers</td>
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<tr>
<td>746</td>
<td>3</td>
<td>Earth Science for Teachers</td>
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<tr>
<td>Subject</td>
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<td>Credits</td>
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<td>Physical Science</td>
<td>748</td>
<td>3</td>
<td>Teaching Physical Science through Space</td>
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<td>749</td>
<td>3</td>
<td>Astronomy for Teachers</td>
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<td></td>
<td>752</td>
<td>3</td>
<td>Exploring the Solar System</td>
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<tr>
<td>Geology</td>
<td>555</td>
<td>3</td>
<td>Geology of Wisconsin</td>
</tr>
<tr>
<td></td>
<td>560</td>
<td>1-3</td>
<td>Spring Field Trip</td>
</tr>
</tbody>
</table>

B. Physics Option
(In addition to the core)

**Secondary Education**

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>747</td>
<td>3</td>
<td>Teaching for Conceptual Change in Science Learning</td>
</tr>
</tbody>
</table>

*Science Education Emphasis students take 747 instead of Elem Ed. 723.*

**Physical Science**

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>501</td>
<td>5</td>
<td>Waves and Fields for Teachers</td>
</tr>
<tr>
<td>505</td>
<td>5</td>
<td>Optics for Teachers</td>
</tr>
<tr>
<td>510</td>
<td>1</td>
<td>Middle School Education Topics (spring)</td>
</tr>
</tbody>
</table>

5. ESL (licensure minor)
ESL minors receive the same licensure grade as their major (early childhood, middle childhood, early adolescence, adolescence) 21 credits.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education/ Secondary Education</td>
<td>346/546</td>
<td>3</td>
<td>Methods of Teaching ESL</td>
</tr>
<tr>
<td></td>
<td>348/548</td>
<td>3</td>
<td>Principles of Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>351/551</td>
<td>3</td>
<td>Authentic Assessment for ESL/ Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>352/552</td>
<td>3</td>
<td>ESL and Multicultural Materials</td>
</tr>
<tr>
<td></td>
<td>377/577</td>
<td>3</td>
<td>Latino/a Language, Culture and Learning</td>
</tr>
<tr>
<td>OR</td>
<td>353/553</td>
<td>3</td>
<td>Hmong Language, Culture and Learning</td>
</tr>
<tr>
<td></td>
<td>794</td>
<td>1</td>
<td>Practicum</td>
</tr>
<tr>
<td>English</td>
<td>583</td>
<td>3</td>
<td>Introduction to English Linguistics</td>
</tr>
<tr>
<td></td>
<td>384/584</td>
<td>3</td>
<td>Sociolinguistics</td>
</tr>
</tbody>
</table>

6. Bilingual/Bicultural Education (Spanish) (licensure minor)
Bilingual-bicultural Spanish minors receive the same licensure grade as their major (early childhood, middle childhood, early adolescence, adolescence) 24 credits.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education/ Secondary Education</td>
<td>300/500</td>
<td>0</td>
<td>Bilingual Language Fluency Assessment</td>
</tr>
<tr>
<td></td>
<td>346/546</td>
<td>3</td>
<td>Methods of Teaching ESL</td>
</tr>
<tr>
<td></td>
<td>348/548</td>
<td>3</td>
<td>Principles of Bilingual/Bicultural Education</td>
</tr>
<tr>
<td>Subject</td>
<td>Catalog No.</td>
<td>Credits</td>
<td>Title</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>349/549</td>
<td>3</td>
<td>Content Area Instruction in Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>351/551</td>
<td>3</td>
<td>Authentic Assessment for ESL/ Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>352/552</td>
<td>3</td>
<td>ESL and Multicultural Materials</td>
</tr>
<tr>
<td></td>
<td>377/577</td>
<td>3</td>
<td>Latino/a Language, Culture and Learning</td>
</tr>
<tr>
<td></td>
<td>794</td>
<td>1</td>
<td>Practicum</td>
</tr>
<tr>
<td>English</td>
<td>383/583</td>
<td>3</td>
<td>Introduction to English Linguistics</td>
</tr>
<tr>
<td></td>
<td>384/584</td>
<td>3</td>
<td>Sociolinguistics</td>
</tr>
</tbody>
</table>

7. Bilingual/Bicultural Education (Hmong) (licensure minor)
Bilingual-bicultural Hmong minors receive the same licensure grade as their major (early childhood, middle childhood, early adolescence, adolescence) 24 credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>300/500</td>
<td>0</td>
<td>Bilingual Language Fluency Assessment</td>
</tr>
<tr>
<td></td>
<td>346/546</td>
<td>3</td>
<td>Methods of Teaching ESL</td>
</tr>
<tr>
<td></td>
<td>348/548</td>
<td>3</td>
<td>Principles of Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>349/549</td>
<td>3</td>
<td>Content Area Instruction in Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>351/551</td>
<td>3</td>
<td>Authentic Assessment for ESL/ Bilingual Education</td>
</tr>
<tr>
<td></td>
<td>352/552</td>
<td>3</td>
<td>ESL and Multicultural Materials</td>
</tr>
<tr>
<td>Subject</td>
<td>Catalog No.</td>
<td>Credits</td>
<td>Title</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------</td>
<td>---------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Hmong Language, Culture and Learning</td>
<td>353/553</td>
<td>3</td>
<td>Hmong Language, Culture and Learning</td>
</tr>
<tr>
<td>Practicum</td>
<td>794</td>
<td>1</td>
<td>Practicum</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to English Linguistics</td>
<td>383/583</td>
<td>3</td>
<td>Introduction to English Linguistics</td>
</tr>
<tr>
<td>Sociolinguistics</td>
<td>384/584</td>
<td>3</td>
<td>Sociolinguistics</td>
</tr>
</tbody>
</table>

8. Individually Planned Non-Licensure 15 credits
Available to classroom teachers interested in improving their teaching and whose needs are not met by other teaching emphases, with coordinator approval. Meet with the coordinator to determine a plan related to your teaching assignment. Examples: the middle school math teacher who selects several math courses from the UW Oshkosh MS Math Education Program and who also desires foundations and pedagogy courses; the middle school English teacher who selects several English courses from the UW Oshkosh MS English program who also desires foundations and pedagogy courses.

**Area of Emphasis 9 credits**
Select nine credits of graduate study in a specified area of secondary education with approval of the Graduate Program Coordinator.

**Professional Experience 6 credits**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and the Making of American Society</td>
<td>703</td>
<td>3</td>
<td>Education and the Making of American Society</td>
</tr>
<tr>
<td>Multicultural Education</td>
<td>706</td>
<td>3</td>
<td>Multicultural Education</td>
</tr>
</tbody>
</table>

1-2 courses (3-6 credits) in Educational Leadership.*

**Special Education**

1-2 courses (3-6 credits) in Special Education.
### Elementary/Secondary Education

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>546</td>
<td>3</td>
<td>Methods of Teaching ESL*</td>
</tr>
<tr>
<td>552</td>
<td>3</td>
<td>ESL/Multicultural Materials*</td>
</tr>
</tbody>
</table>

*Students must meet prerequisites

### Early Childhood (PK-3) Licensure 15 credits
Limited to currently licensed special education teachers and to licensed elementary 1-6 and 4-8 teachers seeking to add PK licensure.

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>514</td>
<td>3</td>
<td>Organization and Administration of Preschool Programs in Early Childhood Education</td>
</tr>
<tr>
<td>611</td>
<td>3</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>613</td>
<td>1</td>
<td>Early Childhood Topics</td>
</tr>
<tr>
<td>794</td>
<td>1-4</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

### Educational Leadership

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>502</td>
<td>3</td>
<td>Literature for Children</td>
</tr>
</tbody>
</table>

### Special Education

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>520</td>
<td>3</td>
<td>Introduction to the Young Child with Disabilities (elementary education teachers only)</td>
</tr>
</tbody>
</table>

One of the following not taken in foundations section or not taken in undergraduate course content:

### Educational Leadership

#### Leadership
### Electives
- Sufficient to constitute a minimum of 15 credits to complete the teaching emphasis, drawn from the PK-3 non-licensure teaching emphasis.

### Additional Requirements
- See coordinator regarding additional undergraduate course requirements and student teaching for licensure.

10. Early Childhood - Middle Childhood (PK-6) 15 credits
- Limited to currently licensed special education teachers and to licensed PK-3 teachers seeking to add 4-6 licensure.

#### Catalog No. Credits Title
- 703 3 Education and the Making of American Society
- 706 3 Multicultural Education
- 735 3 Legal Aspects in Education

#### Catalog No. Credits Title
- Educational Leadership
  - 502 3 Literature for Children (special education teachers only)
- 703 3 Education and the Making of American Society
- 706 3 Multicultural Education

#### Elementary Education
- 794 1-4 Practicum

### Additional Requirements
- See coordinator regarding additional undergraduate course requirements and student teaching for licensure, drawn from the 1-6 non-licensure teaching emphasis.

11. Middle Childhood - Early Adolescence (1-8) 15 credits
- Limited to currently licensed special education teachers and to licensed PK-3 teachers seeking to add 4-8 licensure.
<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>502</td>
<td>3</td>
<td>Literature for Children (special education teachers only)</td>
</tr>
<tr>
<td>703</td>
<td>3</td>
<td>Education and the Making of American Society</td>
</tr>
<tr>
<td>706</td>
<td>3</td>
<td>Multicultural Education</td>
</tr>
<tr>
<td><strong>Elementary Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>794</td>
<td>1-4</td>
<td>Practicum</td>
</tr>
</tbody>
</table>

**Additional Requirements**
See Graduate Program coordinator regarding additional undergraduate course requirements and student teaching for licensure, drawn from the PK-6 non-licensure teaching emphasis. PI 34 requires a licensable minor as part of the elementary education licensure requirements.

**Alternative Licensure Program for ESL and Bilingual Education**
An alternative licensure track for ESL and bilingual education emphasis within the MSE in the Curriculum and Instruction Program has been established. The alternative licensure program will be offered only at the graduate level for teachers who already have a Wisconsin license or are eligible for a Wisconsin license in Elementary Education or one of the four core content areas (English, mathematics, science and social studies) in secondary education. See the Graduate Program coordinator for details.

**Alternative to Student Teaching**
The MSE Curriculum and Instruction program provides an alternative to student teaching for previously licensed teachers. See the Graduate Program coordinator for eligibility requirements.

**OFF-CAMPUS PROGRAM**
The Graduate Program also is offered at the UW-Sheboygan, Sheboygan, WI.

**Program Requirements**
**Core Requirements**
<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Required</td>
<td></td>
<td></td>
<td>12 credits</td>
</tr>
<tr>
<td>Educational Foundations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>770</td>
<td></td>
<td>3</td>
<td>Foundations of Educational Research</td>
</tr>
<tr>
<td>Elementary Education/ Secondary Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>715</td>
<td></td>
<td>2</td>
<td>Trends in Curriculum and Instruction</td>
</tr>
<tr>
<td>716</td>
<td></td>
<td>3</td>
<td>Issues in PK-12 Education</td>
</tr>
<tr>
<td>791</td>
<td></td>
<td>1-4</td>
<td>Curriculum and Instruction and Action Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td>792</td>
<td></td>
<td>1-4</td>
<td>Seminar in Curriculum and Instruction (take final spring semester evening)</td>
</tr>
<tr>
<td>Educational Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*703</td>
<td></td>
<td>3</td>
<td>Education and the Making of American Society</td>
</tr>
<tr>
<td>*754</td>
<td></td>
<td>3</td>
<td>Instructional Technology in the Classroom</td>
</tr>
</tbody>
</table>

*Students providing evidence in one or both of these areas may be able to waive these courses and/or select alternate courses. Please see the program coordinator for further information. **Students electing to do a thesis do not enroll in Elementary Education 792 and must register for Elementary Education/Secondary Education Curriculum and Instruction 795 Thesis.**

B. Electives
Two of the Following (6 credits):
One of the following not taken in the Educational Foundation Section or in undergraduate course content:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Students providing evidence in one or both of these areas may be able to waive these courses and/or select alternate courses. Please see the program coordinator for further information.
Subject

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>706</td>
<td>3</td>
<td>Multicultural Education</td>
</tr>
<tr>
<td>735</td>
<td>3</td>
<td>Legal Aspects in Education</td>
</tr>
</tbody>
</table>

C. Teaching Emphasis

See graduate coordinator for details.

Comments: This is a specific program of study. Contact the program coordinator for information and a listing of courses offered at UW-Sheboygan.

LICENSURE REQUIREMENTS
(Extended Elementary or Early Childhood Licensure)
Certification is now referred to as licensure by the Wisconsin Department of Public Instruction.

Requirements:
Applicants must hold teacher licensure or have eligibility for the same in early childhood, middle childhood or early adolescent school education. High school teachers, special education teachers and those seeking English as a second language, bilingual education-Spanish or bilingual education Hmong licensure should contact the program coordinator for more information.

Time limitation for licensure students seeking licensure concurrent with admission to and progress in the M.S.E. Curriculum and Instruction must enroll in and successfully complete Elementary Education/Secondary Education 794 Practicum (or undergraduate-level student teaching) within two years of completing their licensure coursework requirements. Students who fail to do so are subject to meeting the licensure requirements in place at the time of registration for Elementary Education and Secondary Education 794 or undergraduate student teaching.

Additional Program Information:

EDUCATIONAL LEADERSHIP

Program Contact Information
Karen Gibson
Program Coordinator
Office: Nursing/ Education 605
Telephone: (920) 424-7235
Web Site: www.uwosh.edu/coehs/departments/human-services-educational-leadership/Ed_Leadership
I. Faculty
- Cramer, Susan R. (1990)
- Fonkem, Michael A. (2007)
- Garcia, Penny Ann (1998)
- Hagen, Janet W. (1990)
- Jean Francois, Emmanuel (2010)
- Kim, Nari (2009)
- Parks, Marguerite W. (2001)
- Petronicolos, Loucas (1996)
- Rossiter, Marsha D. (2007)
- Vandezande, Carleen M. (2008)

II. Purpose
The graduate program in Educational Leadership is designed to prepare professionals for leadership and change-agent roles in various educational and helping settings. The program attempts to meet individual needs by providing wide latitude in student/adviser program planning consistent with the career goals and needs of the clientele served by the program. The program attracts people from public and private/parochial school settings; individuals working in higher, technical and adult education; and those engaged or interested in education and training in a variety of corporate and community organizational settings. Throughout this program you will develop the capacity to (1) envision and guide organizational change; (2) communicate effectively, engage constituents, develop people and build community; (3) advocate and promote equity for diverse populations and respect for individuals; and (4) integrate theory, data, research and ethical standards into the context of one's practice through continuous learning.

III. Degree
Completion of the program will lead to the degree: Master of Science (MS).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

References
Three reference letters are required.

V. Summary
A. Structure
The program is comprised of core courses, emphases and electives.

B. Academic Plans of Study
The following are the descriptions for the Educational Leadership plan(s) of study:
- Educational Leadership (general)
- Educational Leadership (library science)
- MS Guest - Cooperative Program with Madison

C. Minimum Unit (Cr.) Requirements
30 credits applicable to the graduate degree constitute the minimal requirement for students who choose to write a thesis or complete the seminar.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9-21 credits. The Office of Graduate Studies gives final approval to Admission to Candidacy.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

VI. Degree Requirements
Core Courses
21 credits:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership</td>
<td>701</td>
<td>2</td>
<td>Introduction to Educational Leadership*</td>
</tr>
<tr>
<td></td>
<td>714</td>
<td>3</td>
<td>Leadership for Curriculum Development</td>
</tr>
<tr>
<td></td>
<td>729</td>
<td>3</td>
<td>Dialogues in Social Justice</td>
</tr>
<tr>
<td></td>
<td>730</td>
<td>3</td>
<td>Organization and Administration of Educational Systems</td>
</tr>
</tbody>
</table>
Subject

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>755</td>
<td>3</td>
<td>Technology, Culture and Learning</td>
</tr>
<tr>
<td>786</td>
<td>3</td>
<td>Applied Research in Educational Leadership</td>
</tr>
<tr>
<td>794</td>
<td>1</td>
<td>Seminar in Educational Leadership</td>
</tr>
</tbody>
</table>

*Students are recommended to take ED LRDSHP 701 early in their program to provide direction for the program.*

**EMPHASES/ RESEARCH AREAS**

12 credits

In Introduction to Educational Leadership (701), students will identify an area of emphasis or theme, which will provide direction in planning coursework beyond the core. This may include combining a certificate program with the degree program. Available certificate programs include Leadership for Social Justice; Athletics Program Leadership; Technology Leadership in the Classroom; Leadership in Postsecondary, Technical and Adult Education; Educational Administration Principalship; and others established across campus. Students in K-12 school settings may earn additional state of Wisconsin licensure as K-12 principal, instructional library media specialist, instructional library media supervisor, or Technology Coordinator by taking that Department of Public Instruction approved program as their area of emphasis.

**Educational Leadership and Policy Analysis Degree**

Students desiring licensure as principal, director of special education and pupil services and director of instruction in the state of Wisconsin should discuss, with the program coordinator, entry into the Cooperative Program in Educational Leadership and Policy Analysis offered in cooperation with the UW-Madison.

**Culminating Experience**

Each student must successfully demonstrate proficiency in integrating the knowledge of the discipline. Options include:

- **Thesis** - 1-6 credits
- **Seminar Course** - 1 credit

**Comments**

Students in K-12 school settings already holding the master's degree may be able to obtain licensure for instructional library media specialist or instructional library media supervisor without obtaining another master's degree. Eligible students should discuss this option with the program coordinator.

**LICENSURE REQUIREMENTS**

Degree requirements may exceed licensure requirements.
A. Educational Administration Certificate Program for Principal Licensure
Focus on the preparation of candidates for Wisconsin Department of Public Instruction (DPI) Code 51 Principal Licensure eligibility. It may be completed as a certificate program for those already holding a masters degree or in conjunction with the MS Educational Leadership degree.

**Educational Leadership**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>714</td>
<td>3</td>
</tr>
<tr>
<td>720</td>
<td>3</td>
</tr>
<tr>
<td>729</td>
<td>3</td>
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<tr>
<td>730</td>
<td>3</td>
</tr>
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<td>735</td>
<td>3</td>
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<td>750</td>
<td>3</td>
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<tr>
<td>755</td>
<td>3</td>
</tr>
<tr>
<td>783</td>
<td>3</td>
</tr>
<tr>
<td>793</td>
<td>3</td>
</tr>
</tbody>
</table>

**Other Requirements**

- A Master's degree or equivalent (30 graduate credits in educational administration).
- Completion of an approved program leading to licensure, holding or being eligible to hold any license to teach or work as a school counselor, or school social worker at the early childhood through adolescence level.
- Evidence of three years of successful full-time classroom teaching at any of the grades at the early childhood through adolescence level or work as a school counselor, a school psychologist, or a school social worker, which includes evidence of at least 540 hours of successful classroom teaching experience.

B. Instructional Library Media Specialist (902 Initial)
This is a five-year only, non-renewable license. To continue as a library media specialist, you must complete the 902 professional license within five years of receiving the 902 initial. Must also hold a non-library/media license as a teacher in Wisconsin.

**Educational Leadership**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>302</td>
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### Educational Leadership

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
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</tr>
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<tbody>
<tr>
<td>304/504</td>
<td>3</td>
<td>Developing Information Literacy Skills</td>
</tr>
<tr>
<td>317/517</td>
<td>3</td>
<td>Classification and Cataloging</td>
</tr>
<tr>
<td>325/525</td>
<td>3</td>
<td>Instructional Technology</td>
</tr>
<tr>
<td>329/529</td>
<td>3</td>
<td>Collection Development and Reference Services</td>
</tr>
<tr>
<td>334/534</td>
<td>3</td>
<td>Administration of the School Media Center</td>
</tr>
<tr>
<td>724</td>
<td>3</td>
<td>Practicum in Educational Leadership</td>
</tr>
</tbody>
</table>

#### C. Instructional Library Media Specialist (902 Professional)

Must hold 902 initial/901 license for at least 3 years and master's degree or equivalent (30 credits in library/media/ technology coursework)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>308/508</td>
<td>3</td>
<td>Multimedia Design and Production</td>
</tr>
<tr>
<td>420/620</td>
<td>3</td>
<td>Learning and Leading in Cyberspace</td>
</tr>
<tr>
<td>705</td>
<td>3</td>
<td>Recent Trends in Literature for Children and Young Adults</td>
</tr>
<tr>
<td>714</td>
<td>3</td>
<td>The Influence of Curriculum: Perspectives on Power and Position</td>
</tr>
<tr>
<td>740</td>
<td>3</td>
<td>Supervision of School Media Centers and Systems</td>
</tr>
</tbody>
</table>

#### D. Instructional Library Media Supervisor (91)

Must have eligibility to hold the instructional library media specialist (902 Professional) certification, hold a master's degree and have three years of school experience.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>730</td>
<td>3</td>
<td>Organization and Administration of Educational Systems</td>
</tr>
<tr>
<td>723</td>
<td>3</td>
<td>Leadership for Professional Development</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>763</td>
<td>3</td>
<td>Understanding and Facilitating Learning in Adulthood</td>
</tr>
</tbody>
</table>
PROFESSIONAL COUNSELING

Program Contact Information
M. Alan Saginak
Department Chair and Program Coordinator
Office: Nursing/ Education 1
Telephone: (920) 424-1475
Web Site: www.uwosh.edu/coehs/departments/professional-counseling
E-mail: geier@uwosh.edu

I. Faculty
- Lindsey, Charles V. (2005)
- Saginak, M. Alan (1998)

II. Purpose
The graduate program in counseling is designed to prepare counseling professionals for schools (K-12), higher education settings and clinical mental health counseling agencies.

III. Degree
Completion of the program will lead to the degree: Master of Science in Education (MSE).

IV. Additional Admissions Requirements Information
Admission to the Professional Counseling program is a two-part process:

A. Admission to Graduate Studies
Please refer to the Office of Graduate Studies admission requirements outlined in the first section of this Bulletin. The Graduate Studies office forwards completed applications to the department.

**B. Admission to the Professional Counseling Program**

1. Applicants submit the following items to the Office of Graduate Studies:
   - Office of Graduate Studies electronic Application for Admission
   - Application for Admission Fee ($56)
   - All undergraduate transcript(s)
   - Two (2) letters of reference
   - Professional Counseling Department Application Supplement (available online at: www.uwosh.edu/gradstudies/documents/counslsuppl.pdf)
   - COEHS Disclosure Statement (available online at www.uwosh.edu/gradstudies/documents/counsldiscl.pdf)
   - Resume - A current, typewritten resume outlining previous work experience, volunteer service and educational activity that support the applicant’s desire to enter the counseling profession.
   - A Miller Analogies Test (MAT) score report

2. The Professional Counseling Admissions Committee reviews applicant files and invites those applicants selected to campus for on-campus interviews.

3. Applicants who are selected to proceed in the admissions process are notified of the dates and times for required on-campus interviews. Those who are not selected are notified in writing by the Office of Graduate Studies that they have not been admitted to the program.

4. Within two weeks of the on-campus interviews, the department notifies applicants in writing whether they have been granted or denied admission.

5. When admitted, students have one calendar year from the date of acceptance to begin their coursework. Students who do not begin coursework within one year must reapply.

**Admission Standards**

**1. Grade-Point Average**

The department seeks applicants with a minimum, undergraduate grade-point average of 3.00 overall, or 3.25 in the last one-half of their undergraduate program. If an applicant’s grade-point average is below 3.00, then the department may require additional supporting documentation. Such documentation can include:

- Graduate Record Exam scores
- Summary of educational achievements and goals not reflected in grade-point-average.
- Two additional letters of reference from individuals who attest to the applicant's ability to successfully complete graduate work.
- Official documentation of grades of B or higher in counseling-related graduate courses.

**2. Application Supplement**

The department seeks applicants whose supplements:

- Clearly articulate professional goals that are compatible with the degree being sought.
• Demonstrate an ability to meaningfully reflect on—and grow from—life experiences.
• Convey a commitment to graduate study.
• Reveal writing skills commensurate with graduate study.

3. References
The department seeks applicants with at least 2 letters of reference from individuals who have
direct knowledge of the applicant’s qualifications. Letters should address:
• Professional experience, skills and attitudes.
• Academic ability and potential for graduate study.
• Interpersonal skills that may indicate success in counselor-training program.
• Professional Counselor dispositions.

4. Resume
The department seeks applicants with two years (or equivalent) experience in human services.
This experience may be in the form of professional employment, volunteer service or internship
experiences.

5. The Miller Analogies Test (MAT)

6. On-Campus Interviews
The department seeks applicants who demonstrate the following during the on-campus
interviews:
• Understanding of the counseling profession.
• Awareness of the demands of graduate study.
• Professional demeanor.
• Compatibility with professional counseling values and ethics, including support for a
diversity of lifestyles and belief systems.
• Indicators of flexibility in the above.

Application Deadlines
The deadline for applications and ALL supporting admission documentation is January 15. A
complete application is one that provides the materials submitted by the applicant and
includes all required materials provided by other sources. Applications received or completed
after the deadline will be considered for the next application cycle.

An application is considered complete when ALL of the following materials are received in the
Office of Graduate Studies by January 15:
• Office of Graduate Studies electronic application for admission
• Application for admission fee ($56)
• All undergraduate transcript(s)
• Two (2) letters of reference
• Professional Counseling Department Application Supplement
• COEHS Disclosure Statement
• Resume
• The Miller Analogies Test (MAT)

V. Summary
A. Structure
The department offers three emphases: Clinical Mental Health Counseling School Counseling Student Affairs and College Counselors. Within each emphasis area, students complete core, emphasis-specific, and elective courses.

B. Academic Plans of Study
The following are the descriptions for the Professional Counseling plan(s) of study: Counseling (school) Counseling (clinical mental health) Counseling (student affairs and college counseling)

C. Minimum Unit (Cr.) Requirements
All emphases require 48 graduate credits except Clinical Mental Health Counseling which requires 60 graduate credits.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. The Office of Graduate Studies gives final approval to Admission to Candidacy. In addition, students must complete a minimum of 15 credits and no more than 24 credits before applying for candidacy. Completed credits must include the following courses:
- 701, Theoretical Foundations in Counseling (with a grade of 3.0 (B) or higher)
- 702, Counseling Process (with a grade of 3.0 (B) or higher)
- 731, Group Counseling Process (with a grade of B 3.0 or higher)
Transfer credits cannot be used to fulfill the 15 credits needed to apply for candidacy. Students must be admitted to candidacy in order to progress beyond 24 credits in the department and prior to enrolling in 794, Counseling Practicum. The department grants or denies candidacy through a full-faculty vote after close review of students' progress. Additional criteria are outlined in the department's student handbook.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

VI. Degree Requirements
Core Courses:
## Subject

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>700</td>
<td>2</td>
<td>Professional Orientation in Counseling</td>
</tr>
<tr>
<td>701</td>
<td>3</td>
<td>Theoretical Foundations in Counseling</td>
</tr>
<tr>
<td>702</td>
<td>3</td>
<td>Counseling Process</td>
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<tr>
<td>704</td>
<td>3</td>
<td>Assessment Techniques in Counseling</td>
</tr>
<tr>
<td>708</td>
<td>3</td>
<td>Career Development</td>
</tr>
<tr>
<td>711</td>
<td>3</td>
<td>Life Span Development in Counseling</td>
</tr>
<tr>
<td>731</td>
<td>3</td>
<td>Group Counseling Process</td>
</tr>
<tr>
<td>732</td>
<td>3</td>
<td>Applied Research and Evaluation in Counseling</td>
</tr>
<tr>
<td>776</td>
<td>3</td>
<td>Addictions in Counseling</td>
</tr>
<tr>
<td>788</td>
<td>3</td>
<td>Social and Cultural Foundations of Counseling</td>
</tr>
<tr>
<td>794</td>
<td>5</td>
<td>Counseling Practicum</td>
</tr>
<tr>
<td>797</td>
<td>3</td>
<td>Counseling Internship I</td>
</tr>
<tr>
<td>798</td>
<td>3</td>
<td>Counseling Internship II</td>
</tr>
<tr>
<td>799</td>
<td>0</td>
<td>Registration for Comprehensive Exam</td>
</tr>
</tbody>
</table>

Comprehensive Preparation Counseling Exam (CPCE) Successful completion of the CPCE is required.

## Emphases

In addition to the core courses:

### Subject

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A. Clinical Mental Health Counseling</td>
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**Professional Counseling**
<table>
<thead>
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<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<tr>
<td></td>
<td>725</td>
<td>3</td>
<td>Trauma and Crisis in Counseling</td>
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<tr>
<td></td>
<td>726</td>
<td>3</td>
<td>Wellness, Spirituality, and Mindfulness in Counseling</td>
</tr>
<tr>
<td></td>
<td>727</td>
<td>3</td>
<td>Psychopathology and Psychopharmacology in Counseling</td>
</tr>
<tr>
<td></td>
<td>729</td>
<td>3</td>
<td>Community Counseling</td>
</tr>
<tr>
<td></td>
<td>730</td>
<td>3</td>
<td>Mental Health Counseling</td>
</tr>
<tr>
<td></td>
<td>732</td>
<td>3</td>
<td>Applied Research and Evaluation in Counseling</td>
</tr>
<tr>
<td></td>
<td>784</td>
<td>3</td>
<td>Relational Systems in Counseling</td>
</tr>
</tbody>
</table>

And: three (3) credit hours of department-approved elective coursework.

B. School Counseling

**Professional Counseling**

|                    | 733         | 3       | Comprehensive School Counseling                              |
|                    | 735         | 3       | Counseling Children and Adolescents                          |

And: three (3) credit hours of department-approved elective coursework.

C. Student Affairs and College Counselor

**Professional Counseling**

|                    | 709         | 3       | Student Affairs and College Counseling                       |
|                    | 745         | 3       | Student Development and the College Environment              |

And: three (3) credit hours of department-approved elective coursework.

**Electives:**

Students must consult with their adviser to select recommended electives.
Other Requirements
Culminating Experience
The culminating experience is the Counseling Internship II course (Counselor Education 798) and successful completion of the Comprehensive Preparation Counseling Exam (CPCE). Students completing the school counseling emphasis must also complete a portfolio. Students should contact their adviser or the coordinator of the school counseling emphasis for details.

LICENSURE AS A PROFESSIONAL COUNSELOR IN WISCONSIN
Students enrolled in the Clinical Mental Health Counseling emphasis, who are interested in eventually attaining the Licensed Professional Counselor (LPC) credential through the Department of Safety and Professional Services in Wisconsin may refer to the following website for current information: http://drl.wi.gov/ OR http://dsps.wi.gov. Please note that students in the School and Student Affairs and College Counseling emphases who wish to become licensed must also complete the curricular requirements for Clinical Mental Health Counseling in order for the Department of Professional Counseling to verify completion for such licensure.

LICENSURE AS A SCHOOL COUNSELOR IN WISCONSIN
Students enrolled in or considering the school counseling emphasis should refer to the following Web Sites for current licensure information:
- http://dpi.wi.gov/sspw/sclicensure.htm
- http://www.uwosh.edu/coehs/departments/professional-counseling/school-counseling-
- http://www.uwosh.edu/coehs/departments/professional-counseling/school-counseling-1/licensing

READING EDUCATION
Program Contact Information
Michael Ford
Department Chair and Program Coordinator
Office: Nursing/Education 208
Telephone: (920) 424-4444
Web Site: www.uwosh.edu/coehs/departments/reading-education/programs
E-mail: reading@uwosh.edu

I. Faculty
- Ford, Michael P. (1987)
- Lambert, Judy C. (1985)
- Manzi, Michelina M. (1991)
II. Purpose
The graduate program in Reading provides certified teachers with the opportunity to develop expertise in reading. The program is designed for those who wish to be licensed as reading teachers or who wish to prepare for service as reading specialists. Upon completion of an M.S.E. in Reading Education, students will demonstrate knowledge and the skill and ability to apply that knowledge, of elementary school reading programs and the students they serve; secondary school reading programs and the students they serve; literacy assessment techniques applicable to individual students and classroom groups; interactive literacy intervention techniques; educational research methodology; research in the area of reading education; and the administration and supervision of K-12 reading programs. They will provide leadership in the field of reading; and as life-long learners, stay up-to-date about literacy instruction and assessment. They will demonstrate knowledge of and use current technology in appropriate situations and display appropriate and effective oral and written communication skills. They will strive to have a positive impact on the literacy development of their students. They will maintain a positive personal attitude about the value of reading and display a professional attitude and related behaviors. They will show a commitment to belonging to a community of learners and display an ability to effectively work with others.

III. Degree
Completion of the program will lead to the degree: Master of Science in Education (MSE).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

Interview
Qualified applicants must meet with the Graduate Program coordinator prior to admittance to the Reading Education Program.

Licensure
Applicants must hold licensure or have eligibility for same.

References
Three (3) reference letters are required.

Undergraduate Major
The baccalaureate degree must have been taken in teacher education.

Prior Coursework
If the candidate has not completed the following courses in prior work, they must be taken as part of the program:
1. Children and Youth with Disabilities in General Education
2. Child or Adolescent Literature

V. Summary
A. Structure
The program is comprised of core courses and electives.

B. Academic Plans of Study
The following are descriptions for the Reading Education plan(s) of study: Reading Education GAP (Reading Education)

C. Minimum Unit (Cr.) Requirements
Thirty (30) credits applicable to the graduate degree constitute the minimal requirement for students.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9-21 credits. The Office of Graduate Studies gives final approval to Admission to Candidacy.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

VI. Degree Requirements
Core Courses

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Reading Education</td>
<td>705</td>
<td>3</td>
<td>Reading in the Elementary School</td>
</tr>
<tr>
<td></td>
<td>720</td>
<td>3</td>
<td>Interactive Literacy Intervention</td>
</tr>
<tr>
<td></td>
<td>721</td>
<td>3</td>
<td>The Readers’/ Writers’ Workshop Approach Secondary Level</td>
</tr>
<tr>
<td></td>
<td>735</td>
<td>3</td>
<td>Adolescent Literacy: Programs/ Practices</td>
</tr>
<tr>
<td></td>
<td>763</td>
<td>2-3</td>
<td>Literacy and Technology</td>
</tr>
<tr>
<td>Subject</td>
<td>Catalog No.</td>
<td>Credits</td>
<td>Title</td>
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<td></td>
<td>765</td>
<td>3</td>
<td>Literacy Assessment</td>
</tr>
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<td></td>
<td>780</td>
<td>3</td>
<td>Administration and Supervision of Reading Programs (for students seeking reading specialist licensure)</td>
</tr>
<tr>
<td></td>
<td>785</td>
<td>3</td>
<td>Practicum in Reading (for students seeking reading specialist licensure)</td>
</tr>
<tr>
<td></td>
<td>790</td>
<td>3</td>
<td>Seminar in Reading Research</td>
</tr>
<tr>
<td></td>
<td>798</td>
<td>0-1</td>
<td>Registration for Reflective Journey of a Reading Educator</td>
</tr>
</tbody>
</table>

**Educational Foundations**

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>770</td>
<td>3</td>
<td>Foundations of Educational Research</td>
</tr>
</tbody>
</table>

**Electives**

Students are expected to consult with their advisers in selecting recommended electives from the following offerings:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Education</td>
<td>612</td>
<td>3</td>
<td>Comprehensive Literacy Programs: Issues and Implications</td>
</tr>
<tr>
<td></td>
<td>620</td>
<td>3</td>
<td>Literacy and Language Development in Young Children</td>
</tr>
<tr>
<td></td>
<td>635</td>
<td>3</td>
<td>Adolescent Literacy Methods</td>
</tr>
<tr>
<td></td>
<td>640</td>
<td>3</td>
<td>Literacy and Language in the Content Areas</td>
</tr>
<tr>
<td></td>
<td>713</td>
<td>3</td>
<td>Sustaining Change in Comprehensive Literacy Programs</td>
</tr>
<tr>
<td></td>
<td>715</td>
<td>1-3</td>
<td>Issues in Reading: Annual Symposium Theme</td>
</tr>
<tr>
<td></td>
<td>764</td>
<td>1-3</td>
<td>Exemplary Practices in Reading Programs</td>
</tr>
<tr>
<td></td>
<td>782</td>
<td>3</td>
<td>Issues in the Evaluation of Literacy</td>
</tr>
<tr>
<td></td>
<td>796</td>
<td>1-3</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>
Other Requirements
Students must complete Reading Education 798, "Reflective Journey of a Reading Educator". This course will require students to complete a Professional Progress Portfolio that will include artifacts from the classes they take. If there are any required assessments for the Reflective Journey for International Reading Association, they also will be required for this portfolio.

Comments
Students must obtain approval of the Graduate Program Coordinator prior to registering for elective courses.
With approval of the Graduate Program Coordinator, elective courses may be taken in related areas outside reading education.

Graduate Achievement Program (GAP) and Certification Requirements
The Graduate Achievement Program in Reading is designed for individuals who have completed a master's degree and who wish additional graduate study in reading for professional enrichment and growth, meeting state license renewal requirements and career advancement. Specifically the program will enable reading specialists to extend their proficiencies in planning, establishing and evaluating reading programs, interpreting research and theories related to reading, leadership related to reading curriculum, programs and issues.

Admission Requirements
To be admitted to the Graduate Achievement Program in Reading, the candidate must have completed a master's degree with a reading emphasis from a regionally accredited university with a graduate grade-point of 3.00 or better.

Program Requirements
The Graduate Achievement Program in Reading is designed as an issues-centered curriculum that is an individually designed sequence of 19 credits.

1. Required courses: 15 credits from the following courses (not taken in the master's program) selected in cooperation with adviser:

   Reading Education

   705   3   Reading in the Elementary School
   720   3   Interactive Literacy Intervention
   721   3   The Readers'/Writers' Workshop Approach Secondary Level
   735   3   Adolescent Literacy
   763   2-3  Literacy and Technology
Reading Education

765 3 Literacy Assessment
780 3 Administration and Supervision of Reading Programs (for students seeking reading specialist licensure)
785 3 Practicum in Reading (for students seeking reading specialist licensure)
798 0-1 Registration for Reflective Journey of a Reading Educator

2. Electives: Three (3) credits with consent of adviser.

Reading Education

713 3 Sustaining Change in Comprehensive Literacy Programs
715 1-3 Issues in Reading: Annual Symposium Theme
764 1-3 Exemplary Practices in Reading Programs
782 3 Issues in the Evaluation of Literacy
790 2 Seminar in Reading Research
796 1-3 Independent Study

Comments
Graduate Achievement Program (GAP) students will complete a Professional Progress Portfolio that will include artifacts from the classes they take. If there are any required assessments for the Reflective Journey for International Reading Association, they also will be required for the GAP portfolio.

License Requirements
1. Reading Teacher License (316)
To be recommended for this K 12 license, the student must be admitted in a graduate program and complete 19 credits as follows:

   Subject

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The following courses are needed at the graduate level for 316 certification and, if not completed previously, must be included in the program;

a. Children and Youth with Disabilities in General Education
b. Child or Adolescent Literature

*Students pursuing only the Reading Teacher 316 Certification will complete a Reflective Journey that will include artifacts from the classes they take. If there are any required assessments for International Reading Association Standards, they will be included. This Reflective Journey will be presented after the last 316 required course.

2. Reading Specialist License (17)

To be recommended for this license, students must complete the M.S.E.-Reading degree, which includes the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Education</td>
<td>780</td>
<td>3</td>
<td>Administration and Supervision of Reading Programs</td>
</tr>
<tr>
<td></td>
<td>785</td>
<td>3</td>
<td>Practicum in Reading</td>
</tr>
</tbody>
</table>

Comment
At least nine (9) of the required credits for licensure (316 or 17), including Reading Education 720, must be taken at UW Oshkosh.
Completing all requirements for the MSE does not ensure licensure. The Reading Education faculty must positively recommend the candidate for both 316 and 17 licensure.
SPECIAL EDUCATION

Program Contact Information
Denise Clark
Program Coordinator
Office: Nursing/Education 406
Telephone: (920) 424-3421
Web Site: www.uwosh.edu/coehs/departments/department-of-special-education/graduate-program/department-of-special-education-graduate-program
E-mail: speced@uwosh.edu

I. Faculty
• Clark, Denise M. (2000)
• Fischer, Thomas A. (1996)
• Skivington, Michael J. (1997)
• Skoning, Stacey N. (2007)

II. Purpose
The graduate program in special education is designed to provide a master's degree. The degree can include teaching licensure in the elective portion of the program.

III. Degree
Completion of the program will lead to the degree: Master of Science in Education (MSE).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

Admission in Full Standing
The minimum overall undergraduate grade point average for full standing admission in the graduate program is 3.00.

Admission with Deficiencies
Applicants who lack adequate undergraduate preparation may be admitted with deficiencies and will be expected to complete up to 18 credits in general professional licensure requirements.

Conditional Admission
Students who do not have passing scores on PPST and Praxis II but have met all other requirements for admission to the Special Education graduate program, will have three semesters from the initial interview date with the graduate program coordinator to submit passing scores for both tests to the special education department or the student will no longer be allowed to register for classes.
Admission for Licensure
Admission to graduate studies is ordinarily required for post-baccalaureate students pursuing licensure, even if completion of the M.S.E. is not intended. Renewal of provisional/emergency licensure similarly requires admission to graduate studies.

Determination of Emphases
On the Application for Admission to Graduate Studies form, applicants are requested to explicitly indicate intention to complete special education licensure or degree-only without licensure.

Interview
Qualified applicants should contact the program coordinator to arrange for an interview.

References
Applicants must provide two letters from professionals in education, special education, or related disciplines.

Academic Advisers
The Graduate Program Coordinator will serve as the academic adviser for all graduate students.

V. Summary
A. Structure
Students must pass a written comprehensive candidacy examination. The exam is prepared and the results are evaluated by the Advancement to Candidacy Committee (three graduate faculty from the department selected by the student). It is strongly recommended that students complete this exam as early as possible (e.g., at the end of the second semester for most students). The program offers a choice of three (3) elective emphases in combination with the M.S.E. degree. These are: (1) non-licensure/degree only, (2) cross categorical special education licensure: middle childhood through early adolescence (ages 6-13) and/or early adolescence through adolescence (ages 10-21) and (3) early childhood special education (ages birth through 8). The cross categorical special education licensure program prepares individuals to teach in a classroom that serves students who are identified as having learning disabilities (LD), emotional/behavioral disorders (ED) or cognitive disabilities (CD).

B. Academic Plans of Study
The following are the descriptions for the Special Education plan(s) of study:
Cross Categorical Special Education Licensure
Early Childhood Special Education
Non-licensure/Degree Only

C. Minimum Unit (Cr.) Requirements
Thirty (30) units (crs.) applicable to the graduate degree constitute the minimal requirement for all students.
D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. Ordinarily, the candidacy application is filed while taking Special Education 781, Introduction to Advanced Studies in Special Education. The Office of Graduate Studies gives final approval to Admission to Candidacy.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

F. Culminating Experience
Students may choose Special Education 794-Field Report in Special Education or Special Education 795-Thesis as the culminating experience.

G. Course Availability
Some Special Education licensure and M.S.E.-degree required courses are not offered every semester or summer session. Long- and short-term planning necessitates contacting the department office or academic adviser to keep abreast of course offering schedules, recommended course sequences and prerequisites.

H. Program of Studies
An initial program of studies is prepared for the applicant at the time of admission to Graduate Studies. Credentials, experience and goals are used to determine waivers and requirements.

I. Course Sequencing
In general, 700-level graduate courses are to be taken after completion of non-licensure or licensure requirements. Licensure requirements have specific sequencing.

J. Special Education Concentration Areas
In the cross categorical special education licensure program, students must complete a concentration in one of the disability categorical areas of (1) learning disabilities, (2) emotional/behavioral disorders, or (3) cognitive disabilities. This area of concentration will be completed through a portfolio process interwoven throughout the special education licensure coursework.

VI. Degree Requirements
The M.S.E. degree program requires a minimum of 30 credits, of which 15 credits are required and 15 credits are electives. At least 15 of the 30 total credits must be taken at the 700-level. The option without licensure is designed to meet the needs of professionals in related fields; e.g., elementary or secondary education, occupational, physical or speech therapy. In addition,
special educators who already possess licensure and do not desire additional licensure can complete the M.S.E. degree program.

**Core Courses**

**Subject**

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>705</td>
<td>3</td>
<td>Administrative Organization, Collaboration and Leadership in Special Education</td>
</tr>
<tr>
<td>781</td>
<td>3</td>
<td>Introduction to Advanced Studies in Special Education</td>
</tr>
<tr>
<td>790</td>
<td>3</td>
<td>Critical Analysis of Special Education Research and Literature</td>
</tr>
<tr>
<td>794</td>
<td>3</td>
<td>Field Report in Special Education</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>795</td>
<td>3</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

**Educational Foundations**

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>770</td>
<td>3</td>
<td>Foundations of Educational Research</td>
</tr>
</tbody>
</table>

**Emphases Requirements**

A. Non-Licensure Emphasis

A course about children and youth with disabilities in general education (Special Education 352/552) or an equivalent introductory special education course is required as a prerequisite. Credits earned in this course will not apply to the degree.

**Courses Required**

Courses required for the MSE non-licensure emphasis include:

**Core Courses**

**Subject**

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>581</td>
<td>3</td>
<td>Behavior Change and Management</td>
</tr>
<tr>
<td>Subject</td>
<td>Catalog No.</td>
<td>Credits</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td></td>
<td>680</td>
<td>3</td>
</tr>
<tr>
<td>Non-Licensure Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All students are required to take nine (9) credits of electives. Students may choose elective credits from the following list as well as from licensure/specialty courses. <strong>Pre-approval from graduate academic adviser is required for all electives.</strong></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>553</td>
<td>3</td>
<td>Interdisciplinary Approaches to Working with Children and Youth with Disabilities</td>
</tr>
<tr>
<td></td>
<td>580</td>
<td>3</td>
<td>Curriculum and Instruction in Special Education</td>
</tr>
<tr>
<td></td>
<td>606</td>
<td>3</td>
<td>Technology in Special Education</td>
</tr>
<tr>
<td></td>
<td>612</td>
<td>3</td>
<td>Assessment and Curriculum in Early Intervention: Birth to 3</td>
</tr>
<tr>
<td></td>
<td>613</td>
<td>3</td>
<td>Assessment and Curriculum for Children and Youth with Disabilities: Ages 3 to 8 Years</td>
</tr>
<tr>
<td></td>
<td>614</td>
<td>3</td>
<td>Advocacy, Family Empowerment and Special Education Law</td>
</tr>
<tr>
<td></td>
<td>631</td>
<td>3</td>
<td>Transition to Adulthood</td>
</tr>
<tr>
<td></td>
<td>663</td>
<td>3</td>
<td>Teaching Students with Significant Disabilities</td>
</tr>
<tr>
<td></td>
<td>670</td>
<td>3</td>
<td>Fundamentals in Special Education Assessment</td>
</tr>
<tr>
<td></td>
<td>671</td>
<td>3</td>
<td>Assessment for Instructional Planning in Special Education</td>
</tr>
<tr>
<td></td>
<td>673</td>
<td>3</td>
<td>Introduction to Autism Spectrum Disorders</td>
</tr>
<tr>
<td></td>
<td>674</td>
<td>3</td>
<td>Teaching Students with Autism Spectrum Disorders</td>
</tr>
<tr>
<td></td>
<td>681</td>
<td>3</td>
<td>Advanced Behavior Management and Instruction</td>
</tr>
</tbody>
</table>
B. Licensure Emphases
All post-baccalaureate licensure applicants seeking Wisconsin licensure are ordinarily required to be admitted to the graduate program.
Licensure requirements, as determined by the Wisconsin Department of Public Instruction, are comprised of three parts: (1) general professional, (2) special education core curriculum and (3) middle childhood through early adolescence and/or early adolescence through adolescence coursework (for the cross categorical special education license) OR early childhood special education and early childhood PK-3 coursework (for the early childhood special education license).
A maximum of 15 credits related to licensure are applicable to the M.S.E. degree requirements. No general professional coursework may be applied toward the M.S.E. degree program.

**General Professional Coursework Required for Licensure**
The professional education course content requirements cover the following areas: educational foundations, curriculum and instruction, reading education and health education.
Educational foundations requirements consist of courses in educational psychology, child and adolescent development. The area of curriculum and instruction includes early childhood and elementary and secondary methods courses.
Courses in reading education include reading methods and strategies, literature and language arts for the young child and reading and language arts in the content area.
A health education requirement reviews health concerns facing elementary schools. This course is only required for students specializing in early childhood special education.
In addition, applicants without a prior teaching license will be evaluated for compliance with state requirements governing human relations experiences and Praxis scores.

**Cross Categorical Special Education Licensure Requirements**
Cross categorical special education licensure prepares individuals to teach in classrooms that served students who are identified as having learning disabilities (LD), emotional/behavioral disorders (ED), or cognitive disabilities (CD). In addition, all students are required to have a portfolio of evidence documenting that the standards required for teacher licensure have been met.

Cross-Categorical Special Education Core Curriculum Requirements:
<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>552</td>
<td>3</td>
<td>Children and Youth with Disabilities in General Education</td>
</tr>
<tr>
<td></td>
<td>553</td>
<td>3</td>
<td>Interdisciplinary Approaches to Working with Children and Youth with Disabilities</td>
</tr>
<tr>
<td></td>
<td>580</td>
<td>3</td>
<td>Curriculum and Instruction in Special Education</td>
</tr>
<tr>
<td></td>
<td>581</td>
<td>3</td>
<td>Behavior Change and Management</td>
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<tr>
<td></td>
<td>601</td>
<td>3</td>
<td>Advanced Practicum Experience in Special Education</td>
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<tr>
<td></td>
<td>606</td>
<td>3</td>
<td>Technology in Special Education</td>
</tr>
<tr>
<td></td>
<td>614</td>
<td>3</td>
<td>Advocacy, Family Empowerment and Special Education Law</td>
</tr>
<tr>
<td></td>
<td>663</td>
<td>3</td>
<td>Teaching Students with Significant Disabilities</td>
</tr>
<tr>
<td></td>
<td>670</td>
<td>3</td>
<td>Fundamentals in Special Education Assessment</td>
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<tr>
<td></td>
<td>671</td>
<td>3</td>
<td>Assessment for Instructional Planning in Special Education</td>
</tr>
<tr>
<td></td>
<td>680</td>
<td>3</td>
<td>Research-Based Instructional Strategies</td>
</tr>
</tbody>
</table>

**Middle Childhood through Early Adolescence and/or Early Adolescence through Adolescence Requirements:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>631</td>
<td>3</td>
<td>Transition to Adulthood</td>
</tr>
<tr>
<td></td>
<td>681</td>
<td>3</td>
<td>Advanced Behavior Management and Instruction</td>
</tr>
<tr>
<td></td>
<td>685</td>
<td>1 or 2</td>
<td>Seminar in Cross Categorical Special Education Teaching (Middle Childhood through Early Adolescence, 1-8)</td>
</tr>
</tbody>
</table>
For graduate students without any prior teaching license, a 10 credit student teaching experience is required.

**Early Childhood Special Education Licensure Requirements:**
Early childhood special education licensure prepares individuals to teach in classrooms serving children with disabilities ages birth through eight.

**Early Childhood Special Education Core Curriculum Requirements:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>552</td>
<td>3</td>
<td>Children and Youth with Disabilities in General Education</td>
</tr>
<tr>
<td></td>
<td>553</td>
<td>3</td>
<td>Interdisciplinary Approaches to Working with Children and Youth with Disabilities</td>
</tr>
<tr>
<td></td>
<td>580</td>
<td>3</td>
<td>Curriculum and Instruction in Special Education</td>
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<tr>
<td></td>
<td>581</td>
<td>3</td>
<td>Behavior Change and Management</td>
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<td></td>
<td>601</td>
<td>3</td>
<td>Advanced Practicum Experience in Special Education</td>
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<td></td>
<td>606</td>
<td>3</td>
<td>Technology in Special Education</td>
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<tr>
<td></td>
<td>614</td>
<td>3</td>
<td>Advocacy, Family Empowerment and Special Education Law</td>
</tr>
<tr>
<td></td>
<td>663</td>
<td>3</td>
<td>Teaching Students with Significant Disabilities</td>
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<tr>
<td></td>
<td>670</td>
<td>3</td>
<td>Fundamentals in Special Education Assessment</td>
</tr>
</tbody>
</table>
### Elementary Education

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>312</td>
<td>2</td>
<td>Working with Infants and Toddlers and Their Families</td>
</tr>
<tr>
<td>313</td>
<td>2</td>
<td>Theories and Practices of Early Childhood Education</td>
</tr>
<tr>
<td>314</td>
<td>2</td>
<td>Organization/Administration of Preschool Programs</td>
</tr>
<tr>
<td>322</td>
<td>2</td>
<td>Curriculum &amp; Methods for Young Children</td>
</tr>
</tbody>
</table>

### Early Childhood Special Education & Early Childhood PK-3 Requirements:

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>612</td>
<td>3</td>
<td>Assessment and Curriculum in Early Intervention: Birth to 3</td>
</tr>
<tr>
<td>613</td>
<td>3</td>
<td>Assessment and Curriculum for Children with Disabilities Ages 3 to 8</td>
</tr>
<tr>
<td>618</td>
<td>1 or 2</td>
<td>Seminar in Early Childhood Special Education Teaching</td>
</tr>
<tr>
<td>619</td>
<td>5 or 10</td>
<td>Student Teaching in Early Childhood Special Education</td>
</tr>
</tbody>
</table>

For graduate students without any prior teaching license, a 10 credit student-teaching experience is required.

**EDUCATIONAL FOUNDATIONS SERVICE COURSES**

Program Contact Information  
Peter Meyerson  
Chair  
Office: Education 606  
Telephone: 920-424-7044  
Web Site: [www.uwosh.edu/coehs/departments/educational-foundations](http://www.uwosh.edu/coehs/departments/educational-foundations)
I. Faculty
   - Leung, Jupian J. (1987)
   - Meyerson, Peter M. (2000)
   - Short-Meyerson, Katherine J. (2000)

II. Purpose
Educational Foundation offers graduate courses but no graduate degrees or certificates.

III. Degree
Educational Foundation offers graduate courses but no graduate degrees or certificates.

IV. Additional Admissions Requirements Information
Educational Foundation offers graduate courses but no graduate degrees or certificates.

V. Summary
A. Structure
Educational Foundation offers graduate courses but no graduate degrees or certificates.

B. Academic Plans of Study

C. Minimum Unit (Cr.) Requirements

D. Admission to Candidacy

E. Graduation Requirements

VI. Degree Requirements
Educational Foundation offers graduate courses but no graduate degrees or certificates.

ED FOUND 543: THE ADULT LEARNER

Course ID
Educational Foundations 543

Course Title
ED FOUND 543: The Adult Learner
Course Description
The biological, psychological, and social characteristics of the adult learner, including middle aged persons as well as those in later life. The intellectual abilities adults possess will be examined with specific references to educational processes.

Course Prerequisites
Educational Foundations 230, 235, 240, 377 or equivalent. 343/543

ED FOUND 550: ADOLESCENT PSYCHOLOGY

Course ID
Educational Psychology 550

Course Title
ED FOUND 550: Adolescent Psychology

Credits
3

Course Description
A study of pre-adolescence and adolescence as a psycho-socio-cultural phenomenon. Emphasis will be placed upon the basic conflicts and adjustment patterns of adolescents. Contemporary interests and problems of pre-adolescents and adolescents in school situations will be stressed.

Course Prerequisites
Advanced standing including Psychology 201. 350/550

ED FOUND 577: HUMAN GROWTH AND DEVELOPMENT

Course ID
Educational Foundations 577

Course Title
ED FOUND 577: Human Growth and Development

Credits
3

Course Description
Study of theory and problems in the various areas of human development as interrelated phenomena. Psychological, social, emotional, intellectual, and physical development from infancy to maturity. Environmental factors will be emphasized.

ED FOUND 589: EDUCATION OF GIFTED AND TALENTED STUDENTS

**Course ID**
Educational Foundations 589

**Course Title**
ED FOUND 589: Education of Gifted and Talented Students

**Credits**
3

**Course Description**
Issues in identifying, motivating, and providing for the learning of gifted and talented children and youth. Attention is given to creative processes taught on individual and group bases. 389/589

ED FOUND 635: HUMAN DEVELOPMENT AND EDUCATION

**Course ID**
Educational Foundations 635

**Course Title**
ED FOUND 635: Human Development and Education

**Credits**
2-3

**Course Description**
Consideration of major theories, principles, problems, issues, and recent research findings on human development. Physical, intellectual, social, and personality development throughout the lifespan will be examined in the context of education. One emphasis will be on students' reflections of their own development and their observations of the development of others. A second emphasis, related to the first, is how these reflections and observations may contribute to the development of children and adolescents under their care as whole persons. Students may enroll for 2 or 3 credits at either the undergraduate or graduate level.

**Course Prerequisites**
Bachelor’s degree or consent of instructor. 435/635
ED FOUND 671: LEARNING PROCESSES IN CHILDREN

Course ID
Educational Foundations 671

Course Title
ED FOUND 671: Learning Processes in Children

Credits
2-3

Course Description
Reading and discussing a variety of new materials in the areas of early childhood learning and generating applications of research findings to working with children. Some areas discussed: learning in the newborn, learning to love and to fear, play, attitude conditioning, motivation for learning, self-concept development, Piaget, Montessori, cognitive growth, IQ change, approaches to teaching young children.

Course Prerequisites
Educational Foundations 235 or equivalent. 471/671

ED FOUND 702: STATISTICAL FOUNDATIONS IN EDUCATION

Course ID
Educational Foundations 702

Course Title
ED FOUND 702: Statistical Foundations in Education

Credits
3

Course Description
Descriptive statistical techniques, including measures of central tendency, variability, normal curve, percentile ranks, and standard scores. Correlational techniques, parametric and nonparametric statistical tests. Emphasis on school related research problems.

Course Prerequisites
Educational Foundations 310 or equivalent.

ED FOUND 704: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Course ID
Educational Foundations 704

Course Title
ED FOUND 704: Psychological Foundations of Education

Credits
3

Course Description
A psychological basis for the study of human abilities and learning. Research evidence along with empirical findings is provided to relate theoretical principle to classroom practices. Individual difference, motivation, retention and transfer, and evaluation and their implications to teaching.

ED FOUND 705: CHILD PSYCHOLOGY
Course ID
Educational Foundations 705

Course Title
ED FOUND 705: Child Psychology

Credits
2-3

Course Description
Growth of children from birth to adolescence. Emphasizes the child as a whole being, with major divisions dealing with physical, social, emotional, and intellectual development.

Course Prerequisites
Psychology 201.

ED FOUND 713: PRINCIPLES OF APPRAISAL AND EVALUATION IN EDUCATION
Course ID
Educational Foundations 713

Course Title
ED FOUND 713: Principles of Appraisal and Evaluation in Education

Credits
3
**Course Description**
The construction, and administration, and interpretation of diagnostic and other evaluative devices in the educational setting. Special attention given to recent philosophical orientations toward the utilization of measurement data for evaluative purposes.

**Course Prerequisites**
Educational Foundations 310 or consent of instructor.

**ED FOUND 760: LEARNING THEORY AND EDUCATIONAL PRACTICE**

**Course ID**
Educational Foundations 760

**Course Title**
ED FOUND 760: Learning Theory and Educational Practice

**Credits**
2

**Course Description**
Oriented primarily toward learning theory and secondarily to applying this theory to practical educational problems. Designed as a specific 2-credit core course to which the student can add 1 credit modules. The core course will stress the understanding of theory, while the modules will stress applications of theory.

**ED FOUND 761: LEARNING THEORY FOR DISCIPLINE AND CLASSROOM MANAGEMENT**

**Course ID**
Educational Foundations 761

**Course Title**
ED FOUND 761: Learning Theory for Discipline and Classroom Management

**Credits**
1

**Course Description**
What various authorities have to say about fostering desirable and preventing undesirable behavior in the classroom. A 1-credit module designed to accompany Education Foundations 760.
ED FOUND 761: LEARNING THEORY FOR DISCIPLINE AND CLASSROOM MANAGEMENT
Course ID
Educational Foundations 761

Course Title
ED FOUND 761: Learning Theory for Discipline and Classroom Management

Credits
1

Course Description
What various authorities have to say about fostering desirable and preventing undesirable behavior in the classroom. A 1-credit module designed to accompany Education Foundations 760.

ED FOUND 762: PIAGET: THEORY AND APPLICATION
Course ID
Educational Foundations 762

Course Title
ED FOUND 762: Piaget: Theory and Application

Credits
3

Course Description
A study of the learning theory of Jean Piaget and its application to the classroom.

ED FOUND 770: FOUNDATIONS OF EDUCATIONAL RESEARCH
Course ID
Educational Foundations 770

Course Title
ED FOUND 770: Foundations of Educational Research

Credits
3

Course Description
Introduction to the concepts, tools and procedures which are essential for planning and conducting research in education and related fields. Preparing a research proposal and
organization of a research report. Emphasis is given to the interpretation and analysis of research literature from the behavioral and social sciences.

ED FOUND 794: SPECIAL TOPICS IN EDUCATIONAL FOUNDATIONS
Course ID
Educational Foundations 794

Course Title
ED FOUND 794: Special Topics in Educational Foundations

Credits
1-3

Course Description
A special topics course of current interest for students with specific interest or background in educational foundations. May be repeated under different topics, but only 3 credits may be applied toward a degree.

ED FOUND 796: INDEPENDENT STUDY
Course ID
Educational Foundations 796

Course Title
ED FOUND 796: Independent Study

Credits
1-3

Course Description
Because there is no graduate program in Educational Foundations, Independent Study in this area must be undertaken with the approval of a department offering a graduate program, but under the direction of a member of the Educational Foundations staff.

Course Prerequisites
Independent Study Topic and Instructor Approval Form must be completed prior to registration.
EDUCATION SERVICE COURSES

Program Contact Information

I. Faculty

II. Purpose
Courses with the “SRVS CRS” subject heading are education service courses. Service Courses 500 and above carry graduate credit but the credits do not apply toward graduate degree programs unless prior approval is granted by the respective graduate program coordinator and the Office of Graduate Studies. Other graduate education courses listed here may count towards a graduate degree with the favorable endorsement of the respective graduate program coordinator and the Office of Graduate Studies.

III. Degree

IV. Additional Admissions Requirements Information

V. Summary
A. Structure

B. Academic Plans of Study

C. Minimum Unit (Cr.) Requirements

D. Admission to Candidacy

E. Graduation Requirements

VI. Degree Requirements

Additional Program Information:

SRVS CRS 621: CONTEMPORARY TOPICS IN EDUCATION
Course ID
Service Courses in Education 621

Course Title
SRVS CRS 621: Contemporary Topics in Education

Credits
1-3

Course Description
Focuses upon professional growth through problem solving, self expression, group thinking and independent study. Educators work on problems related to their professional needs. Course may be repeated with change of topic to a maximum of nine (9) credits. Pass/fail course. 421/621

Course Prerequisites
A practicing professional educator.

SRVS CRS 622: CONTEMPORARY ISSUES IN EDUCATION

Course ID
Service Courses in Education 622

Course Title
SRVS CRS 622: Contemporary Issues in Education

Credits
1-3

Course Description
The focus is on professional growth and development via exploration of theory and practice related to current issues and educational initiatives. Course may be repeated with change of topic to a maximum of nine (9) credits. 422/622

SRVS CRS 729: SUPERVISION OF STUDENT TEACHERS

Course ID
Service Courses in Education 622

Course Title
SRVS CRS 622: Contemporary Issues in Education
Course Description
The focus is on professional growth and development via exploration of theory and practice related to current issues and educational initiatives. Course may be repeated with change of topic to a maximum of nine (9) credits. 422/622

HUMAN KINETICS AND HEALTH EDUCATION SERVICES COURSES

Program Contact Information
Christine Tipps
Chair
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I. Faculty

II. Purpose
Human Kinetics and Health Education offers graduate courses but no graduate degrees or certificates.

III. Degree
Human Kinetics and Health Education offers graduate courses but no graduate degrees or certificates.

IV. Additional Admissions Requirements Information
Human Kinetics and Health Education offers graduate courses but no graduate degrees or certificates.

V. Summary
A. Structure
Human Kinetics and Health Education offers graduate courses but no graduate degrees or certificates.

B. Academic Plans of Study
VI. Degree Requirements
Human Kinetics and Health Education offers graduate courses but no graduate degrees or certificates.

KINESIOLOGY 573: ADAPTED PHYSICAL EDUCATION
Course ID
Physical Education 573

Course Title
KINESIOLOGY 573: Adapted Physical Education

Credits
3

Course Description
Adaptation of physical education activities based on the needs of students with disabilities. Attention to legislation, placement options and methods of teaching individuals with a variety of disabilities.

Course Prerequisites
Kinesiology 280 and Physical Education 375. 423/523 (3+1)

KINESIOLOGY 574: ASSESSMENT AND PRESCRIPTION TECHNIQUES IN ADAPTED PHYSICAL EDUCATION
Course ID
Physical Education 574

Course Title
KINESIOLOGY 574: Assessment and Prescription Techniques in Adapted Physical Education
Credits
2

Course Description
Theory and practice in assessment, prescription and programming for individuals with disabilities.

Course Prerequisites
Physical Education 373. 374/574

KINESIOLOGY 575: LIFESPAN MOTOR DEVELOPMENT

Course ID
Kinesiology 575

Course Title
KINESIOLOGY 575: Lifespan Motor Development

Credits
2

Course Description
Study of lifespan motor development from infancy through adulthood, including information on delayed development, psychological factors and the normal pattern of motor skill acquisition.

Course Prerequisites
Co-requisite: Kinesiology 280. 375/575 (2+0)

KINESIOLOGY 576: SPORTS FOR INDIVIDUALS WITH DISABILITIES

Course ID
Physical Education 576

Course Title
KINESIOLOGY 576: Sports for Individuals With Disabilities

Credits
2

Course Description
Contemporary sports opportunities for individuals with disabilities, with application to teaching and transition planning.

Course Prerequisites
Physical Education 373, 376/576

KINESIOLOGY 580: ADAPTED AQUATICS
Course ID
Physical Education 580

Course Title
KINESIOLOGY 580: Adapted Aquatics

Credits
2

Course Description
A course designed to provide the student with various alternatives in teaching techniques for beginning swimmers and the exceptional student. 380/580 (2+2)

Course Prerequisites

KINESIOLOGY 622: PHYSICAL EDUCATION FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES
Course ID
Physical Education 622

Course Title
KINESIOLOGY 622: Physical Education for Individuals with Developmental Disabilities

Credits
3

Course Description
Class content considers research, instructional programs and techniques in physical education for developmentally disabled individuals, such as the mentally retarded, learning disabled, and emotionally (behaviorally) disordered. 422/622

KINESIOLOGY 624: PHYSICAL EDUCATION FOR INDIVIDUALS WITH CHRONIC AND PERMANENT PHYSICAL DISABILITY

**Course ID**
Physical Education 624

**Course Title**
KINESIOLOGY 624: Physical Education for Individuals with Chronic and Permanent Physical Disability

**Credits**
3

**Course Description**
Class content considers research, instructional programs and techniques in physical education for individuals with chronic and permanent physical disabilities based on indicators, limitations, and needs.

**Course Prerequisites**
Physical Education 373.

KINESIOLOGY 682: PRACTICUM IN ADAPTED PHYSICAL EDUCATION

**Course ID**
Physical Education 682

**Course Title**
KINESIOLOGY 682: Practicum in Adapted Physical Education

**Credits**
3

**Course Description**
Supervised field experience with programs of physical education/activity for individuals with disabilities. This course is designed for individuals seeking the 860 Adapted Physical Education Licensure. All courses for Adapted Physical Education minor must be completed, or must have approval of the Coordinator of Adapted Physical Education Program.
Course Prerequisites
Open to students with a major or minor in the Department of Human Kinetics & Health; Education only. 482/682

KINESIOLOGY 710: PHILOSOPHICAL BASIS FOR PHYSICAL EDUCATION
Course ID
Physical Education 710

Course Title
KINESIOLOGY 710: Philosophical Basis for Physical Education

Credits
3

Course Description
Designed to promote understanding of the various philosophical bases for Physical Education. Philosophical concepts of physical education as a basis for the development of a personal philosophy which can be applied to public school experiences.

Course Prerequisites
A previous course in the history and philosophy of physical education.

KINESIOLOGY 720: CURRICULUM PLANNING IN PHYSICAL EDUCATION
Course ID
Physical Education 720

Course Title
KINESIOLOGY 720: Curriculum Planning in Physical Education

Credits
3

Course Description
Concepts, procedures and practices of curriculum planning as they apply to curriculum building in public school physical education.
Course Prerequisites

KINESIOLOGY 730: THE PHYSIOLOGICAL BASIS OF THE CONDITIONING PROCESS
Course ID
Physical Education 730

Course Title
KINESIOLOGY 730: The Physiological Basis of the Conditioning Process

Credits
3

Course Description
Concepts selected from fields of physiology, kinesiology, psychology and sociology as they relate to physical education.

Course Prerequisites
Previous coursework in kinesiology, physiology and anatomy.

KINESIOLOGY 735: COMPARATIVE PHYSICAL EDUCATION
Course ID
Physical Education 735

Course Title
KINESIOLOGY 735: Comparative Physical Education

Credits
3

Course Description
Examination, comparison and analysis of dominant characteristics and development in physical education and sport in various countries of the world.

Course Prerequisites
Physical Education minor.
KINESIOLOGY 750: CURRENT PERSPECTIVES IN PHYSICAL EDUCATION AND SPORTS
Course ID
Physical Education 750

Course Title
KINESIOLOGY 750: Current Perspectives in Physical Education and Sports

Credits
3

Course Description
Opportunities for advanced research and study of current issues in physical education and sport.

Course Prerequisites
Physical Education minor.

KINESIOLOGY 760: ORGANIZATION AND ADMINISTRATION OF ATHLETICS AND PHYSICAL EDUCATION
Course ID
Physical Education 760

Course Title
KINESIOLOGY 760: Organization and Administration of Athletics and Physical Education

Credits
3

Course Description
Philosophy and methodology of organizing and administering an efficient program of physical education and athletics within the total school curriculum. Policies and procedures necessary to carry out the program.

Course Prerequisites
Physical Education minor.

KINESIOLOGY 770: ASSESSING HUMAN BEHAVIOR IN PHYSICAL EDUCATION
Course ID
Physical Education 770

Course Title
KINESIOLOGY 770: Assessing Human Behavior in Physical Education

Credits
3

Course Description
Basic framework for using measurement techniques in physical education. Assessment as a functional part of teaching method in all domains of learning.

Course Prerequisites
Physical Education minor.

HUMAN SERVICES SERVICE COURSES

Program Contact Information

I. Faculty

II. Purpose
Courses with the “HUMAN SV” subject heading are human service courses. HUMAN SV Courses 500 and above carry graduate credit but the credits do not apply toward graduate degree programs unless prior approval is granted by the respective graduate program coordinator and the Office of Graduate Studies. Other graduate education courses listed here may count towards a graduate degree with the favorable endorsement of the respective graduate program coordinator and the Office of Graduate Studies.

III. Degree

IV. Additional Admissions Requirements Information

V. Summary
A. Structure
VI. Degree Requirements

HUMAN SV 577: FAMILY AND COMMUNITY ADVOCACY

Course ID
Human Services 577

Course Title
HUMAN SV 577: Family and Community Advocacy

Credits
3

Course Description
Studies the knowledge and develops the skills for acquiring power for families and communities through advocacy processes. Skills include outreach, use of public and private records, interacting with agency staff, documenting and analyzing problems, use of census reports and state and federal statutes, writing press releases, letters to the editor and networking with other activists. 377/577

HUMAN SV 586: DRUG ABUSE AND BEHAVIOR

Course ID
Human Services 586

Course Title
HUMAN SV 586: Drug Abuse and Behavior

Credits
1-3

Course Description
Surveys the psychological, sociological, medical and legal facets of the drug use and abuse problem as it affects our society today. Emphasis upon societal presses that contribute to the problem, personality characteristics of drug abusers, the drugs most commonly abused.

**Course Prerequisites**
Consent of instructor. 386/586.

**COLLEGE OF EDUCATION AND HUMAN SERVICES COURSES**

**ELEM ED 500: BILINGUAL LANGUAGE FLUENCY ASSESSMENT**

**Course ID**
Elementary Education 500

**Course Title**
ELEM ED 500: Bilingual Language Fluency Assessment

**Credits**
0

**Course Description**
Registration for and completion of the Bilingual Language Fluency Assessment is required in the first or second semester of enrollment in the Bilingual Licensure Program and prior to enrolling in core courses in this program.

**ELEM ED 514: ORGANIZATION AND ADMINISTRATION OF PRESCHOOL PROGRAMS IN EARLY CHILDHOOD EDUCATION**

**Course ID**
Elementary Education 514

**Course Title**
ELEM ED 514: Organization and Administration of Preschool Programs in Early Childhood Education

**Credits**
3

**Course Description**
This course examines relevant theories and practices relating to the organization and management of quality early childhood education programs for children ages birth-8. It is expected that participants will: Develop an understanding of "quality early childhood"
education" and the values and attitudes necessary for this disposition; acquire an understanding of the steps involved in planning and implementing quality early childhood programs; acquire the knowledge and information necessary for administering early childhood programs; and develop specific skills and abilities necessary for successful administration of early childhood programs including: personnel management, business practices, health.

Course Prerequisites
Elementary Education 201, Educational Foundations 380, and Admission I. Elementary Education 304, Elementary Education 312, Elementary Education 313, Elementary Education 314, Elementary Education 318, Elementary Education 322, and Elementary Education 323 should be taken concurrently as an Early Childhood Education Block. 314/514

ELEM ED 546: METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE
Course ID
Elementary Education 546

Course Title
ELEM ED 546: Methods of Teaching English as a Second Language

Credits
3

Course Description
This course reviews developments in second language theory and practice, explores ways to teach and integrates the skills of reading, writing, listening and speaking, both within ESL classes and in content area instruction. We will survey a variety of approaches to ESL methods, discuss ways to focus on culture in language teaching to create community among second language learners and to build bridges between schools and diverse linguistic and cultural communities. The needs of second language learner assessment and classroom management. 346/546

ELEM ED 548: PRINCIPLES OF BILINGUAL/BICULTURAL EDUCATION
Course ID
Elementary Education 548

Course Title
ELEM ED 548: Principles of Bilingual/Bicultural Education

Credits
Course Description
This course explores historical and political dimensions of bilingual/bi-cultural education, often from comparative perspectives; examines theoretical assumptions and recent research findings about learning through first and second languages; and discusses practical implications of critical theory and research for those who work with bilingual/bi-cultural children, adolescents, families and communities. 348/548

ELEM ED 549: CONTENT AREA INSTRUCTION BILINGUAL EDUCATION
Course ID
ELEM ED 549

Course Title
ELEM ED 549: Content Area Instruction Bilingual Education

Credits
3

Course Description
This course explores the theories, practices and possibilities for bilingual education across content areas. It examines the teaching of content area subjects to bilingual children and adolescents in both bilingual (first language) classrooms as well as mainstream classrooms. Students will have the opportunity to prepare for content area teaching in English as well as Hmong or Spanish. 349/549

ELEM ED 551: AUTHENTIC ASSESSMENT FOR ESL/BILINGUAL EDUCATION
Course ID
Elementary Education 551

Course Title
ELEM ED 551: Authentic Assessment for ESL/Bilingual Education

Credits
3

Course Description
A seminar course relating to specific topics in the assessment of English language learners. The course will focus on developments in authentic placement, diagnostic and achievement language assessment, and the use of portfolio and performance assessment with English language learners. Various assessment tools (English and Spanish) will be reviewed. 351/551
ELEM ED 552: ESL AND MULTICULTURAL MATERIALS, ELEMENTARY/SECONDARY

**Course ID**
Elementary Education 552

**Course Title**
ELEM ED 552: ESL and Multicultural Materials, Elementary/Secondary

**Credits**
3

**Course Description**
In this course we will review developments in second language theory and practice; explore ways to develop curriculum, and integrate the academic skills of reading, writing, listening and speaking in content-area instruction; survey, and critically analyze, a variety of ESL and multicultural materials for elementary and secondary instruction; discuss ways to focus on culture in the curriculum and address ways to connect curriculum to second language learner assessment and instruction. 352/552

ELEM ED 553: HMONG LANGUAGE, CULTURE AND LEARNING

**Course ID**
Elementary Education 553

**Course Title**
ELEM ED 553: Hmong Language, Culture and Learning

**Credits**
3

**Course Description**
Nyob zoon. Designed to familiarize educators and others with the language, culture and educational issues relevant to Hmong people in Wisconsin and the United States. Areas of exploration will include the nature of Hmong language, Hmong history, the traditional family and clan structure, child-rearing mores, healing practices, marriage and funeral practices and educational beliefs and practices. Contemporary developments and adjustment issues within the Hmong communities will be discussed, especially school achievements and challenges, intergenerational conflicts, youth gangs and the need to provide high expectations and supportive educational environments for Hmong children, youth and families. Cross-listed: Elementary Education/Secondary Education 553. 353/553
ELEM ED 577: LATINO(A) LANGUAGE, CULTURE AND LEARNING

Course ID
Elementary Education 577

Course Title
ELEM ED 577: Latino(a) Language, Culture and Learning

Credits
3

Course Description
This course is designed to familiarize educators and others with historical, cultural and educational issues relevant to Latinos(as) in Wisconsin and the United States. Areas of exploration will include elements of surface and deep level culture, as well as historical perspectives on Pre-Columbian Latin America, the European conquest, and contemporary Latino(a) experience. The role of ethnic pride as a factor in high-level student achievement will also be explored. Each of these areas will be explored in relation to the development of biculturalism/multiculturalism within the English-Spanish bilingual classroom. The class will be conducted in Spanish and all assignments will be completed in Spanish.

ELEM ED 611: EARLY CHILDHOOD EDUCATION

Course ID
Elementary Education 611

Course Title
ELEM ED 611: Early Childhood Education

Credits
2

Course Description
Designed to study the major early childhood theories and programs in the field and the various types of families and children served by these programs. The course will focus on analysis of teaching practices, current trends and decision-making in early childhood education. Students will engage in action research connecting the theory to the practice. Students will participate in professional/advocacy activities both for personal and professional growth for the benefit of children and families.
Course Prerequisites
Educational Foundations 235 or consent of instructor.

ELEM ED 705: CURRICULUM PLANNING AND DIFFERENTIATING FOR INSTRUCTION
Course ID
ELEM ED 705

Course Title
ELEM ED 705: Curriculum Planning and Differentiating for Instruction

Credits
3

Course Description
This course addresses curriculum planning and differentiating for instruction. Curriculum planning involves many aspects of teaching: The teacher as mediator, the social dimensions of teaching, teaching students with problems, creative teaching, popular culture of children and youth as relates to curriculum, differentiating of instruction, assessment and frameworks for teaching. Coursework involves extensive reading, analytical student written reflections, on-line discussions and a curriculum project to extend and assess student learning. This course is appropriate for educators from many areas of teaching as an individual class or as part of the MSE C&I are encouraged to take this course as early in the program as possible. The course is typically offered annually during the 8-week summer session. Students pursuing the MSE: C&I take this course as early as possible in the program, as it serves to focus the candidate's MSE studies and research. This course also serves as a foundation for conceptualizing one's teaching and making theory to practice applications in one's own classroom.

ELEM ED 713: EARLY CHILDHOOD EDUCATION TOPICS
Course ID
Elementary Education 713

Course Title
ELEM ED 713: Early Childhood Education Topics

Credits
1

Course Description
A seminar course relating to specific topics in early childhood education. The theme of the course will vary annually but will focus on current problems, trends and research in early
childhood education. The proposed course must be taken concurrently with the annual UW Oshkosh Conference - Early Childhood Education. (fall)

ELEM ED 715: CURRENT TRENDS IN CURRICULUM AND INSTRUCTION
Course ID
Elementary Education 715

Course Title
ELEM ED 715: Current Trends in Curriculum and Instruction

Credits
1-3

Course Description
A course relating to specific concerns of curriculum and instruction educators. The themes of the course will vary but will focus on current problems, trends and research in curriculum and instruction. The course may be taken repeatedly with different subtopics upon approval of department chair or graduate coordinator.

ELEM ED 716: ISSUES IN PK-12 EDUCATION
Course ID
Elementary Education 716

Course Title
ELEM ED 716: Issues in PK-12 Education

Credits
3

Course Description
Examination of current critical issues in education on the local, state, national and international levels, with particular reference to early childhood, elementary, middle and high schools. May be repeated twice after 10 year intervals.

ELEM ED 718: CURRICULUM IN THE ELEMENTARY AND MIDDLE SCHOOL
Course ID
Elementary Education 718

Course Title
ELEM ED 718: Curriculum in the Elementary and Middle School
Credits
2-3

Course Description
This course is designed to enable teachers to make connections between theory and practice by applying an aspect of their study within their coursework in their own classrooms. Students will submit a proposal at the conclusion of the previous course (either Elem Ed 726 or Elem Ed 722 and Elem Ed 730), outlining a specific area they wish to implement in their classrooms and identifying links to standards in the area of implementation. Students will support the implementation process with relevant readings, attendance at conferences or workshops, team-teaching, and/or interviews with experts in the area of implementation. Students will document their work through data collection, journalizing, or video documentary. Ongoing assessment of student and teacher growth throughout the semester will be conducted. Findings and insights will be formally presented at the conclusion of the semester.

Course Prerequisites
Elem Ed 726 Social Studies and Literacy (for students with Literacy and Society Focus) or Elem Ed 722 Science Elem School and Elem Ed 730 CGI Math (for students in the Math/Science Focus).

ELEM ED 722: IMPLEMENTATION AND ASSESSMENT OF RTI IN SCIENCE
Course ID
Elementary Education 722

Course Title
ELEM ED 722: Implementation and Assessment of RtI in Science

Credits
3

Course Description
This course is designed to familiarize teachers with the use of inquiry-based learning, the steps of scientific inquiry, and how inquiry supports scientific literacy; the principles of universal design for learning (UDL) and use of these principles to differentiate inquiry-based learning for all students; science content and inquiry-based pedagogical content knowledge; enhanced communication between regular education and special education teacher teams to collaboratively develop differentiated science inquiry units to meet the needs of all students across the RtI tiers; and the development and implementation of assessment strategies that are complementary to inquiry-based learning, supportive of on-going progress monitoring, and helpful for special education eligibility determination.
ELEM ED 723: ISSUES IN CONNECTING THE CURRICULUM

Course ID
Elementary Education 723

Course Title
ELEM ED 723: Issues in Connecting the Curriculum

Credits
1-3

Course Description

**Part one:** Frameworks for Connecting Curriculum. Participants will examine the historical and contemporary settings for making curriculum connections, including practical concerns, such as working with colleagues, scheduling and communicating with parents. Assignments will provide practical applications for education. Participants will analyze, apply and adapt frameworks to a curriculum integration project that could be studied through action research.

**Part Two:** Action Research on Connecting Curriculum. Participants directly involved in the school settings formulate significant questions that invite exploration of profession growth. Participants write action research questions, establish qualitative data gathering techniques, organize and interpret data and draw conclusions that will affect their connecting curriculum work directly.

**Part Three:** Assessing Connected Curriculum. Direct, practical assistance will be provided to help teachers maintain academic challenge and important content. Participants will delve into evaluating students and programs developed to "make school more like real life."

Course Prerequisites
Admissions will be handled through Curriculum and Instruction. A participant in any part must be willing to attend all Connecting the Curriculum meetings in addition to course participation. (Similar arrangement as Fox Valley Writing Project course Elementary Education/Secondary Education 725 Teaching of Writing.) Most participants will enroll as a team from their district. Most participants will register for three credits. Participants with experience with curriculum frameworks may wish to register for two credits and attend parts 2 and 3. Students with an exploratory interest in CTC and limited time may register for 1 credit and attend Part 1. Students who register for less than 3 credits will agree on an attendance and assignment plan prior to the first class meeting.

ELEM ED 724: LANGUAGE ARTS IN EARLY CHILDHOOD, ELEMENTARY AND MIDDLE SCHOOL

Course ID
Elementary Education 724
Course Title
ELEM ED 724: Language Arts in Early Childhood, Elementary and Middle School

Credits
3

Course Description
Emphasizes the newer concepts in the language arts or communications programs, with an examination of the role played in the modern curriculum by the language arts. Attention is focused on the relevance of language for today and on modern practices of the schools in the area of language, literature and composition.

Course Prerequisites

ELEM ED 725: TEACHING OF WRITING (TOPICS COURSE)

Course ID
Elementary Education 725

Course Title
ELEM ED 725: Teaching of Writing (Topics Course)

Credits
6

Course Description
The study of theory, research and strategies for teaching writing. Students will polish composition skills by completing individual writing assignments. The course builds understanding of theory/practice relationships in writing instruction. Course also listed as Reading/Secondary/Elementary Ed 725. Enrollment in the course requires instructor approval. This course may be taken twice for a total of 12 credits upon instructor approval. (summer)

Course Prerequisites

ELEM ED 726: IMPLEMENTATION AND ASSESSMENT OF RTI IN SOCIAL STUDIES AND LITERACY

Course ID
Elementary Education 726

Course Title
ELEM ED 726: Implementation and Assessment of RtI in Social Studies and Literacy

Credits
Course Description
The main purpose of the course is to enhance the teaching and meaningful integration of social studies and literacy to differentiate instruction and meet the needs of diverse students. Teachers will review and evaluate a variety of resources for improving their social studies teaching and investigate research-based learning experiences in literacy. They will develop appropriate continuous progress monitoring strategies for student achievement, to inform instruction, and determine student needs in social studies and literacy. Teachers will analyze assessment data and investigate appropriate Tier II interventions for students who may need referral to Tier III interventions. Teachers will explore different ways to collaborate with administrators, other educators, and families to meet the needs of diverse students.

ELEM ED 727: CURRENT ISSUES IN WRITING INSTRUCTION
Course ID
Elementary Education 727

Course Title
ELEM ED 727: Current Issues in Writing Instruction

Credits
1-3

Course Description
Current issues related to the study of theory, research and strategies for teaching writing. Students will polish composition skills by completing individual writing assignments and studying aspects of writing K-12.

ELEM ED 729: IMPLEMENTATION AND ASSESSMENT OF RTI IN MATHEMATICS
Course ID
Elementary Education 729

Course Title
ELEM ED 729: Implementation and Assessment of RtI in Mathematics

Credits
3

Course Description
This course is designed to guide inservice teachers in developing an understanding of elementary level mathematics through applied problem solving. Emphasis will be placed on the research-based knowledge, concepts, and principles of cognitive constructivist learning theory applied to teaching mathematics and authentic assessment of learning. This course will be co-taught by professors from Curriculum & Instruction and Special Education. Teachers will explore application of the Response to Intervention (RtI) initiative in the mathematics classroom. Differentiation of instruction/universal design, formative and summative assessment, collaboration, and development of Tier I-III interventions for students will be developed, implemented, and evaluated.

ELEM ED 730: COGNITIVELY GUIDED MATHEMATICS INSTRUCTION

Course ID
Elementary Education 730

Course Title
ELEM ED 730: Cognitively Guided Mathematics Instruction

Credits
1-3

Course Description
This two-part course focuses on developing understanding of primary level mathematics through applied problem solving. Emphasis is placed on the content and principles of Cognitively Guided Instruction, a highly regarded mathematics reform approach. All participants must enroll in Part I (1 credit). Part I will be scheduled for 30 hours during a one-week summer session. Part II (2 credits) includes 18 hours of implementation/reflection sessions during the school year.

ELEM ED 734: CLASSROOM ASSESSMENT AND CURRICULUM AND INSTRUCTION

Course ID
Elementary Education 734

Course Title
ELEM ED 734: Classroom Assessment and Curriculum and Instruction

Credits
3

Course Description
This course will provide knowledge about assessment that is integrated with and responsive to the curriculum and about how to use assessment to promote maximum student achievement throughout the curriculum. The course participants will reason through and learn how to determine what assessments are appropriate and most effective to promote student success at individual student, classroom, building and district levels.

ELEM ED 753: TEACHING FOR SCIENCE LITERACY
Course ID
Elementary Education 753

Course Title
ELEM ED 753: Teaching for Science Literacy

Credits
3

Course Description
This course focuses on developing an understanding of what it means to be scientifically literate by exploring the nature of scientific inquiry; the skills needed to become a critical consumer of scientific information; and issues related to supporting the learning of all students. Students will learn best pedagogical practices for teaching science literacy and how to locate instructional resources and activities to support all learners.

ELEM ED 791: IMPROVING CLASSROOM PRACTICE
Course ID
Elementary Education 791

Course Title
ELEM ED 791: Improving Classroom Practice

Credits
1-4

Course Description
Class participants will study readings about action research and analyze reports of completed action research projects. Participants will develop and carry out individual or collaborative projects in their schools, which focus on the improvement of their practice, their understanding of their practice or the situations in which they work. Class readings will include information about action research; examples of research studies conducted by teachers and other school
practitioners; and readings focusing on the major areas addressed by the research projects. The course may be repeated over multiple semesters for a maximum of six credits.

**ELEM ED 792: SEMINAR IN CURRICULUM AND INSTRUCTION**

**Course ID**
Elementary Education 792

**Course Title**
ELEM ED 792: Seminar in Curriculum and Instruction

**Credits**
1-4

**Course Description**
An integrating experience where the student synthesizes the "core" and other courses of the program into a product related to the student's target career choice.

**ELEM ED 794: PRACTICUM**

**Course ID**
Elementary Education 794

**Course Title**
ELEM ED 794: Practicum

**Credits**
1-4

**Course Description**
Supervised experiences in an educational setting structured to meet the needs of the graduate student. Consent of department chair required.

**ELEM ED 795: CURRICULUM AND INSTRUCTION THESIS**

**Course ID**
Elementary Education 795

**Course Title**
ELEM ED 795: Curriculum and Instruction Thesis
Credits
1-6

Course Description
Registration with maximum accumulation of 6 cr. registration for thesis credit is open only to students who have filed an approved Thesis Topic and Adviser Form in the Graduate Office. Pass/fail course.

ELEM ED 796: INDEPENDENT STUDY
Course ID
Elementary Education 796

Course Title
ELEM ED 796: Independent Study

Credits
1-3

Course Description
The amount of credit allowed for independent study may not exceed one registration except with the approval of the student's adviser and the department chair. Approval must be secured before Independent Study is begun. Students registering for Independent Study must submit prior to registration a description of the subject to be covered and the work to be done. This description must be signed by the student, the graduate faculty member supervising the study, the graduate adviser, the department chair and the associate dean. Independent study may not be used for collecting information for the thesis.

SEC ED 500: BILINGUAL LANGUAGE FLUENCY ASSESSMENT
Course ID
Secondary Education 500

Course Title
SEC ED 500: Bilingual Language Fluency Assessment

Credits
0

Course Description
Registration for and completion of the Bilingual Language Fluency Assessment is required in the first or second semester of enrollment in the Bilingual Licensure Program and prior to enrolling in core courses in this program.

SEC ED 501: WAVES AND FIELDS FOR TEACHERS

Course ID
Secondary Education 501

Course Title
SEC ED 501: Waves and Fields for Teachers

Credits
1-5

Course Description
The main purpose of this course is to sharpen your teaching skills in the area of waves and fields. The philosophy of the course is simple: for teachers to adopt and successfully use best teaching practices, they must experience the effectiveness of those methods firsthand. Therefore, in this course, teachers will be exposed to a wide-range of research-based teaching techniques. These include: the use of computer-based probes and detectors, modeling discourse, Socratic questioning, interactive lecture demonstrations and the bridging analogies.

SEC ED 505: OPTICS FOR TEACHERS

Course ID
Secondary Education 505

Course Title
SEC ED 505: Optics for Teachers

Credits
1-5

Course Description
The main purpose of this course is to sharpen your teaching skills in the areas of geometric and physical optics. The philosophy of the course is simple: for teachers to adopt and successfully use best teaching practices, they must experience the effectiveness of those methods firsthand. Therefore, in this course, teachers will be exposed to a wide-range of research-based teaching techniques. Cross-listed: Secondary Ed 505/Physical Science 505. Students may receive credit for only one of the two cross-listed courses.
**Course Prerequisites**
Permission from the instructor.

SEC ED 510: CLASSICAL MECHANICS FOR TEACHERS

**Course ID**
Secondary Education 510

**Course Title**
SEC ED 510: Classical Mechanics for Teachers

**Credits**
1-5

**Course Description**
The main purpose of this course is to sharpen your teaching skills in the area of classical mechanics. The philosophy of the course is simple: for teachers to adopt and successfully use best teaching practices, they must experience the effectiveness of those methods firsthand. Therefore, in this course, teachers will be exposed to a wide-range of research-based teaching techniques. Cross-listed: Secondary Ed 510/Physical Science 510. Students may receive credit for only one of the two cross-listed courses.

**Course Prerequisites**
Permission from the instructor.

SEC ED 546: METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE

**Course ID**
Secondary Education 546

**Course Title**
SEC ED 546: Methods of Teaching English as a Second Language

**Credits**
3

**Course Description**
This course reviews developments in second language theory and practice, explores ways to teach and integrates the skills of reading, writing, listening and speaking, both within ESL classes and in content area instruction. We will survey a variety of approaches to ESL methods, discuss ways to focus on culture in language teaching to create community among second language learners and to build bridges between schools and diverse linguistic and cultural
communities. The needs of second language learner assessment and classroom management. 346/546

**Course Prerequisites**

SEC ED 548: PRINCIPLES OF BILINGUAL/BICULTURAL EDUCATION

**Course ID**  
Secondary Education 548

**Course Title**  
SEC ED 548: Principles of Bilingual/Bicultural Education

**Credits**  
3

**Course Description**  
This course explores historical and political dimensions of bilingual/bicultural education, often from comparative perspectives; examines theoretical assumptions and recent research findings about learning through first and second languages; and discusses practical implications of critical theory and research for those who work with bilingual/bicultural children, adolescents, families and communities. 348/548

**Course Prerequisites**

SEC ED 549: CONTENT AREA INSTRUCTION BILINGUAL EDUCATION

**Course ID**  
Secondary Education 549

**Course Title**  
SEC ED 549: Content Area Instruction Bilingual Education

**Credits**  
3

**Course Description**  
This course explores the theories, practices and possibilities for bilingual education across content areas. It examines the teaching of content area subjects to bilingual children and adolescents in both bilingual (first language) classrooms as well as mainstream classrooms.
Students will have the opportunity to prepare for content area teaching in English as well as Hmong or Spanish. 349/549

Course Prerequisites

SEC ED 551: AUTHENTIC ASSESSMENT FOR ESL/BILINGUAL EDUCATION
Course ID
Secondary Education 551

Course Title
SEC ED 551: Authentic Assessment for ESL/Bilingual Education

Credits
3

Course Description
A seminar course relating to specific topics in the assessment of English language learners. The course will focus on developments in authentic placement, diagnostic and achievement language assessment, and the use of portfolio and performance assessment with English language learners. Various assessment tools (English and Spanish) will be reviewed. 351/551

Course Prerequisites

SEC ED 552: ESL AND MULTICULTURAL MATERIALS, ELEMENTARY/SECONDARY
Course ID
Secondary Education 552

Course Title
SEC ED 552: ESL and Multicultural Materials, Elementary/Secondary

Credits
3

Course Description
In this course we will review developments in second language theory and practice; explore ways to develop curriculum, and integrate the academic skills of reading, writing, listening and speaking in content-area instruction; survey, and critically analyze, a variety of ESL and multicultural materials for elementary and secondary instruction; discuss ways to focus on culture in the curriculum and address ways to connect curriculum to second language learner assessment and instruction. 352/552
Course Prerequisites

SEC ED 553: HMONG LANGUAGE, CULTURE & LEARNING
Course ID
Secondary Education 553

Course Title
SEC ED 553: Hmong Language, Culture & Learning

Credits
3

Course Description
Nyob zoo. Designed to familiarize educators and others with the language, culture and educational issues relevant to Hmong people in Wisconsin and the United States. Areas of exploration will include the nature of Hmong language, Hmong history, the traditional family and clan structure, child-rearing mores, healing practices, marriage and funeral practices and educational beliefs and practices. Contemporary developments and adjustment issues within the Hmong communities will be discussed, especially school achievements and challenges, intergenerational conflicts, youth gangs and the need to provide high expectations and supportive educational environments for Hmong children, youth and families. Cross-listed: Elementary Education/Secondary Education 553. 353/553

SEC ED 577: LATINO(A) LANGUAGE, CULTURE AND LEARNING
Course ID
Secondary Education 577

Course Title
SEC ED 577: Latino(a) Language, Culture and Learning

Credits
3

Course Description
This course is designed to familiarize educators and others with historical, cultural and educational issues relevant to Latinos(as) in Wisconsin and the United States. Areas of exploration will include elements of surface and deep level culture, as well as historical perspectives on Pre-Columbian Latin America, the European conquest, and contemporary Latino(a) experience. The role of ethnic pride as a factor in high-level student achievement will also be explored. Each of these areas will be explored in relation to the development of
bicentralinism/multiculturalism within the English-Spanish bilingual classroom. The class will be conducted in Spanish and all assignments will be completed in Spanish.

**Course Prerequisites**

SEC ED 632: MIDDLE SCHOOL EDUCATION

**Course ID**
Secondary Education 632

**Course Title**
SEC ED 632: Middle School Education

**Credits**
2-3

**Course Description**
Coverage of the goals, objectives, and curriculum of the middle school/intermediate school. Explores the unique educational and social needs of boys and girls 10-15 years of age who are in grades 5-9. The nature of children in this age group is analyzed in terms of changing times and trends.

**Course Prerequisites**
Admission I, Educational Foundations 235, Child and Adolescent Development, or equivalent and Educational Foundations 380, Educational Psychology.

SEC ED 705: CURRICULUM PLANNING AND DIFFERENTIATING FOR INSTRUCTION

**Course ID**
SEC ED 705

**Course Title**
SEC ED 705: Curriculum Planning and Differentiating for Instruction

**Credits**
3

**Course Description**
This course addresses curriculum planning and differentiating for instruction. Curriculum planning involves many aspects of teaching: The teacher as mediator, the social dimensions of teaching, teaching students with problems, creative teaching, popular culture of children and youth as relates to curriculum, differentiating of instruction, assessment and frameworks for
teaching. Coursework involves extensive reading, analytical student written reflections, on-line discussions and a curriculum project to extend and assess student learning. This course is appropriate for educators from many areas of teaching as an individual class or as part of the MSE C&I are encouraged to take this course as early in the program as possible. The course is typically offered annually during the 8-week summer session. Students pursuing the MSE: C&I take this course as early as possible in the program, as it serves to focus the candidate's MSE studies and research. This course also serves as a foundation for conceptualizing one's teaching and making theory to practice applications in one's own classroom.

Course Prerequisites

SEC ED 715: CURRENT TRENDS IN CURRICULUM AND INSTRUCTION

Course ID
Secondary Education 715

Course Title
SEC ED 715: Current Trends in Curriculum and Instruction

Credits
1-3

Course Description
A course relating to specific concerns of curriculum and instruction educators. The themes of the course will vary but will focus on current problems, trends and research in curriculum and instruction. The course may be taken repeatedly with different subtopics upon approval of department chair or graduate coordinator.

Course Prerequisites

SEC ED 716: ISSUES IN PK-12 EDUCATION

Course ID
Secondary Education 716

Course Title
SEC ED 716: Issues in PK-12 Education

Credits
3

Course Description
Examination of current critical issues in education on the local, state, national and international levels, with particular reference to early childhood, elementary, middle and high schools. May be repeated twice after 10 year intervals.

**Course Prerequisites**

**SEC ED 723: ISSUES IN CONNECTING THE CURRICULUM**

**Course ID**
Secondary Education 723

**Course Title**
SEC ED 723: Issues in Connecting the Curriculum

**Credits**
1-3

**Course Description**

**Part one:** Frameworks for Connecting Curriculum. Participants will examine the historical and contemporary settings for making curriculum connections, including practical concerns, such as working with colleagues, scheduling and communicating with parents. Assignments will provide practical applications for education. Participants will analyze, apply and adapt frameworks to a curriculum integration project that could be studied through action research.

**Part Two:** Action Research on Connecting Curriculum. Participants directly involved in the school settings formulate significant questions that invite exploration of profession growth. Participants write action research questions, establish qualitative data gathering techniques, organize and interpret data and draw conclusions that will affect their connecting curriculum work directly.

**Part Three:** Assessing Connected Curriculum. Direct, practical assistance will be provided to help teachers maintain academic challenge and important content. Participants will delve into evaluating students and programs developed to "make school more like real life."

**Course Prerequisites**
Admissions will be handled through Curriculum and Instruction. A participant in any part must be willing to attend all Connecting the Curriculum meetings in addition to course participation. (Similar arrangement as Fox Valley Writing Project course Elementary Education/Secondary Education 725 Teaching of Writing.) Most participants will enroll as a team from their district. Most participants will register for three credits. Participants with experience with curriculum frameworks may wish to register for two credits and attend parts 2 and 3. Students with an exploratory interest in CTC and limited time may register for 1 credit and attend Part 1. Students who register for less than 3 credits will agree on an attendance and assignment plan prior to the first class meeting.
SEC ED 725: TEACHING OF WRITING (TOPICS COURSE)

Course ID
Secondary Education 725

Course Title
SEC ED 725: Teaching of Writing (Topics Course)

Credits
6

Course Description
The study of theory, research and strategies for teaching writing. Students will polish composition skills by completing individual writing assignments. The course builds understanding of theory/practice relationships in writing instruction. Course also listed as Reading/Secondary/Elementary Ed 725. Enrollment in the course requires instructor approval. This course may be taken twice for a total of 12 credits upon instructor approval. (summer)

Course Prerequisites

SEC ED 727: CURRENT ISSUES IN WRITING INSTRUCTION

Course ID
Secondary Education 727

Course Title
SEC ED 727: Current Issues in Writing Instruction

Credits
1-3

Course Description
Current issues related to the study of theory, research and strategies for teaching writing. Students will polish composition skills by completing individual writing assignments and studying aspects of writing K-12.

Course Prerequisites

SEC ED 730: COGNITIVELY GUIDED MATHEMATICS INSTRUCTION
Course ID
Secondary Education 730

Course Title
SEC ED 730: Cognitively Guided Mathematics Instruction

Credits
1-3

Course Description
This two-part course focuses on developing understanding of primary level mathematics through applied problem solving. Emphasis is placed on the content and principles of Cognitively Guided Instruction, a highly regarded mathematics reform approach. All participants must enroll in Part I (1 credit). Part I will be scheduled for 30 hours during a one-week summer session. Part II (2 credits) includes 18 hours of implementation/reflection sessions during the school year.

Course Prerequisites
SEC ED 734: CLASSROOM ASSESSMENT AND CURRICULUM AND INSTRUCTION

Course ID
Secondary Education 734

Course Title
SEC ED 734: Classroom Assessment and Curriculum and Instruction

Credits
3

Course Description
This course will provide knowledge about assessment that is integrated with and responsive to the curriculum and about how to use assessment to promote maximum student achievement throughout the curriculum. The course participants will reason through and learn how to determine what assessments are appropriate and most effective to promote student success at individual student, classroom, building and district levels.

Course Prerequisites
SEC ED 736: SCIENCE CURRICULUM

Course ID
Secondary Education 736

Course Title
SEC ED 736: Science Curriculum

Credits
3

Course Description
A critical review of recent curricular programs in biology, chemistry, physics, earth science, environmental education, and selected elementary science programs. An analysis of the fundamental psychological and philosophical principles underlying the recent changes in science curricula. The role of a science curriculum coordinator in constructing and implementing a K-12 science program. A study of recent research in science teaching stressing the implications of this information for changing teacher behavior.

Course Prerequisites

SEC ED 739: MATHEMATICS CURRICULUM

Course ID
Secondary Education 739

Course Title
SEC ED 739: Mathematics Curriculum

Credits
3

Course Description
A study of current trends, problems, and research in mathematical learning theory, methods of teaching mathematics, and development of mathematics curriculum materials for grades K-12.

Course Prerequisites
Completion of minimum requirements for the mathematics minor or elementary area of specialization in mathematics as outlined in the undergraduate catalog or consent of instructor.

SEC ED 744: METEOROLOGY FOR TEACHERS

Course ID
Secondary Education 744

Course Title
SEC ED 744: Meteorology for Teachers
Course Description
This course strengthens pedagogical skills related to teaching fundamental science topics in Meteorology for teachers in grades 6-12. Topics in this course cover fundamental scientific ideas about how the atmosphere works and how learners in grade 6-12 build an understanding of Meteorology. Students will learn best pedagogical practices for teaching Meteorology and how to locate instructional resources and activities that help grade 6-12 learners understand Meteorology.

Course Prerequisites

SEC ED 746: EARTH SCIENCE FOR TEACHERS
Course ID
Secondary Education 746

Course Description
This course strengthens pedagogical skills related to teaching Earth Science in grades 6-12. Topics in this course cover fundamental scientific ideas about how the Earth works and how learners in grade 6-12 build an understanding of the Earth as a system. Students will learn best pedagogical practices for teaching Earth Science and how to locate instructional resources and activities that help grade 6-12 learners understand Earth Science.

Course Prerequisites

SEC ED 747: TEACHING FOR CONCEPTUAL CHANGE IN SCIENCE LEARNING
Course ID
Secondary Education 747

Course Description
This course strengthens pedagogical skills related to teaching Earth Science in grades 6-12. Topics in this course cover fundamental scientific ideas about how the Earth works and how learners in grade 6-12 build an understanding of the Earth as a system. Students will learn best pedagogical practices for teaching Earth Science and how to locate instructional resources and activities that help grade 6-12 learners understand Earth Science.
Course Description
The focus of the course is on conceptual change learning models and their implications for the teaching of science. The foundation of the course is research on student learning of specific subject matter in the sciences. This research, growing out of a number of different traditions, has become the basis for promising new approaches to science instruction. This course considers past and current research in student conceptions, varying interpretations of this research, the idea of conceptual change and related instructional studies.

Course Prerequisites

SEC ED 748: TEACHING PHYSICAL SCIENCE THROUGH SPACE
Course ID
Secondary Education 748

Course Title
SEC ED 748: Teaching Physical Science Through Space

Credits
3

Course Description
This course strengthens pedagogical skills related to teaching fundamental science topics in Physical Science for teachers in grades 6-12. Topics in this course cover fundamental scientific ideas about how the physical world works and how learners in grade 6-12 build an understanding of ideas in Physical Science. Students will learn best in pedagogical practices for teaching Physical Science and how to locate instructional resources and activities that help grade 6-12 learners understand Physical Science topics.

Course Prerequisites

SEC ED 749: ASTRONOMY FOR TEACHERS
Course ID
Secondary Education 749

Course Title
SEC ED 749: Astronomy for Teachers

Credits
Course Description
This course strengthens pedagogical skills related to teaching fundamental topics in Astronomy for teachers in grades 6-12. Topics in this course cover scientific ideas about how the Universe works and how learners in grade 6-12 build a fundamental understanding of Astronomy. Students will learn best pedagogical practices for teaching Astronomy and how to locate instructional resources and activities that help grade 6-12 learners understand Astronomy.

SEC ED 752: EXPLORING THE SOLAR SYSTEM
Course ID
Secondary Education 752

Course Title
SEC ED 752: Exploring the Solar System

Credits
3

Course Description
This course strengthens pedagogical skills related to teaching fundamental topics about our Solar System for teachers in grades 6-12. Topics in this course cover fundamental ideas about how the Solar System works and how learners in grade 6-12 build an understanding of our Solar System. Students will learn best pedagogical practices for teaching topics related to the Solar System and how to locate instructional resources and activities that help grade 6-12 learners understand the Solar System.

Course Prerequisites

SEC ED 753: TEACHING FOR SCIENCE LITERACY
Course ID
Secondary Education 753

Course Title
SEC ED 753: Teaching for Science Literacy

Credits
3

Course Description
This course focuses on developing an understanding of what it means to be scientifically literate by exploring the nature of scientific inquiry; the skills needed to become a critical consumer of scientific information; and issues related to supporting the learning of all students. Students will learn best pedagogical practices for teaching science literacy and how to locate instructional resources and activities to support all learners.

Course Prerequisites

SEC ED 791: IMPROVING CLASSROOM PRACTICE
Course ID
Secondary Education 791

Course Title
SEC ED 791: Improving Classroom Practice

Credits
1-4

Course Description
Class participants will study readings about action research and analyze reports of completed action research projects. Participants will develop and carry out individual or collaborative projects in their schools, which focus on the improvement of their practice, their understanding of their practice or the situations in which they work. Class readings will include information about action research; examples of research studies conducted by teachers and other school practitioners; and readings focusing on the major areas addressed by the research projects. The course may be repeated over multiple semesters for a maximum of six credits.

SEC ED 792: SEMINAR IN CURRICULUM AND INSTRUCTION
Course ID
Secondary Education 792

Course Title
SEC ED 792: Seminar in Curriculum and Instruction

Credits
1-4

Course Description
An integrating experience where the student synthesizes the "core" and other courses of the program into a product related to the student's target career choice.

Course Prerequisites
SEC ED 794: PRACTICUM

Course ID
Secondary Education 794

Course Title
SEC ED 794: Practicum

Credits
1-4

Course Description
Supervised experiences in an educational setting structured to meet the needs of the graduate student.

Course Prerequisites
Consent of department chair required.

SEC ED 796: INDEPENDENT STUDY

Course ID
Secondary Education 796

Course Title
SEC ED 796: Independent Study

Credits
1-3

Course Description
Approval must be secured before Independent Study is begun. An individual will conduct independent research in an area of his/her choosing to meet specific instructional needs not provided by current course offerings. Students registering for independent study must submit at, or before, registration a description of the subject to be covered and the work to be done. The description must be signed by the student, the graduate faculty member supervising the study, the graduate advisor, the coordinator, and the Associate Dean. Independent study may not be used for collecting information for the thesis.

Course Prerequisites
ED LDRSHP 502: LITERATURE FOR CHILDREN

**Course ID**
Educational Leadership 502

**Course Title**
ED LDRSHP 502: Literature for Children

**Credits**
3

**Course Description**
Literature for children aged three to fourteen. Emphasis on: criteria for evaluation and aids for selection of materials; the reading interests, needs, and abilities of children; and reading, listening and viewing guidance in the classroom and in school and public libraries.

**Course Prerequisites**
Admission I for PEP Students. 302/502.

ED LDRSHP 503: LITERATURE FOR YOUNG ADULTS

**Course ID**
Educational Leadership 503

**Course Title**
ED LDRSHP 503: Literature for Young Adults

**Credits**
3

**Course Description**
Criteria for evaluation and aids for selection of materials for young people aged thirteen to eighteen as well as extensive reading of the literature. Reading, listening and viewing guidance techniques appropriate for the classroom and for the school and public library. 303/503

**Course Prerequisites**

ED LDRSHP 504: DEVELOPING INFORMATION LITERACY SKILLS

**Course ID**
Educational Leadership 504

**Course Title**
ED LDRSHP 504: Developing Information Literacy Skills

Credits
3

Course Description
Preparing library media specialists to teach students information literacy skills (the ability to access, evaluate and use information from a variety of sources) through the study of the goals and methods of library/media instruction, and to integrate those skills into the curriculum.

Course Prerequisites

ED LDRSHP 508: MULTIMEDIA DESIGN AND PRODUCTION
Course ID
Educational Leadership 508

Course Title
ED LDRSHP 508: Multimedia Design and Production

Credits
3

Course Description
Directed experiences including: utilizing digital still photography and manipulation of digital images; creating audio Podcasts; applying intermediate web design tools including frames and cascading style sheets; employing hypermedia authorizing environments in educational settings; and/or other emerging technologies.

Course Prerequisites
Successful completion of Educational Leadership 325/525 or equivalent technology class, or permission of instructor. Special course fees may apply. 308/508

ED LDRSHP 517: CLASSIFICATION AND CATALOGING
Course ID
Educational Leadership 517

Course Title
ED LDRSHP 517: Classification and Cataloging

Credits
**Course Description**
Theory and principles of library classification and cataloging. Practical problems in classifying by the Dewey Decimal system; use of International Standard Bibliographic Description (ISBD); creation of MARC (machine-readable cataloging) records, and Sears subject access. 317/517

**Course Prerequisites**

ED LDRSHP 525: INSTRUCTIONAL TECHNOLOGY
Course ID
Educational Leadership 525

**Course Title**
ED LDRSHP 525: Instructional Technology

**Credits**
3

**Course Description**
A basic course in the selection and utilization of media and computers in the teaching-learning process. Media technology is studied as a means of enhancing and improving learning.

**Course Prerequisites**
Admission I for PEP students. Special course fees may apply. 325/525

ED LDRSHP 529: COLLECTION DEVELOPMENT AND REFERENCE SERVICES
Course ID
Educational Leadership 529

**Course Title**
ED LDRSHP 529: Collection Development and Reference Services

**Credits**
3

**Course Description**
This course incorporates the principles and methods of evaluation and selection of print, non-print, reference, and on-line library materials. Emphasis is on standard selection sources,
building adequate collections of learning materials, developing selection policies, and providing reference services. 329/529

Course Prerequisites

ED LDRSHP 534: ADMINISTRATION OF THE SCHOOL MEDIA CENTER
Course ID
Educational Leadership 534

Course Title
ED LDRSHP 534: Administration of the School Media Center

Credits
3

Course Description
Techniques of administering the multi-media instructional materials center in elementary and secondary schools. Problems in planning quarters, equipment, personnel, budgets, services, investigation of current standards. 334/534

ED LDRSHP 558: MULTICULTURAL EDUCATION MATERIALS FOR CHILDREN AND ADOLESCENTS
Course ID
Educational Leadership 558

Course Title
ED LDRSHP 558: Multicultural Education Materials for Children and Adolescents

Credits
3

Course Description
This course will introduce students to a variety of multicultural books, non-print media and electronic databases for children and adolescents. It will prepare them to incorporate these materials into the curriculum of the K-12 classroom and into activities of the school media center. 358/558

Course Prerequisites
ED LDRSHP 575: CURRENT ISSUES IN TECHNOLOGY AND MEDIA

Course ID
Educational Leadership 575

Course Title
ED LDRSHP 575: Current Issues in Technology and Media

Credits
1-3

Course Description
A series of discussions by guest lecturers on current trends, issues, problems, and services in technology and media followed by class discussion. Theme will vary frequently. May be special topics course. Course may be taken three times provided the subject of the course is not repeated. 375/575

ED LDRSHP 607: EDUCATION AND DIVERSE POPULATIONS

Course ID
Educational Leadership 607

Course Title
ED LDRSHP 607: Education and Diverse Populations

Credits
3

Course Description
This course deals with the educational needs of members of diverse populations (African-Americans, American Indians, Hispanic-Americans, Asian-Americans, disabled individuals, lower socio-economic and/or female persons) and related concerns they may face in the traditional educational setting. 407/607

ED LDRSHP 620: LEARNING AND LEADING IN CYBERSPACE

Course ID
Educational Leadership 620

Course Title
ED LDRSHP 620: Learning and Leading in Cyberspace
Integration of the Internet into classrooms to promote student learning is the focus of this course. Topics covered will include: electronic communication, the Internet, search engines and online searching, information literacy, legal and ethical issues, hardware and software requirements, web page design and evaluation, and development and delivery of instructional units which incorporate the Internet.

Course Prerequisites
Educational Leadership 325/525, an equivalent technology class, or permission of instructor. Special course fees may apply. 420/620
Course Description
Field tours to famous libraries to enable students to explore history, organization, services, and specialties of famous libraries in the United States or abroad. Each time the course is offered, it will involve libraries of a specific geographic area. 451/651

Course Prerequisites

ED LDRSHP 701: INTRODUCTION TO EDUCATION LEADERSHIP
Course ID
Educational Leadership 701

Course Title
ED LDRSHP 701: Introduction to Education Leadership

Credits
2

Course Description
This course will provide an introduction and overview to the MS Educational Leadership program. Students will explore program options and requirements, set professionals goals, and explore current educational issues. This course should be taken before or immediately after acceptance into the MS Educational Leadership program.

Course Prerequisites

ED LDRSHP 703: EDUCATION AND THE MAKING OF AMERICAN SOCIETY
Course ID
Educational Leadership 703

Course Title
ED LDRSHP 703: Education and the Making of American Society

Credits
3

Course Description
Philosophical, social and historical foundations of American education will be explored. Specifically, this course will focus on contemporary and historical thoughts and issues in American education as they relate to the larger society.

**Course Prerequisites**

**ED LDRSHIP 705: RECENT TRENDS IN LITERATURE FOR CHILDREN AND YOUNG ADULTS**  
Course ID  
Educational Leadership 705

**Course Title**  
ED LDRSHIP 705: Recent Trends in Literature for Children and Young Adults

**Credits**  
3

**Course Description**  
Recent developments in contemporary literature for children and young adults through wide reading of the literature and an investigation of reading interest studies. Listening and viewing media are also considered.

**Course Prerequisites**

**ED LDRSHIP 706: MULTICULTURAL EDUCATION**  
Course ID  
Educational Leadership 706

**Course Title**  
ED LDRSHIP 706: Multicultural Education

**Credits**  
3

**Course Description**  
This course is designed to develop an understanding of cultural processes and sensitivity to diverse cultural groups. The course includes multicultural content as it relates to teaching, procedures for identifying various forms of bias in educational materials and teaching styles appropriate for culturally diverse learning styles.
ED LDRSHP 708: SOCIAL ANALYSIS OF EDUCATIONAL POLICY

Course ID
Educational Leadership 708

Course Title
ED LDRSHP 708: Social Analysis of Educational Policy

Credits
3

Course Description
A course focusing on the study of social analysis of educational policy. In particular, this course will examine some of the ways in which social scientists and other thinkers have sought to understand recurring concerns and issues that have troubled and have shaped educational policy, educational policy making and policy actors over the years. The focus of the course will be on the study of educational policy initiative in the U.S. and globally.

Course Prerequisites

ED LDRSHP 714: THE INFLUENCE OF CURRICULUM: PERSPECTIVES ON POWER AND POSITION

Course ID
Educational Leadership 714

Course Title
ED LDRSHP 714: The Influence of Curriculum: Perspectives on Power and Position

Credits
3

Course Description
This course will explore the various types of curriculum that exist within organizations as well as goals and philosophical orientations to education. Students will delve into who controls the curriculum, how that control is exerted, how curricular decisions impact students learning and how you can lead curricular change.

Course Prerequisites

ED LDRSHP 719: ISSUES IN PROFESSIONAL LEADERSHIP
Course ID
Educational Leadership 719

Course Title
ED LDRSHP 719: Issues in Professional Leadership

Credits
1-3

Course Description
A course in topics of current interest for advanced graduate students having an interest or background in professional leadership. May be repeated under different topics, but only 3 credits may be applied toward a degree.

Course Prerequisites

ED LDRSHP 720: SUPERVISION OF INSTRUCTION

Course ID
Educational Leadership 720

Course Title
ED LDRSHP 720: Supervision of Instruction

Credits
3

Course Description
Introduction to the foundations, techniques, roles, and needed skills for effective supervision in a school setting. Views supervisor as leader for instructional improvement and as innovator in curriculum change. Focus on basic principles of supervision and their practical application.

Course Prerequisites

ED LDRSHP 723: LEADERSHIP FOR PROFESSIONAL DEVELOPMENT

Course ID
Educational Leadership 723

Course Title
ED LDRSHP 723: Leadership for Professional Development
**Course Description**  
Course considers the purposes, critical attributes, and various professional development formats. Participants will develop skills in the planning, implementation, and evaluation of professional development programs. Skills needed to lead a professional development team and facilitate needed change will be developed.

**Course Prerequisites**

ED LDRSHP 724: PRACTICUM IN EDUCATIONAL LEADERSHIP

**Course ID**  
Educational Leadership 724

**Course Title**  
ED LDRSHP 724: Practicum in Educational Leadership

**Credits**  
3

**Course Description**  
The practicum course will deal with a broad range of problems and representative issues in school and classroom leadership. The primary purpose of the course is to provide educational leadership students with an opportunity to apply the theoretical concepts studies in the prerequisite courses to problems and issues identified in the school setting.

ED LDRSHP 725: EVALUATION OF EDUCATIONAL PROGRAMS

**Course ID**  
Educational Leadership 725

**Course Title**  
ED LDRSHP 725: Evaluation of Educational Programs

**Credits**  
3

**Course Description**  
Study and practice of the theory, criteria and process for assessing educational programs and learner evaluations.
Course Prerequisites

ED LDRSHP 729: DIALOGUES IN SOCIAL JUSTICE
Course ID
Educational Leadership 729

Course Title
ED LDRSHP 729: Dialogues in Social Justice

Credits
3

Course Description
This seminar will explore key issues of social justice with a focus on social oppression related to race, class gender, sexual orientation, ability, and religion. Social justice will be examined through a variety of theoretical and conceptual lenses throughout the course, and participants will be invited to analyze the implications of each for practice in educational leadership. In addition, the course will draw upon testimonials, personal essays, and narratives to foster a deep understanding of social justice issues grounded in lived experience. Through dialogue, analysis, and multimedia presentations, participants in the seminar will identify and articulate their own insights and approaches to leadership for social justice.

Course Prerequisites
Graduate standing.

ED LDRSHP 730: LEADERSHIP IN EDUCATIONAL SYSTEMS
Course ID
Educational Leadership 730

Course Title
ED LDRSHP 730: Leadership in Educational Systems

Credits
3

Course Description
Introduction to the organizational and administrative structure of American educational systems. Basic survey of administrative theory and its relationship to the administrative functioning and the administration of educational systems.
Course Prerequisites

ED LDRSHP 731: EDUCATIONAL LEADERSHIP
Course ID
Educational Leadership 731

Course Title
ED LDRSHP 731: Educational Leadership

Credits
3

Course Description
The purpose of this course is to provide an analysis of those factors critical to the leader. Focus will be on the development of expert knowledge of the function and structure of the organization, skill in leadership and management of the educational enterprise, and the keen ability to analyze and solve problems affecting the educational process.

Course Prerequisites

ED LDRSHP 732: MULTICULTURAL EDUCATION FOR LEADERS
Course ID
Educational Leadership 732

Course Title
ED LDRSHP 732: Multicultural Education for Leaders

Credits
3

Course Description
The study of cultural diversity in American society as it relates to the educational leader who carries out professional tasks in a wide variety of settings. It builds skills for designing programs, and for developing staff in institutions working with people from diverse cultural backgrounds.

Course Prerequisites
ED LDRSHP 733: EFFECTIVE COMMUNICATION FOR LEADERS

Course ID
Educational Leadership 733

Course Title
ED LDRSHP 733: Effective Communication for Leaders

Credits
3

Course Description
Leadership competence is the product of communication competence. Leadership effectiveness is enhanced through the development of such communication skills as listening, critical and creative thinking, compliance gaining, encoding and decoding nonverbal messages and public address. In this course, the graduate student will be provided with the contemporary leadership communication theory and research. They will study several leadership and communication topics, including: symbolism, leadership communication style, theoretical approaches to leadership, transformational leadership, creativity, power and influence, team building, charisma and the ethics of leadership.

Course Prerequisites

ED LDRSHP 734: LEADERSHIP, TECHNOLOGY AND SCHOOLS

Course ID
Educational Leadership 734

Course Title
ED LDRSHP 734: Leadership, Technology and Schools

Credits
3

Course Description
This course will explore a wide variety of issues related to leading technology programs in schools including current and emerging national and state initiatives, legal issues, hardware and software for both instructional and administrative uses, and research and best practices. Student will also envision the future of schools and its relationship to technology leadership.
Course Prerequisites

ED LDRSHP 735: LEGAL ASPECTS IN EDUCATION

Course ID
Educational Leadership 735

Course Title
ED LDRSHP 735: Legal Aspects in Education

Credits
3

Course Description
Fundamental legal principles affecting schools and school systems with an emphasis on laws, judicial decision, and constitutional provisions. The legal basis for education will explore basic survey of legal topics pertinent to education, such as rights of teachers and students, civil rights and desegregation, torts, collective bargaining, and church-state issues.

Course Prerequisites

ED LDRSHP 737: THE PRINCIPALSHIP

Course ID
Educational Leadership 737

Course Title
ED LDRSHP 737: The Principalship

Credits
3

Course Description
The role of the school principal as a reflective practitioner will be the focus of this course. Course content will examine: the relationship of craft knowledge to theoretical knowledge, the role of the principal in leadership, the change process, human resource management and the instructional program.

Course Prerequisites
ED LDRSHP 739: ADVANCED SEMINAR IN SCHOOL ADMINISTRATION

Course ID
Educational Leadership 739

Course Title
ED LDRSHP 739: Advanced Seminar in School Administration

Credits
2

Course Description
A seminar approach in viewing current topics and issues in school administration for those in active practice in the field. This course may be retaken for credit after a 3 year interval.

Course Prerequisites

ED LDRSHP 740: SUPERVISION OF SCHOOL MEDIA CENTERS AND SYSTEMS

Course ID
Educational Leadership 740

Course Title
ED LDRSHP 740: Supervision of School Media Centers and Systems

Credits
3

Course Description
Study and discussion of techniques of supervision of school media systems on various jurisdictional levels, municipal, district, state. Current problems such as centralized acquisition, processing, in-service training, organization of elementary school centers.

Course Prerequisites
902 Initial Licensure.

ED LDRSHP 750: DATA-DRIVEN DECISION-MAKING IN A LEARNING COMMUNITY

Course ID
Educational Leadership 750
Course Title
ED LDRSHP 750: Data-Driven Decision-Making in a Learning Community

Credits
3

Course Description
The role and importance of data-driven decision-making in a learning community will be studied in this course. Specifically, decision-making theory and reflective practice, data-driven assessment models and tools, organizational culture and leadership styles will be examined to understand their effect on learning and teaching and how they may be improved.

Course Prerequisites

ED LDRSHP 752: CREATIVE MEDIA EXPERIENCES

Course ID
Educational Leadership 752

Course Title
ED LDRSHP 752: Creative Media Experiences

Credits
3

Course Description
Directed experiences including: planning, shooting and producing digital video; utilizing digital video in creating Podcasts; applying advanced web design tools; considering the role of video games in educational settings; and/or other emerging technologies.

Course Prerequisites
Successful completion of Educational Leadership 325/525, an equivalent technology class, or permission of instructor. Special course fees may apply.

ED LDRSHP 754: INTEGRATING TECHNOLOGY INTO CURRICULUM

Course ID
Educational Leadership 754

Course Title
ED LDRSHP 754: Integrating Technology into Curriculum
Credits
3

Course Description
This course will focus upon the integration of technology and curriculum to promote higherorder thinking skills and mastery of challenging material.

Course Prerequisites
Successful completion of Educational Leadership 325/525, an equivalent technology course or permission of instructor. Special course fees may apply.

ED LDRSHP 755: TECHNOLOGY, CULTURE AND LEARNING
Course ID
Educational Leadership 755

Course Title
ED LDRSHP 755: Technology, Culture and Learning

Credits
3

Course Description
This course explores the relationship between human inventions and social, political, cultural, and epistemological constructions. It examines the history of technology, the relationship between technology and human behavior, and theories of social change and technology. Emphasis is placed on the ways in which technological and social changes influence and shape the goals and outcomes of the broader educational process. Special course fees may apply.

Course Prerequisites

ED LDRSHP 756: FUNDING AND MANAGING EDUCATIONAL TECHNOLOGY
Course ID
Educational Leadership 756

Course Title
ED LDRSHP 756: Funding and Managing Educational Technology

Credits
3
**Course Description**
This course will focus on the development and refinement of technology plans, grant writing, budgeting, facility design and current issues to enable educators to lead their districts in the area of technology.

**Course Prerequisites**
ED LDRSHP 758: NETWORKING SCHOOLS

**Course ID**
Educational Leadership 758

**Course Title**
ED LDRSHP 758: Networking Schools

**Credits**
3

**Course Description**
In this advanced level technology course you will study those networks which connect computers and allow users to share resources and exchange information easily. Becoming skillful in building, maintaining, and evaluating telecommunications and computer networks will enable you to provide the leadership needed to be effective in helping students and colleagues meet their informational needs in educational settings.

**Course Prerequisites**
ED LDRSHP 760: TEACHING FROM A DISTANCE

**Course ID**
Educational Leadership 760

**Course Title**
ED LDRSHP 760: Teaching from a Distance

**Credits**
3

**Course Description**
Teaching students from a distance requires fine tuning one's instructional methods. This course will explore distance learning opportunities, methodologies, and challenges as they relate to classroom instruction.

**Course Prerequisites**

ED LDRSHP 762: NONTRADITIONAL HIGHER AND POSTSECONDARY EDUCATION  
**Course ID**  
Educational Leadership 762  
**Course Title**  
ED LDRSHP 762: Nontraditional Higher and Postsecondary Education  
**Credits**  
3  
**Course Description**  
This course explores the challenges and opportunities related to serving nontraditional students in higher and postsecondary educational settings. The shift to a knowledge-based economy, changing career patterns, and the increasing focus on continuous learning as a core capacity for individual and organizational success are among the trends putting new demands on educational institutions. Staff, faculty, and administrators in higher education must be equipped to guide institutional responses to these "nontraditional" demands. In this course, we will review theoretical frameworks, institutional contexts, program design, and principles of best practice related to serving adult nontraditional students. Specific emphasis will be directed toward recruitment and retention, student support, faculty development and program quality.

**Course Prerequisites**

ED LDRSHP 763: UNDERSTANDING AND FACILITING LEARNING IN ADULTHOOD  
**Course ID**  
Educational Leadership 763  
**Course Title**  
ED LDRSHP 763: Understanding and Facilitating Learning in Adulthood  
**Credits**  
3  
**Course Description**
This course examines the dynamics of learning in adult life and explores how to effectively facilitate it in various environments, including the classroom, the workplace, online, and informal educational settings. Course readings focus on practical strategies and best practices as well as the theoretical and research-based literature related to adult learning. Students observe, practice, and analyze multiple strategies for learning facilitation.

**Course Prerequisites**

ED LDRSHP 764: COMMUNITY ENGAGEMENT FOR EDUCATION INSTITUTIONS

**Course ID**

Educational Leadership 764

**Course Title**

ED LDRSHP 764: Community Engagement for Education Institutions

**Credits**

3

**Course Description**

In this course, students will explore and examine the relationship between educational institutions and their multiple external communities. Emphasis will be given to the following topics: identifying key stakeholders, building relationships with different constituencies, planning and implementing outreach activities, promoting the scholarship of engagement, developing an effective public relations plan, and assessing the impact of community engagement efforts.

**Course Prerequisites**

ED LDRSHP 765: INTRODUCTION TO POSTSECONDARY EDUCATION IN THE UNITED STATES

**Course ID**

Educational Leadership 765

**Course Title**

ED LDRSHP 765: Introduction to Postsecondary Education in the United States

**Credits**

3

**Course Description**
In this course, students examine the political, philosophical, economic and social foundations of Postsecondary education in the United States. Specific emphasis will be directed toward identifying the historical antecedents of current trends and issues in Postsecondary education leadership. Students will apply concepts and data from the literature to practical leadership concerns related to planning, programming, student support, assessment, human resources and fiscal management. An emphasis will be placed on the specific issues facing different types of Postsecondary educational institutions.

**Course Prerequisites**

ED LDRSHP 766: PROGRAM DEVELOPMENT AND EVALUATION IN POSTSECONDARY EDUCATION

**Course ID**
Educational Leadership 766

**Course Title**
ED LDRSHP 766: Program Development and Evaluation in Postsecondary Education

**Credits**
3

**Course Description**
This course focuses on the knowledge and skills involved in the development, implementation, and evaluation of programs in postsecondary, adult, and continuing education. The emphasis will be on program development in settings such as: student services, community education, professional conferences, volunteer support, staff training, continuing education and outreach, social action, and human resource development. (While the principles of program development and evaluation covered in the course could be applied to academic programs, that is not the primary focus of this course.) Context and needs analysis, program design, goal/objective-setting, budget development, and program evaluation are among the areas to be addressed. Multiple approaches to program development are reviewed.

**Course Prerequisites**
Graduate Standing.

**ED LDRSHP 770: RESEARCH METHODS IN EDUCATIONAL ADMINISTRATION**

**Course ID**
Educational Leadership 770

**Course Title**
ED LDRSHP 770: Research Methods in Educational Administration
Course Description
Introduction to the research processes. Role of theory and hypothesis testing in research. Introduction to research problems, questions, hypotheses, variables, constructs, definitions, measurement, research and experimental designs, sampling, descriptive statistics, proposal writing, types of research and statistical computing. Critical analysis of published research.

Course Prerequisites
ED LDRSHP 771: ON BECOMING A GLOBAL CITIZEN
Course ID
Educational Leadership 771

Course Title
ED LDRSHP 771: On Becoming a Global Citizen

Credits
3

Course Description
This course focuses on the philosophical dimensions of becoming a global citizen with knowledge about global issues such as world trade and human rights. The course emphasis will include helping the student understand nonviolent action as an alternative to violence in resolving global conflict. Students will examine the concept of citizenship in a global world through the lenses of philosophical, historical and anthropological inquiry.

Course Prerequisites
ED LDRSHP 772: SEMINAR FOR SPECIAL TOPICS IN GLOBAL EDUCATION
Course ID
Educational Leadership 772

Course Title
ED LDRSHP 772: Seminar For Special Topics in Global Education

Credits
Course Description
An advanced, reading-intensive seminar exploring best practices for integrating global awareness into classrooms and organizations. Students will develop action plans to bring global awareness to their workplace based on a historical and sociological understanding of globalization and childhood.

Course Prerequisites

ED LDRSHP 773: INTRODUCTION TO GLOBAL AND COMPARATIVE EDUCATION
Course ID
Educational Leadership 773

Course Title
ED LDRSHP 773: Introduction to Global and Comparative Education

Credits
3

Course Description
The goal of this course is to develop an understanding of educational systems that exist around the world, with the special emphasis on comparing the global educational issues and factors that have impacted the development of these systems including, but not limited to, historical and current cultural traditions, mores and value systems.

Course Prerequisites

ED LDRSHP 782: ADMINISTRATION AND SUPERVISION OF SPECIAL SCHOOL PROGRAMS
Course ID
Educational Leadership 782

Course Title
ED LDRSHP 782: Administration and Supervision of Special School Programs

Credits
3

Course Description
This course will address the issues of excellence and equity in the education of all children and examine the special/compensatory school programs, aimed at promoting these principles. Trends which shape conditions conducive to providing education for diverse groups in American education will be examined. The course focus will be on the administration and supervision of special compensatory school programs designed to equalize educational opportunity for all students in order to assist them in making their unique contribution to society.

Course Prerequisites

ED LDRSHP 783: POLITICS OF EDUCATION

Course ID
Educational Leadership 783

Course Title
ED LDRSHP 783: Politics of Education

Credits
3

Course Description
The primary objective of this course is to provide students with a variety of learning opportunities to enhance their abilities to understand, examine critically, and carry out important areas of responsibility related to the politics of education in elementary and secondary school organizations. Many topics will be addressed, but eight major organizers will guide our activities. They are: power and influence in politics and education; values and power influencing the allocation of resources; political stakeholder analysis, legislative roles and policymaking among senators, representatives, and board members; school finance with regard to revenues, expenditures, and debt; federalism and the separation of powers among legislative, executive, and judicial branches of government; media and the politics of education; federal and state budget processes; and political culture as it relates to education.

Course Prerequisites

ED LDRSHP 784: FIELD RESEARCH DESIGNS AND METHODOLOGIES IN EDUCATIONAL LEADERSHIP

Course ID
Educational Leadership 784

Course Title
ED LDRSHP 784: Field Research Designs and Methodologies in Educational Leadership

Credits
3

Course Description
Research design for problems related to organization, policy, and community analysis; function of concepts and theory in exploratory research, field methodologies of participant-observation and open-ended interviewing; field work required.

Course Prerequisites

ED LDRSHP 785: STAFF PERSONNEL SYSTEMS IN EDUCATION
Course ID
Educational Leadership 785

Course Title
ED LDRSHP 785: Staff Personnel Systems in Education

Credits
3

Course Description
The primary objective of this course is to provide students with a variety of learning opportunities to enhance their abilities to understand, examine critically, and carry out the important areas of responsibility related to staff personnel in educational organizations. Though many topics will be addressed throughout the semester, six major organizers will guide our activities. They are; recruitment, selection, assignment, evaluation, professional development, and collective bargaining.

Course Prerequisites

ED LDRSHP 786: APPLIED RESEARCH IN EDUCATIONAL LEADERSHIP
Course ID
Educational Leadership 786

Course Title
ED LDRSHP 786: Applied Research in Educational Leadership

Credits
Course Description
Supervised applied research on topics in the leadership of elementary and secondary education, vocational, technical, higher and/or special education at state, local, or national levels.

Course Prerequisites

Course ID
Educational Leadership 787

Course Title
ED LDRSHP 787: The School Superintendency

Credits
3

Course Description
The primary objective of this course is to provide students with a variety of learning opportunities to enhance their abilities to understand, examine critically, and carry out the important areas of responsibility related to the superintendency in educational organizations. Many topics will be addressed, but nine major organizers will guide our activities. They are: the superintendent as decision maker and planner, school boards, policy development and administration, dynamic school district leadership, management of school districts, the superintendent and the media, leadership in the larger community, personal development, and becoming a superintendent.

Course Prerequisites

Course ID
Educational Leadership 790

Course Title
ED LDRSHP 790: Internship in Educational Leadership II

Credits
2
**Course Description**
This course allows a student to complete a second or subsequent field experience under the supervision of a successful, practicing educational leader giving the interning student practical experience in day-to-day operations and administration. It may be repeated for credit in different settings.

**Course Prerequisites**
Successful completion of 793 Internship in Educational Leadership.

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**ED LDRSHP 793: INTERNSHIP IN EDUCATIONAL LEADERSHIP**

**Course ID**
Educational Leadership 793

**Course Title**
ED LDRSHP 793: Internship in Educational Leadership

**Credits**
3

**Course Description**
This field experience under the supervision of a successful, practicing educational leader gives the interning student practical experience in day-to-day operations and administration.

**Course Prerequisites**

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**ED LDRSHP 794: SEMINAR IN EDUCATIONAL LEADERSHIP**

**Course ID**
Educational Leadership 794

**Course Title**
ED LDRSHP 794: Seminar in Educational Leadership

**Credits**
1-3

**Course Description**
An integrating experience where the student synthesizes the "core" courses of the program into a working model related to the student's target career choice. This course should be taken at the end of your graduate program.
**Course Prerequisites**

ED LDRSHP 795: THESIS

**Course ID**
Educational Leadership 795

**Course Title**
ED LDRSHP 795: Thesis

**Credits**
3-6

**Course Description**
Each registration with a maximum of 6 credits to be accumulated. Registration for thesis credit for Master of Science - Educational Leadership. Open only to students who have filed a Thesis Proposal and Advisor Approval Form in the Graduate Office. **Pass/Fail course.**

**Course Prerequisites**

ED LDRSHP 796: INDEPENDENT STUDY

**Course ID**
Educational Leadership 796

**Course Title**
ED LDRSHP 796: Independent Study

**Credits**
1-3

**Course Description**
Each registration with a maximum accumulation of 6 cr. Registration for independent study for Master of Science - Educational Leadership. Students must submit Independent Study Topic and Instructor Approval Form with their registration.

**Course Prerequisites**

PRF CNSL 700: PROFESSIONAL IDENTITY AND ETHICS
Course ID  
Counseling - Professional 700

Course Title  
PRF CNSL 700: Professional Identity and Ethics

Credits  
3

Course Description  
This course provides students with an overview of issues in the ethical practice of professional counseling in Clinical Mental Health agencies, schools, and higher education settings. Topics addressed will include ethical decision-making; professional credentials and affiliations; and standards of practice, research, and training in counseling.

Course Prerequisites  
Open to Professional Counseling Majors only.

PRF CNSL 701: THEORETICAL FOUNDATIONS IN COUNSELING

Course ID  
Counseling - Professional 701

Course Title  
PRF CNSL 701: Theoretical Foundations in Counseling

Credits  
3

Course Description  
This course introduces students to the theory, knowledge and skills that provide the foundation for the counseling process. Students will be involved in a variety of individual and group structured counseling process experiences to assist in the integration of the cognitive with the affective domains of counseling.

Course Prerequisites

PRF CNSL 702: COUNSELING PROCESS
Course ID
Counseling - Professional 702

Course Title
PRF CNSL 702: Counseling Process

Credits
3

Course Description
An introduction to the process and techniques involved in developing an effective counseling relationship. The course is designed to aid students in gaining personal insight into the roles in the counseling process. Course includes a 90-minute Small Group Experience lab.

Course Prerequisites
Open to Professional Counseling majors only.

PRF CNSL 704: ASSESSMENT TECHNIQUES IN COUNSELING

Course ID
Counseling - Professional 704

Course Title
PRF CNSL 704: Assessment Techniques in Counseling

Credits
3

Course Description
Foundations of standardized group testing and non-test assessment techniques. The selection and interpretation of such tools within the counseling process.

Course Prerequisites

PRF CNSL 708: CAREER DEVELOPMENT

Course ID
Counseling - Professional 708

Course Title
PRF CNSL 708: Career Development

Credits
Course Description
This course provides students with a comprehensive overview of career development over the lifespan as it relates to the world of work, education, avocation, and the interrelationships of family and other life roles. Foundational and contextual dimensions are explored including career path factors, influences of work ethics, and the changing workforce; career choice, decision-making, and implementation; job satisfaction/stress and lifestyle management; career development theories; career counseling services, assessment, and occupational information resources including online applications; job search strategies, and future trends and issues. This course enables students to expand their career counseling knowledge and skills from a lifespan perspective.

Course Prerequisites
Professional Counseling 701 or (may be taken concurrently)

PRF CNSL 709: STUDENT AFFAIRS AND COLLEGE COUNSELING
Course ID
Counseling - Professional 709

Course Title
PRF CNSL 709: Student Affairs and College Counseling

Credits
3

Course Description
This course is designed to introduce students to current trends and issues in higher education with an emphasis on the field of Student Affairs and College Counseling, including its history, development, and philosophies. A thorough overview of the profession is presented to provide students with knowledge and skills typically required for pursuing a career in a wide range of student services settings. Discussion and activities are directed toward examining the challenges with which higher education is faced today, and the processes encountered in meeting them.

Course Prerequisites

PRF CNSL 711: LIFE SPAN DEVELOPMENT IN COUNSELING
Course ID
Counseling - Professional 711
Course Title
PRF CNSL 711: Life Span Development in Counseling

Credits
3

Course Description
This course provides students with an overview of human growth and development based on a life-span approach from infancy through the aged, with an emphasis on the developmental theories as a basis for understanding counseling theories. It presents strategies for working with clients from a developmental perspective and provides opportunities for students to examine their own developmental processes. The course includes a focus on addressing developmental issues in schools, community agencies, and higher education settings with an emphasis on ethical considerations.

Course Prerequisites

PRF CNSL 724: CURRENT ISSUES IN COUNSELING

Course ID
Counseling - Professional 724

Course Title
PRF CNSL 724: Current Issues in Counseling

Credits
1-3

Course Description
A course in topics of current interest. May be repeated, under different topics, for credit. Only 6 credits may be applied to the MSE Degree in Professional Counseling.

Course Prerequisites

PRF CNSL 725: TRAUMA AND CRISIS IN COUNSELING

Course ID
Counseling - Professional 725

Course Title
PRF CNSL 725: Trauma and Crisis in Counseling
Course Description
The purpose of the course is to educate and prepare you, if that statement can be made contextually, to deal with the inevitable crisis situations you will likely encounter as a professional counselor. This course seeks to develop your understanding, deeper appreciation and abiding response to those who are in crisis, involved in natural disasters (both present and past), traumatic experiences, violence in all its various forms and the eventual loss associated with such experiences. This course affords the student an opportunity to study the theories, response models and techniques associated with trauma, crisis, disaster and loss, both independently and through cooperative group activity. The student can expect the course to be emotionally challenging. You will have to think about painful experiences, face some difficult issues, examine your own strengths and vulnerabilities, and conceptualize new ways of helping others beyond basic attending skills. A strong theoretical base must support the application of professional counseling skills. Professional counselors must understand both what their actions will likely produce and how that outcome will be achieved. To achieve this end, the course will consist of multiple methods of content presentation (i.e., written and reading assignment, mini lecture burst, videotape, guest speakers, experiential exercises, role-play, dyadic and small group work, large group class discussion.

Course Prerequisites
Open to professional counseling majors only. Any exceptions require department faculty approval.

PRF CNSL 726: WELLNESS, SPIRITUALITY, AND MINDFULNESS IN COUNSELING
Course ID
Counseling - Professional 726

Course Title
PRF CNSL 726: Wellness, Spirituality, and Mindfulness in Counseling

Credits
3

Course Description
This course is designed to provide students with direct study and application of wellness, spiritual, and mindfulness theories and techniques to assist in the counseling process. The course exposes students to the promotion of emotional wellness and provides an understanding of connections between body, mind, and spirit. The course is oriented toward
providing a developmental and preventive approach in working with a diverse population, in addition to developing skills and methods for promoting physical and mental health and well-being in self and others.

Course Prerequisites
Open to professional counseling majors only. Any exceptions require department faculty approval.

PRF CNSL 727: PSYCHOPATHOLOGY AND PSYCHOPHARMACOLOGY IN COUNSELING
Course ID
Counseling - Professional 727

Course Title
PRF CNSL 727: Psychopathology and Psychopharmacology in Counseling

Credits
3

Course Description
This course will further the students' knowledge about Diagnosis and Treatment planning obtained in PRF CNSL 730, Mental Health in Counseling. The student will complete a detailed study of the disorders outlined in the DSM-IV-TR, including current understanding of etiology, prevention, and treatment issues related to psychopathology and psychopharmacology for clients of all ages. Emphasis is placed on differential diagnosis and understanding how cultural, biological, social, developmental, and psychological factors are necessary pieces of developing an evidence-based, holistic, and ethical model of assessment and treatment planning for the "individual."

Course Prerequisites
Open to professional counseling majors only. Any exceptions require department faculty approval.

PRF CNSL 728: GRIEF COUNSELING
Course ID
Counseling - Professional 728

Course Title
PRF CNSL 728: Grief Counseling

Credits
Course Description
This course provides students with knowledge of the grieving process with regard to non-death as well as death-related losses. It presents strategies for working with clients experiencing 'uncomplicated' and 'complicated' grief and provides opportunities for students to examine their own loss histories. The course includes program development methods for addressing grief in schools, CMH agencies, and higher education settings.

Course Prerequisites

PRF CNSL 729: COMMUNITY COUNSELING
Course ID
Counseling - Professional 729

Course Title
PRF CNSL 729: Community Counseling

Credits
3

Course Description
This course focuses on issues and concerns specific to the area of community counseling. Course content includes community counseling models, community counselors' roles and functions, types of community systems and issues commonly addressed by community counselors. Prevention programming, crisis intervention, consultation, advocacy, outreach and program development and management will be addressed as well as the impact of social and cultural variables on community counseling.

Course Prerequisites
Professional Counseling 700, 701 and 702. Open to Professional Counseling majors only.

PRF CNSL 730: MENTAL HEALTH COUNSELING
Course ID
Counseling - Professional 730

Course Title
PRF CNSL 730: Mental Health Counseling
Course Description
An overview of the study of psychopathology, this course is designed to address etiology, assessment, diagnosis and treatment and interventions with persons with maladaptive behaviors and mental disorders. Applications and limitations of diagnostic systems will be considered as well as the role of diagnosis, case conceptualization and the nature of treatment from a variety of theoretical orientations.

Course Prerequisites
Professional Counseling 700, 701, 702. Open to Professional Counseling majors only.

PRF CNSL 731: GROUP COUNSELING PROCESS

Course ID
Counseling - Professional 731

Course Title
PRF CNSL 731: Group Counseling Process

Credits
3

Course Description
An examination of traditional and new counseling and guidance groups with particular emphasis on effective counselor skills and techniques for group work.

Course Prerequisites
Professional Counseling 702. Open to Professional Counseling majors only.

PRF CNSL 732: APPLIED RESEARCH AND EVALUATION IN COUNSELING

Course ID
Counseling - Professional 732

Course Title
PRF CNSL 732: Applied Research and Evaluation in Counseling

Credits
3
**Course Description**
This course is focused on professional counseling students developing skills and competencies in utilizing and conducting research practices in school, student affairs, and clinical mental health settings. Students will learn how to generate and integrate current research within evidence-based, data-driven counseling practice. Students will learn how to use action-based research in generating measurable outcomes, and will learn to use common qualitative and quantitative research designs and statistical methods to create meaningful and interpretable results to inform professional counseling practice. Students will also learn and apply current models of outcome research and program evaluation. Additionally, students will critically analyze counseling research and determine the use of current research as a foundation of evidenced-based practice. Students will develop relevant research questions, assess applicable literature, design appropriate research paradigms, complete a research proposal, and execute action-based research. Students will also be responsible for disseminating their research findings via poster presentations or other professional presentation forums.

**Course Prerequisites**
Open to professional counseling majors. Any exceptions require department faculty approval.

PRF CNSL 733: COMPREHENSIVE SCHOOL COUNSELING

**Course ID**
Counseling - Professional 733

**Course Title**
PRF CNSL 733: Comprehensive School Counseling

**Credits**
3

**Course Description**
This course prepares school counselors for their role in providing a sequential, standards-based, comprehensive PreK-12 school counseling program across the academic, personal/social, and career development domains. Emphasis is on the (a) foundations and contextual dimensions of school counseling; (b) assessment, counseling, prevention, and intervention; (c) program evaluation and action research; (d) academic development (e) collaboration and consultation; and (f) leadership. As a core foundation of this course, students will connect with children and adolescents off-campus in real-life systems, as a mechanism for learning effective classroom management and delivering an evidence-based guidance curriculum. Significant time is also devoted to exploring and discussing professional issues related to school counseling in the 21st century.
**Course Prerequisites**  
Open to Professional Counseling majors only.

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**PRF CNSL 735: COUNSELING CHILDREN AND ADOLESCENTS**

**Course ID**  
Counseling - Professional 735

**Course Title**  
PRF CNSL 735: Counseling Children and Adolescents

**Credits**  
3

**Course Description**  
This course provides students with a conceptual and applied knowledge and understanding of child and adolescent development, relative to the counseling process. Likewise, in terms of broad and specific counseling modalities, students will learn assessment and counseling approaches designed to meet the diverse and unique needs of children and adolescents across a variety of cultures, contexts, and systems. As a core foundation of this course, students will connect with children and adolescents off-campus in real-life systems as a mechanism for applying and synthesizing the course content and advancing counselor development. Significant time will be devoted to exploring and discussing professional issues related to counseling children and adolescents in the 21st century.

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**Course Prerequisites**  
Open to Professional Counseling majors only.

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**PRF CNSL 745: STUDENT DEVELOPMENT AND THE COLLEGE ENVIRONMENT**

**Course ID**  
Counseling - Professional 745

**Course Title**  
PRF CNSL 745: Student Development and the College Environment

**Credits**  
3

**Course Description**  
This course is designed to familiarize students with major theories of student development and apply key theoretical concepts that address students' cognitive, intellectual, identity/personality, ethical, moral, career and social development during the college years.
Issues that reflect the diversity, complexity and change in higher education today are also examined. Emphasis is placed on examining student needs, satisfaction and cultures; the impact of campus environments on student development and analysis of programs/services assessment outcomes. Students are provided with the opportunity to design and implement needs and outcomes assessments that reflect specific theoretical perspectives.

**Course Prerequisites**

PRF CNSL 776: ADDICTIONS IN COUNSELING

**Course ID**
Counseling - Professional 776

**Course Title**
PRF CNSL 776: Addictions in Counseling

**Credits**
3

**Course Description**
This course provides counselors across settings and other human service workers with an overview of addiction, the process of addiction, and treatment/recovery approaches. The course will also emphasize relapse prevention, developmental issues, spirituality, and ecological aspects of life. Students will learn an ecological approach, motivational interviewing (MI) and stages of change (SOC) as options for treatment and prevention planning.

**Course Prerequisites**
Open to Professional Counseling majors only.

PRF CNSL 784: RELATIONAL SYSTEMS IN COUNSELING

**Course ID**
Counseling - Professional 784

**Course Title**
PRF CNSL 784: Relational Systems in Counseling

**Credits**
3

**Course Description**
An introduction to major concepts, theories and current practices in the area of marriage and family counseling. The course integrates the counseling process and present theoretical techniques for working with families.

Course Prerequisites
Open to Professional Counseling majors only. Any exceptions require department faculty approval.

PRF CNSL 788: SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING
Course ID
Counseling - Professional 788

Course Title
PRF CNSL 788: Social and Cultural Foundations of Counseling

Credits
3

Course Description
An investigation of the concepts of social change counseling as they relate to working with persons from special populations. Consideration of unique concerns and counseling strategies relating to persons from special populations, such as ethnic and racial minorities, women, persons with disabilities, aging, etc.

Course Prerequisites
Open to Professional Counseling majors only.

PRF CNSL 794: COUNSELING PRACTICUM
Course ID
Counseling - Professional 794

Course Title
PRF CNSL 794: Counseling Practicum

Credits
3

Course Description
This course provides students with supervised counseling practice, experience in consultation, and related activities in a structured field setting and in the on-campus Counseling Laboratory. The Counseling Laboratory experience is supervised using a modified Milan model. Emphasis is placed on students effectively integrating counseling theory with appropriate therapeutic skills and techniques, and their philosophical perspectives relative to counseling and wellness. The course will further the students' rigorous exploration of themselves, their theory of change, and the profession of counseling. This course meets the Practicum requirement according to CACREP standards and includes a 2-hour lab component.

**Course Prerequisites**
Admission to Candidacy. Open to Professional Counseling majors only.

PRF CNSL 796: INDEPENDENT STUDY  
**Course ID**  
Counseling - Professional 796

**Course Title**  
PRF CNSL 796: Independent Study

**Credits**  
1-3

**Course Description**  
Each registration with maximum accumulation of 6 cr. Registration for advanced students who want to pursue a topic under the direction of professional counseling faculty.

**Course Prerequisites**  
Independent Study Topic and Instructor Approval Form must be filed at or before registration.

PRF CNSL 797: COUNSELING INTERNSHIP I  
**Course ID**  
Counseling - Professional 797

**Course Title**  
PRF CNSL 797: Counseling Internship I

**Credits**  
3

**Course Description**
This course focuses on providing site-based counseling and related services in settings that are consistent with an emphasis in school, student affairs in higher education or Clinical Mental Health counseling. Student interns will demonstrate an integration of theoretical concepts and effective counseling and psycho-educational skills. The campus-based component of the course is experiential in nature; the required site-based component of the course will be a supervised placement with a minimum of 300 hours to include 120 hours of direct client services.

**Course Prerequisites**
Clinical Mental Health counseling emphasis: Professional Counseling 794. School counseling emphasis: Professional Counseling 794 and 733 (794 and 733 may be taken concurrently. Student affairs and college counseling emphasis: Professional Counseling 794 and 745 may be taken concurrently.) Open to Professional Counseling majors only. Repeatable for credit for up to 9 credits.

**PRF CNSL 798: COUNSELING INTERNSHIP II**

**Course ID**
Counseling - Professional 798

**Course Title**
PRF CNSL 798: Counseling Internship II

**Credits**
3

**Course Description**
A continuation of Professional Counseling 797 Counseling Internship I; this is an experiential course with a focus on site-based counseling and related services. Student counselors will demonstrate an integration of theoretical concepts and effective counseling and psycho educational skills. A supervised placement with a minimum of 300 clock hours including 120 hours of direct client services is required.

**Course Prerequisites**
Community Counseling Emphasis: Professional Counseling 797. School Counseling Emphasis: Professional Counseling 797. Student Affairs and College Counseling Emphasis: Professional Counseling 797. Open to Professional Counseling majors only. Repeatable for credit for up to 9 credits.

**PRF CNSL 799: REGISTRATION FOR COMPREHENSIVE EXAMINATIONS**

**Course ID**
Counseling - Professional 799
Course Title
PRF CNSL 799: Registration for Comprehensive Examinations

Credits
0

Course Description
Pass/fail course.

Course Prerequisites

READING 610: ASSESSING AND PLANNING FOR LITERACY INSTRUCTION
Course ID
Reading Education 610

Course Title
READING 610: Assessing and Planning for Literacy Instruction

Credits
3

Course Description
This course is designed to provide pre-service teachers a contextually-set opportunity to employ assessment and instructional strategies. Decoding strategies that include phonics are covered along with strategies for the development of fluency and comprehension. Other literacy related aspects such as spelling and writing are included along with the importance of motivating children to read. A supervised field experience is arranged.

Course Prerequisites
Reading Education 305. 410/610

READING 612: COMPREHENSIVE LITERACY PROGRAMS: ISSUES AND IMPLICATIONS
Course ID
Reading Education 612

Course Title
READING 612: Comprehensive Literacy Programs: Issues and Implications
Credits
3

Course Description
This course is designed to provide students with an opportunity to explore in-depth issues and ideas related to school literacy programs influenced by current theories and beliefs. 412/612

Course Prerequisites

READING 620: LITERACY AND LANGUAGE DEVELOPMENT IN YOUNG CHILDREN
Course ID
Reading Education 620

Course Title
READING 620: Literacy and Language Development in Young Children

Credits
3

Course Description
Prepares teachers of young children to understand language acquisition and emergent literacy. Focus is on developmentally appropriate practice in reading and writing including the use of sound-symbol relationships (phonics). The importance of the home-school partnership is also emphasized.

Course Prerequisites
Reading Education 305 or Elementary Education 311. 420/620 (Fall)

READING 635: ADOLESCENT LITERACY METHODS
Course ID
Reading Education 635

Course Title
READING 635: Adolescent Literacy Methods

Credits
4

Course Description
Historical perspectives, basic instructional techniques, approaches to problems in one's own instructional area, roles in and designs for a total school program, what research and authorities suggest, and consideration of contemporary issues and concerns. 435/635

**Course Prerequisites**

READING 640: LITERACY AND LANGUAGE IN THE CONTENT AREAS

**Course ID**
Reading Education 640

**Course Title**
READING 640: Literacy and Language in the Content Areas

**Credits**
3

**Course Description**
Provides practical guidelines for elementary teachers to assist them in using reading, writing, speaking, and listening as complementary learning processes for the content areas. Students in the course will develop a framework for empowering their own students to comprehend curricular materials. Students will have the opportunity to explore reading/writing strategies, processes, and material that facilitate content area learning for diverse learners with varied learning styles.

**Course Prerequisites**
Admission I and Reading 305.

READING 701: OVERVIEW OF SCHOOL LITERACY PROGRAMS

**Course ID**
Reading Education 701

**Course Title**
READING 701: Overview of School Literacy Programs

**Credits**
1

**Course Description**
This course is intended for non-teaching school personnel and others. It will provide an overview of school reading programs and allow students to become aware of current methods, materials, and strategies used for effective literacy instruction.

**Course Prerequisites**

READING 705: READING IN THE ELEMENTARY SCHOOL
Course ID
Reading Education 705

**Course Title**
READING 705: Reading in the Elementary School

**Credits**
3

**Course Description**
Prepares teachers in the components of an elementary school reading program, including the role of language in literacy development, contextually-appropriate phonics instruction and strategic practices in all aspects of literacy instruction. Classroom organization, individualization, materials and assessment, and the role of the family are considered.

**Course Prerequisites**

READING 713: SUSTAINING CHANGE IN COMPREHENSIVE LITERACY PROGRAMS
Course ID
Reading Education 713

**Course Title**
READING 713: Sustaining Change in Comprehensive Literacy Programs

**Credits**
3

**Course Description**
This course invites in-service teachers influenced by progressive language theories to reflect on their beliefs and practices in light of current information about assisting students to learn to read and write. It will assist teachers in strengthening their own voices as they articulate their responses to critical voices from inside and outside the profession. It will support teachers as
they continue to make changes in comprehensive literacy programs within their district, school and classrooms.

Course Prerequisites

READING 715: ISSUES IN READING: (ANNUAL SYMPOSIUM THEME)

Course ID
Reading Education 715

Course Title
READING 715: Issues in Reading: (Annual Symposium Theme)

Credits
1-3

Course Description
A seminar course dealing with the current issues, trends, and innovations in the teaching and learning of reading. Attendance at a research symposium is required.

Course Prerequisites
Educational Foundations 770. (Summer)

READING 720: INTERACTIVE LITERACY INTERVENTION

Course ID
Reading Education 720

Course Title
READING 720: Interactive Literacy Intervention

Credits
3

Course Description
This course enables teachers of reading to provide intervention experiences for elementary-aged children. After using a variety of assessment strategies including observations, students develop an individualized instructional plan and create lessons that are based on the strengths and needs of the child. A clinical experience is provided.
**Course Prerequisites**
Reading Education 705 and 765; applied for candidacy. (Fall)

READING 721: THE READERS'/WRITERS' WORKSHOP APPROACH: SECONDARY LEVEL

**Course ID**
Reading Education 721

**Course Title**
READING 721: The Readers'/Writers' Workshop Approach: Secondary Level

**Credits**
3

**Course Description**
A supervised laboratory experience in reading/writing instruction with middle and high school students for teachers seeking 316 and/or 317 licensure. This course provides structured individual and group activities with students of all ability levels, from grades 5 through 12. Instruction will focus on reading, writing, and study strategies to be used with trade books and textbooks.

**Course Prerequisites**
Reading Education 735; applied for candidacy. (Spring)

READING 723: READING RECOVERY 1

**Course ID**
Reading Education 723

**Course Title**
READING 723: Reading Recovery 1

**Credits**
3

**Course Description**
This course will provide experienced teachers with instruction and practice in the use of Reading Recovery strategies. Teachers will be trained to use informal assessment techniques, especially observations which are grounded in knowledge of reading process and development; to provide intervention of emergent, struggling readers; and to provide instruction and support in daily individualized tutoring sessions. Teachers will also develop an understanding of how theory and research support the Reading Recovery program. Open only to students with district/Valley Area Reading Recovery Consortium approval.
Course Prerequisites

READING 724: READING RECOVERY II

Course ID
Reading Education 723

Course Title
READING 724: Reading Recovery II

Credits
3

Course Description
This course builds on the first semester course (Reading Recovery I), providing instruction and practice in assessing tutoring "hard to accelerate" children. Teachers refine their abilities to make instructional decisions, reflect on and explain those decisions, keep records, and monitor a successful reentry into regular classroom instruction. Open only to students with district/Valley Area Reading Recovery Consortium approval.

Course Prerequisites

READING 725: TEACHING OF WRITING (TOPICS COURSE)

Course ID
Reading Education 725

Course Title
READING 725: Teaching of Writing (Topics Course)

Credits
6

Course Description
The study of theory, research and strategies for teaching writing. Students will polish composition skills by completing individual writing assignments. The course builds understanding of theory/practice relationships in writing instruction. Course also listed as Reading/Secondary/Elementary Ed 725. Enrollment in the course requires instructor approval. This course may be taken twice for a total of 12 credits upon instructor approval. (summer)
Course Prerequisites

READING 726: LITERACY COACHING FOR READING RECOVERY DISTRICTS

Course ID
Reading Education 726

Course Title
READING 726: Literacy Coaching for Reading Recovery Districts

Credits
1-4

Course Description
This course will enable participants to coach K-2 classroom teachers to become more reflective in their literacy instruction, to refine what they are doing in a literacy classroom, and to set goals using data.

Course Prerequisites
Reading 728 - Reading Recovery Assessment.

READING 727: READING RECOVERY CONTINUING CONTRACT FOR TRAINED TEACHERS

Course ID
Reading Education 727

Course Title
READING 727: Reading Recovery Continuing Contract For Trained Teachers

Credits
1

Course Description
This course is designed to further trained Reading Recovery teachers' understandings of the theories and practices used in Reading Recovery. Teachers will examine their own theories of reading and writing acquisitions and how they may or may not match the child's theory of what reading and writing is all about.

Course Prerequisites
Reading 723 and 724.
READING 728: READING RECOVERY ASSESSMENT TRAINING

Course ID
Reading Education 728

Course Title
READING 728: Reading Recovery Assessment Training

Credits
2

Course Description
The purpose of this course is to begin the study of Marie Clay's theory of how children become literate and to prepare teachers to use the literacy assessment tasks in Clay's An Observation Survey of Early Literacy Achievement.

Course Prerequisites

READING 729: LITERACY ACQUISITION

Course ID
Reading Education 729

Course Title
READING 729: Literacy Acquisition

Credits
3

Course Description
This course is designed to prepare K-2 classroom teachers and specialists to learn teaching techniques and learning strategies similar to those taught in the year-long Reading Recovery course. This class is open only to districts and schools participating in the Valley Area Reading Recovery Consortium.

Course Prerequisites
Reading 728 Reading Recovery Assessment Training.

READING 735: ADOLESCENT LITERACY: PROGRAMS AND PRACTICES
Course ID
Reading Education 735

Course Title
READING 735: Adolescent Literacy: Programs and Practices

Credits
3

Course Description
Students will explore, analyze, and critique research in reading, theories of reading, issues and problems in reading and the relationship of other disciplines to reading in the context of the secondary school and their own interest and research. Implications of recent trends in reading, such as the current interest in content area reading and reading comprehension, are also concerns of this course.

Course Prerequisites

READING 763: LITERACY AND TECHNOLOGY

Course ID
Reading Education 763

Course Title
READING 763: Literacy and Technology

Credits
2-3

Course Description
The purpose of this course is to explore the relationship between literacy and technology in K-12 classrooms. Students will be exposed to various forms of technology that may be integrated in the classroom to enhance teaching and student learning. Students will also examine and reflect upon research dealing with reading and writing in the context of technology and the implications for K-12 classrooms.

Course Prerequisites

READING 764: EXEMPLARY PRACTICES IN READING PROGRAMS

Course ID
Reading Education 764
Course Title
READING 764: Exemplary Practices in Reading Programs

Credits
1-3

Course Description
A seminar course relating to specific concerns of reading educators. The theme of the course will vary frequently but will focus on current problems, trends, and research in reading. The course may be retaken provided the subject of the course is not repeated.

Course Prerequisites
Six graduate credits in reading or consent of instructor.

READING 765: LITERACY ASSESSMENT

Course ID
Reading Education 765

Course Title
READING 765: Literacy Assessment

Credits
3

Course Description
Causes and types of reading problems are considered and procedures for working with reading problems are examined. Laboratory experiences in administering and interpreting standardized and informal tests are provided.

Course Prerequisites
Reading Education 705 or 735.

READING 780: ADMINISTRATION AND SUPERVISION OF READING PROGRAMS

Course ID
Reading Education 780

Course Title
READING 780: Administration and Supervision of Reading Programs
Course Description
A study of the basic principles and functions of administration and supervision as they apply to reading programs, analyses of the roles of superintendent, principals, curriculum directors, supervisors, reading consultants, and reading teachers in the reading program.

Course Prerequisites
Reading Education 705, 721, 720, 735 and 765 and Educational Foundations 770. (Fall)

READING 782: ISSUES IN THE EVALUATION OF LITERACY
Course ID
Reading Education 782

Course Title
READING 782: Issues in the Evaluation of Literacy

Credits
3

Course Description
Course focuses on problems and current issues in the evaluation of literacy achievement and literacy programs. Theoretical and practical considerations are explored.

Course Prerequisites
Reading Education 765 or equivalent.

READING 785: PRACTICUM IN READING
Course ID
Reading Education 785

Course Title
READING 785: Practicum in Reading

Credits
3

Course Description
This course is designed to give graduate students in reading an opportunity to develop and engage in field-based leadership activities that prepare them for the role of reading specialist. Emphasized are self-developed projects that provide new leadership skills and abilities and the sharing of experiences.

**Course Prerequisites**
Reading Education 705, 720, 721, 735 and 765 and Educational Foundations 770. (Spring)

**READING 790: SEMINAR IN READING RESEARCH**

**Course ID**
Reading Education 790

**Course Title**
READING 790: Seminar in Reading Research

**Credits**
2

**Course Description**
Research applications to reading. Criticism and evaluation of research in reading. Preparing, conducting, and reporting research in reading.

**Course Prerequisites**
Education Foundations 770 or equivalent. (Spring)

**READING 796: INDEPENDENT STUDY**

**Course ID**
Reading Education 796

**Course Title**
READING 796: Independent Study

**Credits**
1-3

**Course Description**
Registration open to MSE-Reading students who present an Independent Study/Related Readings contract with their registration.
Course Prerequisites

READING 798: REFLECTIVE JOURNEY OF A READING EDUCATOR
Course ID
Reading Education 798

Course Title
READING 798: Reflective Journey of a Reading Educator

Credits
0-1

Course Description
The Journey of a Reflective Professional is a documentation of a graduate student's growth in the areas of Skillful Practitioner, Reflective Professional, Change Agent and Lifelong Learner. As the student progresses through the program, they add artifacts, which demonstrate their competencies in meeting the Wisconsin Department of Public Education Teacher and Administrator standards, the International Reading Association of the Reflective Journey Committee, one who is chosen by the graduate student and one who is assigned. These committee members guide candidates along this journey. This course culminates with an oral presentation to the committee and examination of the Reflective Journey Binder by the Reading Education Department. This course may be repeated two times for up to two units (crs.) Pass/Fail course.

Course Prerequisites

SPEC ED 552: CHILDREN AND YOUTH WITH DISABILITIES IN GENERAL EDUCATION
Course ID
Special Education 552

Course Title
SPEC ED 552: Children and Youth with Disabilities in General Education

Credits
3

Course Description
This course provides future educators an opportunity to examine the legal, theoretical, and practical bases for inclusion. It is designed to provide a rigorous overview of current best
practice in academic and behavioral methods for supporting students with disabilities in inclusive settings. Particular emphasis is placed on understanding high incidence disabilities such as specific learning disabilities, emotional/behavioral disabilities, cognitive disabilities, and speech/language impairments. Furthermore, positive approaches to and effective strategies for collaboration, accommodations, and organization in an inclusive classroom are extensively covered.

**Course Prerequisites**

2.75 GPA. 352/552

SPEC ED 553: INTERDISCIPLINARY APPROACHES TO WORKING WITH CHILDREN AND YOUTH WITH DISABILITIES

**Course ID**

Special Education 553

**Course Title**

SPEC ED 553: Interdisciplinary Approaches to Working with Children and Youth with Disabilities

**Credits**

3

**Course Description**

This course provides information about typical and atypical language and motor development in children and youth (ages birth to 21 years). Course topics include milestones of typical language and motor development, characteristics of specific language/motor disorders, and sensory impairments (hearing and visual impairments). An interdisciplinary focus that highlights the work of related service providers such as occupational, physical and speech therapies and consultants for individuals with visual and hearing impairments serves as the context for the course. In addition, this course addresses the role and responsibility of special education teachers to support, supervise, monitor, and evaluate paraeducators working in their classrooms. Recommended approaches that support individuals with language/motor disorders and sensory impairments such as basic sign language, Picture Exchange Communications System, and sensory integration strategies are embedded into course topics. The course is required of all undergraduate and graduate students enrolled in the special education teacher licensure program.

**Course Prerequisites**

SPEC ED 580: CURRICULUM AND INSTRUCTION IN SPECIAL EDUCATION
Course ID
Special Education 580

Course Title
SPEC ED 580: Curriculum and Instruction in Special Education

Credits
3

Course Description
Students will be introduced to factors that influence curriculum content, scope and sequence, preparation and evaluation of curricular strategies, and materials. A major focus of this course will be extensive student involvement in curriculum development, implementation, and evaluation.

Course Prerequisites
Special Education 353/553. 380/580

SPEC ED 581: BEHAVIOR CHANGE AND MANAGEMENT

Course ID
Special Education 581

Course Title
SPEC ED 581: Behavior Change and Management

Credits
3

Course Description
Theoretical and practical understanding of methods used in modifying behavior in general, and problem behavior in particular. Methods of controlling behavior will be drawn from research and applied to the classroom. Approaches are developed to anticipate, inhibit, redirect, and prevent problem behavior through techniques which have high probability of encouraging the total learning process. 381/581

Course Prerequisites

SPEC ED 601: ADVANCED PRACTICUM EXPERIENCE IN SPECIAL EDUCATION

Course ID
Special Education 601
Course Title
SPEC ED 601: Advanced Practicum Experience in Special Education

Credits
2

Course Description
This is a field-based experience where special education majors will directly work with children and youth with disabilities birth to age 21. Special Education majors will receive experience in assessment and instructional remediation practices. Registration will be concurrent with a special education assessment or methods course. This field-based experience will occur within one or two semesters prior to student teaching. Pass/Fail course. 401/601

Course Prerequisites
SPEC ED 606: TECHNOLOGY IN SPECIAL EDUCATION
Course ID
Special Education 606

Course Title
SPEC ED 606: Technology in Special Education

Credits
3

Course Description
This course is to address uses of technology that are specifically related to special education, such as assistive and adaptive technology, and augmentative communication. It will address classroom arrangements for use of technology, uses of technology for content area instruction, and word processing technology for special learners. It will also address legal issues related to the provision of technology and methods of using technology to collaborate with other professionals and to gain information about special education.

Course Prerequisites
Students must have completed sophomore practicum or equivalent coursework and Educational Leadership 325. 406/606

SPEC ED 612: ASSESSMENT AND CURRICULUM IN EARLY INTERVENTION: BIRTH TO THREE
Course ID
Special Education 612

Course Title
SPEC ED 612: Assessment and Curriculum in Early Intervention: Birth to Three

Credits
3

Course Description
This course will address information necessary to prepare future early interventionists to work with young children ages birth to three years and their families. A family-based, interagency focused approach is outlined in current legislation. Special focus will be given to the unique features of birth to three service delivery models currently in place across the State of Wisconsin and the United States. This course is a required course in the Early Childhood Special Education Teacher Licensure sequence. It complements Assessment and Curriculum for Children with Disabilities Ages Three through Eight Years.

Course Prerequisites
Elementary Education 311; Initial Practicum or equivalent course work and PK-3 requirements (Elementary Education 312, 313, 314, 318). May be taken concurrently. 412/612

SPEC ED 613: ASSESSMENT AND CURRICULUM FOR CHILDREN WITH DISABILITIES AGES THREE TO EIGHT YEARS

Course ID
Special Education 613

Course Title
SPEC ED 613: Assessment and Curriculum for Children with Disabilities Ages Three to Eight Years

Credits
3

Course Description
This course will focus on the best practices in assessment and curricula for young children with suspected or identified disabilities ages three through eight years. Issues related to service provision in preschool and early primary environments will be addressed. Emphasis will be placed on linking assessment finding to intervention practices. Inter- and transdisciplinary team models will be explored as a way to provide quality educational services to young children in the least restrictive environment. Methods to embed and monitor individual education plan
goals in the daily routine will be discussed. Information in this course complements content included in the "Assessment and Curriculum in Early Intervention: Birth to Three".

**Course Prerequisites**
Elementary Education 311; Initial Practicum or equivalent course work and PK-3 requirements (Elementary Education 312, 313, 314 and 318) may be taken concurrently. 413/613

**SPEC ED 614: ADVOCACY, FAMILY EMPOWERMENT AND SPECIAL EDUCATION LAW**

**Course ID**
Special Education 614

**Course Title**
SPEC ED 614: Advocacy, Family Empowerment and Special Education Law

**Credits**
3

**Course Description**
This course addresses three interrelated topics: (1) the role and responsibility of special education professionals to serve as advocates for students with disabilities and their families, (2) the skills and strategies needed by special education professionals to effectively support, collaborate with, and empower families of students with disabilities, and (3) special education legal issues. Further topics addressed in this course include school organizational and administration issues, collaborative consultation models, effective communication, and professional ethics.

**Course Prerequisites**
Admission I. 414/614

**SPEC ED 618: SEMINAR IN EARLY CHILDHOOD SPECIAL EDUCATION TEACHING**

**Course ID**
Special Education 618

**Course Title**
SPEC ED 618: Seminar in Early Childhood Special Education Teaching

**Credits**
1-2

**Course Description**
This course will deal with the problems associated with teaching students in early childhood special education settings. Innovative programs and intervention strategies will be discussed and analyzed. The course is taken concurrently with Special Education 419/619.

Course Prerequisites
Admission to student teaching and Admission II. 418/618

SPEC ED 619: STUDENT TEACHING IN EARLY CHILDHOOD SPECIAL EDUCATION
Course ID
Special Education 619

Course Title
SPEC ED 619: Student Teaching in Early Childhood Special Education

Credits
5-10

Course Description
Observation, participation, and responsible teaching experiences under supervision in a class of early childhood special education students.

Course Prerequisites
Prerequisite: Admission II, restricted to special education majors. Corequisite: Special Education 418/618. 419/619

SPEC ED 623: DIRECT INSTRUCTION MULTISENSORY METHODS FOR TEACHING DECODING AND ENCODING
Course ID
Special Education 623

Course Title
SPEC ED 623: Direct Instruction Multisensory Methods for Teaching Decoding and Encoding

Credits
3

Course Description
The content of this course is designed to train individuals how to teach both decoding (reading) and encoding (spelling) to dyslexic students by means of direct instruction and appropriate practice strategies. Issues associated with dyslexia and related reading disabilities will be
discussed. The emphasis will be on instruction that uses teaching methods to teach word meaning using the Simultaneous Multi-Sensory Paradigm. Additionally, the course is designed to meet the methodological needs of current and future teachers who work with or anticipate working with students who have difficulty learning to read and/or spell, whether they have been diagnosed as dyslexic or not. 423/623

**Course Prerequisites**

**SPEC ED 631: TRANSITION TO ADULTHOOD**

**Course ID**
Special Education 631

**Course Title**
SPEC ED 631: Transition to Adulthood

**Credits**
3

**Course Description**
This course is designed to provide a rigorous overview of current best practice in assessment, curricula, instruction, and transition for students with learning and behavior problems in middle school and secondary settings. Course content will include the following topic areas as they relate to adolescents: legal issues and legislation, problems and issues, service delivery models, transition, academic and behavioral interventions, curricula, and assessment. 431/631

**Course Prerequisites**

**SPEC ED 656: SPECIAL TOPICS IN SPECIAL EDUCATION**

**Course ID**
Special Education 656

**Course Title**
SPEC ED 656: Special Topics in Special Education

**Credits**
1-3

**Course Description**
Topics in special Education. A course in topics of relevance for students having an interest or background in special education. May be repeated under different topics.
**Course Prerequisites**
Spec Ed 456/656

**SPEC ED 663: TEACHING STUDENTS WITH SIGNIFICANT DISABILITIES**

**Course ID**
Special Education 663

**Course Title**
SPEC ED 663: Teaching Students with Significant Disabilities

**Credits**
3

**Course Description**
This course examines functional curricula, instructional practices and functional behavioral assessment and support for students with severe disabilities. Additional topics include working collaboratively with related services personnel, the use of assistive technology in educational programming, supervising, paraprofessionals in the classroom, and teaching self-advocacy skills. 463/663

**Course Prerequisites**

**SPEC ED 665: PROBLEMS IN TEACHING INDIVIDUALS WITH MENTALLY RETARDED/ COGNITIVE DISABILITIES**

**Course ID**
Special Education 665

**Course Title**
SPEC ED 665: Problems in Teaching Individuals with Mentally Retarded/ Cognitive Disabilities

**Credits**
1-2

**Course Description**
Special Education 665 1-2 (crs.)
Problems in Teaching Individuals with Mentally Retarded/Cognitively Disabilities
Innovative programs and intervention strategies will be discussed and analyzed.
**Course Prerequisites**
Prerequisite: Admission to student teaching. **Corequisite: Special Education 466/666. 465/665**

SPEC ED 666: STUDENT TEACHING OF INDIVIDUALS WITH MENTAL RETARDATION/ COGNITIVE DISABILITIES

**Course ID**
Special Education 666

**Course Title**
SPEC ED 666: Student Teaching of Individuals with Mental Retardation/ Cognitive Disabilities

**Credits**
5-10

**Course Description**
Observation, participation, and responsible teaching experiences under supervision in a class of mentally retarded students.

**Course Prerequisites**
Admission to student teaching. **Corequisite: Special Education 465/665. 466/666**

SPEC ED 667: PROBLEMS IN TEACHING INDIVIDUALS WITH LEARNING DISABILITIES

**Course ID**
Special Education 667

**Course Title**
SPEC ED 667: Problems in Teaching Individuals with Learning Disabilities

**Credits**
1-2

**Course Description**
This course will deal with the problems associated with teaching learning disabled students. Innovative programs and intervention strategies will be discussed and analyzed. The course is taken concurrently with Special Education 468/668.

**Course Prerequisites**
Admission to student teaching. **Corequisite: Special Education 468/668. 467/667**
SPEC ED 668: STUDENT TEACHING OF INDIVIDUALS WITH LEARNING DISABILITIES

Course ID
Special Education 668

Course Title
SPEC ED 668: Student Teaching of Individuals with Learning Disabilities

Credits
5-10

Course Description
Observation, participation, and responsible teaching experiences under supervision in a class of learning disabled students.

Course Prerequisites
Admission to student teaching. Corequisite: Special Education 467/667. 468/668

SPEC ED 670: FUNDAMENTALS IN SPECIAL EDUCATION ASSESSMENT

Course ID
Special Education 670

Course Title
SPEC ED 670: Fundamentals in Special Education Assessment

Credits
3

Course Description
This course deals with the appropriate selection, administration, and interpretation of assessment techniques and measures in order to identify students for special education. The course will familiarize the student with basic assessment terminologies and principles as well as various tests measuring achievement, aptitude, readiness, and social skills. The emphasis of this course is on making eligibility rather than instructional planning decision-making. 470/670

Course Prerequisites

SPEC ED 671: ASSESSMENT FOR INSTRUCTIONAL PLANNING IN SPECIAL EDUCATION

Course ID
Special Education 671
Course Title
SPEC ED 671: Assessment for Instructional Planning in Special Education

Credits
3

Course Description
This course provides students with hands-on experience in assessment procedures through observation, administration, and interpretation of formal and informal assessment measures, including curriculum-based assessment. Students will write IEPs and plan instructional lessons with monitoring techniques.

Course Prerequisites
Special Education 353/553 and 470/670. 471/671

SPEC ED 673: INTRODUCTION TO AUTISM SPECTRUM DISORDER

Course ID
Special Education 673

Course Title
SPEC ED 673: Introduction to Autism Spectrum Disorder

Credits
3

Course Description
This introductory course will provide students with an understanding of children with autism spectrum disorder (ASD). Students will be introduced to intervention strategies that enhance the communication and learning of students with ASD. Methods for teaching more conventional behaviors will be addressed. Issues surrounding diagnosis and support for families will be explored. 473/673

Course Prerequisites

SPEC ED 674: TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER

Course ID
Special Education 674

Course Title
SPEC ED 674: Teaching Students with Autism Spectrum Disorder
Course Description
Introduction to Students with Autism Spectrum Disorder will provide students with information regarding methods of instructing and supporting children and youth with ASD. The course will include information regarding the best practices for assessment, instruction, communication, sensory, socialization, transition information related to children and youth with ASD.

Course Prerequisites
Special Education 473/673 Introduction to Students with Autism Spectrum Disorders. 474/674

SPEC ED 675: AUTISM SPECTRUM DISORDERS PRACTICUM
Course ID
Special Education 675

Course Title
SPEC ED 675: Autism Spectrum Disorders Practicum

Credits
1

Course Description
This practicum will provide students in the Autism Spectrum Disorders (ASD) Certificate Program experience 100 hours of working with students with ASD in educational settings.

Course Prerequisites
Department Consent. 475/675

SPEC ED 680: RESEARCH-BASED INSTRUCTIONAL STRATEGIES
Course ID
Special Education 680

Course Title
SPEC ED 680: Research-based Instructional Strategies

Credits
3
**Course Description**
This course focuses on a variety of research-based strategies and methodologies for special education instructional practice. Topics covered will include principles of design, implementation, and delivery of effective instructional interventions.

**Course Prerequisites**
Initial Practicum or equivalent coursework, Reading 305, Spec Education 470/670. This course should be taken in the last term prior to student teaching. 480/680

**SPEC ED 681: ADVANCED BEHAVIOR MANAGEMENT AND INSTRUCTION**

**Course ID**
Special Education 681

**Course Title**
SPEC ED 681: Advanced Behavior Management and Instruction

**Credits**
3

**Course Description**
This course builds upon effective behavior management and instruction concepts, principles, and techniques covered in Special Education 381/581 and Special Education 480/680. Course emphasis is on understanding the process of behavioral change, instructional classroom management, self-management strategies, non-violent crisis intervention, social skills instruction, study and organizational skills, and metacognitive strategies. In addition, this course focuses on conflict resolution, including resolving conflicts between pupils and between pupils and school staff and peer mediation.

**Course Prerequisites**
Initial Practicum or equivalent coursework and Special Education 480/680 (may be taken concurrently) and Admission I. 481/681

**SPEC ED 683: PROBLEMS IN TEACHING EMOTIONALLY/ BEHAVIORALLY DISTURBED**

**Course ID**
Special Education 683

**Course Title**
SPEC ED 683: Problems in Teaching Emotionally/ Behaviorally Disturbed
Course Description
This course will deal with the problems associated with teaching emotionally disturbed students. Innovative programs and intervention strategies will be discussed and analyzed.

Course Prerequisites
Admission to student teaching. Corequisite: Special Education 484/684. 483/683

SPEC ED 684: STUDENT TEACHING IN EMOTIONALLY/BEHAVIOR DISTURBANCE
Course ID
Special Education 684

Course Title
SPEC ED 684: Student Teaching in Emotionally/Behavior Disturbance

Credits
5-10

Course Description
Observation, participation, and responsible teaching experiences under supervision in a class of emotionally disturbed students.

Course Prerequisites
Admission to student teaching. Corequisite: Special Education 483/683. 484/684

SPEC ED 685: SEMINAR IN CROSS CATEGORICAL SPECIAL EDUCATION TEACHING (MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE)
Course ID
Special Education 685

Course Title
SPEC ED 685: Seminar in Cross Categorical Special Education Teaching (Middle Childhood through Early Adolescence)

Credits
1-2

Course Description
This course will deal with the problems associated with teaching students in cross categorical special education programs (middle school through early adolescence) (students labeled as learning disabled, emotionally/behaviorally disordered, and/or mentally retarded/cognitively disabled). Innovative programs and intervention strategies will be discussed and analyzed.

**Course Prerequisites**
Admission to student teaching and Admission II. **Corequisite: Special Education 486/686. 485/685**

SPEC ED 686: STUDENT TEACHING IN CROSS CATEGORICAL SPECIAL EDUCATION (MIDDLE CHILDHOOD THROUGH EARLY ADOLESCENCE)

**Course ID**
Special Education 686

**Course Title**
SPEC ED 686: Student Teaching in Cross Categorical Special Education (Middle Childhood through Early Adolescence)

**Credits**
5-10

**Course Description**
Observation, participation, and responsible teaching experience under supervision in a cross categorical special education in a class at the middle childhood through early adolescence level (learning disabilities, emotional/behavioral disorders, and/or mental retardation/cognitive disabilities).

**Course Prerequisites**
Admission II, restricted to special education majors. **Corequisite: Special Education 485/685. 486/686**

SPEC ED 687: STUDENT TEACHING INTERNSHIP-CROSS CATEGORICAL SPECIAL EDUCATION (MIDDLE CHILDHOOD - EARLY ADOLESCENCE)

**Course ID**
Special Education 687

**Course Title**
SPEC ED 687: Student Teaching Internship-Cross Categorical Special Education (Middle Childhood - Early Adolescence)
Credits
1-10

Course Description
Internship placement for students seeking cross categorical special education middle childhood through early adolescence licensure. Observation, participation, and responsible teaching experience under supervision in cross categorical special education in a class at the middle childhood through early adolescence level (learning disabilities, emotional/behavioral disorders, and/or mental retardation/cognitive disabilities).

Course Prerequisites
Admission to student teaching and Admission II, restricted to special education majors, concurrent enrollment in Special Education 485/685.

SPEC ED 689: SEMINAR IN CROSS CATEGORICAL SPECIAL EDUCATION TEACHING (EARLY ADOLESCENCE THROUGH ADOLESCENCE)
Course ID
Special Education 689

Course Title
SPEC ED 689: Seminar in Cross Categorical Special Education Teaching (Early Adolescence Through Adolescence)

Credits
1-2

Course Description
This course will deal with the problems associated with teaching students in cross categorical special education programs (early adolescence through adolescence), (students labeled as having a learning disability, emotionally/behavior disorder, and/or mental retardation/cognitive disability). Innovative programs and intervention strategies will be discussed and analyzed.

Course Prerequisites
Admission to student teaching and Admission II. Corequisite: Special Education 490/690. 489/689

SPEC ED 690: STUDENT TEACHING IN CROSS CATEGORICAL SPECIAL EDUCATION (EARLY ADOLESCENCE THROUGH ADOLESCENCE)
Course ID
Special Education 690
**Course Title**
SPEC ED 690: Student Teaching in Cross Categorical Special Education (Early Adolescence Through Adolescence)

**Credits**
5-10

**Course Description**
Observation, participation, and responsible teaching experience under supervision in a cross categorical special education class at the early adolescence through adolescence level (learning disabilities, emotional/behavioral disorders, and/or mental retardation/cognitive disabilities).

**Course Prerequisites**
Admission II, restricted to special education majors. **Corequisite: Special Education 489/689. 490/690**

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**SPEC ED 691: STUDENT TEACHING INTERNSHIP-CROSS CATEGORICAL SPECIAL EDUCATION (EARLY ADOLESCENCE THROUGH ADOLESCENCE)**

**Course ID**
Special Education 691

**Course Title**
SPEC ED 691: Student Teaching Internship-Cross Categorical Special Education (Early Adolescence Through Adolescence)

**Credits**
5-10

**Course Description**
Internship placement for students seeking cross categorical special education early adolescence through adolescence licensure. Observation, participation, and responsible teaching experience under supervision in cross categorical special education in a class at the early adolescence through adolescence level (learning disabilities, emotional/behavioral disorders, and/or mental retardation/cognitive disabilities).

**Course Prerequisites**
Admission to student teaching and Admission II, restricted to special education majors, concurrent enrollment in Special Education 489/689.
SPEC ED 705: ADMINISTRATIVE ORGANIZATION, COLLABORATION AND LEADERSHIP IN SPECIAL EDUCATION

Course ID
Special Education 705

Course Title
SPEC ED 705: Administrative Organization, Collaboration and Leadership in Special Education

Credits
3

Course Description
This course focuses on preparing graduate students for leadership and collaboration roles in special education and general education. Course content addresses special education organization and administration, supervision and evaluation, collaboration and consultation, and conflict resolution skills.

Course Prerequisites

SPEC ED 767: FIELD EXPERIENCE IN SPECIAL EDUCATION

Course ID
Special Education 767

Course Title
SPEC ED 767: Field Experience in Special Education

Credits
2-4

Course Description
Recent trends in the education and programming for children and adolescents. Experiences designed in accordance with the student's fields of interest and preparation needs. Extended observation and participation in a wide variety of programs required.

Course Prerequisites

SPEC ED 769: COMPETENCY BASED FIELD WORK

Course ID
Special Education 769
**Course Title**  
SPEC ED 769: Competency Based Field Work

**Credits**  
4

**Course Description**  
Competency based field work is designed as a qualifying course enabling students who pass it to perform practicum Special Education 668 and 683 within their own classroom. The acquisition and maintenance of pre-identified competencies will be demonstrated during this course.

**Course Prerequisites**

SPEC ED 781: INTRODUCTION TO ADVANCED STUDIES IN SPECIAL EDUCATION

**Course ID**  
Special Education 781

**Course Title**  
SPEC ED 781: Introduction to Advanced Studies in Special Education

**Credits**  
3

**Course Description**  
A course in topics of current interest in special education. This course will provide students with different viewpoints and opposing positions to provoke critical thinking and discussion and provide a starting point for graduate students to research issues in-depth as thesis or field report topics. In addition, to ensure students' understanding of statistical applications in data-based research studies, basic educational statistics will be introduced. This required course should be taken as the first core required course in the special education graduate program. It must be taken prior to Special Education 790.

**Course Prerequisites**

SPEC ED 783: CURRENT ISSUES

**Course ID**  
Special Education 783

**Course Title**
SPEC ED 783: Current Issues

Credits
1-3

Course Description
A course in topics of current relevance for advanced graduate students having an interest or background in special education. May be repeated under different topics.

Course Prerequisites
consent of instructor.

SPEC ED 790: CRITICAL ANALYSIS OF SPECIAL EDUCATION RESEARCH AND LITERATURE

Course ID
Special Education 790

Course Title
SPEC ED 790: Critical Analysis of Special Education Research and Literature

Credits
3

Course Description
The focus of this course is upon developing student ability to critically evaluate research within educational literature. This course will include extensive practice of critical analysis of research reports and synthesis of bodies of research information. This course should be taken at the end of the student's graduate program, just prior to completion of the thesis or field report in special education.

Course Prerequisites
Special Education 781 and Educational Foundations 770.

SPEC ED 794: FIELD REPORT IN SPECIAL EDUCATION

Course ID
Special Education 794

Course Title
SPEC ED 794: Field Report in Special Education

Credits
Course Description
The Field Report in Special Education is an alternative to the Special Education Thesis as the culminating experience. Registration open only to those MSE Special Education students who have filed a field report proposal and advisor approval form. Pass/Fail course.

Course Prerequisites

SPEC ED 795: SPECIAL EDUCATION THESIS
Course ID
Special Education 795

Course Title
SPEC ED 795: Special Education Thesis

Credits
1-6

Course Description
Each registration with a maximum accumulation of 6 cr. Registration open only to those MSE Special Education students who have filed a thesis proposal and advisor approval form with the Graduate Office. Pass/Fail course.

Course Prerequisites

SPEC ED 796: INDEPENDENT STUDY
Course ID
Special Education 796

Course Title
SPEC ED 796: Independent Study

Credits
1-3

Course Description
Registration open to those MSE Special Education students who have filed an independent study contract and instructor approval form.
Course Prerequisites

ED FOUND 543: THE ADULT LEARNER

Course ID
Educational Foundations 543

Course Title
ED FOUND 543: The Adult Learner

Credits
3

Course Description
The biological, psychological, and social characteristics of the adult learner, including middle aged persons as well as those in later life. The intellectual abilities adults possess will be examined with specific references to educational processes.

Course Prerequisites
Educational Foundations 230, 235, 240, 377 or equivalent. 343/543

ED FOUND 550: ADOLESCENT PSYCHOLOGY

Course ID
Educational Psychology 550

Course Title
ED FOUND 550: Adolescent Psychology

Credits
3

Course Description
A study of pre-adolescence and adolescence as a psycho-socio-cultural phenomenon. Emphasis will be placed upon the basic conflicts and adjustment patterns of adolescents. Contemporary interests and problems of pre-adolescents and adolescents in school situations will be stressed.

Course Prerequisites
Advanced standing including Psychology 201. 350/550
ED FOUND 577: HUMAN GROWTH AND DEVELOPMENT  
**Course ID**  
Educational Foundations 577  

**Course Title**  
ED FOUND 577: Human Growth and Development  

**Credits**  
3  

**Course Description**  
Study of theory and problems in the various areas of human development as interrelated phenomena. Psychological, social, emotional, intellectual, and physical development from infancy to maturity. Environmental factors will be emphasized.  

**Course Prerequisites**  
ED FOUND 589: EDUCATION OF GIFTED AND TALENTED STUDENTS  

ED FOUND 589: EDUCATION OF GIFTED AND TALENTED STUDENTS  
**Course ID**  
Educational Foundations 589  

**Course Title**  
ED FOUND 589: Education of Gifted and Talented Students  

**Credits**  
3  

**Course Description**  
Issues in identifying, motivating, and providing for the learning of gifted and talented children and youth. Attention is given to creative processes taught on individual and group bases. 389/589  

**Course Prerequisites**  
ED FOUND 635: HUMAN DEVELOPMENT AND EDUCATION  

ED FOUND 635: HUMAN DEVELOPMENT AND EDUCATION  
**Course ID**  
Educational Foundations 635  

**Course Title**
ED FOUND 635: Human Development and Education

Credits
2-3

Course Description
Consideration of major theories, principles, problems, issues, and recent research findings on human development. Physical, intellectual, social, and personality development throughout the lifespan will be examined in the context of education. One emphasis will be on students' reflections of their own development and their observations of the development of others. A second emphasis, related to the first, is how these reflections and observations may contribute to the development of children and adolescents under their care as whole persons. Students may enroll for 2 or 3 credits at either the undergraduate or graduate level.

Course Prerequisites
Bachelor's degree or consent of instructor. 435/635

ED FOUND 671: Learning Processes in Children

Course ID
Educational Foundations 671

Course Title
ED FOUND 671: Learning Processes in Children

Credits
2-3

Course Description
Reading and discussing a variety of new materials in the areas of early childhood learning and generating applications of research findings to working with children. Some areas discussed: learning in the newborn, learning to love and to fear, play, attitude conditioning, motivation for learning, self-concept development, Piaget, Montessori, cognitive growth, IQ change, approaches to teaching young children.

Course Prerequisites
Educational Foundations 235 or equivalent. 471/671

ED FOUND 702: Statistical Foundations in Education

Course ID
Educational Foundations 702
Course Title
ED FOUND 702: Statistical Foundations in Education

Credits
3

Course Description
Descriptive statistical techniques, including measures of central tendency, variability, normal curve, percentile ranks, and standard scores. Correlational techniques, parametric and nonparametric statistical tests. Emphasis on school related research problems.

Course Prerequisites
Educational Foundations 310 or equivalent.

ED FOUND 704: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
Course ID
Educational Foundations 704

Course Title
ED FOUND 704: Psychological Foundations of Education

Credits
3

Course Description
A psychological basis for the study of human abilities and learning. Research evidence along with empirical findings is provided to relate theoretical principle to classroom practices. Individual difference, motivation, retention and transfer, and evaluation and their implications to teaching.

Course Prerequisites
ED FOUND 705: CHILD PSYCHOLOGY
Course ID
Educational Foundations 705

Course Title
ED FOUND 705: Child Psychology

Credits
**Course Description**
Growth of children from birth to adolescence. Emphasizes the child as a whole being, with major divisions dealing with physical, social, emotional, and intellectual development.

**Course Prerequisites**
Psychology 201.

**ED FOUND 713: PRINCIPLES OF APPRAISAL AND EVALUATION IN EDUCATION**

**Course ID**
Educational Foundations 713

**Course Title**
ED FOUND 713: Principles of Appraisal and Evaluation in Education

**Credits**
3

**Course Description**
The construction, and administration, and interpretation of diagnostic and other evaluative devices in the educational setting. Special attention given to recent philosophical orientations toward the utilization of measurement data for evaluative purposes.

**Course Prerequisites**
Educational Foundations 310 or consent of instructor.

**ED FOUND 760: LEARNING THEORY AND EDUCATIONAL PRACTICE**

**Course ID**
Educational Foundations 760

**Course Title**
ED FOUND 760: Learning Theory and Educational Practice

**Credits**
2

**Course Description**
Oriented primarily toward learning theory and secondarily to applying this theory to practical educational problems. Designed as a specific 2-credit core course to which the student can add
1 credit modules. The core course will stress the understanding of theory, while the modules will stress applications of theory.

**Course Prerequisites**

ED FOUND 761: LEARNING THEORY FOR DISCIPLINE AND CLASSROOM MANAGEMENT

**Course ID**  
Educational Foundations 761

**Course Title**  
ED FOUND 761: Learning Theory for Discipline and Classroom Management

**Credits**  
1

**Course Description**  
What various authorities have to say about fostering desirable and preventing undesirable behavior in the classroom. A 1-credit module designed to accompany Education Foundations 760.

**Course Prerequisites**

ED FOUND 762: PIAGET: THEORY AND APPLICATION

**Course ID**  
Educational Foundations 762

**Course Title**  
ED FOUND 762: Piaget: Theory and Application

**Credits**  
3

**Course Description**  
A study of the learning theory of Jean Piaget and its application to the classroom.

**Course Prerequisites**

ED FOUND 770: FOUNDATIONS OF EDUCATIONAL RESEARCH
Course ID
Educational Foundations 770

Course Title
ED FOUND 770: Foundations of Educational Research

Credits
3

Course Description
Introduction to the concepts, tools and procedures which are essential for planning and conducting research in education and related fields. Preparing a research proposal and organization of a research report. Emphasis is given to the interpretation and analysis of research literature from the behavioral and social sciences.

Course Prerequisites

ED FOUND 794: SPECIAL TOPICS IN EDUCATIONAL FOUNDATIONS

Course ID
Educational Foundations 794

Course Title
ED FOUND 794: Special Topics in Educational Foundations

Credits
1-3

Course Description
A special topics course of current interest for students with specific interest or background in educational foundations. May be repeated under different topics, but only 3 credits may be applied toward a degree.

Course Prerequisites

ED FOUND 796: INDEPENDENT STUDY

Course ID
Educational Foundations 796

Course Title
ED FOUND 796: Independent Study
Credits
1-3

Course Description
Because there is no graduate program in Educational Foundations, Independent Study in this area must be undertaken with the approval of a department offering a graduate program, but under the direction of a member of the Educational Foundations staff.

Course Prerequisites
Independent Study Topic and Instructor Approval Form must be completed prior to registration.

SRVS CRS 621: CONTEMPORARY TOPICS IN EDUCATION
Course ID
Service Courses in Education 621

Course Title
SRVS CRS 621: Contemporary Topics in Education

Credits
1-3

Course Description
Focuses upon professional growth through problem solving, self expression, group thinking and independent study. Educators work on problems related to their professional needs. Course may be repeated with change of topic to a maximum of nine (9) credits. Pass/fail course. 421/621

Course Prerequisites
A practicing professional educator.

SRVS CRS 622: CONTEMPORARY ISSUES IN EDUCATION
Course ID
Service Courses in Education 622

Course Title
SRVS CRS 622: Contemporary Issues in Education

Credits
Course Description
The focus is on professional growth and development via exploration of theory and practice related to current issues and educational initiatives. Course may be repeated with change of topic to a maximum of nine (9) credits. 422/622

Course Prerequisites

SRVS CRS 729: SUPERVISION OF STUDENT TEACHERS

Course ID
Service Courses in Education 622

Course Title
SRVS CRS 622: Contemporary Issues in Education

Credits
1-3

Course Description
The focus is on professional growth and development via exploration of theory and practice related to current issues and educational initiatives. Course may be repeated with change of topic to a maximum of nine (9) credits. 422/622

Course Prerequisites

KINESIOLOGY 573: ADAPTED PHYSICAL EDUCATION

Course ID
Physical Education 573

Course Title
KINESIOLOGY 573: Adapted Physical Education

Credits
3

Course Description
Adaptation of physical education activities based on the needs of students with disabilities. Attention to legislation, placement options and methods of teaching individuals with a variety of disabilities.
Course Prerequisites
Kinesiology 280 and Physical Education 375. 423/523 (3+1)

KINESIOLOGY 574: ASSESSMENT AND PRESCRIPTION TECHNIQUES IN ADAPTED PHYSICAL EDUCATION
Course ID
Physical Education 574

Course Title
KINESIOLOGY 574: Assessment and Prescription Techniques in Adapted Physical Education

Credits
2

Course Description
Theory and practice in assessment, prescription and programming for individuals with disabilities.

Course Prerequisites
Physical Education 373. 374/575

KINESIOLOGY 575: LIFESPAN MOTOR DEVELOPMENT
Course ID
Kinesiology 575

Course Title
KINESIOLOGY 575: Lifespan Motor Development

Credits
2

Course Description
Study of lifespan motor development from infancy through adulthood, including information on delayed development, psychological factors and the normal pattern of motor skill acquisition.

Course Prerequisites
Co-requisite: Kinesiology 280. 375/575 (2+0)
KINESIOLOGY 576: SPORTS FOR INDIVIDUALS WITH DISABILITIES
Course ID
Physical Education 576

Course Title
KINESIOLOGY 576: Sports for Individuals With Disabilities

Credits
2

Course Description
Contemporary sports opportunities for individuals with disabilities, with application to teaching and transition planning.

Course Prerequisites
Physical Education 373. 376/576

KINESIOLOGY 580: ADAPTED AQUATICS
Course ID
Physical Education 580

Course Title
KINESIOLOGY 580: Adapted Aquatics

Credits
2

Course Description
A course designed to provide the student with various alternatives in teaching techniques for beginning swimmers and the exceptional student. 380/580 (2+2)

Course Prerequisites

KINESIOLOGY 622: PHYSICAL EDUCATION FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES
Course ID
Physical Education 622

Course Title
KINESIOLOGY 622: Physical Education for Individuals with Developmental Disabilities

Credits
3

Course Description
Class content considers research, instructional programs and techniques in physical education for developmentally disabled individuals, such as the mentally retarded, learning disabled, and emotionally (behaviorally) disordered. 422/622

Course Prerequisites

KINESIOLOGY 624: PHYSICAL EDUCATION FOR INDIVIDUALS WITH CHRONIC AND PERMANENT PHYSICAL DISABILITY

Course ID
Physical Education 624

Course Title
KINESIOLOGY 624: Physical Education for Individuals with Chronic and Permanent Physical Disability

Credits
3

Course Description
Class content considers research, instructional programs and techniques in physical education for individuals with chronic and permanent physical disabilities based on indicators, limitations, and needs.

Course Prerequisites
Physical Education 373.

KINESIOLOGY 682: PRACTICUM IN ADAPTED PHYSICAL EDUCATION

Course ID
Physical Education 682

Course Title
KINESIOLOGY 682: Practicum in Adapted Physical Education

Credits
**Course Description**
Supervised field experience with programs of physical education/activity for individuals with disabilities. This course is designed for individuals seeking the 860 Adapted Physical Education Licensure. All courses for Adapted Physical Education minor must be completed, or must have approval of the Coordinator of Adapted Physical Education Program.

**Course Prerequisites**
Open to students with a major or minor in the Department of Human Kinetics &Health; Education only. 482/682

KINESIOLOGY 710: PHILOSOPHICAL BASIS FOR PHYSICAL EDUCATION

**Course ID**
Physical Education 710

**Course Title**
KINESIOLOGY 710: Philosophical Basis for Physical Education

**Credits**
3

**Course Description**
Designed to promote understanding of the various philosophical bases for Physical Education. Philosophical concepts of physical education as a basis for the development of a personal philosophy which can be applied to public school experiences.

**Course Prerequisites**
A previous course in the history and philosophy of physical education.

KINESIOLOGY 720: CURRICULUM PLANNING IN PHYSICAL EDUCATION

**Course ID**
Physical Education 720

**Course Title**
KINESIOLOGY 720: Curriculum Planning in Physical Education

**Credits**
3
Course Description
Concepts, procedures and practices of curriculum planning as they apply to curriculum building in public school physical education.

Course Prerequisites

KINESIOLOGY 730: THE PHYSIOLOGICAL BASIS OF THE CONDITIONING PROCESS
Course ID
Physical Education 730

Course Title
KINESIOLOGY 730: The Physiological Basis of the Conditioning Process

Credits
3

Course Description
Concepts selected from fields of physiology, kinesiology, psychology and sociology as they relate to physical education.

Course Prerequisites
Previous coursework in kinesiology, physiology and anatomy.

KINESIOLOGY 735: COMPARATIVE PHYSICAL EDUCATION
Course ID
Physical Education 735

Course Title
KINESIOLOGY 735: Comparative Physical Education

Credits
3

Course Description
Examination, comparison and analysis of dominant characteristics and development in physical education and sport in various countries of the world.
Course Prerequisites
Physical Education minor.

KINESIOLOGY 750: CURRENT PERSPECTIVES IN PHYSICAL EDUCATION AND SPORTS

Course ID
Physical Education 750

Course Title
KINESIOLOGY 750: Current Perspectives in Physical Education and Sports

Credits
3

Course Description
Opportunities for advanced research and study of current issues in physical education and sport.

Course Prerequisites
Physical Education minor.

KINESIOLOGY 760: ORGANIZATION AND ADMINISTRATION OF ATHLETICS AND PHYSICAL EDUCATION

Course ID
Physical Education 760

Course Title
KINESIOLOGY 760: Organization and Administration of Athletics and Physical Education

Credits
3

Course Description
Philosophy and methodology of organizing and administering an efficient program of physical education and athletics within the total school curriculum. Policies and procedures necessary to carry out the program.

Course Prerequisites
Physical Education minor.
KINESIOLOGY 770: ASSESSING HUMAN BEHAVIOR IN PHYSICAL EDUCATION
Course ID
Physical Education 770

Course Title
KINESIOLOGY 770: Assessing Human Behavior in Physical Education

Credits
3

Course Description
Basic framework for using measurement techniques in physical education. Assessment as a functional part of teaching method in all domains of learning.

Course Prerequisites
Physical Education minor.

HUMAN SV 577: FAMILY AND COMMUNITY ADVOCACY
Course ID
Human Services 577

Course Title
HUMAN SV 577: Family and Community Advocacy

Credits
3

Course Description
Studies the knowledge and develops the skills for acquiring power for families and communities through advocacy processes. Skills include outreach, use of public and private records, interacting with agency staff, documenting and analyzing problems, use of census reports and state and federal statutes, writing press releases, letters to the editor and networking with other activists. 377/577

Course Prerequisites
HUMAN SV 586: DRUG ABUSE AND BEHAVIOR
Course ID
Human Services 586

Course Title
HUMAN SV 586: Drug Abuse and Behavior

Credits
1-3

Course Description
Surveys the psychological, sociological, medical and legal facets of the drug use and abuse problem as it affects our society today. Emphasis upon societal pressures that contribute to the problem, personality characteristics of drug abusers, the drugs most commonly abused.

Course Prerequisites
Consent of instructor. 386/586.
BIOLOGY & MICROBIOLOGY

Program Contact Information
Robert Stelzer
Program Coordinator
Office: Halsey Science Center 150
Telephone: 920-424-0845
Web Site: www.uwosh.edu/biology/masters-program
E-mail: stelzer@uwosh.edu

I. Faculty

II. Purpose
The graduate program in Biology/Microbiology is designed to provide the advanced training appropriate for professional competitiveness in public and private job sectors. It is particularly applicable to: people employed in governmental agencies or private industries, especially those dealing with health, agricultural or environmental issues; secondary school teachers; and those preparing to pursue a doctoral degree in biology, microbiology or a sub-discipline of these fields.

III. Degree
Completion of the program will lead to the degree: Master of Science (MS).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

Grade-Point Average
A grade-point average of 3.00 in overall undergraduate program, or 3.25 during the last half 60 credits of undergraduate work, is required for admission.

References and Test Score
Three reference letters are required. At least two of the three required letters should be written by individuals, preferably professors in the sciences, who are qualified to appraise the applicant’s abilities and potential ability to succeed in graduate school. Use pre-formatted letters provided by the Graduate Studies office.
The Graduate Record Examination (GRE) is required. The exam scores must be within five years of the current application date. For admission in full standing, a GRE Verbal + Quantitative composite score of 1000 or higher is required. If the composite score is 900-999, the analytical score must be 5 or higher for admission in full standing. If the GRE is taken more than once, the
best total score for a single exam at the time of admission will be used to determine admission status.

**Undergraduate Major**
Normally, the baccalaureate degree will have been earned in biology, microbiology, natural science or related fields.

**Admission with Deficiencies**
Applicants who lack adequate undergraduate preparation may be admitted with deficiencies and will be expected to take those courses specified by the program. This requirement may be waived, if the applicant has taken coursework, which is considered by the candidacy committee, to be equivalent to the course(s) lacking.

**Admission Deadlines**
April 1 is the application deadline for fall admission, November 1 is the application deadline for spring admission.

V. Summary
A. Structure
The program is comprised of emphases and electives. The program offers a choice of two emphases: (1) Biology and (2) Microbiology.

B. Academic Plans of Study
The following are the descriptions for the Biology/Microbiology plan(s) of study:

\[ \text{Biology}\]

\[ \text{Microbiology}\]

C. Minimum Unit (Cr.) Requirements
Thirty (30) credits applicable to the graduate degree constitute the minimal requirement for all students. At least 15 credits applied to the M.S. degree must be in graduate-only courses (700 numbers).

D. Admission to Candidacy
Students must pass a written comprehensive candidacy examination. The exam is prepared and the results are evaluated by the Advancement to Candidacy Committee (three graduate faculty from the department selected by the student). It is strongly recommended that students complete this exam as early as possible (e.g., at the end of the second semester for most students). Additionally, students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. The Office of Graduate Studies gives final approval to Admission to Candidacy.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

VI. Degree Requirements

All emphases require the following courses:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>748</td>
<td>1</td>
<td>Graduate Seminar in Biological Sciences</td>
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2 units (crs.) of research methods:

<table>
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<tbody>
<tr>
<td>710</td>
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<td>Biostatistics</td>
</tr>
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4 units (crs.) of Advanced Topics from the following list:

<table>
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<tr>
<th>Catalog No.</th>
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</thead>
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<tr>
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<td>Advanced Topics in Microbiology</td>
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<tr>
<td>766</td>
<td>2</td>
<td>Advanced Topics in Biology</td>
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6 units (crs.) of thesis research:

<table>
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<tr>
<th>Catalog No.</th>
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<tbody>
<tr>
<td>795</td>
<td>1-6</td>
<td>Biology/ Microbiology Thesis</td>
</tr>
</tbody>
</table>

Other Requirements:
Writing a thesis based on scientific research and an oral defense of thesis before a committee of at least three faculty members.

Electives:
All coursework taken for an emphasis must be specifically approved for that emphasis. Students are expected to consult first with the program coordinator and later with their thesis adviser and Admission to Candidacy Committee to select electives from the following list (or other appropriate courses):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Biology</td>
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<td>Plant Taxonomy</td>
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<tr>
<td></td>
<td>506</td>
<td>3</td>
<td>Neurobiology</td>
</tr>
<tr>
<td></td>
<td>508</td>
<td>5</td>
<td>Comparative Anatomy</td>
</tr>
<tr>
<td>Subject</td>
<td>Catalog No.</td>
<td>Credits</td>
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<tr>
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</tr>
<tr>
<td>Animal Behavior</td>
<td>511</td>
<td>3</td>
<td>Medical Bacteriology Lecture</td>
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<tr>
<td>Medical Bacteriology Lab</td>
<td>513</td>
<td>2</td>
<td>Medical Bacteriology Lab</td>
</tr>
<tr>
<td>Virology</td>
<td>515</td>
<td>3</td>
<td>Developmental Biology</td>
</tr>
<tr>
<td>Medical Bacteriology Lab</td>
<td>516</td>
<td>3</td>
<td>General Animal Physiology</td>
</tr>
<tr>
<td>Virology</td>
<td>519</td>
<td>5</td>
<td>Mycology</td>
</tr>
<tr>
<td>Developmental Biology</td>
<td>521</td>
<td>3</td>
<td>Molecular and Cell Biology</td>
</tr>
<tr>
<td>Field Ecology</td>
<td>525</td>
<td>3</td>
<td>Introductory Limnology</td>
</tr>
<tr>
<td>Ornithology</td>
<td>526</td>
<td>3</td>
<td>Microbial Ecology</td>
</tr>
<tr>
<td>Ichthyology</td>
<td>527</td>
<td>3</td>
<td>Mycology</td>
</tr>
<tr>
<td>Entomology</td>
<td>528</td>
<td>3</td>
<td>Systematic Biology</td>
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<tr>
<td>Fresh Water Algae</td>
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<td>3</td>
<td>Industrial Microbiology</td>
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<td>Plant Anatomy</td>
<td>530</td>
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<td>Immunology</td>
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<td>Plant Physiology</td>
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<td>General Ecology</td>
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<td>Introduction to Arachnology</td>
<td>553</td>
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<td>Field Ornithology</td>
<td>567</td>
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<tr>
<td>Medical and Environmental Applications of Cell Biology and Genetics</td>
<td>572</td>
<td>3</td>
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<td>Biology Field Trip</td>
<td>573</td>
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<td>Cell/Immunology Lab</td>
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<td>575</td>
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<td>Population and Community Ecology</td>
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Subject

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<td>601</td>
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Physics

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Psychology

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<th>Credits</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>567</td>
<td>3</td>
<td>Psychopharmacology</td>
</tr>
</tbody>
</table>

Comments

The following core subjects are considered a foundation for study in the emphases. The student’s Admission to Candidacy Committee will use the results of the written comprehensive exam, along with consideration of the student’s field of research specialization and career goals, to determine whether courses or equivalent exercises in these areas should be required to complete the degree. Courses offered at this university for graduate credit are provided in most, but not all of the subjects listed. Thus, a student may be required to complete a course or equivalent exercise without credit toward the degree. It is anticipated that students qualified for acceptance into the graduate program will be well-prepared for advanced training in biological sciences and that the prescription of specific courses by the Admission to Candidacy Committee will be the exception, not the rule (e.g., in cases of students pursuing an emphasis different from their baccalaureate training).

A. Biology
   - Biodiversity
   - Genetics
   - Molecular Biology
   - Physiology
   - Cell Biology
   - Ecology
   - Evolution
   - Intermediate Chemistry (Organic, Biochemistry)
   - Basic Mathematics (Statistics, Calculus)
   - Basic Physics

B. Microbiology
   - Molecular Biology
• General Microbiology
• Applied Microbiology (e.g., Medical, Food, Ecological Industrial)
• Microbial Genetics
• Microbial Physiology
• Virology
• Immunology
• Intermediate Chemistry (Organic, Biochemistry)
• Basic Mathematics (Statistics, Calculus)
• Basic Physics

BIOLOGY 504: PLANT TAXONOMY

Course ID
Biology 504

Course Title
BIOLOGY 504: Plant Taxonomy

Credits
3

Course Description
Introduction to the theory and principles underlying systematic botany, and to the methodologies of plant classification and nomenclature. Survey of major families of flowering plants emphasizing structure and diversity. (2+2) (Fall)

Course Prerequisites
One term of general biology.

BIOLOGY 506: NEUROBIOLOGY

Course ID
Biology 506

Course Title
BIOLOGY 506: Neurobiology

Credits
3

Course Description
Study of the nervous system and its regulatory role in the body. Underlying physics and chemistry; molecular and cellular principles; development and plasticity; motor control; rhythms and emotions; evolution and diversity. (Spring)
Course Prerequisites
Biology 105 or equivalent.

BIOLOGY 508: COMPARATIVE ANATOMY
Course ID
Biology 508

Course Title
BIOLOGY 508: Comparative Anatomy

Credits
5

Course Description
A comparative study of representative vertebrates. 308/508 (3+4) (Spring) Special fees may apply.

Course Prerequisites
One semester of general biology.

BIOLOGY 511: ANIMAL BEHAVIOR
Course ID
Biology 511

Course Title
BIOLOGY 511: Animal Behavior

Credits
3

Course Description
An introduction to the behavior mechanisms of invertebrate and vertebrate animals emphasizing the naturalistic point of view. 311/511 (2+2) (Spring)

Course Prerequisites
Biology 340 or 343.
BIOLOGY 512: MEDICAL BACTERIOLOGY (LECTURE)

Course ID
Biology 512

Course Title
Biology 512: Medical Bacteriology (Lecture)

Credits
2

Course Description
Bacterial pathogens and their relationships to diseases; prevention and control of infectious diseases. 312/512 (2+0) (Spring)

Course Prerequisites
Biology 309 and 341/541.

BIOLOGY 513: MEDICAL BACTERIOLOGY (LAB)

Course ID
Biology 513

Course Title
BIOLOGY 513: Medical Bacteriology (Lab)

Credits
2

Course Description
Isolation study, identification and laboratory handling of pathogenic bacteria. (0+2) (Spring)
Special fees may apply.

Course Prerequisites
Biology 309 and 341/541 and concurrent enrollment in Biology 312.

BIOLOGY 515: VIROLOGY

Course ID
Biology 515

Course Title
BIOLOGY 515: Virology
Credits
3

Course Description
Principles of animal and human molecular virology. Topics include replication, expression, pathogenesis, methods of diagnosis and detection, current uses of viruses in gene therapy and vaccine applications, viruses and cancer and other diseases, persistent infections, and emerging viruses. (3+0) (Spring)

Course Prerequisites
Biology 323 or consent of instructor.

BIOLOGY 516: DEVELOPMENTAL BIOLOGY
Course ID
Biology 516

Course Title
BIOLOGY 516: Developmental Biology

Credits
3

Course Description
Developmental Biology will first examine, at a morphological level, different strategies of embryonic development in diverse organisms, and then study molecular cues that cells use to migrate, differentiate and eventually form a normal organism. (3+0) (Spring)

Course Prerequisites
Biology 323/523 or equivalent; Biology 343 strongly recommended.

BIOLOGY 519: GENERAL ANIMAL PHYSIOLOGY
Course ID
Biology 519

Course Title
BIOLOGY 519: General Animal Physiology

Credits
5
Course Description
Structure/function relationships common to a variety of animal body plans on the molecular, cellular, tissue, and organ-system levels. (3+1+3) (Fall, Spring) Special fees may apply.

Course Prerequisites
One year of chemistry; Biology 323. Biology 230 strongly recommended.

BIOLOGY 521: MYCOLOGY
Course ID
Biology 521

Course Title
BIOLOGY 521: Mycology

Credits
3

Course Description
A study of the fungi: characteristics, physiology, habits and laboratory identification of molds, yeasts, mushrooms and related organisms. (2+2) (Fall)

Course Prerequisites
One semester of general biology.

BIOLOGY 522: MUSHROOM IDENTIFICATION
Course ID
Biology 522

Course Title
BIOLOGY 522: Mushroom Identification

Credits
1

Course Description
The collection and identification of mushrooms and other fleshy fungi. (Fall)
Course Prerequisites
Biology 321/521 (may be taken concurrently).

BIOLOGY 523: MOLECULAR AND CELL BIOLOGY
Course ID
Biology 523

Course Title
BIOLOGY 523: Molecular and Cell Biology

Credits
1

Course Description
This course covers the fundamental elements of molecular and cellular biology, including some current research techniques. Molecular biology covers structure, function and biosynthesis of DNA, RNA and proteins as well as regulation of gene expression. Cell biology examines cellular structures and how they accomplish replication, metabolism and response to the environment. (Fall)

Course Prerequisites
Biology 323: Biology 105 or equivalent, Chemistry 105 or equivalent, previous or concurrent enrollment in Chemistry 106 or equivalent. Biology 535: One year of college-level chemistry.

BIOLOGY 525: FIELD ECOLOGY
Course ID
Biology 525

Course Title
BIOLOGY 525: Field Ecology

Credits
3

Course Description
An introductory field ecology course that will cover comparative, experimental and theoretical approaches to basic and applied questions in ecology. Field and laboratory exercises will treat various levels of organization including populations, communities and ecosystems. Studies will be carried out in a variety of local aquatic and terrestrial habitats. Students will gain first-hand experience with modern sampling and analytical techniques in ecology. (0+1+3) (Fall)
**Course Prerequisites**
Biology 105 and Biology 349/549 (may be taken concurrently).

**BIOLOGY 526: INTRODUCTORY LIMNOLOGY**  
**Course ID**  
Biology 526

**Course Title**  
BIOLOGY 526: Introductory Limnology

**Credits**  
3

**Course Description**  
The physical, chemical and biological character of lakes and streams. Methods of field measurements, collection and analysis of water samples. Investigation of aquatic communities. (2+2) (Fall, odd years)

**Course Prerequisites**
one semester of general biology, one year of general chemistry and consent of instructor.

**BIOLOGY 527: MICROBIAL ECOLOGY & DIVERSITY**  
**Course ID**  
Biology 527

**Course Title**  
BIOLOGY 527: Microbial Ecology & Diversity

**Credits**  
3

**Course Description**  
A broad overview of the physiological, phylogenetic and genomic diversity and ecology of microorganisms within a framework of general ecological principles. Focuses on evolutionary pressures leading to microbial diversity, biogeochemical cycles, symbiotic relationship, microbial relationships with other living organisms, metabolic pathways, and biotransformation of novel compounds. (3+0) (Fall, odd years)
Course Prerequisites
Biology 231, 233, 309 or consent of instructor.

BIOLOGY 528: ORNITHOLOGY
Course ID
Biology 528

Course Title
BIOLOGY 528: Ornithology

Credits
3

Course Description
An introduction to the systematics, evolution, anatomy, behavior, and ecology of birds of the world. Field Trips. (2+3) (Spring)

Course Prerequisites
Biology 230.

BIOLOGY 530: ICHTHYOLOGY
Course ID
Biology 530

Course Title
BIOLOGY 530: Ichthyology

Credits
3

Course Description
The biology of fishes including functional anatomy, evolution, taxonomy, ecology, physiology, behavior and development. Field trips required. (2+3) (Fall, odd years)

Course Prerequisites
Biology 230 and one year of general chemistry with laboratory.

BIOLOGY 532: ENTOMOLOGY
Course ID
Biology 532

Course Title
BIOLOGY 532: Entomology

Credits
3

Course Description
An introduction to the study of insects. Principles of biology, ecology and classification are emphasized. Elements of morphology, physiology, and collection and preservation techniques are included. Field trips. General collection of insects (assembled during the term is required. (1+4) (Spring) Special fees may apply.

Course Prerequisites
One term of general biology.

BIOLOGY 535: SYSTEMATIC BIOLOGY

Course ID
Biology 535

Course Title
BIOLOGY 535: Systematic Biology

Credits
3

Course Description
A study of the principles of taxonomy, nomenclature, classification and systematics incorporating the most recent approaches to derivation and application of hierarchical/classification systems. Quantitative methods, their underlying assumptions, and their logical outcomes will be stressed. (2+2) (Fall, even years)

Course Prerequisites
Two semesters of biology, including a survey course, required.

BIOLOGY 536: FRESH WATER ALGAE

Course ID
Biology 536
Course Title
BIOLOGY 536: Fresh Water Algae

Credits
3

Course Description
Classification, biochemistry, physiology and ecology of fresh water algae. Emphasis on the roles algae play in aquatic ecosystems and on applications in environmental monitoring, aquaculture, and as experimental systems for basic research in photosynthesis. 336/536 (2+2) (Fall, even years)

Course Prerequisites
Biology 231, 233 or 309.

BIOLOGY 537: PLANT ANATOMY

Course ID
Biology 537

Course Title
BIOLOGY 537: Plant Anatomy

Credits
3

Course Description
Structural aspects of cells, tissues, and organs comprising the plant body, their functional role in the ecology and life history of the plant, and their relationship to human affairs. (2+2) (Spring-odd years)

Course Prerequisites
One semester of general biology required. Strongly recommended: Biology 231.

BIOLOGY 539: PUBLIC HEALTH AND FOOD MICROBIOLOGY

Course ID
Biology 539

Course Title
BIOLOGY 539: Public Health and Food Microbiology
Credits
3

Course Description
A study of microorganisms and microbial processes important to a variety of public health applications: special reference to food, water, wastewater, and environmental processes and their applications. (3+0) (Fall, even years) Special fees may apply.

Course Prerequisites
Biology 309.

BIOLOGY 541: IMMUNOLOGY
Course ID
Biology 541

Course Title
BIOLOGY 541: Immunology

Credits
3

Course Description
Principles of immunology, with emphasis on the cellular and molecular basis of immune function, including clinical aspects of host immune processes. Areas of immunology currently under investigation will also be examined. (3+0) (Fall)

Course Prerequisites
Biology 323 or consent of instructor. Strongly recommended: Biology 233 or 309.

BIOLOGY 545: PLANT PHYSIOLOGY
Course ID
Biology 545

Course Title
BIOLOGY 545: Plant Physiology

Credits
5
Course Description
An experimental study of plant growth, metabolism, nutrition, reproduction and response to environment. (4+3) (Spring)

Course Prerequisites
One term of general biology, one year of general chemistry and Biology 231.

BIOLOGY 549: ECOLOGY AND EVOLUTION
Course ID
Biology 549

Course Title
BIOLOGY 549: Ecology and Evolution

Credits
3

Course Description
Basic Principles which influence and govern the plant and animal relations with their environments. An explanation of the distribution, abundance, and specialization of the present-day organisms, and of extinction. 349/549 (3+0) (Fall-Spring)

Course Prerequisites
One semester of general biology.

BIOLOGY 550: ELECTRON MICROSCOPY
Course ID
Biology 550

Course Title
BIOLOGY 550: Electron Microscopy

Credits
4

Course Description
Electron Microscopy is an intensive, hands-on course covering the practices, procedures and operational theories of Scanning Electron Microscopy (SEM) and Transmission Electron Microscopy (TEM). Topics covered include specimen preparation, ultramicrotomy, microscope
The laboratory provides experience with all techniques necessary to prepare, observe, and photograph biological specimens on the SEM and TEM. (1+4) (Fall)

Course Prerequisites

BIOLOGY 552: BIOLOGY OF AGING

Course ID
Biology 552

Course Title
BIOLOGY 552: Biology of Aging

Credits
3

Course Description
The course is designed to familiarize the students with the latest biological knowledge on the complex process of aging, a multifaceted phenomenon not unique to the human species. 352/552 (3+3)

Course Prerequisites
Biology 107, and Biology 211, 212, 221, or consent of instructor.

BIOLOGY 553: INTRODUCTION TO ARACHNOLOGY

Course ID
Biology 553

Course Title
BIOLOGY 553: Introduction to Arachnology

Credits
3

Course Description
An introduction to the arachnid orders with emphasis on spiders, harvestmen, scorpions, and solfugids. Morphology, classification, ecology, and collecting techniques will be emphasized. A collection of spiders and harvestmen is required. (1+4) 353/553
Course Prerequisites
None. Strongly recommended: Biology 230.

BIOLOGY 554: PARASITOLOGY
Course ID
Biology 554

Course Title
BIOLOGY 554: Parasitology

Credits
3

Course Description
A look at the most common mode of life. Emphasis will be placed on parasites of medical and veterinary importance. Topics will include life cycles, identification and diagnosis, disease, host-parasite interaction and co-evolution. (2+2) (Spring) Special fees may apply.

Course Prerequisites
One term of general biology and Biology 230.

BIOLOGY 558: FRESHWATER INVERTEBRATES
Course ID
Biology 558

Course Title
BIOLOGY 558: Freshwater Invertebrates

Credits
2

Course Description
In this course Benthic organisms and zooplankton will be studied. Sampling techniques for different situations will be used. Data will be analyzed using several diversity techniques. The role of benthos and zooplankton in aquatic systems will be examined. (0+4) (Spring interim, odd years)

Course Prerequisites
An introductory biology course and consent of instructor.
BIOLOGY 567: FIELD ORNITHOLOGY

Course ID
Biology 567

Course Title
BIOLOGY 567: Field Ornithology

Credits
2

Course Description
An intensive, highly field-oriented course intended to provide the practical "hands-on" experience essential to students interested in field biology. Field studies will emphasize identification and natural history of local avian species using a variety of field techniques. In addition to fieldwork, the course will involve lecture, specimen labs, and readings to examine important aspects of systematics, anatomy, physiology, behavior, ecology, and conservation as they apply to birds (Spring Interim at Pigeon Lake Field Station).

Course Prerequisites
BIOLOGY 572: MEDICAL AND ENVIRONMENTAL APPLICATIONS OF CELL BIOLOGY AND GENETICS

Course ID
Biology 572

Course Title
BIOLOGY 572: Medical and Environmental Applications of Cell Biology and Genetics

Credits
3

Course Description
Theme-based course that discusses the principles and techniques of cell biology and genetics and how they apply to a variety of medical issues as well as other societal topics such as the molecular basis of drug addiction, cancer, aging and long term memory as well as the application of molecular techniques to species conservation, evolution and environmental influences on humans and other species. Papers from the literature will be read. (3+0) (Spring)

Course Prerequisites
Biology 323 or equivalent or permission of instructor.
BIOLOGY 573: BIOLOGY FIELD TRIP
Course ID
Biology 573

Course Title
BIOLOGY 573: Biology Field Trip

Credits
2

Course Description
Formal library and classroom study of an area of interest followed by field study of that area. Site of study will change from year to year and could include Florida Everglades and Keys, Gulf Coast, Desert Southwest, etc. A final examination will follow the trip. (Spring)

Course Prerequisites
Consent of instructor. See instructor for special course fees. May be taken more than once for credit but only 2 credits will apply toward the major or minor at the undergraduate level or MS Biology degree. To receive credit, student must be enrolled at beginning of semester.

BIOLOGY 574: CELL/IMMUNOLOGY LABORATORY
Course ID
Biology 574

Course Title
BIOLOGY 574: Cell/Immunology Laboratory

Credits
3

Course Description
Laboratory course integrating principles of cell biology and immunology. Techniques employed include, but are not limited to western blotting, SDS-PAGE, PCR and applications, ELISAs, tissue culture, and microscopy. Course is designed for students interested in molecular methods and who aim to do research or gain jobs in fields of cell and molecular biology, microbiology, medicine and medical technology. (Fall)

Course Prerequisites
Previous or concurrent enrollment in Biology 341/541 or 372/572.
BIOLOGY 575: MICROBIAL GENETICS
Course ID
Biology 575

Course Title
BIOLOGY 575: Microbial Genetics

Credits
3

Course Description
Structure of microbial genome mutation, expression and exchange of genetic information, genetic analysis, genetic engineering. 375/575 (Fall)

Course Prerequisites
Biology 309 and Biology 340 or 343.

BIOLOGY 576: POPULATION AND COMMUNITY ECOLOGY
Course ID
Biology 576

Course Title
BIOLOGY 576: Population and Community Ecology

Credits
3

Course Description
An introduction to the study of populations and communities. Examines population-level phenomena (e.g., density, demography, reproduction) and population-level interactions within biological communities (e.g., competition, predation, parasitism). Labs involve discussions of papers from the literature, data analysis, and computer simulations. 376/576 (2+3) (Fall)

Course Prerequisites
Biology 349 or consent of instructor.

BIOLOGY 577: MICROBIAL GENETICS LABORATORY
Course ID
Biology 577
Course Title
BIOLOGY 577: Microbial Genetics Laboratory

Credits
2

Course Description
A laboratory course to study the genetics of bacteria and their viruses. Genetic mapping will be introduced using techniques involving mutagenesis, recombination, plasmid transfer, transduction and transformation systems. 377/577 (0+4) (Fall)

Course Prerequisites
Biology 309 and 375/575 (may be taken concurrently).

BIOLOGY 586: ECOSYSTEM ECOLOGY
Course ID
Biology 586

Course Title
BIOLOGY 586: Ecosystem Ecology

Credits
3

Course Description
An introduction to the study of ecosystems with an emphasis on biogeochemical cycles, energy budgets, and other emergent properties. Laboratory will focus on comparative and experimental approaches to the study of local ecosystems (streams, lakes, wetlands, forests). Students will acquire hands-on experience with techniques used by ecosystem ecologists such as nutrient analysis of stream water, determination of ecosystem metabolism, and analysis of forest and wetland soils. (2+2) (Spring)

Course Prerequisites
Biology 349 or consent of instructor.
BIOLOGY 589: PRINCIPLES OF BIOTECHNOLOGY

Course ID
Biology 589

Course Title
BIOLOGY 589: Principles of Biotechnology

Credits
3

Course Description
A survey of methods and processes used in industrial microbiology and the techniques used in the development of new processes (recombinant DNA, monoclonal antibodies and genetic improvement). (3+0) (Spring)

Course Prerequisites
Biology 323 and 343. Strongly recommended: Biology 375 or consent of instructor.

BIOLOGY 590: BIOTECHNOLOGY LABORATORY

Course ID
Biology 590

Course Title
BIOLOGY 590: Biotechnology Laboratory

Credits
2

Course Description
A laboratory course that complements the lecture course Biology 389/589 in biotechnology. Students will gain hands-on experience in some of the principles of cell culture, product isolation and purification, and molecular genetic manipulation of genes that are basic to many areas of this broad and rapidly changing field. Exercises are planned in cell culture, computer analysis of cell culture parameters, protein isolation and purification, gene cloning and nucleic acid probe techniques, DNA sequencing, and computer analysis of DNA and protein sequences. If taken at the undergraduate level, the course may not be repeated for graduate credit. (0+4) (Spring) Special fees may apply.

Course Prerequisites
BIOLOGY 650: MICROBIAL PHYSIOLOGY

Course ID
Biology 650

Course Title
BIOLOGY 650: Microbial Physiology

Credits
5

Course Description
Physiological metabolic processes of bacteria with emphasis on growth, nutrition, synthesis of cellular constituents and energy yielding processes. (3+4) (Fall)

Course Prerequisites
Biology 309. Strongly recommended: Chemistry 302.

BIOLOGY 702: CURRENT DEBATES IN EVOLUTIONARY BIOLOGY

Course ID
Biology 702

Course Title
BIOLOGY 702: Current Debates in Evolutionary Biology

Credits
4

Course Description
Recent advances and debates in evolutionary biology, approaches will involve reading primary research articles and books, compiling and analyzing data, and preparing research reports. Topics will change with each offering.

Course Prerequisites
Graduate standing.

BIOLOGY 708: SYSTEMATICS AND EVOLUTIONARY GENETICS

Course ID
Biology 708
**Course Title**
BIOLOGY 708: Systematics and Evolutionary Genetics

**Credits**
4

**Course Description**
Interrelates and synthesizes the theory of Organic Evolution in the light of findings and practices of two related biological disciplines, viz., 1) Systematic Biology (dealing with the logical and empirical premises of classification systems, species concept, significance of higher taxa, taxonomic methods and their evaluation) and 2) Evolutionary Genetics (dealing with the laws of genetics and bio-mathematics as applied to evolving populations). (4+0)

**Course Prerequisites**
Biology 107, 231 or a semester course in general zoology.

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**BIOLOGY 709: INTRODUCTION TO BIOLOGICAL RESEARCH**

**Course ID**
Biology 709

**Course Title**
Biology 709: Introduction to Biological Research

**Credits**
2

**Course Description**
A course wherein a graduate student would formulate a sound approach to biological research. The objectives include a working knowledge of the literature and techniques of research in the area. (Fall, Spring; Arrange with thesis advisor)

**Course Prerequisites**

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**BIOLOGY 710: BIOSTATISTICS**

**Course ID**
Biology 710

**Course Title**
BIOLOGY 710: Biostatistics
Course Description
This course will cover the basic types of statistics used in the analysis of biological data. Topics include descriptive statistics, types of data, comparisons of two populations, probability, multiple comparisons (ANOVA), experimental design, linear regression, power analysis and multivariate analysis. Students will use both calculators and standard statistical programs to explore various data sets. (2+0) Spring

Course Prerequisites
Psych 203 or equivalent, or consent of instructor.

BIOLOGY 748: GRADUATE SEMINAR IN BIOLOGICAL SCIENCES

Course ID
Biology 748

Course Title
BIOLOGY 748: Graduate Seminar in Biological Sciences

Credits
1

Course Description
Students will review a significant body of current scientific and deliver presentations both to the class and to the entire department. Topics may be drawn from any area of the biological sciences. Critical analysis, organization, and delivery of all aspects of a professional presentation is expected. Students also will attend and critique other presentations. Graduate students are encouraged to give a seminar on their proposed thesis research project once during their M.S. program. (Fall, Spring)

Course Prerequisites
Completion of at least 6 graduate credits in Biology/Microbiology. Open only to students admitted to the M.S. in Biology, who are in full standing. Instructor permission may be granted to waive these prerequisites in special circumstances.

BIOLOGY 749: FIELD ZOOLOGY

Course ID
Biology 749
Course Title
BIOLOGY 749: Field Zoology

Credits
3

Course Description
Field trips, observing local animals; identification and study of collected species.

Course Prerequisites
One year of biology.

BIOLOGY 751: BIOCHEMICAL GENETICS
Course ID
Biology 751

Course Title
BIOLOGY 751: Biochemical Genetics

Credits
4

Course Description
DNA structure, replication of genetic material, mutation, and genetic exchange in various organisms with emphasis on procaryotes and viruses. (2+2)

Course Prerequisites
Biology 309 and 340.

BIOLOGY 765: ADVANCED TOPICS IN MICROBIOLOGY/ VIROLOGY
Course ID
Biology 765

Course Title
BIOLOGY 765: Advanced Topics in Microbiology/ Virology

Credits
2
Course Description
Recent advances in bacteriology, virology, and immunology will be discussed in detail. Course may be repeated for a total of 6 credits. (2+0) (Fall, Spring)

Course Prerequisites

BIOLOGY 766: ADVANCED TOPICS IN BIOLOGY
Course ID
Biology 766

Course Title
BIOLOGY 766: Advanced Topics in Biology

Credits
2

Course Description
Recent advances in biological science will be examined in detail. Content varies with offering. Course may be repeated for a total of 6 credits. (Fall, Spring)

Course Prerequisites

BIOLOGY 769: INTRODUCTION TO MICROBIOLOGICAL RESEARCH
Course ID
Biology 769

Course Title
BIOLOGY 769: Introduction to Microbiological Research

Credits
2

Course Description
Theory and applications of selected analytical methods widely used in biological research. (0+4) (Spring)

Course Prerequisites
BIOLOGY 780: COMMUNITY ENERGETICS
Course ID
Biology 780

Course Title
BIOLOGY 780: Community Energetics

Credits
4

Course Description
Dynamics of the biotic community. A consideration of nutrient sources, utilization, release and cycling, and energy, its sources and its flow through trophic components of the community. (4+0)

Course Prerequisites
Biology 349.

BIOLOGY 795: BIOLOGY/ MICROBIOLOGY THESIS
Course ID
Biology 795

Course Title
BIOLOGY 795: Biology/ Microbiology Thesis

Credits
1-6

Course Description
Each registration with maximum accumulation of 6 cr. Registration for thesis credit for MS Biology/Microbiology students. Pass/Fail course.

Course Prerequisites
Thesis Proposal and Advisor Approval Form must be filed in Graduate Office.

BIOLOGY 796: INDEPENDENT STUDY IN BIOLOGY/ MICROBIOLOGY
Course ID
Biology 796
Course Title
BIOLOGY 796: Independent Study in Biology/ Microbiology

Credits
1-3

Course Description
Registration for MS Biology/Microbiology students who have filed Independent Study Topic and Instructor Approval Form with Graduate Office.

Course Prerequisites
BIOLOGY 799: REGISTRATION FOR COMPREHENSIVE EXAMINATION

Course Title
BIOLOGY 799: Registration for Comprehensive Examination

Credits
0

Course Description
Required registration for MS Biology/Microbiology students in their final term who are not registered for credit courses. Pass/Fail course.

Course Prerequisites

ENGLISH

Program Contact Information
Christine Roth
Program Director
Office: Radford Hall 207
Telephone: (920) 424-7287
Web Site: www.uwosh.edu/english/graduate-program
I. Faculty

II. Purpose
The Master of Arts in English Program is designed to fill the needs of individuals seeking a graduate degree primarily on a part-time basis. Many classes are offered in late-afternoon or evening hours throughout the normal school year. Pending sufficient enrollment, hybrid and traditional summer courses also may be offered. It is possible to enroll on a full-time basis as well. Completion of the terminal degree of Master of Arts in English may enable persons in such professional areas as education, law, government and business to reaffirm and extend their commitment to such work activities or to make a career change. In addition to providing a sense of personal satisfaction, the Master of Arts in English degree also may provide a foundation for continued studies elsewhere toward a doctor of philosophy in English or other closely related field in the humanities.

III. Degree
Completion of the program will lead to the degree Master of Arts (M.A.).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

**Full Standing**
Admission with full standing to the Master of Arts in English Program requires that applicants have the following:
1. A baccalaureate degree from a regionally accredited institution.
2. Official undergraduate transcript(s), documenting an undergraduate GPA of at least 3.0 (4.0 scale).
3. Proficiency in reading, writing and speaking in standard English form(s).

**Probationary Admission**
Applicants who show promise but lack adequate undergraduate preparation may, at the discretion of the Master of Arts Committee, be admitted on probationary status and will be expected to take graduate-level course(s) specified by the program. If, at the end of one academic year following probationary admission, a student does not successfully complete such courses, then he or she is no longer considered a Master of Arts in English student and must reapply to the English Program in order to be considered for re-entry. Contact the Graduate Studies Office for information about reapplication.

**Conditional Admission**
Applicants who meet Graduate Studies full standing criteria but have not taken the required Graduate Record Examination (GRE) general test may be admitted conditionally. If, at the end of one academic year following conditional admission, a student does not complete the GRE
general test, then he or she is no longer considered a Master of Arts in English student and must reapply in order to be considered for reentry to the program.

**Grade-Point Average**
Official undergraduate transcript(s), documenting an undergraduate GPA of at least 3.0 (4.0 scale), are required.

**References and Standardized Test Scores**
Three professional and/or academic reference letters and official scores for the general Graduate Record Examination (GRE) are required.

**Personal Statement and Writing Sample**
In addition to completing the Graduate Studies application for admission requirements, those wishing to be considered for admission to the Master of Arts in English Program must submit a personal statement and a writing sample from an upper-division university course, which will enable the Master of Arts Committee to determine if candidates have the requisite writing skills to successfully complete the program. Check the program website (www.uwosh.edu/english/graduate-program) for details.

**Undergraduate Major**
Normally, the baccalaureate will have been taken in English or other English-language-based studies in the humanities (e.g., history, sociology, psychology, education, government). Regardless of undergraduate major, proficiency in speaking, reading and writing in standard English form(s) is required.

V. Summary
A. Structure
The program is comprised of required and elective courses, culminating in either a creative writing or critical thesis. Students may arrange their own programs within scheduling options to emphasize literature, rhetoric and composition, creative writing or linguistics; however, it will not be possible to work exclusively in any one area. Students are required to take at least two 500- or 700-level cultural studies or literature courses (6 credits), at least one 500- or 700-level rhetoric/composition or linguistics course (3 credits), and at least one 500- or 700-level creative writing course (3 credits). Students interested in formally focusing on creative writing, new literatures, or linguistics are encouraged to review the options for graduate certificates, which students can earn concurrently with their MA degrees.

B. Academic Plans of Study
**English** is the description for the English plan of study.

C. Minimum Unit (Cr.) Requirements
Thirty-six (36) graduate-level credits, including required English Department courses and elective courses (which can be taken within and outside the English Department for an interdisciplinary experience); and a thesis. At least 18 credits must be at the 700 level. Contact
the UW Oshkosh Master of Arts in English Program for more details on required and elective graduate-level credit distribution.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9-21 credits. The Office of Graduate Studies gives final approval to Admission to Candidacy. Students must be admitted to candidacy before beginning thesis work. Admission to candidacy requires that the student be in full standing, have completed all deficiencies (if applicable), and have filed an Application for Admission to Candidacy Form (formal plan of study). Students are expected to submit a prospectus for the M.A. in English thesis (creative writing thesis or critical thesis) within one semester after reaching the stage of candidacy.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

VI. Degree Requirements
Eighteen (18) credits of 700-level courses and a maximum of 18 credits from English Department dual-level graduate courses (500 or 600 level) including the following requires courses:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>581</td>
<td>3</td>
<td>Foundations of Literary Criticism</td>
</tr>
<tr>
<td></td>
<td>704</td>
<td>3</td>
<td>Research Methods</td>
</tr>
<tr>
<td></td>
<td>795</td>
<td>3</td>
<td>English Thesis</td>
</tr>
</tbody>
</table>

Students may take up to six (6) credits at the graduate level from other departments at UW Oshkosh. Only three (3) of these non-English graduate credits will be applied at the 700 level. Other non-English credits will be applied at the 500/600 level. With the exception of three required courses, all English 500-, 600- and 700-level courses are available as electives to fulfill the program requirements. Optional content classes, with different subtitles and the signature of the department chair, may be taken twice.

Other Requirements
The Thesis Project
Each degree candidate will write a thesis of approximately 60 to 80 pages. It will be a substantial work of original research or empirical study in areas, such as literature, linguistics, rhetoric or creative writing.

Electives
Students are expected to consult first with the program coordinator and later with their thesis adviser and Admission to Candidacy Committee to select electives from among any of the English courses offered at the 500 level or above, excluding 581, 704 and 795.

Additional Program Information:

ENGLISH 501: MODERN GRAMMARS
Course ID
English 501

Course Title
ENGLISH 501: Modern Grammars

Credits
3

Course Description
Intensive study of English grammar, sentence structure and mechanics. Designed for students preparing to teach English and for others who desire to master fundamentals of the language. 301/501

Course Prerequisites

ENGLISH 503: CREATIVE WRITING: FICTION I
Course ID
English 503

Course Title
ENGLISH 503: Creative Writing: Fiction I

Credits
3

Course Description
An elective course designed to provide opportunity for analysis of original student writing through a seminar or workshop approach. Assigned readings of professional fiction as well as selected student samples are offered for in-class discussion and critique. 303/503

**Course Prerequisites**
ENGLISH 504: ADVANCED FICTION WRITING

**Course ID**
English 504

**Course Title**
ENGLISH 504: Advanced Fiction Writing

**Credits**
3

**Course Description**
A course designed to provide further opportunity for analysis and critique of students' creative fiction. Class structure, requirements, and assignments are similar to English 303, but greater emphasis is placed on the scope and development of work. 304/504

**Course Prerequisites**
English 303 or consent of instructor.

ENGLISH 505: CREATIVE WRITING: POETRY I

**Course ID**
English 505

**Course Title**
ENGLISH 505: Creative Writing: Poetry I

**Credits**
3

**Course Description**
An elective course designed to provide a workshop approach to student writing and analysis. Student poetry is given constructive in-class critique. Requirements include a minimum of one original poem each week and outside reading in contemporary poetry, with attention to form and content. 305/505
**Course Prerequisites**

ENGLISH 506: ADVANCED POETRY WRITING

**Course ID**
English 506

**Course Title**
ENGLISH 506: Advanced Poetry Writing

**Credits**
3

**Course Description**
A course designed to provide further opportunity, through a workshop approach, for close analysis and critique of student writing. Class structure, requirements, and assignments are similar to English 305, but each student is expected to demonstrate increased proficiencies in the discovery and development of a personal style. 306/506

**Course Prerequisites**

ENGLISH 508: AUTOBIOGRAPHY: THEORY AND PRACTICE

**Course ID**
English 508

**Course Title**
ENGLISH 508: Autobiography: Theory and Practice

**Credits**
3

**Course Description**
The course is designed to explore the definition and expression of personal identity through the genre of autobiography. There will be three areas of focus: the composition of an autobiography by the students, primary readings of autobiographies, and writing and language theory about the construction of narrative and the representation of the self through writing. 308/508

**Course Prerequisites**
ENGLISH 514: 19TH CENTURY AMERICAN NOVEL
Course ID
English 514

Course Title
ENGLISH 514: 19th Century American Novel

Credits
3

Course Description
A study of the American novel between 1800 and 1900, which will include examination of important figures, texts, and themes.

Course Prerequisites
ENGLISH 517: TECHNICAL WRITING
Course ID
English 517

Course Title
ENGLISH 517: Technical Writing

Credits
3

Course Description
An elective composition course, designed to develop proficiency in writing technical and scientific reports and articles related to students' areas of specialization. Recommended by some major departments. 317/517

Course Prerequisites
60 credits or consent of instructor.

ENGLISH 519: AFRICAN AMERICAN LITERATURE II: OPTIONAL CONTENT (ES)
Course ID
English 519
Course Title
ENGLISH 519: African American Literature II: Optional Content (ES)

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Studies may include African American literature of the 18th, 19th, and 20th Centuries, oral tradition poetry, and surrounding cultural materials. 319/519

Course Prerequisites
ENGLISH 520: PSYCHOLINGUISTICS

Course Title
ENGLISH 520: Psycholinguistics

Credits
3

Course Description
An introduction to the study of mental processes involved in listening, speaking and learning language. Particular attention is given to language acquisition and development and the implications psycholinguistic findings have for the teaching of children who are learning to speak, read, and write. 320/520

Course Prerequisites
English 301 or English 383.

ENGLISH 522: THEORIES OF RHETORIC AND WRITING

Course Title
ENGLISH 522: Theories of Rhetoric and Writing
Course Description
An introduction to the field of rhetoric and composition. Providing an overview of the field, this course will draw on the history, trends, theories, practices, and pedagogical approaches of the discipline of rhetoric and composition. 322/522

Course Prerequisites

ENGLISH 524: GENDER IN LITERATURE: OPTIONAL CONTENT

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the director. A study of literature from various periods illustrating gender roles in their cultural and social contexts.

Course Prerequisites

ENGLISH 526: STUDIES IN CLASSICAL MYTHOLOGY

Course Description
A survey of Greek and Roman mythology and its influence on Western literature and art.
Course Prerequisites

ENGLISH 527: DETECTIVE FICTION
Course ID
English 527

Course Title
ENGLISH 527: Detective Fiction

Credits
3

Course Description
A study of detective fiction in the short story and the novel.

Course Prerequisites

ENGLISH 529: CREATIVE WRITING: PLAYWRITING I
Course ID
English 529

Course Title
ENGLISH 529: Creative Writing: Playwriting I

Credits
3

Course Description
A workshop in playwriting, focusing on the distinctive qualities of theatrical representation and the basic skills of dialogue, plot, and collaboration with supporting theater artists. 329/529

Course Prerequisites

ENGLISH 530: CREATIVE WRITING: PLAYWRITING II
Course ID
English 530
Course Title
ENGLISH 530: Creative Writing: Playwriting II

Credits
3

Course Description
An advanced workshop in playwriting focusing intensively on student writing with invited feedback from directors, designers, dramaturges, and other writers. Students will complete a one-act play or other proposed project. 330/530

Course Prerequisites
English 329 or consent of instructor.

ENGLISH 531: CONTEMPORARY LIT: OPTIONAL CONTENT

Course ID
English 531

Course Title
ENGLISH 531: Contemporary Lit: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Studies in poetry and fiction from the past 25 years. 331/531

Course Prerequisites

ENGLISH 532: EARLY WOMEN WRITERS: OPTIONAL CONTENT

Course ID
English 532

Course Title
ENGLISH 532: Early Women Writers: Optional Content

Credits
3
Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of women writers before 1900. The content will vary from term to term, and may include such subjects as Ancient, Medieval, Renaissance, Early American, Eighteenth and Nineteenth-Century Women Writers.

ENGLISH 533: BRITISH POETRY: OPTIONAL CONTENT
Course ID
English 533

Course Title
ENGLISH 533: British Poetry: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A seminar focusing on the themes, technical innovations, and theories of influential British poets.

Course Prerequisites

ENGLISH 534: WISCONSIN IN LITERATURE
Course ID
English 534

Course Title
ENGLISH 534: Wisconsin in Literature

Credits
3

Course Description
Studies in Wisconsin literature, legends, and lore.

Course Prerequisites
ENGLISH 535: PERSONAL NARRATIVES: OPTIONAL CONTENT
Course ID
English 535

Course Title
ENGLISH 535: Personal Narratives: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Studies may include biographies, autobiographies, memoirs, diaries, letters, journals, oral history interviews and/or as-told-to-narratives. 335/535

Course Prerequisites

ENGLISH 536: THE BIBLE AS LITERATURE
Course ID
English 536

Course Title
ENGLISH 536: The Bible as Literature

Credits
3

Course Description
The principal literary genres of the Old and New Testaments, emphasizing thematic content and historical background. The text studied is the King James Version. 336/536

Course Prerequisites

ENGLISH 540: ARTHURIAN LEGEND AND ROMANCE
Course ID
English 540

Course Title
ENGLISH 540: Arthurian Legend and Romance
Course Description
A study of the Arthurian legend from the earliest sources, the development of Arthurian Romance cycles, and the influence of the legend in other British literature.

Course Prerequisites

ENGLISH 541: HISTORY OF THE ENGLISH LANGUAGE

Course ID
English 541

Course Title
ENGLISH 541: History of the English Language

Credits
3

Course Description
The history of modern English focusing on its vocabulary, dialects, kindred languages, grammar, and pronunciation. Includes an introduction to Old and Middle English. 341/541

Course Prerequisites

ENGLISH 542: LITERATURE OF THE ROMANTIC ERA GREEN ROMANTICISM-OPTIONAL CONTENT

Course ID
English 542

Course Title
ENGLISH 542: Literature of the Romantic Era Green Romanticism-Optional Content

Credits
3

Course Description
Examines the important role Romantic literature has played in the history of Western environmentalism and role that environmental science and environmentalism have played in the Romantic movements. Examines the relationships between people and how the landscape
is imagined in poetry and prose, and how both literature and the land itself is structured by institutions of class, economics, gender, science, and law. This course may be offered with different content. Cross-listed: Environmental Studies 342/English 342 With a different subtitle, it may be taken twice with the signature of the department chair. 342/542

**Course Prerequisites**
English 281 or consent of instructor.

**ENGLISH 543: NATURE WRITING: OPTIONAL CONTENT**

**Course ID**
English 543

**Course Title**
ENGLISH 543: Nature Writing: Optional Content

**Credits**
3

**Course Description**
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A course in reading and writing about the natural world. Writers discussed may include Henry David Thoreau, Aldo Leopold, Annie Dillard, and others. Student writing will represent a significant portion of the coursework. Writing assignments may include essays on natural history, journal entries, environmental advocacy pieces, eco-fiction, and others consistent with the focus of the course. 343/543

**ENGLISH 544: MILTON**

**Course ID**
English 544

**Course Title**
ENGLISH 544: Milton

**Credits**
3

**Course Description**
Milton's major and minor poems and selected prose writings in relation to the background of the literature and his times. 344/544
Course Prerequisites

ENGLISH 545: TWENTIETH-CENTURY WOMEN WRITERS - OPTIONAL CONTENT
Course ID
English 545

Course Title
ENGLISH 545: Twentieth-Century Women Writers - Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Studies in literature written by women in the Twentieth Century, with emphasis on works by contemporary authors.

Course Prerequisites

ENGLISH 546: CHAUCER AND HIS AGE
Course ID
English 546

Course Title
ENGLISH 546: Chaucer and His Age

Credits
3

Course Description
A study of the major works in medieval English literature with emphasis on Chaucer. 346/546

Course Prerequisites

ENGLISH 547: SHAKESPEARE I
Course ID
English 547
**Course Title**
ENGLISH 547: Shakespeare I

**Credits**
3

**Course Description**
Selected major plays in relation to dramatic conventions of the time and to modern productions. 347/547

**Course Prerequisites**

ENGLISH 550: LITERARY STUDY TOUR: OPTIONAL CONTENT

**Course Title**
ENGLISH 550: Literary Study Tour: Optional Content

**Credits**
3-4

**Course Description**
This course may be offered with different content. With a different subtitle it may be taken twice with the signature of the department chair. A course in British, American, or post-colonial literature which includes a conducted tour of sites in England, the U.S., or other regions pertinent to the focus the tour takes in any given year. Offered jointly by the English Department and the Division of Continuing Education. Itineraries, special course fees, and specific course requirements will be available whenever the course is offered. 350/550

**Course Prerequisites**

ENGLISH 551: MEDIEVAL LITERATURE: OPTIONAL CONTENT

**Course Title**
ENGLISH 551: Medieval Literature: Optional Content
Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of medieval literature including such subjects as Anglo-Saxon literature, Nordic literature, Icelandic Sagas, non-Chaucerian Middle English, Medieval drama, and Monastic literature. 351/551

Course Prerequisites

ENGLISH 553: EARLY MODERN BRITISH LITERATURE 1485-1660: OPTIONAL CONTENT
Course ID
English 553

Course Title
ENGLISH 553: Early Modern British Literature 1485-1660: Optional Content

Credits
3

Course Description
This course may be offered with a different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of the significant plays, poetry, and prose, which may include works of More, Spenser, Marlowe, Jonson, Bacon, Donne, and the Cavaliers and the Metaphysicals. Excludes Shakespeare. 353/553

Course Prerequisites

ENGLISH 554: STUDIES IN TRAVEL, LITERATURE AND CULTURE: OPTIONAL CONTENT
Course ID
English 554

Course Title
ENGLISH 554: Studies in Travel, Literature and Culture: Optional Content

Credits
3-6

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of travel narratives that investigates issues of representation, construction of self and others, and assumptions about culture, customs, and behavior. Fiction and nonfiction may be considered as well as films, photographs, advertisements, and maps. 354/554

Course Prerequisites

ENGLISH 556: SPECIAL TOPICS IN EARLY BRITISH DRAMA: OPTIONAL CONTENT

Course ID
English 556

Course Title
ENGLISH 556: Special Topics in Early British Drama: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, and the signature of the department chair, it may be taken twice. This study of English drama will focus on one of a variety of topics relevant to medieval, early-modern, and/or Restoration periods, such as the Early-modern Theater as Political Space, The Drama of Revenge, Early-Modern Drama as Colonialist Discourse, or Problematizing Gender in Medieval, Early-modern, and Restoration drama.

Course Prerequisites

ENGLISH 557: LITERATURE AND OTHER ARTS: OPTIONAL CONTENT

Course ID
English 557

Course Title
ENGLISH 557: Literature and Other Arts: Optional Content

Credits
3

Course Description
This course may be offered with different content; with a different subtitle it may be taken twice with the signature of the department chair. Different versions of the course will address
A literary theme, period or genre in relation to a specific form of visual, aural or performing art. 357/557

Course Prerequisites

ENGLISH 558: POSTCOLONIAL AFRICAN LITERATURE: OPTIONAL CONTENT
Course ID
English 558

Course Title
ENGLISH 558: Postcolonial African Literature: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle it may be taken twice with the signature of the department chair. This course presents a selection of prose, poetry, and drama that constructs the literary tradition of newly independent countries in the 20th century such as Africa, India, and Jamaica. Among topics to be covered are nationalism, identity, gender, and oral traditions. 358/558

Course Prerequisites

ENGLISH 561: ASIAN AMERICAN LITERATURE: OPTIONAL CONTENT
Course ID
English 561

Course Title
ENGLISH 561: Asian American Literature: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. This course will concentrate on different themes or different Asian American cultures or different periods of development in the body of literature. 361/561
Course Prerequisites

ENGLISH 562: BRITISH LITERATURE OF THE LONG EIGHTEENTH CENTURY: OPTIONAL CONTENT

Course ID
English 562

Course Title
ENGLISH 562: British Literature of the Long Eighteenth Century: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Genres covered may include poetry, essays, satire, and/or drama of the long eighteenth century (1660-1837); topics covered may include imperialism, nationalism, gender, class, and/or racial issues, country life versus city life, Enlightenment, revolution, and literary professionalism. The course may or may not cover the entire period of the long eighteenth century. 362/562

Course Prerequisites

ENGLISH 563: EIGHTEENTH-CENTURY ENGLISH NOVEL

Course ID
English 563

Course Title
ENGLISH 563: Eighteenth-Century English Novel

Credits
3

Course Description
A study of the novel before 1800: Defoe, Richardson, Fielding, Sterne and Smollett; the development of the historical romance, Gothic romance, and the novel of manners. 363/563

Course Prerequisites
ENGLISH 564: NINETEENTH-CENTURY BRITISH NOVEL: OPTIONAL CONTENT

Course ID
English 564

Course Title
ENGLISH 564: Ninteenth-Century British Novel: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of the British novel from 1800 to 1900 which might include Austen, Scott, Bronte, Thackeray, Dickens, Eliot, Meredith, and Hardy.

Course Prerequisites

ENGLISH 565: MODERN BRITISH FICTION: OPTIONAL CONTENT

Course ID
English 565

Course Title
ENGLISH 565: Modern British Fiction: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of 20th century British fiction. 365/565

Course Prerequisites

ENGLISH 566: SCIENCE FICTION

Course ID
English 566
Course Title
ENGLISH 566: Science Fiction

Credits
3

Course Description
An examination of major 20th-century works in science fiction.

Course Prerequisites

ENGLISH 567: AFRICAN LITERATURE

Course Title
ENGLISH 567: African Literature

Credits
3

Course Description
A course on the culture and literature of African national communities. The focus will be on authors from various national communities whose writings have significantly shaped African literature. This course will include works by both men and women. 367/567

Course Prerequisites

ENGLISH 569: LITERATURE OF THE VICTORIAN PERIOD: OPTIONAL CONTENT

Course Title
ENGLISH 569: Literature of the Victorian Period: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of the major figures, texts, and themes of the Victorian era. 369/569

**Course Prerequisites**
English 281 or consent of instructor.

ENGLISH 570: NATIVE AMERICAN LITERATURE II: OPTIONAL CONTENT (ES)

**Course ID**
English 570

**Course Title**
ENGLISH 570: Native American Literature II: Optional Content (ES)

**Credits**
3

**Course Description**
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Studies may include Native American literature of the 19th and 20th Centuries, oral tradition, poetry, and surrounding cultural materials. 370/570

**Course Prerequisites**

ENGLISH 571: AFRICAN-AMERICAN WOMEN WRITERS: OPTIONAL CONTENT (ES)

**Course ID**
English 571

**Course Title**
ENGLISH 571: African-American Women Writers: Optional Content (ES)

**Credits**
3

**Course Description**
This course may be offered with different content. With a different subtitle it may be taken twice with the signature of the department chair. An examination of work by African-American women writers such as Toni Morrison, Gloria Naylor, Alice Walker, Paule Marshall, and others. 371/571
Course Prerequisites

ENGLISH 572: AMERICAN SHORT STORY: OPTIONAL CONTENT
Course ID
English 572

Course Title
ENGLISH 572: American Short Story: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of major writers and their techniques from Poe to the present. 372/572

Course Prerequisites

ENGLISH 573: COLONIAL AND FEDERALIST LITERATURE
Course ID
English 573

Course Title
ENGLISH 573: Colonial and Federalist Literature

Credits
3

Course Description
American writing from the beginning through the early years of the republic. 373/573

Course Prerequisites

ENGLISH 574: AMERICAN ROMANTICISM
Course ID
English 574
Course Title
ENGLISH 574: American Romanticism

Credits
3

Course Description
A study of writers such as Emerson, Fuller, Thoreau, Irving, Cooper, Melville, Hawthorne, Stowe, and/or others. 374/574

Course Prerequisites
ENGLISH 575: AMERICAN REALISM AND NATURALISM

Course ID
English 575

Course Title
ENGLISH 575: American Realism and Naturalism

Credits
3

Course Description
Studies of American prose from the Civil War to World War I: Twain, Howells, Adams, James, Crane, and others. 375/575

Course Prerequisites
ENGLISH 576: TWENTIETH-CENTURY LITERATURE: OPTIONAL CONTENT

Course ID
English 576

Course Title
ENGLISH 576: Twentieth-Century Literature: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Studies of fiction, poetry, drama, and criticism from 1920 to the present. 376/576

**Course Prerequisites**

ENGLISH 577: MAJOR FIGURES OF AMERICAN LITERATURE: OPTIONAL CONTENT

**Course ID**
English 577

**Course Title**
ENGLISH 577: Major Figures of American Literature: Optional Content

**Credits**
3

**Course Description**
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of one, two or three writers from any period in American Literature, Louise Erdrich, Edgar Allan Poe, Richard Wright, Nathaniel Hawthorne, Herman Melville, Emily Dickinson, Toni Morrison and Adrienne Rich. 377/577

**Course Prerequisites**

ENGLISH 578: MODERN AMERICAN NOVEL: OPTIONAL CONTENT

**Course ID**
English 578

**Course Title**
ENGLISH 578: Modern American Novel: Optional Content

**Credits**
3

**Course Description**
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. A study of the development of the American novel after 1920. 378/578
Course Prerequisites

ENGLISH 579: AMERICAN POETRY: OPTIONAL CONTENT
Course ID
English 579

Course Title
ENGLISH 579: American Poetry: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. This course focuses on American poetry. It may be taught by highlighting a certain era in poetry such as modernism or by sampling a range of poets across the centuries. The featured writers in the course might include such figures as Phyllis Wheatley, Emily Dickinson, Walt Whitman, Langston Hughes, H. D., Adrienne Rich, or Joy Harjo among others. 379/579

Course Prerequisites

ENGLISH 580: MODERN DRAMA: OPTIONAL CONTENT
Course ID
English 580

Course Title
ENGLISH 580: Modern Drama: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. The content of this course, a study of modern and contemporary drama, will vary from semester to semester, and may include drama from around the world or from a particular culture. The course features an introduction to various forms of drama. 380/580
Course Prerequisites

ENGLISH 581: FOUNDATIONS OF LITERARY CRITICISM
Course ID
English 581

Course Title
ENGLISH 581: Foundations of Literary Criticism

Credits
3

Course Description
An analysis of critical theories and their influence from the Greeks and Romans to the present; application of these theories to selected literary texts. 381/581

Course Prerequisites

ENGLISH 582: CONTEMPORARY CULTURAL MYTHOLOGY: OPTIONAL CONTENT
Course ID
English 582

Course Title
ENGLISH 582: Contemporary Cultural Mythology: Optional Content

Credits
3

Course Description
An introduction to types of cultural studies that emphasizes the range of interpretations of everyday texts and events. The course features criticism such as structuralism, semiotics, and feminism and application of theories to selected literary texts. 382/582

Course Prerequisites

ENGLISH 583: INTRODUCTION TO ENGLISH LINGUISTICS
Course ID
English 583

Course Title
ENGLISH 583: Introduction to English Linguistics

Credits
3

Course Description
An introduction to sounds, word forms and sentence structures of English. Special emphasis on theories of grammar affecting today's classroom. 383/583

Course Prerequisites

ENGLISH 584: SOCIOLINGUISTICS

Course ID
English 584

Course Title
ENGLISH 584: Sociolinguistics

Credits
3

Course Description
An introduction to theories and methodologies that describe variation in language. Special attention will be given to the social factors that affect language use, language policy, and attitudes toward language in education and everyday interactions. 384/584

Course Prerequisites
ENGLISH 585: COMPUTERS AND WRITING

Course ID
English 585

Course Title
ENGLISH 585: Computers and Writing

Credits
3

Course Description
In this course, students will explore the potential effects of computers on the writing process and on writing pedagogy. We will survey the research on the effects of computers on the social and cognitive aspects of writing, and we will study some theoretical works that attempt to predict the ways in which writing will continue to change in an increasingly computer-rich society. Students will analyze and critique hypertextual essays and stories, and will compose hypertexts of their own.

Course Prerequisites

ENGLISH 586: THE RHETORIC OF LITERATURE

Course ID
English 586

Course Title
ENGLISH 586: The Rhetoric of Literature

Credits
3

Course Description
A rhetorical approach analyzes literature as a persuasive device. In this course, students will read a variety of literary works and discuss the personal and social viewpoints and biases that these works reveal; explore theoretical and psychological studies of the nature of narrative as a discursive act; and discuss the rhetorical power of literature as compared with other forms of discourse that are more commonly thought of as 'rhetorical.' 386/586

Course Prerequisites
ENGLISH 587: SPECIAL TOPICS IN RHETORIC AND COMPOSITION: OPTIONAL CONTENT

**Course ID**
English 587

**Course Title**
ENGLISH 587: Special Topics in Rhetoric and Composition: Optional Content

**Credits**
3

**Course Description**
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Students will study, in substantial depth, one topic in the field of rhetoric and composition. The topic will be chosen by the instructor. 387/587

**Course Prerequisites**

ENGLISH 590: FILM AND LITERARY STUDIES: OPTIONAL CONTENT

**Course ID**
English 590

**Course Title**
ENGLISH 590: Film and Literary Studies: Optional Content

**Credits**
3

**Course Description**
This course may be offered with different content. With a different subtitle, and the signature of the department chair, it may be taken twice. The course will examine the relationship between film, literature and the culture in which and for which they are produced. Films that adapt novels, short stories, and/or plays will be examined, and films themselves will be examined as texts. A brief review of artistic terms (with regard to writers and film makers) will be provided. These will be the tools used to discuss how the artists affect us in terms of theme, plot, characterization, mood, and imagery. 390/590

**Course Prerequisites**

ENGLISH 591: GAY AND LESBIAN LITERATURE: OPTIONAL CONTENT
Course ID
English 591

Course Title
ENGLISH 591: Gay and Lesbian Literature: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle it may be taken twice with the signature of the department chair. An examination of lesbian and gay literature, with emphasis on work by contemporary authors. Readings will be arranged thematically, with particular attention to identity politics and to the AIDS epidemic. Crosslisted with Women's Studies 391. 391/591

Course Prerequisites

ENGLISH 592: SPECIAL TOPICS IN LITERATURE: OPTIONAL CONTENT

Course ID
English 592

Course Title
ENGLISH 592: Special Topics in Literature: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. The course focuses on topics that cross generic, temporal, and/or regional boundaries. Possible topics to be covered include gothicism; sex, sensibility and romanticism; subjectivity, identity, and agency; and the literature of aging. 392/592

Course Prerequisites

ENGLISH 593: LATINA/O LITERATURE: OPTIONAL CONTENT (HU) (ES)

Course ID
English 593
Course Title
ENGLISH 593: Latina/o Literature: Optional Content (HU) (ES)

Credits
3

Course Description
This course may be offered with a different content. With a different subtitle, it may be taken twice with the signature of the department chair. Course content will concentrate on the different themes, histories, cultures, or periods of development in the body of Latina/o literature.

Course Prerequisites

ENGLISH 594: MULTIETHNIC LITERATURES: OPTIONAL CONTENT

Course ID
English 594

Course Title
ENGLISH 594: Multiethnic Literatures: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Course content will highlight the similarities and differences between and among different themes, cultures, histories, or periods of development in a variety of ethnic literary traditions. The ethnic literatures introduced may include or stem from Asian, Pacific Islander, Latina/o, African, European, Jewish, and/or indigenous literary traditions.

Course Prerequisites

ENGLISH 595: CARIBBEAN LITERATURE: OPTIONAL CONTENT

Course ID
English 595

Course Title
ENGLISH 595: Caribbean Literature: Optional Content

Credits
3

Course Description
This course may be offered with different content. A study of Caribbean literature in English or English translation. Topics might include women's writing, travel narratives, or colonial/post-colonial discourse.

Course Prerequisites

ENGLISH 596: LITERATURE AND HISTORY: OPTIONAL CONTENT
Course ID
English 596

Course Title
ENGLISH 596: Literature and History: Optional Content

Credits
3

Course Description
An exploration of the relationship between history and literature. This course may investigate a period or year or series of historical moments in order to emphasize the dynamic relationships among historical events, attitudes, and literary representations, challenging artificial distinctions between literature and history and emphasizing how the categories of "history" and "literature" are cultural constructs. This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair.

Course Prerequisites

ENGLISH 605: CREATIVE WRITING: OPTIONAL CONTENT
Course ID
English 605

Course Title
ENGLISH 605: Creative Writing: Optional Content

Credits
Course Description
This course may be offered with different content. With a different subtitle it may be taken twice with the signature of the department chair. Advanced study in creative writing, which may include workshops in experimental fiction or avant-garde forms, novel writing, publishing, and/or chapbook production. 405/605

Course Prerequisites
A 300-level creative writing course or permission of instructor.

ENGLISH 648: SHAKESPEARE II: OPTIONAL CONTENT
Course ID
English 648

Course Title
ENGLISH 648: Shakespeare II: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. An intensive seminar in the advanced study of Shakespeare's works; focus may be on one of a variety of topics and/or approaches to Shakespearean drama. 448/648

Course Prerequisites
English 347.

ENGLISH 652: APPLIED LINGUISTICS
Course ID
English 652

Course Title
ENGLISH 652: Applied Linguistics

Credits
3
Course Description
A survey of how research in linguistics can be used to solve human problems. While the focus will be on second language acquisition, language teaching, and testing, other possible topics include language planning and forensic linguistics. 452/652

Course Prerequisites
English 301 or English 383.

ENGLISH 682: RECENT LITERARY CRITICISM: OPTIONAL CONTENT
Course ID
English 682

Course Title
ENGLISH 682: Recent Literary Criticism: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle and the signature of the department chair, it may be taken twice. Students will analyze one or more major schools of interpretation. Theoretical works by major critical figures will be read and theories will be applied to selected texts. 482/682

Course Prerequisites
English 381.

ENGLISH 701: SEMINAR IN LITERATURE: OPTIONAL CONTENT
Course ID
English 701

Course Title
ENGLISH 701: Seminar in Literature: Optional Content

Credits
3

Course Description
A study of literature as a mode of human understanding, with various cultural and/or cross-cultural emphases. Optional content. With different subtitles and the signature of the department chair, it may be taken twice.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

ENGLISH 702: LANGUAGE IN SOCIETY: OPTIONAL CONTENT
Course ID
English 702

Course Title
ENGLISH 702: Language in Society: Optional Content

Credits
3

Course Description
An advanced course in Sociolinguistics concentrating on phenomena such as global languages, language shift, and language death, or bilingualism, bi-dialectalism and identity. Optional content. With different subtitles and the signature of the department chair, it may be taken twice.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

ENGLISH 703: SEMINAR IN CRITICISM: OPTIONAL CONTENT
Course ID
English 703

Course Title
ENGLISH 703: Seminar in Criticism: Optional Content

Credits
3

Course Description
An examination of selected theories and their application in literary and cultural criticism. Optional content. With a different subtitle and the signature of the department chair, this course may be taken twice.
ENGLISH 704: METHODS OF RESEARCH

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

Course ID
English 704

Course Title
ENGLISH 704: Methods of Research

Credits
3

Course Description
Examination of the many print and electronic bibliographic research sources in English. May include readings on computing technologies, theories of textual transmission, history transmission, history of scholarship, and history of English studies.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.
ENGLISH 708: AMERICAN POETRY: TECHNIQUE AND PRACTICE
Course ID
English 708

Course Title
ENGLISH 708: American Poetry: Technique and Practice

Credits
3

Course Description
Advanced study of the theories, movements and techniques in American Poetry from the 1920s to the present. Movements to be studied include Imagist, Objectivist, Free Verse, Formalist, Beat Generation, Black Mountain School, Concrete, and Action Poetry. Students will also create their own poems based on the form, style, and techniques of their choice.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

ENGLISH 709: SPECIAL TOPICS IN CREATIVE WRITING: OPTIONAL CONTENT
Course ID
English 709

Course Title
ENGLISH 709: Special Topics in Creative Writing: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. Advanced study in creative writing, which may include workshops in experimental fiction or avant-garde forms, novel writing, publishing, and/or chapbook production.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

ENGLISH 710: SEMINAR IN CULTURAL STUDIES: OPTIONAL CONTENT
Course ID
English 710

Course Title
ENGLISH 710: Seminar in Cultural Studies: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. This course will concentrate on different theoretical discourses or different periods of development of Cultural Studies as a formal field of study.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

ENGLISH 711: SEMINAR IN AMERICAN ETHNIC WRITERS: OPTIONAL CONTENT

Course ID
English 711

Course Title
ENGLISH 711: Seminar in American Ethnic Writers: Optional Content

Credits
3

Course Description
This course may be offered with different content. With a different subtitle, it may be taken twice with the signature of the department chair. This course will concentrate on different themes of different Ethnic cultures or different periods of development in the body of literature, emphasizing comparative analysis.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

ENGLISH 712: SEMINAR IN WOMEN WRITERS: OPTIONAL CONTENT

Course ID
English 712
ENGLISH 712: Seminar in Women Writers: Optional Content

Credits
3

Course Description
The content of the course will vary to examine women writers of different time periods, different ethnic backgrounds, or different themes. May be repeated twice with different content with consent of the Chair of the English Department. Students will be expected to have familiarity with various critical theories.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

ENGLISH 714: STUDYING RHETORIC AND WRITING: OPTIONAL CONTENT

Course ID
English 714

Course Title
ENGLISH 714: Studying Rhetoric and Writing: Optional Content

Credits
3-6

Course Description
An intensive study of a single or limited number of theoretical approaches to rhetoric and composition. Includes practical application to fictional and/or nonfictional texts. May be taken twice (with different subtitles) with consent of the Chair of the English Department.

Course Prerequisites
Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

ENGLISH 795: ENGLISH THESIS

Course ID
English 795

Course Title
ENGLISH 795: English Thesis
Credits
1-6

Course Description
In this course, students work under faculty supervision to produce a creative or critical thesis. Maximum accumulation of six credits.

Course Prerequisites
ENGLISH 796: INDEPENDENT STUDY

Course ID
English 796

Course Title
ENGLISH 796: Independent Study

Credits
1-3

Course Description
This course gives students the opportunity to pursue, under the direction of a graduate faculty member, a topic in English studies for which no formal course is available. Maximum accumulation of six credits.

Course Prerequisites

MATHEMATICS EDUCATION

Program Contact Information
Jennifer Szydlik
Program Coordinator
Office: Swart 218
Telephone: 920-424-7350
Web Site: www.uwosh.edu/mathematics/graduate-programs
E-mail: szydlik@uwosh.edu
I. Faculty

II. Purpose
The graduate program in Mathematics Education is designed to enhance the professional expertise of secondary and post secondary mathematics teachers. The program is structured to meet the needs of the individual graduate students.

III. Degree
Completion of the program will lead to the degree: Master of Science (MS).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

Admission with Deficiencies
Applicants who lack adequate undergraduate preparation may be admitted with deficiencies and will be expected to take mathematics courses specified by the program coordinator.

Grade-Point Average
A grade-point average of 2.75 in all undergraduate mathematics courses is required.

Undergraduate Coursework
The applicant must have taken 30 credits of mathematics, which should include one year of calculus, two semesters of modern algebra, one semester of geometry and one semester of probability and statistics.

Undergraduate Major
Normally, the baccalaureate will have been taken in mathematics or a related discipline.

V. Summary
A. Structure
The program is comprised of core courses and electives.

B. Academic Plans of Study
Mathematics Education is the description for the mathematics education plan of study.

C. Minimum Unit (Cr.) Requirements
A minimum of 30 approved graduate units (crs.), which must include at least 18 upper-level (700) units (crs.), are required for the degree.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy stated in the first section of this bulletin.
E. Graduation Requirements

VI. Degree Requirements
Core Courses:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
<td>Secondary Education</td>
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<td>Advanced Study in Curriculum</td>
</tr>
<tr>
<td>Mathematics</td>
<td>720</td>
<td>3</td>
<td>Combinatorial Mathematics</td>
</tr>
<tr>
<td></td>
<td>730</td>
<td>3</td>
<td>Advanced Euclidean Geometry</td>
</tr>
<tr>
<td></td>
<td>742</td>
<td>3</td>
<td>Algebra</td>
</tr>
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</table>

Electives:
Students are expected to consult with the program coordinator in selecting recommended electives from the following offerings:

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Credits</th>
<th>Title</th>
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<td>Mathematics</td>
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<td>Statistics for Quality and Productivity</td>
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<tr>
<td></td>
<td>546</td>
<td>3</td>
<td>Linear Algebra</td>
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<td></td>
<td>547</td>
<td>3</td>
<td>Introduction to Group Theory</td>
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<td>548</td>
<td>3</td>
<td>Introduction to Ring Theory</td>
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<td>549</td>
<td>3</td>
<td>Elementary Number Theory</td>
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<tr>
<td></td>
<td>552</td>
<td>3</td>
<td>Computing Mathematics with Applications</td>
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<tr>
<td></td>
<td>555</td>
<td>3</td>
<td>Introduction to Numerical Analysis</td>
</tr>
<tr>
<td>Subject</td>
<td>Catalog No.</td>
<td>Credits</td>
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<td>3</td>
<td>Applied Mathematical Analysis I</td>
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<td>Applied Regression Analysis</td>
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<td>585</td>
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<td>Linear Statistical Models</td>
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<td>Advanced Calculus</td>
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<tr>
<td></td>
<td>680</td>
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<td></td>
<td>701</td>
<td>2</td>
<td>Workshop in Computing Mathematics</td>
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<tr>
<td></td>
<td>702</td>
<td>2-3</td>
<td>Statistics Workshop</td>
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<td></td>
<td>712</td>
<td>3</td>
<td>Problem Solving for Teachers</td>
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<td>717</td>
<td>3</td>
<td>Non-Linear Dynamics and Chaos</td>
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<td></td>
<td>718</td>
<td>3</td>
<td>Historical and Philosophical Foundations of Mathematics</td>
</tr>
<tr>
<td></td>
<td>722</td>
<td>3</td>
<td>Discrete Structures</td>
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<tr>
<td></td>
<td>746</td>
<td>1-3</td>
<td>Workshop on Current Topics</td>
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<td>757</td>
<td>2-3</td>
<td>Advanced Topics in Mathematics</td>
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<tr>
<td></td>
<td>793</td>
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<td>Mathematics Seminar</td>
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<td>Mathematics Thesis</td>
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<tr>
<td></td>
<td>796</td>
<td>1-3</td>
<td>Independent Study in Mathematics</td>
</tr>
<tr>
<td></td>
<td>799</td>
<td>0</td>
<td>Registration for Comprehensive Examination</td>
</tr>
</tbody>
</table>
Other Requirements
A minimum of at least 18 credits in mathematics, which must include core courses in the following areas: algebra, combinatorics and geometry. The respective courses in the above areas are:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
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<tr>
<td>Algebra Mathematics</td>
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<td>Algebra</td>
</tr>
<tr>
<td>Combinatorics Mathematics</td>
<td>720</td>
<td>3</td>
<td>Combinatorial Mathematics</td>
</tr>
<tr>
<td>Geometry Mathematics</td>
<td>730</td>
<td>3</td>
<td>Advanced Euclidean Geometry</td>
</tr>
</tbody>
</table>

All students must take Secondary Education 739 Advanced Study in Curriculum Mathematics (three (3) credits) and at least three (3) additional credits in education. The remaining credits can be approved electives usually selected from mathematics, secondary education, education leadership or thesis – three (3) credits.

A comprehensive exam, after all coursework has been successfully completed or concurrent with last mathematics course, must be completed.

Certification Requirements
This degree program is approved for licensure by Wisconsin Department of Public Instruction. Course credit from the following courses does not apply to the MS-Mathematics Education graduate degree: Mathematics 317/517, 319/519, 371/571, 413/613, 415/615.

Additional Program Information:

MATH 505: STATISTICS FOR QUALITY AND PRODUCTIVITY

Course ID
Mathematics 505

Course Title
MATH 505: Statistics for Quality and Productivity

Credits
3

Course Description
Statistical process control charts including Shewart and CUSUM. Design of experiments including factorials, fractional factorials and designs to explore response surfaces. The roles of blocking, confounding and randomization. The course will be about 25% statistical process control and about 75% design of experiments. 305/505

Course Prerequisites
Mathematics 302.

MATH 546: LINEAR ALGEBRA
Course ID
Mathematics 546

Course Title
MATH 546: Linear Algebra

Credits
3

Course Description
This course is a proof-oriented, abstract approach to the study of finite dimensional vector spaces and linear transformations. Linear Algebra is central in mathematics and used heavily in other areas, such as computer science, economics, and physics. Topics include bases and dimension, matrices, determinants, inner product spaces, and characteristic values and characteristic vectors. Additional topics may include the Jordan canonical form, the spectral theorem, and quadratic forms. 346/546 (Fall)

Course Prerequisites
Math 222 and Math 256 each with a grade of C or better.

MATH 547: INTRODUCTION TO GROUP THEORY
Course ID
Mathematics 547

Course Title
MATH 547: Introduction to Group Theory

Credits
3
**Course Description**
A group is an algebraic system described by a set equipped with one associative operation. Groups contain an identity element and every element has an inverse. Group theory has applications in diverse areas such as art, biology, geometry, linguistics, music, and physics. The types of groups covered in this class include permutation, symmetric, alternating, and dihedral groups. Some of the important theorems covered are Cayley's Theorem, Fermat's Little Theorem, Lagrange's Theorem and the Fundamental Theorem of Finite Abelian Groups. 347/547

**Course Prerequisites**
Math 222 with a grade of C or better.

**MATH 548: INTRODUCTION TO RING THEORY**

**Course ID**
Mathematics 548

**Course Title**
MATH 548: Introduction to Ring Theory

**Credits**
3

**Course Description**
A ring is an algebraic system described by a set equipped with addition and multiplication operations. Rings arise naturally as generalized number systems. The integers, for example, form a ring with the usual addition and multiplication operations. Ring theory has applications in diverse areas such as biology, combinatorics, computer science, physics, and topology. Topics include rings of matrices, integers modulo n, polynomials, and integral domains. Some of the important theorems covered are the Fundamental Theorem of Algebra, the Division and Euclidean Algorithms, and Eisenstein's Criterion. 348/548

**Course Prerequisites**
Math 222 with a grade of C or better.

**MATH 549: INTRODUCTION TO NUMBER THEORY**

**Course ID**
Mathematics 549

**Course Title**
MATH 549: Introduction to Number Theory

Credits
3

Course Description
Number Theory is a branch of mathematics that involves the study of properties of the integers. Topics covered include factorization, prime numbers, continued fractions, and congruencies as well as more sophisticated tools such as quadratic reciprocity, Diophantine equations, and number theoretic functions. However, many results and open questions in number theory can be understood by those without an extensive background in mathematics. Additional topics might include Fermat's Last Theorem, twin primes, Fibonacci numbers, and perfect numbers. 349/549

Course Prerequisites
Math 222 with a grade of C or better.

MATH 552: COMPUTING MATHEMATICS WITH APPLICATIONS

Course ID
Mathematics 552

Course Title
MATH 552: Computing Mathematics with Applications

Credits
3

Course Description
An introduction to programming in Mathematica or a similar software package. The course begins by exploring the numerical, algebraic and graphical capabilities of the software. Topics include lists, functions and programming with applications to number theory, discrete mathematics, analysis and probability. 352/552

Course Prerequisites
Mathematics 172.

MATH 555: INTRODUCTION TO NUMERICAL ANALYSIS

Course ID
Mathematics 555
Course Title
MATH 555: Introduction to Numerical Analysis

Credits
3

Course Description
Topics in numerical computations selected from polynomial interpolation, solution of nonlinear equations, numerical integration, numerical solution of differential equations, and approximation. 355/555

Course Prerequisites
Mathematics 273, Computer Science 221 or equivalent.

MATH 556: LINEAR NUMERICAL ANALYSIS
Course ID
Mathematics 556

Course Title
MATH 556: Linear Numerical Analysis

Credits
3

Course Description
Topics in numerical linear algebra selected from: Gaussian elimination, matrix inversion, eigenvector and eigenvalue computations, error analysis, condition numbers and pivoting strategies. 356/556 (Spring)

Course Prerequisites
Mathematics 273, Mathematics 256, Computer Science 221 or equivalent.

MATH 575: VECTOR & COMPLEX ANALYSES
Course ID
Mathematics 575

Course Title
MATH 575: Vector & Complex Analyses
Credits
3

Course Description
Topics in mathematics applicable to the physical sciences: Vector analysis, Green's theorem and generalizations, analytic function theory. 375/575

Course Prerequisites
Mathematics 273.

MATH 576: PARTIAL DIFFERENTIAL EQUATIONS AND BOUNDARY VALUE PROBLEMS
Course ID
Mathematics 576

Course Title
MATH 576: Partial Differential Equations and Boundary Value Problems

Credits
3

Course Description
Topics in mathematics applicable to the physical sciences: Solutions of certain classical differential equations (ordinary and partial), Fourier methods, and applied linear algebra. 376/576

Course Prerequisites
Mathematics 371/571.

MATH 581: STOCHASTIC MODELING
Course ID
Mathematics 581

Course Title
MATH 581: Stochastic Modeling

Credits
3

Course Description
Conditional probability and conditional expectation, Markov Chains, Poisson Processes, Branching Processes and Population Growth. 381/581

Course Prerequisites
Mathematics 256, Mathematics 301.

MATH 585: APPLIED REGRESSION
Course ID
Mathematics 585

Course Title
MATH 585: Applied Regression

Credits
3

Course Description
A practical introduction to regression emphasizing applications rather than theory. Simple and multiple regression analysis, basic components of experimental design, and elementary model building. Both conventional and computer techniques will be used in performing the analyses. 385/585

Course Prerequisites
Mathematics 256 and Mathematics 301 or consent of the instructor.

MATH 586: LINEAR STATISTICAL MODELS
Course ID
Mathematics 586

Course Title
MATH 586: Linear Statistical Models

Credits
3

Course Description
A unified approach to the application of linear statistical models in analysis of variance (ANOVA) and experimental design. In ANOVA topics from single-factor ANOVA and multifactor ANOVA
will be considered. Experimental design will include, randomized blocks, Latin squares, and incomplete block designs. 386/586

**Course Prerequisites**
Mathematics 256 and Mathematics 302.

MATH 601: MATHEMATICAL STATISTICS I
**Course ID**
Mathematics 601

**Course Title**
MATH 601: Mathematical Statistics I

**Credits**
3

**Course Description**
Probability and combinatorial methods. Discrete and continuous distributions, univariate and multivariate distributions, expected values, moments, normal distributions and derived distributions. 401/601

**Course Prerequisites**
Mathematics 273 and Mathematics 301 or consent of instructor.

MATH 602: MATHEMATICAL STATISTICS II
**Course ID**
Mathematics 602

**Course Title**
MATH 602: Mathematical Statistics II

**Credits**
3

**Course Description**
Estimation, testing hypothesis, analysis of variance, comparison of means, least squares analysis, regression and correlation. 402/602 (Spring)
Course Prerequisites
Mathematics 401.

MATH 667: INTRODUCTION TO REAL ANALYSIS
Course ID
Mathematics 667

Course Title
MATH 667: Introduction to Real Analysis

Credits
3

Course Description
This course offers a proof-oriented, abstract approach to many of the concepts covered in Calculus. Topics include real number properties, the topology of the real numbers, functions, limits of functions, continuity, uniform continuity, differentiation, integration, sequences, series, pointwise and uniform convergence of sequences of functions, and series of functions. Reading and writing proofs are an integral part of the course. 467/667

Course Prerequisites

MATH 680: INTRODUCTION TO TOPOLOGY
Course ID
Mathematics 680

Course Title
MATH 680: Introduction to Topology

Credits
3

Course Description
An introduction to the fundamental concepts of point set topology. Topics may include: general topological spaces, functions and continuity, open and closed sets, neighborhoods, homeomorphism, properties of topological spaces, subspaces, products, and quotients. Emphasis will be placed on proofs and examples, with particular attention given to metric spaces. 480/680
Course Prerequisites
Mathematics 222 and Mathematics 273.

MATH 701: WORKSHOP IN COMPUTING MATHEMATICS
Course ID
Mathematics 701

Course Title
MATH 701: Workshop in Computing Mathematics

Credits
2

Course Description
Areas of mathematics which have direct applications in the secondary schools and which can be advantageously analyzed on digital computers.

Course Prerequisites
Prior computing experience or concurrent registration in a programming course.

MATH 702: STATISTICS WORKSHOP
Course ID
Mathematics 702

Course Title
MATH 702: Statistics Workshop

Credits
2-3

Course Description
For teachers of mathematics and other individuals interested in using examples from various topics with practical applications in algebra, probability, statistics, and computers.

Course Prerequisites
One or more courses in statistics or consent of instructor.

MATH 712: PROBLEM SOLVING FOR TEACHERS
Course ID
Mathematics 712

Course Title
MATH 712: Problem Solving for Teachers

Credits
3

Course Description
This course is for teachers of middle and high school mathematics who are interested in improving their own problem solving skills and are looking for ideas on how to implement more problem solving into their classrooms. The first part of the course will engage the student in problem solving and mathematical modeling. The specific types of problems considered will depend on the interest and background of the class. The remainder of the course will focus on curricular issues and ways teachers can teach via problem solving.

Course Prerequisites
Consent of instructor.

MATH 714: DEVELOPING PROBLEM SOLVING FOCUS TC

Course ID
Mathematics 714

Course Title
MATH 714: Developing Problem Solving Focus TC

Credits
2

Course Description
Developing a Problem Solving Focus Trial Course.

Course Prerequisites
Mathematics 172.

MATH 717: NONLINEAR DYNAMICS AND CHAOS

Course ID
Mathematics 717
Course Title
MATH 717: Nonlinear Dynamics and Chaos

Credits
3

Course Description
This course deals with the theory and applications of dynamical systems in one, two and three dimensions. Topics such as fixed points, linearization, bifurcation theory, attractors, limit cycles and nonlinear dynamics are covered.

Course Prerequisites

MATH 718: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF MATH

Course ID
Mathematics 718

Course Title
MATH 718: Historical and Philosophical Foundations of Math

Credits
3

Course Description
A survey of the historical development and corresponding philosophical pressures on mathematics from the Babylonians to the present.

Course Prerequisites

MATH 720: COMBINATORIAL MATHEMATICS

Course ID
Mathematics 720

Course Title
MATH 720: Combinatorial Mathematics

Credits
3

Course Description
Fundamentals of combinatorial mathematics including permutations, combinations, recurrence relations, the principle of inclusion-exclusion, graph theory, and selected topics.

Course Prerequisites
Consent of instructor.

MATH 722: DISCRETE STRUCTURES
Course ID
Mathematics 722

Course Title
MATH 722: Discrete Structures

Credits
3

Course Description
A survey of mathematical structures useful in theoretical computer science. Structures studied will include Boolean algebra, monoids, graphs and finite machines. Boolean algebra as applied to rating networks, structures, homomorphic structures and quotient structures are considered. Finite machines, their homeomorphisms and their use as recognizers are considered. This theory is the basis for the introduction of some fundamentals of machine design and construction. As time permits, additional topics in coding theory, computability and formal languages may be considered.

Course Prerequisites
A course in abstract algebra or consent of instructor.

MATH 730: ADVANCED EUCLIDEAN GEOMETRY
Course ID
Mathematics 730

Course Title
MATH 730: Advanced Euclidean Geometry

Credits
3

Course Description
A survey of advanced Euclidean geometric results concerning concurrency, collinearity, symmetric points, cyclic quadrilaterals, equicircles and the nine-point circle. The study of course topics will employ deductive, analytic and transformational techniques.

Course Prerequisites

MATH 742: ALGEBRA

Course ID
Mathematics 742

Course Title
MATH 742: Algebra

Credits
3

Course Description
An advanced study of topics selected from groups, rings, and fields.

Course Prerequisites
Mathematics 342, or consent of instructor.

MATH 746: WORKSHOP ON CURRENT TOPICS

Course ID
Mathematics 746

Course Title
MATH 746: Workshop on Current Topics

Credits
1-3

Course Description
A workshop in special topics of interest. This course may be repeated for credit with different topics.

Course Prerequisites
Consent of instructor.
MATH 757: ADVANCED TOPICS IN MATHEMATICS
Course ID
Mathematics 757

Course Title
MATH 757: Advanced Topics in Mathematics

Credits
2-3

Course Description
Advanced topics selected from such fields as: algebra, analysis, topology, number theory, geometry, statistics, and applied mathematics. May be repeated for a maximum of 6 credits.

Course Prerequisites
Consent of instructor.

MATH 793: MATHEMATICS SEMINAR
Course ID
Mathematics 793

Course Title
MATH 793: Mathematics Seminar

Credits
1

Course Description
Individual investigation and presentation by graduate students and faculty members of recent developments in mathematics.

Course Prerequisites
Consent of instructor.

MATH 795: MATHEMATICS THESIS
Course ID
Mathematics 795
**Course Title**
MATH 795: Mathematics Thesis

**Credits**
1-6

**Course Description**
Each registration accumulating to a maximum of 3 cr. **Pass/Fail course.**

**Course Prerequisites**

MATH 796: INDEPENDENT STUDY

**Course Title**
MATH 796: Independent Study

**Credits**
1-3

**Course Description**
Registration for qualified MS Mathematics Education students who submit an approved Independent Study Topic and Instructor Approval Form at or prior to registration. The combination of Mathematics 757 and Mathematics 796 may not exceed 6 cr.

**Course Prerequisites**
MATH 799: REGISTRATION FOR COMPREHENSIVE EXAMINATION

Course ID
Mathematics 799

Course Title
MATH 799: Registration for Comprehensive Examination

Credits
0

Course Description
Pass/Fail course.

Course Prerequisites

PHYSICS

Program Contact Information
Nadia Kaltcheva
Chair
Office: Halsey Science Center 337
Telephone: (920) 424-4433
Web Site: www.uwosh.edu/phys/
E-mail: adamski@uwosh.edu

I. Faculty

II. Purpose
NOTE: ADMISSIONS SUSPENDED
The graduate program in physics is designed to prepare students for positions in industry, education or advanced study in doctoral programs. Therefore, upon completing the program students will be able to: 1) demonstrate an increased ability to apply physical principles, analytic, computational and experimental techniques appropriate to determining specified information about physical systems relevant to the individual program of the student; 2) demonstrate the ability to plan, implement and complete an independent research project; and 3) demonstrate the ability to communicate results in written and oral form and to retrieve published or computer archived information.
III. Degree

NOTE: ADMISSIONS SUSPENDED
Completion of the program will lead to the degree: Master of Science (M.S.).

IV. Additional Admissions Requirements Information

NOTE: ADMISSIONS SUSPENDED
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

Interview
An admissions interview (by telephone, if appropriate) is recommended to determine if the program matches the applicant's educational and career goals.

References
Three reference letters are required.

Undergraduate Major
Depending on the research area sought, the baccalaureate will normally have been taken in physics, broad field science, engineering or related fields.

V. Summary

A. Structure
NOTE: ADMISSIONS SUSPENDED The core of the program is graduate research conducted in the thesis course Physics 795. Preparation for this research is gained in the required courses and in the approved elective courses appropriate for each of the three research areas.

B. Academic Plans of Study

Physics is the description for the physics plan of study.

C. Minimum Unit (Cr.) Requirements
30 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students in the program.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. In addition, they must select a thesis topic approved by their advisory committee.

E. Graduation Requirements

VI. Degree Requirements
NOTE: ADMISSIONS SUSPENDED

Core Courses:
Subject

<table>
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<tr>
<th>Catalog No.</th>
<th>Units (crs.)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>795</td>
<td>3-6</td>
<td>Physics Thesis</td>
</tr>
</tbody>
</table>

RESEARCH AREAS
NOTE: ADMISSIONS SUSPENDED
In addition to the thesis core, the following courses are required for each of the following research areas:

A. Professional

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Units (crs.)</th>
<th>Title</th>
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</thead>
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<td>519</td>
<td>3</td>
<td>Digital Signal Processing</td>
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<tr>
<td>608</td>
<td>3</td>
<td>Statistical Physics and Thermodynamics</td>
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<td>617</td>
<td>3</td>
<td>Electricity and Magnetism</td>
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<tr>
<td>619</td>
<td>3</td>
<td>Introductory Quantum Mechanics</td>
</tr>
<tr>
<td>791</td>
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<td>Graduate Seminar</td>
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B. Instrumentation

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<th>Units (crs.)</th>
<th>Title</th>
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<tr>
<td>505</td>
<td>3</td>
<td>Electronic Circuits and Devices</td>
</tr>
<tr>
<td>511</td>
<td>3</td>
<td>Digital Instrumentation</td>
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</tr>
<tr>
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<td>Modern Instrumentation and Interfacing</td>
</tr>
<tr>
<td>Catalog No.</td>
<td>Units (crs.)</td>
<td>Title</td>
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**C. Education**

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<tr>
<td>535</td>
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<td><strong>Educational Foundations</strong></td>
</tr>
<tr>
<td>770</td>
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<td>Foundations of Educational Research</td>
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</table>

**Electives**

By consulting with their thesis adviser, students should elect courses appropriate to their research area and to their individual interest and background from the following:

<table>
<thead>
<tr>
<th>Catalog No.</th>
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<td>Abstract Algebra I</td>
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<td>Seismology</td>
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<td>3</td>
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<tr>
<td>796</td>
<td>1-3</td>
<td>Independent Study</td>
</tr>
</tbody>
</table>

**Other Requirements**
Completion of research and thesis (3-6 cr.), including a satisfactory oral defense.

**Comment**
NOTE: ADMISSIONS SUSPENDED
Required courses within each research area may be waived if they have been taken as an undergraduate student. Courses appropriate for the individual student’s research area will be substituted with the approval of the admission committee.

**Additional Program Information:**

PHYSICS/ASTRONOMY 505: ELECTRONIC CIRCUITS AND DEVICES

**Course ID**
Physics/Astronomy 505

**Course Title**
Physics/Astronomy 505: Electronic Circuits and Devices
Course Description
DC and AC circuit theory with emphasis placed on the external electrical properties of analog electronic devices and their practical applications. 305/505 (2+2)

Course Prerequisites
Physics 108 or Physics 110 or instructor's permission.

PHYSICS/ASTRONOMY 507: PHYSICAL OPTICS
Course ID
Physics/Astronomy 507

Course Title
Physics/Astronomy 507: Physical Optics

Credits
3

Course Description
Review of geometrical optics, interference, diffraction, polarization, double refraction, electromagnetic theory of light, introduction to quantum optics and lasers. 307/507 (3+0)

Course Prerequisites
Physics 110 and Mathematics 172.

PHYSICS/ASTRONOMY 511: DIGITAL INSTRUMENTATION
Course ID
Physics/Astronomy 511

Course Title
Physics/Astronomy 511: Digital Instrumentation

Credits
4

Course Description
Fundamentals and applications of combinational and sequential digital circuits, memory and storage, microprocessors, digital-to-analog and analog-to-digital conversion, emphasizing use in measurement and instrumentation. Credit may not be earned for both Physics 211 and 311/511. 311/511 (3+2)

Course Prerequisites
Previous physics or electronics course, Mathematics 122 or consent of instructor.

PHYSICS/ASTRONOMY 519: DIGITAL SIGNAL PROCESSING
Course ID
Physics/Astronomy 519

Course Title
Physics/Astronomy 519: Digital Signal Processing

Credits
3

Course Description
The fundamentals of digital signal processing techniques with an emphasis on their computer implementation: linear shift-invariant systems, the Z-transform, the discrete and continuous fourier transforms, digital filter design and inverse filters. Familiarity with calculus, complex numbers and BASIC or FORTRAN is assumed. 319/519 (3+0)

Course Prerequisites

PHYSICS/ASTRONOMY 533: OUR CHANGING VIEW OF THE PHYSICAL UNIVERSE
Course ID
Physics/Astronomy 533

Course Title
Physics/Astronomy 533: Our Changing View of the Physical Universe

Credits
3

Course Description
This course traces the evolution of our conception of the physical universe from its prehistoric beginnings to the current cosmological theories. 333/533 (3+0)
Course Prerequisites

PHYSICS/ASTRONOMY 535: DEMONSTRATION AND LABORATORY TECHNIQUES IN PHYSICS
Course ID
Physics/Astronomy 535

Course Title
Physics/Astronomy 535: Demonstration and Laboratory Techniques in Physics

Credits
3

Course Description
A laboratory course to provide the high school physics teacher with opportunities to handle the physical apparatus used in modern physics curricula. 335/535 (1+3)

Course Prerequisites
A two-semester sequence in General Physics.

PHYSICS/ASTRONOMY 605: MODERN INSTRUMENTATION AND INTERFACING
Course ID
Physics/Astronomy 605

Course Title
Physics/Astronomy 605: Modern Instrumentation and Interfacing

Credits
3

Course Description
Use, calibration and interfacing of transducers. Integrated use of computers and transducers for data acquisition and experimental control. 405/605 (2+2)

Course Prerequisites
Physics 211, 305, 311 or consent of instructor.

PHYSICS/ASTRONOMY 608: STATISTICAL PHYSICS AND THERMODYNAMICS
Course ID
Physics/Astronomy 608

Course Title
Physics/Astronomy 608: Statistical Physics and Thermodynamics

Credits
3

Course Description
Temperature, entropy and other thermal quantities introduced from microscopic considerations and related to macroscopic thermodynamic variables. Calculation of macroscopic properties of matter from microscopic models. 408/608 (3+0)

Course Prerequisites
Physics 320.

PHYSICS/ASTRONOMY 615: MICROPROCESSOR APPLICATIONS

Course ID
Physics/Astronomy 615

Course Title
Physics/Astronomy 615: Microprocessor Applications

Credits
3

Course Description
Hardware and software for input-output applications on microprocessors, use of polling and interrupts and comparison of various microprocessors for I/O applications. Laboratory included. 415/615 (2+2)

Course Prerequisites
Physics 211 or 311 and Computer Science 310.

PHYSICS/ASTRONOMY 617: ELECTRICITY AND MAGNETISM

Course ID
Physics/Astronomy 617

Course Title
Physics/Astronomy 617: Electricity and Magnetism

Credits
3

Course Description
An advanced treatment of important topics in electricity and magnetism. 417/617 (3+0)

Course Prerequisites
Physics 320.

PHYSICS/ASTRONOMY 618: ANALYTICAL MECHANICS
Course ID
Physics/Astronomy 618

Course Title
Physics/Astronomy 618: Analytical Mechanics

Credits
3

Course Description
Advanced treatment of important topics in classical mechanics. 418/618 (3+0)

Course Prerequisites
Physics 320.

PHYSICS/ASTRONOMY 619: INTRODUCTORY QUANTUM MECHANICS
Course ID
Physics/Astronomy 619

Course Title
Physics/Astronomy 619: Introductory Quantum Mechanics

Credits
3

Course Description
Development of quantum mechanics principles and application to important simple physical systems. 419/619 (3+0)
**Course Prerequisites**
Physics 320.

---

**PHYSICS/ASTRONOMY 649: QUANTUM PHYSICS: NUCLEI AND SOLIDS**

**Course ID**
Physics/Astronomy 649

**Course Title**
Physics/Astronomy 649: Quantum Physics: Nuclei and Solids

**Credits**
3

**Course Description**
Quantum physics applied to nuclei and elementary particles, special relativity, statistics of particles and physics of solids. 449/649 (3+0)

**Course Prerequisites**
Physics 320.

---

**PHYSICS/ASTRONOMY 670: SOLID STATE PHYSICS**

**Course ID**
Physics/Astronomy 670

**Course Title**
Physics/Astronomy 670: Solid State Physics

**Credits**
3

**Course Description**
Introduction to the structure of solids, lattice vibrations, heat capacity, electrical conductivity of metals and semi-conductors, superconductivity, magnetic and mechanical properties of solids and a survey of non-crystalline condensed matter states. 470/670 (3+0)

**Course Prerequisites**
Physics 109 and 110.
PHYSICS/ASTRONOMY 746: WORKSHOP ON CURRENT TOPICS

Course ID
Physics/Astronomy 746

Course Title
Physics/Astronomy 746: Workshop on Current Topics

Credits
1-3

Course Description
A workshop in special topics of interest. This course may be repeated for credit with different topics.

Course Prerequisites
Consent of instructor.

PHYSICS/ASTRONOMY 771: THEORY OF ATOMIC STRUCTURE

Course ID
Physics/Astronomy 771

Course Title
Physics/Astronomy 771: Theory of Atomic Structure

Credits
2

Course Description
Methods of determining the atomic states in multi-electron atoms up to the rare earths. Hartree-Fock Hamiltonian and the single electron spherical harmonic wave functions. The multiple states, the term states and their energies are derived using perturbation theory, coupling of angular momenta and the Wigner-Eckart Theorem. (2+0)

Course Prerequisites
Physics 419/619.

PHYSICS/ASTRONOMY 772: MAGNETIC RESONANCE


Physics/Astronomy 772: Magnetic Resonance

Techniques and theory of electron paramagnetic resonance and nuclear magnetic resonance as applied to the properties of solids and liquids. (3+0)

Modern physics course or consent of instructor.

Physics/Astronomy 773: Advanced Signal Processing

Advanced digital signal processing techniques important to applied physics such as the numerical solution of partial differential equations, digital inverse theory, power spectral estimation and state-space variable methods. Applications will be taken from areas of current student/faculty research interest, normally instrumentation and seismology. (3+0)

Physics 519 or consent of instructor.

Physics/Astronomy 775: Atomic Collision Theory

Phyiscs/Astronomy 775
Physics/Astronomy 775: Atomic Collision Theory

Credits
2

Course Description
The quantum mechanics of scattering theory will be developed with emphasis in the area of atomic collisions. A range of methods that have been found of use in research will be surveyed. (2+0)

Course Prerequisites
Physics 619.

PHYSICS/ASTRONOMY 776: SEISMOLOGY

Course ID
Physics/Astronomy 776

Course Title
Physics/Astronomy 776: Seismology

Credits
3

Course Description
The use of seismic waves for exploring the earth's interior. Emphasis is placed on reflection seismology: its data acquisition, processing and interpretation. Familiarity with geological concepts, calculus, complex numbers and BASIC or FORTRAN is assumed. (3+0)

Course Prerequisites

PHYSICS/ASTRONOMY 777: ADVANCED PHYSICS MICROCOMPUTER INSTRUMENTATION

Course ID
Physics/Astronomy 777

Course Title
Physics/Astronomy 777: Advanced Physics Microcomputer Instrumentation

Credits
3
Course Description
Applications of real-time programming and digital control to data acquisition, experimental system and device testing and experiment and production control. Expertise in user language and assembler programming and knowledge of digital and analog electronics are assumed. (2+2)

Course Prerequisites

PHYSICS/ASTRONOMY 778: ADVANCED ELECTRONICS TOPICS
Course ID
Physics/Astronomy 778

Course Title
Physics/Astronomy 778: Advanced Electronics Topics

Credits
3

Course Description
Advanced digital and analog electronic topics are covered. Areas suitable to microcomputer interfacing for experimental control are emphasized. Design of programmable logic array applications, use of instrumentation and isolation amplifiers and phase-locked loops, devices and techniques used in radio and microwave electronics will be included. Knowledge of basic analog and digital electronics assumed. (2+2)

Course Prerequisites

PHYSICS/ASTRONOMY 791: GRADUATE SEMINAR
Course ID
Physics/Astronomy 791

Course Title
Physics/Astronomy 791: Graduate Seminar

Credits
1

Course Description
Reading, consultation and discussions by graduate students and faculty members concerning current research and recent developments in Physics. 1-credit each registration with a maximum accumulation of 3 credits.

**Course Prerequisites**
Graduate standing.

**PHYSICS/ASTRONOMY 795: PHYSICS THESIS**

**Course ID**
Physics/Astronomy 795

**Course Title**
Physics/Astronomy 795: Physics Thesis

**Credits**
1-6

**Course Description**
Each registration with maximum accumulation of 6 cr. Registration for Physics students for thesis credit. **Pass/fail course.**

**Course Prerequisites**
Thesis Proposal and Adviser Approval Form must be filed with Graduate Office prior to registration.

**PHYSICS/ASTRONOMY 796: INDEPENDENT STUDY IN PHYSICS**

**Course ID**
Physics/Astronomy 796

**Course Title**
Physics/Astronomy 796: Independent Study in Physics

**Credits**
1-3

**Course Description**
Each registration with maximum accumulation of 6 cr. Registration for advanced Physics students for independent work on topics chosen by the student and an instructor.
Course Prerequisites
Independent Study Topic and Instructor Approval Form must be filed at or prior to registration.

PHYSICAL SCIENCE 501: WAVES AND FIELDS FOR TEACHERS
Course ID
Physical Science 501

Course Title
Physical Science 501: Waves and Fields for Teachers

Credits
1-5

Course Description
The main purpose of this course is to sharpen your teaching skills in the area of waves and fields. The philosophy of the course is simple: for teachers to adopt and successfully use best teaching practices, they must experience the effectiveness of those methods firsthand. Therefore, in this course, teachers will be exposed to a wide-range of research-based teaching techniques. These include: the use of computer-based probes and detectors, modeling discourse, Socratic questioning, interactive lecture demonstrations and the bridging analogies.

Course Prerequisites
Permission from the instructor.

PHYSICAL SCIENCE 510: CLASSICAL MECHANICS FOR TEACHERS
Course ID
Physical Science 510

Course Title
Physical Science 510: Classical Mechanics for Teachers

Credits
1-5

Course Description
The main purpose of this course is to sharpen your teaching skills in the area of classical mechanics. The philosophy of the course is simple: for teachers to adopt and successfully use best teaching practices, they must experience the effectiveness of those methods firsthand. Therefore, in this course, teachers will be exposed to a wide-range of research-based teaching techniques. Cross-listed: Secondary Ed 510/Physical Science 510. Students may receive credit for only one of the two cross-listed courses.
Course Prerequisites
Permission from the instructor.

PHYSICAL SCIENCE 505: OPTICS FOR TEACHERS
Course ID
Physical Science 505

Course Title
Physical Science 505: Optics for Teachers

Credits
1-5

Course Description
The main purpose of this course is to sharpen your teaching skills in the areas of geometric and physical optics. The philosophy of the course is simple: for teachers to adopt and successfully use best teaching practices, they must experience the effectiveness of those methods firsthand. Therefore, in this course, teachers will be exposed to a wide-range of research-based teaching techniques. Cross-listed: Secondary Ed 505/Physical Science 505. Students may receive credit for only one of the two cross-listed courses.

Course Prerequisites
Permission from the instructor.

PSYCHOLOGY - COGNITIVE AND AFFECTIVE

Program Contact Information
Phan Y. Hong
Program Coordinator
Office: Clow Faculty 14
Telephone: (920) 424-2302
Web Site: www.uwosh.edu/departments/psychology/exp/
E-mail: hongp@uwosh.edu
I. Faculty

II. Purpose
The graduate program in Cognitive and Affective Psychology is designed to allow preparation for professional employment with a variety of specializations, or continued graduate study leading to a doctoral degree at another institution.

III. Degree
Completion of the program will lead to the degree: Master of Science (M.S.).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

References
Three reference letters are required. Ideally, these should come from faculty who are familiar with the applicant’s academic potential. Letters must be in the format as provided on the Web Site: www.uwosh.edu/gradstudies/admissions/psychology-applicants

Admission Test Scores
Applicants are required to take the Graduate Record Examination (GRE) (General test).

Personal Statement
Students are required to submit two-to-three page personal statement describing reasons for wanting to attend UW Oshkosh and areas of research interest. The admissions committee is particularly interested in details about research experience, including class projects, presentations, etc.

Undergraduate Major
Normally, the baccalaureate will have been taken in psychology or a related field, but those who have majored in other areas may be accepted.

V. Summary
A. Structure
The program is comprised of required courses and electives.

B. Academic Plans of Study
The following is the description for the psychology plan of study: a. Psychology (Cognitive and Affective)

C. Minimum Unit (Cr.) Requirements
The minimum credit requirement for the emphasis is 30 credits.
D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9 psychology credits. The Office of Graduate Studies gives final approval to Admission to Candidacy.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

VI. Degree Requirements
Core Courses:

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<tr>
<th>Subject</th>
<th>Credits</th>
<th>Title</th>
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<td><strong>A. Cognitive and Affective Psychology</strong></td>
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<tr>
<td>705</td>
<td>3</td>
<td>Psychometrics</td>
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<td>720</td>
<td>3</td>
<td>Theoretical Conceptualizations in Psychology</td>
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<tr>
<td>730</td>
<td>3</td>
<td>Foundations of Behavioral Statistics</td>
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<td>731</td>
<td>3</td>
<td>Multivariate Statistical Models</td>
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<td>Learning and Cognition</td>
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<td>Biological basis of Mind and Behavior</td>
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<td>Social Psychological Theory and Practice</td>
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**Elective Courses - Nine (9) credits from the following:**

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<th>Credits</th>
<th>Title</th>
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<tr>
<td>712</td>
<td>3</td>
<td>Motivation and Emotion</td>
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</tbody>
</table>
### Ethics in Psychology
- **Catalog No.:** 722
- **Credits:** 1
- **Title:** Ethics in Psychology

Or other courses approved by the student's advisory committee.

### A. Industrial/Organizational Psychology

**NOTE: ADMISSIONS SUSPENDED**

**Subject**

<table>
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<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<tr>
<td>705</td>
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<td>728</td>
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<td>795</td>
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</tr>
<tr>
<td>799</td>
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<td>Candidacy Examination</td>
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</table>

**Elective Courses - Nine (9) credits from the following:**

**Elective courses from the following:**
Electives may consist of any 700-level courses approved by the student’s advisory committee.
Comments:
All students enrolled in the program are expected to behave in accordance with American Psychological Association Ethical Principles. Failure to do so may result in serious consequences including dismissal from the program.

PSYCHOLOGY - INDUSTRIAL/ORGANIZATIONAL (I/O)

Program Contact Information
NOTE: ADMISSIONS SUSPENDED

I. Faculty

II. Purpose
NOTE: ADMISSIONS SUSPENDED
The graduate program in psychology is designed to allow preparation for professional employment with a variety of specializations, or continued graduate study leading to a doctoral degree at another institution.

III. Degree
NOTE: ADMISSIONS SUSPENDED
Completion of the program will lead to the degree: Master of Science (M.S.).

IV. Additional Admissions Requirements Information
NOTE: ADMISSIONS SUSPENDED
In addition to the requirements of the Office of Graduate Studies specified in the first section of this bulletin, the program has established the following policies and procedures for admission:

References
Three reference letters are required. Ideally, these should come from faculty who are familiar with the applicant’s academic potential. Letters must be in the format as provided on the appropriate Web Site:
www.uwosh.edu/gradstudies/programs/docs/exppsych

Testing
Applicants are required to take the Graduate Record Examination (GRE) (General test).

Students in the cognitive and affective emphasis are required to submit two-to-three page personal statement describing reasons for wanting to attend UW Oshkosh and areas of
research interest. The admissions committee is particularly interested in details about research experience, including class projects, presentations, etc.

**Undergraduate Major**

Normally, the baccalaureate will have been taken in psychology or a related field, but those who have majored in other areas may be accepted.

V. Summary

A. Structure

NOTE: ADMISSIONS SUSPENDED

The programs are comprised of required courses and electives. Two emphases are offered: cognitive and affective or industrial/organizational—admissions suspended.

B. Academic Plans of Study

The following are the descriptions for the psychology plan(s) of study:

a. Psychology (Industrial/Organizational)

b. Psychology (Industrial/Organizational—admissions suspended)

C. Minimum Unit (Cr.) Requirements

Unit (cr.) requirements are different for each degree emphasis. The minimum requirements applicable to the emphases are: experimental, 31 units (crs.); industrial/organizational, 39 units (crs.).

D. Admission to Candidacy

Students must satisfy Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this bulletin. In addition, they must complete at least nine (9) graduate units (crs.) in psychology.

E. Graduation Requirements

VI. Degree Requirements

NOTE: ADMISSIONS SUSPENDED

Core Courses:

Subject

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
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<td>3</td>
<td>Psychometrics</td>
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<tr>
<td>720</td>
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<td>Theoretical Conceptualizations in Psychology</td>
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### Subject

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<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
<td>730</td>
<td>3</td>
<td>Foundations of Behavioral Statistics</td>
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<td>731</td>
<td>3</td>
<td>Multivariate Statistical Models</td>
</tr>
<tr>
<td>775</td>
<td>3</td>
<td>Learning and Cognition</td>
</tr>
<tr>
<td>777</td>
<td>3</td>
<td>Biological Basis of Mind and Behavior</td>
</tr>
<tr>
<td>780</td>
<td>3</td>
<td>Social Psychological Theory and Practice</td>
</tr>
<tr>
<td>785</td>
<td>3</td>
<td>Developmental Processes</td>
</tr>
<tr>
<td>792</td>
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<td>Foundations of Research Methods</td>
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<td>793</td>
<td>3</td>
<td>Advanced Research Methods</td>
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<td>799</td>
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**Elective Courses - Nine (9) credits from the following:**

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<tr>
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<th>Credits</th>
<th>Title</th>
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<tbody>
<tr>
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<td>Motivation and Emotion</td>
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<tr>
<td>722</td>
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<td>Ethics in Psychology</td>
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<tr>
<td>790</td>
<td>3</td>
<td>Seminar in Psychology</td>
</tr>
<tr>
<td>796</td>
<td>1-3</td>
<td>Independent Study in Psychology</td>
</tr>
</tbody>
</table>

Or other courses approved by the student's advisory committee.

### B. Industrial/Organizational Psychology

(Note: Admissions Suspended)

<table>
<thead>
<tr>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Cognitive and Affective Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>705</td>
<td>3</td>
<td>Psychometrics</td>
</tr>
<tr>
<td>724</td>
<td>3</td>
<td>Organizational Psychology</td>
</tr>
</tbody>
</table>
Elective Courses - Nine (9) credits from the following:

**Elective courses from the following:**
Electives may consist of any 700-level courses approved by the student’s advisory committee.

**Comments:**
All students enrolled in the program are expected to behave in accordance with American Psychological Association Ethical Principles. Failure to do so may result in serious consequences including dismissal from the program.

Additional Program Information:

**PSYCH 705: PSYCHOMETRICS**

**Course ID**
Psychology 705

**Course Title**
PSYCH 705: Psychometrics

**Credits**
3

**Course Description**
A thorough analysis of both classical and modern psychometric theory. Emphasis will be placed on the application of psychometric principles in the construction of tests and other measures used in both psychological research and practice.
Course Prerequisites

PSYCH 712: MOTIVATION AND EMOTION
Course ID
Psychology 712

Course Title
PSYCH 712: Motivation and Emotion

Credits
3

Course Description
This course will examine contemporary theories and research about motivation and emotion. A historical perspective on the study of these phenomena by psychologists will also be presented. Applications to applied psychological practice will be made.

Course Prerequisites
Admission to the M.S. Psychology Program or consent of instructor.

PSYCH 720: THEORETICAL CONCEPTUALIZATIONS IN PSYCHOLOGY
Course ID
Psychology 720

Course Title
PSYCH 720: Theoretical Conceptualizations in Psychology

Credits
3

Course Description
Exploration of various psychological approaches to understanding the role of affect, cognition, and behavior in human functioning will be examined. The course will focus on the various perspectives used to uncover psychological principles and knowledge in psychology and on the philosophy of science behind the discipline of psychology.

Course Prerequisites
Admission to graduate program in Psychology or consent of instructor.
PSYCH 722: ETHICS IN PSYCHOLOGY

Course ID
Psychology 722

Course Title
PSYCH 722: Ethics in Psychology

Credits
1

Course Description
This course will cover the philosophical foundations of the ethical principles of psychologists, approaches to clinical decision making, and the ethical dilemmas occurring in clinical practice, research/teaching, and I/O psychology.

Course Prerequisites
Admission to the M.S. Psychology Program or consent of instructor.

PSYCH 724: ORGANIZATIONAL PSYCHOLOGY

Course ID
Psychology 724

Course Title
PSYCH 724: Organizational Psychology

Credits
3

Course Description
Examination of theory and research in Organizational Psychology. Topics include social influences in the organization, leadership, job satisfaction, motivation, job design, and group processes.

Course Prerequisites
Admission to the M.S. Psychology Program or consent of instructor.

PSYCH 726: PERSONNEL PSYCHOLOGY
Course ID
Psychology 726

Course Title
PSYCH 726: Personnel Psychology

Credits
3

Course Description
Current methods in selection and classification, job analysis, testing, and measures of performance. Reliability of predictors. Classroom work stresses application of these techniques by industrial/organizational psychologists.

Course Prerequisites
Admission to the M.S. Psychology Program or consent of instructor.

PSYCH 727: RESEARCH METHODS

Course ID
Psychology 727

Course Title
PSYCH 727: Research Methods

Credits
3

Course Description
An in-depth examination of conceptual and practical issues associated with the design and implementation of behavior science research. Topics include: 1) identifying a research question, 2) designing a study, 3) measuring and manipulating variables, 4) collecting and analyzing data, and 5) communicating the results. Classroom work emphasizes application of concepts across research settings. Activities include report writing and the use of statistical programs.

Course Prerequisites
Psychology 730 or consent of instructor.

PSYCH 728: INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PRACTICUM
Course ID
Psychology 728

Course Title
PSYCH 728: Industrial/ Organizational Psychology Practicum

Credits
3

Course Description
Supervised, practical experience in problem solving and applied research for graduate students in Industrial/ Organizational Psychology. The course may be repeated for a total of 12 credits. *Pass/Fail course.*

Course Prerequisites
Admission to the M.S. Psychology Program or consent of the instructor.

PSYCH 730: FOUNDATIONS OF BEHAVIORAL STATISTICS

Course ID
Psychology 730

Course Title
PSYCH 730: Foundations of Behavioral Statistics

Credits
3

Course Description
Statistical methods for behavioral research using simple and complex designs, such as parametric and nonparametric analyses, ANOVA, correlation and simple regression.

Course Prerequisites
Psychology 203 or an equivalent course and admission to the Psychology M.S. Program or consent of the instructor.

PSYCH 731: MULTIVARIATE STATISTICAL METHODS

Course ID
Psychology 731

Course Title
PSYCH 731: Multivariate Statistical Methods

Credits
3

Course Description
Multivariate statistical methods useful in behavioral scientific research, including multiple correlation/regression, canonical correlation/regression, discriminate analysis, multivariate analysis of variance, factor analysis, and other topics.

Course Prerequisites
Psychology 730 or an equivalent course and admission to the Psychology M.S. program or consent of the instructor.

PSYCH 732: TRAINING AND ORGANIZATIONAL DEVELOPMENT

Course ID
Psychology 732

Course Title
PSYCH 732: Training and Organizational Development

Credits
3

Course Description
This course gives the graduate student an in-depth understanding of the main concepts of training and organizational development. The class readings have been designed to meet two objectives: 1) to provide a broad overview of training, management development, and organizational development; 2) to allow for a more extensive treatment of selected topics. This course will emphasize the research and psychological perspectives to studying training systems.

Course Prerequisites
Admission to the M.S. Psychology Program or consent of instructor.

PSYCH 733: AGING AND WORK

Course ID
Psychology 733

Course Title
PSYCH 733: Aging and Work
Course Description
This course examines changes in the nature of work, the workforce, and the workplace in an aging society. Topics to be addressed include: work/family relations; human factors/ergonomics, workplace technology, and aging processes; cognitive aging and job performance; the recruitment, training, and management of middle-aged and older workers; and the impact of retirement on individuals and organizations.

Course Prerequisites
Admission to the M.S. Psychology Program or consent of the instructor.

PSYCH 746: SEMINAR IN CURRENT TOPICS
Course ID
Psychology 746

Course Title
PSYCH 746: Seminar in Current Topics

Credits
3-6

Course Description
Current topics in one area in psychology are offered. Course content is expected to differ from offering to offering. A maximum of 6 units (crs.) may be counted toward the minimum unit (cr.) requirements for the masters of science degree in psychology.

Course Prerequisites
Admission to M.S. Psychology Program or consent of instructor.

PSYCH 765: AFFECT AND PSYCHOPATHOLOGY
Course ID
Psychology 765

Course Title
PSYCH 765: Affect and Psychopathology

Credits
Course Description
Examines the interplay between cognitive processes and affective experiences in the development and maintenance of psychopathology over the lifespan. Special emphasis will be on the acquisition of disorders of emotion deregulation and the use of emotion regulation techniques in the treatment of various psychopathologies.

Course Prerequisites
Admission to graduate program in Psychology or consent of instructor.

PSYCH 774: PSYCHOLOGICAL RESEARCH
Course ID
Psychology 774

Course Title
PSYCH 774: Psychological Research

Credits
1-2

Course Description
Supervised research activity requiring completion of a research project and paper or poster based upon a theoretical or empirical project in psychology. May be repeated once for credit, for a total of 3 credits.

Course Prerequisites
Admission to M.S. Psychology Program or consent of instructor.

PSYCH 775: LEARNING AND COGNITION
Course ID
Psychology 775

Course Title
PSYCH 775: Learning and Cognition

Credits
3

Course Description
This course provides an integrative examination of learning and cognition in humans and animals. It is designed to introduce graduate students to fundamental facts, theories, and research in this very broad field. The course emphasizes several themes: the neural basis of learning and cognition, computational approaches in the field, and the critical evaluation of current research.

**Course Prerequisites**
Admission to the M.S. Psychology Program or consent of instructor.

PSYCH 777: BIOLOGICAL BASES OF MIND AND BEHAVIOR

**Course ID**
Psychology 777

**Course Title**
PSYCH 777: Biological Bases of Mind and Behavior

**Credits**
3

**Course Description**
An overview of contemporary methodology and research in biological psychology. Content includes neuroanatomy, neurophysiology, and an in depth analysis of the biological bases of behavior and cognitive functions. Topics include the physiology of sensation, perception, movement, motivation, sleep, learning, memory, emotion, and abnormal behavior.

**Course Prerequisites**
Admission to the M.S. Psychology Program or consent of instructor.

PSYCH 780: SOCIAL PSYCHOLOGICAL THEORY AND PRACTICE

**Course ID**
Psychology 780

**Course Title**
PSYCH 780: Social Psychological Theory and Practice

**Credits**
3

**Course Description**
This seminar deals with classic and current theoretical issues and research findings in the area of social psychology. We will examine research in the areas of attitudes and behavior, personal perception, cognitive dissonance theory, attribution theory, social comparison, social influence, affiliation, conformity, social learning theory, theories of emotion, and theories of aggression. The class emphasizes methodology including issues in measurement, casual inference, and external validity. We will also discuss some areas of applied social psychology, e.g., psychology and the law.

**Course Prerequisites**
Admission to the MS Psychology Program or consent of instructor.

PSYCH 785: DEVELOPMENTAL PROCESSES

**Course ID**
Psychology 785

**Course Title**
PSYCH 785: Developmental Processes

**Credits**
3

**Course Description**
This course will review and discuss major conceptual approaches to the study of development through the lifespan, from conception to death, in the domains of cognition, personality, and social-emotional processes. The course will draw on theories and research in the physical and social sciences. Important empirical studies will be reviewed and their strengths, limitations, and implications for theories of normative and successful human development will be discussed. The course will meet three broad objectives: (1) develop an appreciation for the existing psychological research on human development; (2) foster critical reflection about the current status and future directions; and (3) develop research background specific to the students' own areas of development psychology interest.

**Course Prerequisites**
Admission to the MS Psychology program or consent of instructor.

PSYCH 790: SEMINAR IN PSYCHOLOGY

**Course ID**
Psychology 790

**Course Title**
PSYCH 790: Seminar in Psychology

**Credits**
3

**Course Description**
Critical analysis of current research in different areas of psychology. Emphasis on literature review and the preparation of critique papers. May be repeated for a total of (6) credits.

**Course Prerequisites**
Admission to the M.S. Psychology Program or consent of instructor.

PSYCH 792: FOUNDATIONS OF RESEARCH METHODS

**Course ID**
Psychology 792

**Course Title**
PSYCH 792: Foundations of Research Methods

**Credits**
3

**Course Description**
This course provides an introduction to research methods in the behavioral science to teach students the strengths and limitations of various research designs to critically evaluate information about human behavior presented in professional journals, and to develop proficiency in scientific writing. Topics include ethical considerations in research design, operationalization and measurement of dependent variables, randomized, non-randomized, and quasi-experimental designs, and qualitative research techniques.

**Course Prerequisites**
Admission to the MS Psychology program or consent of the instructor.

PSYCH 793: ADVANCED RESEARCH METHODS

**Course ID**
Psychology 793

**Course Title**
PSYCH 793: Advanced Research Methods
**Course Description**
This course continues the focus on the scientific method in psychology begun in Psychology 792, expands on some topics covered therein, and includes both quantitative and qualitative methods not previously covered. By the completion of the course, students should have skills that allow them to be satisfactory consumers of research in psychology, to conduct and present research according to professional guidelines, and to assess the adequacy of the evidence for claims about human behavior resulting from research.

**Course Prerequisites**
Psychology 792 or consent of instructor.

**PSYCH 795: PSYCHOLOGY THESIS**

**Course ID**
Psychology 795

**Course Title**
PSYCH 795: Psychology Thesis

**Credits**
3-6

**Course Description**
Research and preparation of a thesis for MS Psychology Studies. A Research Approval form must be approved before the collection of data. **Pass/Fail course.**

**Course Prerequisites**
Admission to Candidacy or consent of instructor.

**PSYCH 796: INDEPENDENT STUDY IN PSYCHOLOGY**

**Course ID**
Psychology 796

**Course Title**
PSYCH 796: Independent Study in Psychology

**Credits**
1-3
Course Description
Each registration with maximum accumulation of 4 cr. Individualized study by M.S. Psychology student. Pass/Fail course.

Course Prerequisites
Independent Study Topic and Instruction Approval Form must be filed at or prior to registration.

PSYCH 799: CANDIDACY EXAMINATION

Course ID
Psychology 799

Course Title
PSYCH 799: Candidacy Examination

Credits
0

Course Description
Pass/Fail course.

Course Prerequisites

PUBLIC ADMINISTRATION

Program Contact Information
Karen King
Chair and Program Coordinator
Office: Clow Faculty 401
Telephone: (920) 424-3230
Web Site: www.uwosh.edu/public_affairs/master-of-public-administration-1
E-mail: kingk@uwosh.edu

I. Faculty

II. Purpose
The graduate program in Public Administration is designed to enhance the administrative knowledge and skills of persons employed in public and not-for-profit agencies. It seeks to synthesize coursework and employment experiences in a complementary manner. This design makes the program accessible to part-time students who may not be able to come to the campus on a regular basis by using weekend classes supplemented by Internet communication and instruction.

III. Degree
Completion of the program will lead to the degree: Master of Public Administration (MPA).

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

Professional Work
Applicants should have work experience in a public or non-profit agency. What constitutes work experience may include extensive activity as a volunteer or agency experience of relatively short duration if the work is sufficiently professional in nature. Questions about eligibility should be addressed to the MPA coordinator.

References
Three reference letters are required from individuals who can assess the applicant's likelihood of success in graduate school.

Writing Sample
The National Association of Public Administration (NAPA) has identified four pillars of public administration—economy, efficiency, effectiveness, and social equity. Please submit a two-page paper that explains why they are all equally critical to the successful practice of public administration today.

V. Summary
A. Structure
The program is comprised of core courses and electives.

B. Academic Plans of Study
The following are the descriptions for the Public Administration plan(s) of study:
Public Admin (General)
Public Admin (Health)
Public Admin (Law Enforcement)

C. Minimum Unit (Cr.) Requirements
Thirty-six (36) units (crs.) applicable to the graduate degree constitute the requirement for all students in the program.
D. Admission to Candidacy
Students must satisfy the Office of Graduate Studies requirements for advancement to candidacy stated in the first section of this bulletin.

E. Graduation Requirements

VI. Degree Requirements
Core Courses

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<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<td>Introduction to Public Administration</td>
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<td>715</td>
<td>3</td>
<td>Leadership and Ethics</td>
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<td>721</td>
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<td>3</td>
<td>Applied Economics</td>
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<td>742</td>
<td>3</td>
<td>Human Resource Management in the Public Sector</td>
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<td></td>
<td>752</td>
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<td>Public Budgeting and Financial Management</td>
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<td></td>
<td>780</td>
<td>3</td>
<td>Capstone Seminar</td>
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<tr>
<td>OR</td>
<td>792</td>
<td>3</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

A. Healthcare Emphasis (12 credits)
Students must take the following courses, if they have designated Health Agency Administration as their emphasis:
Subject

Catalog No.  Credits  Title

MPA

729  3  Healthcare Agency Organization and Management

773  3  Advanced Seminar in Healthcare Policy

Plus six (6) additional elective credits

B. Law Enforcement Emphasis
The law enforcement emphasis consists of nine (9) elective credits, three from the MPA program and six from the Criminal Justice Executive Development Institute (EPI), which is offered through Fox Valley Technical College.

Elective MPA Courses (9 credits)

Subject

Catalog No.  Credits  Title

MPA

718  3  Revisiting Bureaucracy

726  3  State and Local Government

727  3  Municipal Management

729  3  Healthcare organization and Management

747  3  Labor Management

750  3  Strategic Planning in Public and Nonprofit Organizations

751  3  Program Evaluation

755  3  Managing Economic Development

760  3  Administrative Law

762  3  Healthcare Administration Law

773  3  Health Care Policy

796  1-3  Independent Study in Public Administration
**Subject**

<table>
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<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<tr>
<td></td>
<td>797</td>
<td>3</td>
<td>Seminar in Current Topics in Public Administration</td>
</tr>
</tbody>
</table>

**Electives**

Students are expected to consult with the program coordinator in selecting recommended electives from the following offerings:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<td><strong>Business Administration</strong></td>
<td>700</td>
<td>3</td>
<td>Accounting Foundations</td>
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<td></td>
<td>722</td>
<td>3</td>
<td>Planning for Management in the Future</td>
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<td></td>
<td>731</td>
<td>3</td>
<td>Financial Management</td>
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<td>752</td>
<td>3</td>
<td>Managerial Accounting</td>
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<td></td>
<td>756</td>
<td>3</td>
<td>Organizations and their Environments</td>
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<tr>
<td></td>
<td>761</td>
<td>3</td>
<td>Human Resource Development</td>
</tr>
<tr>
<td></td>
<td>762</td>
<td>3</td>
<td>Organization Reward System</td>
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<tr>
<td></td>
<td>763</td>
<td>3</td>
<td>Collective Bargaining Systems Counseling</td>
</tr>
<tr>
<td><strong>Counselor Education</strong></td>
<td>680</td>
<td>3</td>
<td>Introduction to Counseling</td>
</tr>
<tr>
<td></td>
<td>708</td>
<td>3</td>
<td>Career Development and Occupational Information</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td>603</td>
<td>3</td>
<td>Public Sector Economics</td>
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<td>630</td>
<td>3</td>
<td>Human Resource Economics</td>
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<td>Basic Economic Theory</td>
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<td>Title</td>
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<tr>
<td><strong>Human Services and Professional Leadership</strong></td>
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<td>730</td>
<td>3</td>
<td>Organization and Administration of Public Education</td>
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<td></td>
<td>732</td>
<td>3</td>
<td>Multicultural Education for Leaders</td>
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<tr>
<td><strong>Nursing</strong></td>
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<td>701</td>
<td>3</td>
<td>Research in Nursing</td>
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<td></td>
<td>702</td>
<td>3</td>
<td>Seminar in Emergent Healthcare Systems</td>
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<td><strong>Psychology</strong></td>
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<td>724</td>
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<td>Organizational Psychology</td>
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<td>726</td>
<td>3</td>
<td>Personnel Psychology</td>
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<td><strong>Social Work</strong></td>
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<td>615</td>
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<td>Community Organization Theory and Practice</td>
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<td>668</td>
<td>3</td>
<td>Social Welfare Policy</td>
</tr>
</tbody>
</table>

**Additional Program Information:**

PUB ADM 564: ADMINISTRATIVE LEADERSHIP AND BEHAVIOR

**Course ID**
Public Administration 564

**Course Title**
PUB ADM 564: Administrative Leadership and Behavior

**Credits**
3

**Course Description**
Leadership criteria, sources, motivations and possibilities at different organizational levels in America; tools of leadership for promoting organizational goals; analysis of effects on societal,
political and bureaucratic structures on a cross-cultural basis. 364/564

**Course Prerequisites**
Public Affairs 221 or Criminal Justice 212 or consent of instructor.

**PUB ADM 569: GOVERNMENT AND THE ECONOMY**

**Course ID**
Public Administration 569

**Course Title**
PUB ADM 569: Government and the Economy

**Credits**
3

**Course Description**
The application in modern governmental agencies of budgeting processes, planning and organizational devices for control, supervision, and decision making. 369/569

**Course Prerequisites**
Public Affairs 221 or Criminal Justice 212.

**PUB ADM 591: ENVIRONMENT AND ENERGY MANAGEMENT**

**Course ID**
Public Administration 591

**Course Title**
PUB ADM 591: Environment and Energy Management

**Credits**
3

**Course Description**
This course will introduce students of Public Administration to the growing fields of environmental protection and energy conservation. Students will be introduced to policy options addressing the diminishing supply of fossil fuels at the international and national as well as the state and local levels. Students will learn basic skills related to managing energy in order to develop and supervise energy conservation programs for units of local government and small organizations. 391/591
Course Prerequisites
Public Affairs 221 or Criminal Justice 212 or consent of the instructor.

MPA 711: INTRODUCTION TO PUBLIC ADMINISTRATION
Course ID
MPA 711

Course Title
MPA 711: Introduction to Public Administration

Credits
3

Course Description
The purpose of this course is to explore the fundamental theories, practices and concepts that contribute to the field of public administration with emphases in public management and federalism. The course has five primary goals: review the heritage of political and managerial values that affect the theory and practice of public administration in the United States; explore the development of major administrative systems and processes of government; examine major issues facing public administrators; enable students to practice critical analysis of administrative approaches to public service delivery; consider new forms of administrative practices that have received increasing emphasis in recent years, or are receiving attention today.

Course Prerequisites

MPA 715: LEADERSHIP AND ETHICS
Course ID
Master of Public Admin 715

Course Title
MPA 715: Leadership and Ethics

Credits
3

Course Description
The purpose of this course is to provide the student with an introduction to one of the most important topics in public management and organizational effectiveness—leadership and ethics.
An organization has the greatest chance of being successful when all of the employees work toward achieving its goals and do so in an ethically responsible manner. Since leadership involves the exercise of influence by one person over others, the quality of leadership exhibited by administrators is a critical factor in the achievement of organizational success. As a result, it is important for future administrators and policy framers to study leadership to increase their effectiveness to influence the actions of others for the achievement of organizational goals. It is equally important that leadership be provided in an ethical environment.

**Course Prerequisites**
Master of Public Administration 711 or consent of instructor.

MPA 718: REVISITING BUREAUCRACY

**Course ID**
Master of Public Admin 718

**Course Title**
MPA 718: Revisiting Bureaucracy

**Credits**
3

**Course Description**
Organizations, whether they be public bureaucracies or private firms, are the fundamental building blocks for public administration and, indeed, of much of contemporary industry and post-industrial society. To understand how public administration as a discipline has evolved is to understand how the study of public organizations has evolved. This is particularly the case at a time when there are major efforts to "reinvent" or "reengineer" government.

**Course Prerequisites**
Master of Public Administration 711 or consent of instructor

MPA 721: PUBLIC POLICY ANALYSIS

**Course ID**
Master of Public Admin 721

**Course Title**
MPA 721: Public Policy Analysis

**Credits**
3
Course Description
This course introduces students to the study and application of public policy analysis. Students will become familiar with basic theories and techniques of policy analysis, and the practice of conducting policy involves the development, design and assessment of public policies. A good policy analyst should be able to function as a generalist, thus the objective of the course is to help prepare you to offer useful advice to policymakers on a wide range of issues. Students will learn practical policy analysis skills, how to conduct policy work in a group setting, writing styles applicable to policy research and, presentation and oral communication skills.

Course Prerequisites

MPA 723: ORGANIZATION THEORY AND PRACTICE
Course ID
Master of Public Admin 723

Course Title
MPA 723: Organization Theory and Practice

Credits
3

Course Description
Survey of classical and contemporary approaches to the study of organizations, with emphasis on structure, leadership, communication, conflict, and organizational change and development.

Course Prerequisites
Master of Public Administration 711 or consent of instructor.

MPA 726: STATE AND LOCAL GOVERNMENT
Course ID
Master of Public Admin 726

Course Title
MPA 726: State and Local Government

Credits
3

Course Description
Current issues in Wisconsin government are evaluated as a means of better understanding the complexities associated with intergovernmental relations and finding solutions to policy problems. In addition, the readings are selected to not only help the student understand the assigned topics, but also introduce them to the various state and local agencies/organizations involved in these policy matters.

Course Prerequisites

MPA 727: MUNICIPAL MANAGEMENT

Course ID
Master of Public Admin 727

Course Title
MPA 727: Municipal Management

Credits
3

Course Description
Management functions in cities, villages and towns; organization and operation of municipal services with emphasis on planning, protective services, economic development, public works, finance and selected other services; relationship between managers and elected officials and citizens; intergovernmental relations; productivity.

Course Prerequisites
Master of Public Administration 723 or consent of instructor.

MPA 729: HEALTH CARE ORGANIZATION AND MANAGEMENT

Course ID
Master of Public Admin 729

Course Title
MPA 729: Health Care Organization and Management

Credits
3

Course Description
Management functions in health care organizations; organization and operation of health care services in hospitals, nursing homes and ambulatory care centers; relationship of managers and
medical staff; role of state and federal governments in finance and regulation of health care organizations.

Course Prerequisites
Master of Public Administration 723 or consent of instructor.

MPA 732: ANALYTIC METHODS IN PUBLIC ADMINISTRATION

Course ID
Master of Public Admin 732

Course Title
MPA 732: Analytic Methods in Public Administration

Credits
3

Course Description
This course is designed to familiarize students with the collection and analysis of data for public administration purposes. The intent of the course is to provide students with an opportunity for the definition, conceptualization, design and implementation of research and analysis on issues of current public interest. The course emphasizes research design and methodology. Students will get experience in the collection and analysis of a data set of their choice (with consent of instructor). Students will be exposed to each phase in the research design process, including specification of a research question, literature review, methodology, discussion of results and conclusion.

Course Prerequisites
Master of Public Administration 711 or consent of instructor.

MPA 734: APPLIED ECONOMICS FOR PUBLIC ADMINISTRATION

Course ID
Master of Public Admin 734

Course Title
MPA 734: Applied Economics for Public Administration

Credits
3

Course Description
This course addresses economic analysis in public administration by introducing basic microeconomic concepts and conceptualizations of the world. The intent is to expose public administration students to microeconomic concepts utilized in the analysis of the public policy issues. Particular attention is given to the application of microeconomic concepts such as market failures, market efficiency, cost-benefit analysis, tax incidence and fiscal federalism.

Course Prerequisites
Master of Public Administration 711 or consent of instructor.

MPA 742: HUMAN RESOURCE MANAGEMENT IN THE PUBLIC SECTOR
Course ID
Master of Public Admin 742

Course Title
MPA 742: Human Resource Management in the Public Sector

Credits
3

Course Description
Introduction to the management of personnel and collective bargaining in the public sector. Emphasis on underlying principles and problems of public sector personnel administration and future trends in the field.

Course Prerequisites
Master of Public Administration 711 or consent of instructor.

MPA 747: LABOR MANAGEMENT RELATIONS IN PUBLIC AND NONPROFIT ORGANIZATIONS
Course ID
Master of Public Admin 747

Course Title
MPA 747: Labor Management Relations in Public and Nonprofit Organizations

Credits
3

Course Description
This course focuses on employment relations among employers, employees, and governments, including school districts, in the public and nonprofit sectors, with particular attention to labor unions and collective bargaining practices.

**Course Prerequisites**
Master of Public Administration 711 or consent of instructor.

MPA 750: STRATEGIC PLANNING IN PUBLIC AND NON-PROFIT ORGANIZATIONS

**Course ID**
Master of Public Admin 750

**Course Title**
MPA 750: Strategic Planning in Public and Non-Profit Organizations

**Credits**
3

**Course Description**
This course begins by introducing students to the evolution of several prominent planning models used by public and non-profit agencies over the past century, including comprehensive-rationality, incrementalism and advocacy planning. Specific attention is then devoted to examining theoretical issues associated with the use of a strategic planning model by public and non-profit agencies. Problems related to the implementation and evaluation of strategic plans are also discussed. All of the major theories, concepts, and methods introduced in this course will be applied either through case studies or through a class workshop with students producing and presenting a report for a real-life client.

**Course Prerequisites**
Master of Public Administration 732 or consent of instructor.

MPA 751: PROGRAM EVALUATION

**Course ID**
Master of Public Admin 751

**Course Title**
MPA 751: Program Evaluation

**Credits**
3
**Course Description**
This course is designed to achieve four primary learning objectives: (1) to develop proficiency with processes and methods associated with evaluation research; (2) to become familiar with major evaluation models, involving needs assessments, process studies, impact analysis, and cost-benefit analysis; (3) to acquire a more sophisticated understanding of the role of evaluation research in public and non-profit agencies; and (4) to apply the major theories, concepts and methods in developing an evaluation report through either case studies or through a workshop format with a formal report produced and presented to a real-life client.

**Course Prerequisites**
MPA 732 or consent of instructor.

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**MPA 752: PUBLIC BUDGETING AND FINANCE MANAGEMENT**

**Course ID**
Master of Public Admin 752

**Course Title**
MPA 752: Public Budgeting and Finance Management

**Credits**
3

**Course Description**
This course is an introduction to public budgeting systems and principles and practices of financing with an emphasis on state and local governments. The emphasis is on budget formulation, design, techniques and evaluation. The primary goal is to get students comfortable with examining and evaluating public budget documents and financial statements. This will be done by acknowledging and examining the political context surrounding public budgeting, different accounting methodologies, budget design, fiscal condition evaluation and exposure to finance theory.

**Course Prerequisites**
Master of Public Administration 711 or consent of instructor.

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**MPA 755: MANAGING ECONOMIC DEVELOPMENT**

**Course ID**
Master of Public Admin 755

**Course Title**
MPA 755: Managing Economic Development

Credits
3

Course Description
The purpose of this course is to provide an exposure to economic development in a community and insight on programs and assistance for the management of the growth. It addresses the resources and programs that are available locally and statewide to assist in the attraction, recruitment, and retention efforts necessary to increase the tax base of a community, an effort necessary in these days of waning shared revenue. It explores the components of what makes a sound economic development strategy in a community including financial incentives, tax policies, non-financial incentives, business retention strategies, and technology related factors.

Course Prerequisites
Master of Public Administration 711 or consent of instructor.

MPA 760: ADMINISTRATIVE LAW

Course ID
Master of Public Admin 760

Course Title
MPA 760: Administrative Law

Credits
3

Course Description
Basic principles of administrative law, introduction to Federal and State Administrative Procedure Acts, role of law in the politico-administrative system. Survey of equal opportunity/affirmative action for administrators.

Course Prerequisites

MPA 762: HEALTH CARE ADMINISTRATIVE LAW

Course ID
Master of Public Admin 762

Course Title
MPA 762: Health Care Administrative Law
Credits
3

Course Description
Review of basic federal and state laws affecting hospitals, health care professions, and patients. Current legal issues in health care administration are also addressed.

Course Prerequisites

MPA 773: HEALTH CARE POLICY

Course ID
Master of Public Admin 773

Course Title
MPA 773: Health Care Policy

Credits
3

Course Description
This advanced seminar is designed to provide an introduction to health care policy, its foundations, fundamental concepts, and the institutions through which it works, as well as examine how health care is financed in the United States and other selected countries.

Course Prerequisites

MPA 780: CAPSTONE SEMINAR

Course ID
Master of Public Admin 780

Course Title
MPA 780: Capstone Seminar

Credits
3

Course Description
Analysis of major issues in public administration and application of theories and concepts from sub-fields to complex organizations. Designed to integrate knowledge acquired throughout the program.

Course Prerequisites
Completion of core and elective courses or consent of instructor.

MPA 790: FIELD PROJECT
Course ID
Master of Public Admin 790

Course Title
MPA 790: Field Project

Credits
3

Course Description
Field study addressed to a specific professional problem of interest to the student, culminating in the preparation of an appropriate summary document. The field project may take several forms such as an analysis of a current policy issue, a bibliographic essay, a complex grant proposal or a program evaluation. All projects should exhibit an understanding of public administration from both theoretical and applied perspectives, an ability to analyze problems and formulate policy alternatives, and an ability to demonstrate these capabilities through the preparation of a significant written document. Pass/Fail course.

Course Prerequisites
Completion of core requirements.

MPA 792: PUBLIC ADMINISTRATION THESIS
Course ID
Master of Public Admin 792

Course Title
MPA 792: Public Administration Thesis

Credits
0

Course Description
The purpose of a thesis is to give students experience conducting the kind of inquiry that will be useful in their professional career. Because professional goals differ, each thesis will have its own character. Some students may wish to conduct an original research project while others may wish to conduct an evaluation of a policy or program that exists in their current workplace.

**Course Prerequisites**
Completion of 30 hours of course work including all Core courses. Any exceptions to this prerequisite requirement must be made with the written consent of the Department Chair. Students can only register after their Research Approval form is approved by the Office of Graduate Studies. The student must be in full standing and have completed his/her Admission to Candidacy.

MPA 796: INDEPENDENT STUDY

**Course ID**
Master of Public Admin 796

**Course Title**
MPA 796: Independent Study

**Credits**
1-3

**Course Description**
Each registration with a maximum accumulation of 6 cr. Directed reading and written reports in areas not covered by current course offerings. **Open to MPA students only.** Independent Study/Related Readings form must be filed at the time of registration.

**Course Prerequisites**

MPA 797: SEMINAR IN CURRENT TOPICS IN PUBLIC ADMINISTRATION

**Course ID**
Master of Public Admin 797

**Course Title**
MPA 797: Seminar in Current Topics in Public Administration

**Credits**
3

**Course Description**
Current topics in one area of Public Administration are offered. Course content is expected to vary offering to offering.

Course Prerequisites
Admitted to MPA Program.

SOCIAL WORK (IN COLLABORATION WITH UW GREEN BAY)

Program Contact Information
Doreen Higgins
Program Coordinator
Office: UW Green Bay Rose Hall 230K
Telephone: (920) 465-2567
Web Site: www.uwgb.edu/socwork/msw/students.asp
E-mail: higginsd@uwgb.edu

I. Faculty

II. Purpose
The UW-Green Bay and the UW Oshkosh have established a collaborative MSW program that prepares social workers for advanced practice as facilitators, partners and leaders in planned change activities with service users and community service providers. The program's goal is to educate professionals ready to assume direct practice leadership roles within this region's increasingly diverse and transforming rural and metropolitan environments.

The program aims to prepare practitioners who can work to strengthen families through services and policies supportive of family and community well-being; engage in interdisciplinary learning and coordinated inter-professional practice; provide leadership in the community and in civic life; and encourage and guide the inclusion and representation of Native Americans and members of other cultures in the region.

Program graduates provide leadership in the social work field:

- Through their expertise in the use of skills associated with "best practice" models, particularly those that are family-focused and that serve diverse clientele;
- By taking action to improve services, particularly in the public and tribal practice sectors and in rural social work practice;
- By regularly utilizing research to critically analyze, improve and develop services within their areas of expertise;
- By developing and refining services through collaborative efforts with diverse clientele;
- By developing ongoing and innovative strategies for support of professional peers.
The program offers a full-time curriculum, which can be completed in two calendar years. A part-time program is also available, which can be completed in nine semesters for students entering at the foundation level or five semesters for students entering at the advanced level. To meet the needs of working students, most courses in the program are offered on evenings and Saturdays. Students also integrate and apply their classroom learning in a 16-hour-a-week field experience.

III. Degree
Completion of the program will lead to the degree: Master of Social Work (MSW)

IV. Additional Admissions Requirements Information
In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has established the following policies and procedures for admission:

Admission Requirements
To be admitted to the collaborative MSW program, applicants must meet the following requirements:

1. Have a cumulative undergraduate GPA of 2.75, with 3.0 in the last two years of study;
2. Have an academic background in the liberal arts and have completed a minimum of 18 credits in the social sciences from among courses in at least three of the following disciplines: psychology, sociology, anthropology, economics and political science (BSW students meet this criterion);
3. Through a written statement, three letters of reference (including one academic reference) and a relevant professional work/volunteer background, provide evidence of interest in and ability to work with social work clientele and in social work settings; documentation of breadth and depth of professional and/or volunteer experience (usually includes post-baccalaureate experience) that has prepared the applicant for advanced level practice;
4. Have completed coursework in: human biology, statistics, research methods and lifespan development or submit plans for completing this work prior to taking the advanced curriculum in the program;
5. For advanced standing, have graduated from an accredited baccalaureate social work program within the last 8 years.

The program has a two-stage admissions process. Applicants complete a pre-admissions process by submitting a Pre-Admission Application Packet, personal essay, work resume and contact information for three references to the collaborative MSW program. These materials are available at: www.uwgb.edu/socwork/msw/admissions.asp. Applicants who are recommended for acceptance to the collaborative MSW program then complete additional application procedures at either UW-Green Bay or UW Oshkosh.

Areas of Emphasis
In addition to requiring a common foundation of courses, the collaborative MSW program offers an Advanced Direct Practice curriculum. This curriculum prepares students for leadership
in the field through their work with and on behalf of individuals, groups, and families. Work with vulnerable families who face multiple life challenges is emphasized. Students also may concentrate their studies in social work administration and management. This concentration is offered when there is sufficient student interest to provide the SW Administration and Management practice course (SW 722). Students interested in this concentration are directed to the Collaborative MSW Program coordinator. Students are required to take four courses in the advanced curriculum and two elective courses relevant to their practice area focus.

**Location of Classes**
Most social work courses are offered at the UW-Fox Valley campus in Menasha, a central location for most students from northeastern Wisconsin. Some additional elective and interdisciplinary courses will be available on either the UW Oshkosh or UW-Green Bay campuses. Other Appleton locations may be used when space needs cannot be met at UW-Fox Valley. Please check the semester schedule of classes for specific information on course offerings.

**Field Hours**
The program requires 960 total field hours: 480 hours in the foundation year and 480 hours in the advanced year. Students are in the field placement for 16 hours a week for 15 weeks each semester. Field credit are awarded at one (1) credit for every four hours in the field.

**Accreditation**
The program is accredited by the Council on Social Work Education (CSWE).

V. Summary
A. Structure
The program is comprised of core courses and electives.

B. Academic Plans of Study
Social Work is the description for the Social Work plan of study.

C. Minimum Unit (Cr.) Requirements
1. For program applicants who do not have a BSW degree completed within the last eight years or all non-BSW students, 58 credits are required for graduation. This includes a 28-credit, two-semester foundation curriculum (fall and spring) and a 30-credit, three-semester advanced curriculum (fall, spring, and summer).
2. Applicants who have completed a BSW degree within the last eight years receive advanced standing for all foundation requirements.
3. All students are required to take 10 credits of required advanced coursework. In addition, direct practice students are required to take 14 credits of required coursework and six (6) credits of additional electives; administration/management students are required to take 17 credits of required coursework and three (3) credits of additional electives.
D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9-21 credits. The Office of Graduate Studies gives final approval to Admission to Candidacy.

E. Graduation Requirements
Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

VI. Degree Requirements
Foundation Requirements: 32 credits

**Core Courses:**

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<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
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<tr>
<td>Social Work</td>
<td>701</td>
<td>3</td>
<td>Ethical Issues in Contemporary Social Work</td>
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<tr>
<td></td>
<td>702</td>
<td>3</td>
<td>Generalist Practice I</td>
</tr>
<tr>
<td></td>
<td>703</td>
<td>1</td>
<td>Skills Lab with Individuals, Families and Small Groups</td>
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<tr>
<td></td>
<td>704</td>
<td>3</td>
<td>Generalist Practice II</td>
</tr>
<tr>
<td></td>
<td>705</td>
<td>1</td>
<td>Skills Lab with Large Groups and Communities</td>
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<tr>
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<td>706</td>
<td>3</td>
<td>Social Welfare Institutions</td>
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<td></td>
<td>707</td>
<td>3</td>
<td>Human Behavior in the Social Environment</td>
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<tr>
<td></td>
<td>708</td>
<td>3</td>
<td>Social Welfare Policy: Contemporary Approaches</td>
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<td></td>
<td>709</td>
<td>4</td>
<td>Field I: Foundations Social Work Field Practicum</td>
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<td>710</td>
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<td>Field II: Foundations Social Work Field Practicum</td>
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Advanced Requirements - All Students: 30 credits

**Core Courses:**
### Social Work

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<tr>
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<td>Practice Competence in a Diverse Community</td>
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<td>728</td>
<td>3</td>
<td>Advanced Social Welfare Policy Analysis</td>
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<td>731</td>
<td>3</td>
<td>Advanced Research Applications in Social Work Practice</td>
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<td>732</td>
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<td>Field Research Project</td>
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<td>734</td>
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<td>Field Research Consultation</td>
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**Advanced Requirements: Direct Practice Concentration**

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<th>Catalog No.</th>
<th>Credits</th>
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<tr>
<td>721</td>
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<td>Multilevel Family Intervention</td>
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<td>3</td>
<td>Advanced HBSE Selection</td>
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<tr>
<td>729</td>
<td>4</td>
<td>Field III: Advanced Social Work Field Practicum and Integrative Seminar</td>
</tr>
<tr>
<td>733</td>
<td>4</td>
<td>Field IV: Advanced Social Work Field Practicum and Integrative Seminar</td>
</tr>
</tbody>
</table>

*Soc Work 727 (3 units (crs.) Psychopathology and Strength-Based Assessment*

**At UW Oshkosh:**
- Psych 530 (three (3) credits) Adult Development and Aging
- Psych 690 (three (3) credits) Special Topics (approval of program coordinator required)
- Women's Studies 550 (three (3) credits) Women, Race and Class

**At UW-Green Bay:**
- Educ 552 (three (3) credits) Social and Family Influences on Early Development and Learning
Advanced Requirements: Administration/Management Concentration

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Social Work</td>
<td>722</td>
<td>3</td>
<td>Social Work Management and Supervision in Social Services</td>
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<td>*See Below</td>
<td>3</td>
<td>Advanced HBSE Requirement: Organizational Theory</td>
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<td></td>
<td>**See Below</td>
<td>3</td>
<td>Budgeting and Finance</td>
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<tr>
<td>729</td>
<td>4</td>
<td></td>
<td>Field III: Advanced Social Work Field Practicum and Integrative Seminar</td>
</tr>
<tr>
<td>733</td>
<td>4</td>
<td></td>
<td>Field IV: Advanced Social Work Field Practicum and Integrative Seminar</td>
</tr>
</tbody>
</table>

*At UW Oshkosh:*
- MPA 723 (three (3) credits) Organizational Structure and Behavior

At UW-Green Bay:
- Management 753 (three (3) credits) Organizational Theory and Behavior

**At UW Oshkosh:**
- MPA 723 (three (3) credits) Organizational Structure and Behavior
- MPA 752 (three (3) credits) Public Budgeting and Finance

At UW-Green Bay:
- Management 753 (three (3) credits) Organizational Theory and Behavior

Advanced Requirement: Professional Project
Students in the program meet professional project requirements by completing a research project during their final semester in the program (Social Work 732). Students develop their project proposal in the Advanced Research Applications course (Social Work 731). This field-related research project is completed when students finish their two-semester Advanced Social Work Field Practica (Social Work 729 and 733).

Six (6) credits of electives are required in the direct practice concentration and three (3) credits of electives are required in the administration/management concentration. Students may also take advanced HBSE as electives.
Elective Courses:

<table>
<thead>
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<td>Ethical issues in Contemporary Social Work</td>
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<td>Psychopathology and Strength-Based Assessment</td>
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<td>Emerging Issues in Child Welfare</td>
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<td>798</td>
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<td>Independent Study</td>
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</table>

At UW Oshkosh:
- Soc Work 575 (three (3) credits) Treatment and Mistreatment of Offenders
- MPA 729 (three (3) credits) Healthcare Organization and Management
- MPA 760 (three (3) credits) Administrative Law

At UW-Green Bay:
- Management 750 (three (3) credits) Team Dynamics and Problem Solving
- Management 757 (three (3) credits) Leadership and Innovation
- Management 776 (three (3) credits) Organizational Communication and Conflict

Additional Program Information:

SOC WORK 571: CHILD AND FAMILY WELFARE

**Course ID**
Social Work 571

**Course Title**
SOC WORK 571: Child and Family Welfare

**Credits**
3
Course Description
Examines the historical trends in services to children and their families within the framework of supportive, supplemental, and substitute services which have evolved over time as part of the service structure in child welfare. While recognizing the impact of impoverishment, changing family structures, and other aspects of pressures on contemporary parenting, attention is given to resiliency forces and practitioner approaches which encourage parenting strengths and home-based intervention options as preventive strategies in child welfare services. 371/571

Course Prerequisites

SOC WORK 571: CHILD AND FAMILY WELFARE
Course ID
Social Work 571

Course Title
SOC WORK 571: Child and Family Welfare

Credits
3

Course Description
Examines the historical trends in services to children and their families within the framework of supportive, supplemental, and substitute services which have evolved over time as part of the service structure in child welfare. While recognizing the impact of impoverishment, changing family structures, and other aspects of pressures on contemporary parenting, attention is given to resiliency forces and practitioner approaches which encourage parenting strengths and home-based intervention options as preventive strategies in child welfare services. 371/571

Course Prerequisites

SOC WORK 575: TREATMENT AND MISTREATMENT OF OFFENDERS
Course ID
Social Work 575

Course Title
SOC WORK 575: Treatment and Mistreatment of Offenders

Credits
3
Course Description
Examines the application of generalist social work practice within the criminal justice system focusing on the change agent role in working with juvenile and adult offenders in both community-based corrections and institutional settings. Prepares social workers for an understanding of correctional models and their inherent values, bio-psycho-social theories of crime causation and develops assessment and intervention skills within a generalist framework. 375/575

Course Prerequisites

SOC WORK 643: FAMILY PRACTICE IN SYSTEMS PERSPECTIVES
Course ID
Social Work 643

Course Title
SOC WORK 643: Family Practice in Systems Perspectives

Credits
3

Course Description
Application of family theory and current research findings to social work practice with families. Topics include role theory, communications theory, and major systems-oriented theories and techniques of family counseling and intervention. The family as a small problem-solving group.

Course Prerequisites
Social Work 220 or consent of instructor.

SOC WORK 668: SOCIAL WELFARE POLICY
Course ID
Social Work 668

Course Title
SOC WORK 668: Social Welfare Policy

Credits
3
Course Description
Examination of social welfare policy development, implementation, replacement, or modification and the social worker's role in these processes. Policy analysis is framed within the profession's ethical principle governing social justice with regard to issues of poverty, unemployment, discrimination and other issues of concern to the profession. Policy is viewed within the context of generalist practice and the social worker's role as policy advocate at all levels in our society. 468/668

Course Prerequisites

SOC WORK 701: ETHICAL ISSUES IN CONTEMPORARY SOCIAL WORK
Course ID
Social Work 701

Course Title
SOC WORK 701: Ethical Issues in Contemporary Social Work

Credits
3

Course Description
This foundation course is designed to introduce MSW students to wide-ranging ethical issues that involve practitioners in various settings.

Course Prerequisites
Concurrent enrollment in Soc Work 704; to be taken in the second semester of Foundation Field.

SOC WORK 702: GENERALIST SOCIAL WORK PRACTICE I
Course ID
Social Work 702

Course Title
SOC WORK 702: Generalist Social Work Practice I

Credits
3
Course Description
This course promotes master's level development of knowledge, values and skills necessary to practice social work with diverse individuals and family groups.

Course Prerequisites
This course will be taken concurrently with Soc Work 707, Soc Work 703, and Soc Work 709.

SOC WORK 703: SKILLS LAB WITH INDIVIDUALS, FAMILIES AND SMALL GROUPS
Course ID
Social Work 703

Course Title
SOC WORK 703: Skills Lab with Individuals, Families and Small Groups

Credits
1

Course Description
This practice lab introduces students to a range of skills required for effective work with individuals, families, and small groups.

Course Prerequisites
Concurrent enrollment in Soc Work 702

SOC WORK 704: GENERALIST SOCIAL WORK PRACTICE II
Course ID
Social Work 704

Course Title
SOC WORK 704: Generalist Social Work Practice II

Credits
3

Course Description
This course promotes master's level development of knowledge, values and skills necessary to practice social work with diverse groups and within organizations and communities.
**Course Prerequisites**
Concurrent enrollment with Soc Work 705.

SOC WORK 705: SKILLS LAB WITH LARGE GROUPS AND COMMUNITIES

**Course ID**
Social Work 705

**Course Title**
SOC WORK 705: Skills Lab with Large Groups and Communities

**Credits**
1

**Course Description**
This practice lab introduces students to a range of skills required for effective work with various professional and community groups, with organizations, and with communities.

**Course Prerequisites**
Concurrent enrollment in Soc Work 704.

SOC WORK 706: SOCIAL WELFARE INSTITUTIONS

**Course ID**
Social Work 706

**Course Title**
SOC WORK 706: Social Welfare Institutions

**Credits**
3

**Course Description**
This course examines the origins of and changes in American social welfare arrangements to meet human needs. It traces the evolution of the social work profession and social welfare efforts in relation to major economic, social, and political forces over time defining populations at risk and the nature of social and economic justice in the U.S. This course prepares students for the study of social welfare policy that is informed by its past.

**Course Prerequisites**
Students enroll in this course during their first semester in the Program.
SOC WORK 707: HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT

Course ID
Social Work 707

Course Title
SOC WORK 707: Human Behavior in the Social Environment

Credits
3

Course Description
Integration of theories and models examining the complexity of person/environment functioning with respect to individuals, families, small groups, organizations, and communities. Using an ecologically based approach, the biological, culturally diverse, psychological and social influences of human choices, behavior and functioning are examined. This approach prepares the graduate student with a theoretical foundation for multi-level understanding of client systems.

Course Prerequisites
Must be taken in the first semester of the MSW Program. This course is taken conjointly with the first Generalist Practice course (Soc Work 702) as well as their first semester of field placement (Soc Work 709) Concurrent enrollment in Social Work 702.

SOC WORK 708: SOCIAL WELFARE POLICY: CONTEMPORARY APPROACHES

Course ID
Social Work 708

Course Title
SOC WORK 708: Social Welfare Policy: Contemporary Approaches

Credits
3

Course Description
In this course, students evaluate contemporary social policies affecting poor and disenfranchised groups in the U.S. Students are introduced to the processes of policy development and policy change.

Course Prerequisites
SOC WORK 709: FIELD I: FOUNDATION SOCIAL WORK FIELD PRACTICUM

Course ID
Social Work 709

Course Title
SOC WORK 709: Field I: Foundation Social Work Field Practicum

Credits
4

Course Description
Supervised social work practicum experience in a human service agency setting.

Course Prerequisites
Generalist practice and skills courses must be taken concurrently with Soc Work 709, Field I, and Soc Work 710, Field II.

SOC WORK 710: FIELD II: FOUNDATION SOCIAL WORK FIELD PRACTICUM

Course ID
Social Work 710

Course Title
SOC WORK 710: Field II: Foundation Social Work Field Practicum

Credits
4

Course Description
Supervised social work practicum experience in a human service agency setting.

Course Prerequisites
Generalist practice and skills courses must be taken concurrently with Soc Work 709, Field I, and Soc Work 710, Field II.

SOC WORK 720: PRACTICE COMPETENCE IN A DIVERSE COMMUNITY

Course ID
Social Work 720

Course Title
SOC WORK 720: Practice Competence in a Diverse Community
SOC WORK 721: MULTI-LEVEL FAMILY INTERVENTION

Course ID
Social Work 721

Course Title
SOC WORK 721: Multi-Level Family Intervention

Credits
3

Course Description
Advanced social work practice techniques for direct practice students working with families of many types and in varied settings.

Course Prerequisites
Completion of Soc Work 720 and 731; concurrent enrollment in Soc Work 729.

SOC WORK 722: SOCIAL WORK MANAGEMENT AND SUPERVISION IN THE SOCIAL SERVICES

Course ID
Social Work 722

Course Title
SOC WORK 722: Social Work Management and Supervision in the Social Services

Credits
3

Course Description
Advanced social work practice of management and supervision methods for students working in management positions at any level in social service agencies.
Course Prerequisites
Completion of Soc Work 720 and 731; concurrent enrollment in Soc Work 729

SOC WORK 727: PSYCHOPATHOLOGY AND STRENGTH-BASED ASSESSMENT
Course ID
Social Work 727

Course Title
SOC WORK 727: Psychopathology and Strength-Based Assessment

Credits
3

Course Description
This course examines mental health and mental illness from a strengths-based social work perspective. Cultural and community factors defining these issues are addressed.

Course Prerequisites
Completion of foundation requirements or advanced standing.

SOC WORK 728: ADVANCED SOCIAL WELFARE POLICY ANALYSIS
Course ID
Social Work 728

Course Title
SOC WORK 728: Advanced Social Welfare Policy Analysis

Credits
3

Course Description
This course uses an analytical framework for assessing social welfare policy and its implications for particular practice concerns. Particular attention is paid to rural/urban differences and to diversity issues.

Course Prerequisites
Completion of foundation requirements or advanced standing.
SOC WORK 729: FIELD III: ADVANCED SOCIAL WORK FIELD PRACTICUM AND INTEGRATIVE SEMINAR

Course ID
Social Work 729

Course Title
SOC WORK 729: Field III: Advanced Social Work Field Practicum and Integrative Seminar

Credits
4

Course Description
Supervised social work practicum experience in a human service agency setting.

Course Prerequisites

SOC WORK 731: ADVANCED RESEARCH APPLICATIONS IN SOCIAL WORK PRACTICE

Course ID
Social Work 731

Course Title
SOC WORK 731: Advanced Research Applications in Social Work Practice

Credits
3

Course Description
Advanced research course that prepares students to evaluate their own practice and to carry out independent research projects.

Course Prerequisites
Completion of foundation requirements or advanced standing.

SOC WORK 732: FIELD RESEARCH PROJECT

Course ID
Social Work 732

Course Title
SOC WORK 732: Field Research Project

Credits
1

Course Description
Students learn how to conduct evaluation research by carrying out a project in their field unit, Field IV.

Course Prerequisites
Concurrent enrollment in Social Work 733.

SOC WORK 733: FIELD IV: ADVANCED SOCIAL WORK FIELD PRACTICUM AND INTEGRATIVE SEMINAR
Course ID
Social Work 733

Course Title
SOC WORK 733: Field IV: Advanced Social Work Field Practicum and Integrative Seminar

Credits
4

Course Description
Supervised social work practicum experience in a human service agency setting.

Course Prerequisites
Completion of MSW foundation curriculum requirements or advanced standing and completion of Social Work 720, 721, or Social Work 722 and 729.

SOC WORK 734: FIELD RESEARCH CONSULTATION
Course ID
Social Work 734

Course Title
SOC WORK 734: Field Research Consultation

Credits
2
**Course Description**
Students work independently with the instructor to complete the required tasks associated with the Field Research Project. The instructor provides technical assistance, advice, and problem-solving regarding IRB proposals, participant recruitment, data collection and management, data analysis and report development. Students obtain IRB approval, collect and analyze project data.

**Course Prerequisites**

SOC WORK 735: EMERGING ISSUES IN CHILD WELFARE

**Course ID**
Social Work 735

**Course Title**
SOC WORK 735: Emerging Issues in Child Welfare

**Credits**
3

**Course Description**
Advanced standing elective course considering major new issues in child welfare practice, administration, funding and research.

**Course Prerequisites**
Completion of foundation requirements or advanced standing.

SOC WORK 737: SOCIAL WORK & CRISIS INTERVENTION WITH VULNERABLE POPULATIONS

**Course ID**
Social Work 737

**Course Title**
SOC WORK 737: Social Work & Crisis Intervention with Vulnerable Populations

**Credits**
3

**Course Description**
The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to people who are vulnerable, oppressed, and living in poverty (NASW Code of Ethics). This course contributes to the development of such proficiency for advanced level MSW students. The course teaches crisis intervention and emergency treatment approaches and then applies them to vulnerable populations of males and females in the United States.

**Course Prerequisites**
Students must have a BSW degree, or have completed the MSW Foundation Curriculum.

**SOC WORK 747: MENTAL HEALTH**

**Course ID**  
Social Work 747

**Course Title**  
SOC WORK 747: Mental Health

**Credits**  
3

**Course Description**  
This course examines the current mental health theories influencing social work direct practice.

**Course Prerequisites**  
Completion of Collaborative MSW foundation course work or special student status with MSW degree.

**SOC WORK 795: SPECIAL TOPICS**

**Course ID**  
Social Work 795

**Course Title**  
SOC WORK 795: Special Topics

**Credits**  
3

**Course Description**  
This course provides students opportunity to strengthen practice skills while working with clients or in agencies, focusing on mental health concerns, addictions or violence issues.
Course Prerequisites
Completion of foundation requirements or advanced standing.

SOC WORK 798: INDEPENDENT STUDY
Course ID
Social Work 798

Course Title
SOC WORK 798: Independent Study

Credits
1-3

Course Description
Reading and research under the supervision of a member of the graduate faculty. Independent Study credits may only be earned when this activity is included as part of an approved program plan.

Course Prerequisites
Approved program plan and consent of instructor.
I. Faculty

- Berry, Marie A. (1994)
- Brands, Mary K. (2001)
- Brown, Lori Ann (2010)
- Chappy, Sharon L. (2000)
- Jambunathan, Jayalakshmi (1987)
- Marnocha, Suzanne K. (1994)
- Park, Mijeong (2009)
- Smith, Rosemary K. (1977)
- Udlis, Kimberly A. (2001)
- Westphal, Judith (2008)

II. Purpose

**Vision: The College of Nursing will build upon its tradition of developing caring and scholarly nurse leaders who positively impact contemporary and future health care.**

The purpose of the graduate program is to prepare professional nurses for the MSN and DNP degrees. MSN emphases include the Nurse Educator and Clinical Nurse Leader. The BSN to DNP Program prepares Family Nurse Practitioners with a primary care focus. The MSN to DNP Program prepares advanced practice nurses and advanced nurse administrators for a practice role with a more comprehensive focus on population health, leadership, evidence based practice, and technology. There is also a post-MSN Clinical Nurse Leader Certificate Program.

III. Degree

Completion of the program will lead to the degrees: Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP).

IV. Additional Admissions Requirements Information

In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, the program has the following policies and procedures for admission:
Grade-Point Average
MSN: A grade-point average (GPA) of 3.00 in undergraduate studies is required. Students who have less than a 3.00 GPA can appeal and may be admitted on a probationary status.
BSN to DNP: A GPA of 3.00 in undergraduate studies is required. GRE required to applicants with a GPA of 2.70-2.99.
MSN to DNP: A GPA of 3.50 in MSN graduate studies is required.

Written Screening
Qualified applicants are asked to provide written responses to a series of questions that focus on professional attributes and potential success in the chosen graduate emphasis.

Interview
Qualified applicants may be interviewed after application materials and the written screening are evaluated.

Resume
Applicants must submit a professional resume including certification(s) held and professional affiliations and activities. MSN to DNP applicants provide a supplemental application that includes a portfolio.

Licensure/Degree
MSN: Applicants must hold a Bachelor of Science degree in nursing from a CCNE or NLNAC accredited program and licensure as a registered nurse in the state of residence and be eligible for Wisconsin licensure. Nursing practice is helpful but not required. Individual consideration may be given for graduates from non-accredited nursing programs, if the institution is regionally accredited.
BSN to DNP: Applicants must hold a Bachelor of Science degree in nursing from a CCNE or NLNAC accredited program and licensure as a registered nurse in the state of residence and be eligible for Wisconsin licensure. Nursing practice is helpful but not required.
MSN to DNP: Applicants must hold a MSN from an accredited program, RN licensure in the state of residency and be eligible for Wisconsin licensure, and national certification as an Advanced Practice Nurse or advanced nursing administrator.

References
Applicants must provide three references from professional and/or work-related sources.

Prior Coursework
MSN: Applicants must have earned a B or higher in a three (3) credit introductory statistics course that includes both descriptive and inferential statistics within five years of admission to the program.
BSN to DNP: Applicants must have earned a B or higher in a three (3) credit introductory statistics course that includes both descriptive and inferential statistics within five years of admission to the program.
MSN to DNP: Prior coursework required is listed on the College of Nursing website supplementary application. 550 clinical hours of prior advanced practice or administration practice is necessary.

**Computer Competency**
Students are expected to have experience with a word processing program, sending and receiving emails, and accessing the World Wide Web. Each student is given a campus e-mail account with 24-hour computer access. All official communication from the program is sent via campus e-mail to the students' UW Oshkosh account. Technology requirements for UW Oshkosh students can be found at: [http://www.uwosh.edu/acs/](http://www.uwosh.edu/acs/).

**Health and CPR Requirements, Caregiver Background Checks, Liability Insurance**
Students must meet health and CPR requirements and have a caregiver background check performed upon admission to the programs. Contact the Graduate Nursing Office for a list of immunization requirements. Clinical agencies and the College of Nursing may refuse entry into clinical experience if requirements are not met. Liability insurance will be provided by the College of Nursing to all students enrolled and engaged in the curriculum for all clinical practicum experiences.

V. Summary
A. Structure
The MSN Program is comprised of courses that contribute to specialty as a Nurse Educator or Clinical Nurse Leader.
The BSN to DNP Program is comprised of courses that lead to a doctoral degree in nursing practice and an advanced practice nursing specialty as a Family Nurse Practitioner.
The MSN to DNP Program is comprised of courses that lead to a doctoral degree in nursing practice.
Program requirements must be completed within a five-year period, starting with the first course taken that counts toward the degree, regardless of date of admission to the program.

B. Academic Plans of Study
The following are the descriptions for the nursing plan(s) of study:
Nursing – MSN to DNP
Nursing - BSN to DNP with Family Nurse Practitioner specialty
Nursing – Adult Health and Illness (Admissions Suspended)
Nursing – Nurse Educator
Nursing – Clinical Nurse Leader
Certificate - Post-MSN Clinical Nurse Leader GAP Certificate – Family Nurse Practitioner
NAC Certificate

C. Minimum Unit (Cr.) Requirements
The minimum credit requirements:
MSN to DNP – 30 credits
BSN to DNP Family Nurse Practitioner emphasis - 74 credits
Adult Health and Illness emphasis - 44 credits - (Admissions suspended)
Nurse Educator - 37 credits
Clinical Nurse Leader - 37 credits
GAP - 31 credits
NAC - 10 credits
Post MSN Clinical Nurse Leader Certificate - 12 credits

The graduate program curriculum undergoes continuous quality improvement. Contact the Graduate Nursing Program Office for information regarding specific minimum credit requirements and changes.

D. Admission to Candidacy
Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with their program coordinator to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9-21 credits. The Office of Graduate Studies gives final approval to Admission to Candidacy. MSN to DNP students are required to identify a topic for their culminating project.

E. Graduation Requirements
Completion of a clinical paper, thesis or other culminating experience (based on plan of study) in addition to all other required degree courses as determined by the program. Candidates must satisfy all program and Office of Graduate Studies academic, culminating and degree requirements to be eligible for graduation and degree conferral.

F. Audit/Guest Student/Special Student Policy
No auditing is allowed for graduate clinical courses. Very limited audit status is allowed in graduate theory courses for those students who have earned the (MSN). For eligible students, audit status is open on a space-available basis and with permission of the Graduate Program Director and the course instructor. Guest students (i.e., admitted to a graduate program at another institution) will be allowed to enroll for graduate theory courses after permission from the Graduate Program Director and documentation of full-standing admission at their home institution must be provided. Permission will be granted on a space-available basis. Credits earned while a guest student are intended for transfer credit. However, should students be subsequently admitted into the UW Oshkosh Graduate Program, the five-year completion time limit begins with the first course applicable to the degree. Special student classification is limited.

G. Grading and Class Size Policies
Progression requirements include the policy that a grade of B or higher must be earned in each nursing course. Only one course may be repeated if a grade lower than a B is earned. Course offerings are dependent on adequate course enrollment.
VI. Degree Requirements
Doctor of Nursing Practice (DNP)
The MSN to DNP curriculum is comprised of components modeled after guidelines from the American Association of Colleges of Nursing DNP Essentials for Doctoral Education for Advanced Nursing Practice.

### MSN to DNP

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<td>NURSING 801</td>
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<td>Philosophical, Theoretical &amp; Ethical Foundations for Advanced Nursing Practice</td>
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<td>NURSING 803</td>
<td>3</td>
<td>Advanced Epidemiology and Biostatistics for Population Health</td>
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<td>NURSING 805</td>
<td>3</td>
<td>Clinical Scholarship for Advanced Nursing Practice</td>
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<td>NURSING 809</td>
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<td>Organizational Leadership and Health Policy for Advanced Nursing Practice</td>
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<td>NURSING 890</td>
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### BSN to DNP with Family Nurse Practitioner Specialization

The BSN to DNP curriculum is comprised of components modeled after guidelines from the American Association of Colleges of Nursing Essentials of Doctoral Education for Advanced Nursing Practice, the National Task Force on Quality NP Education, and the National Organization of Nurse Practitioner Faculties.

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<td>NURSING700</td>
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<td>Advanced Diagnostics and Reasoning</td>
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<td>NURSING701</td>
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<td>Translational Scholarship</td>
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<td>NURSING702</td>
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<td>Health Care Systems Policy and Advocacy</td>
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<td>NURSING703</td>
<td>3</td>
<td>Clinical Prevention and Population Health</td>
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<td>NURSING704</td>
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<td>Pathophysiology for Advanced Nursing Roles</td>
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<td>Pharmacotherapeutics for Advanced Nursing Roles</td>
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<td>NURSING730</td>
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<td>Clinical Practice Management</td>
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<td>NURSING800</td>
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<td>Foundations of the DNP Role and Interprofessional Collaboration</td>
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<td>NURSING 801</td>
<td>3</td>
<td>Philosophical, Theoretical and Ethical Foundations for Advanced Nursing Practice</td>
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<td>Advanced Epidemiology and Biostatistics for Population Health</td>
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</table>
Master of Science of Nursing (MSN)
The MSN curriculum is comprised of several components modeled after guidelines from the American Association of Colleges of Nursing (Masters Essentials of Nursing Education and Clinical Nurse Leader Competencies), and National League of Nursing Nurse Educator core competencies.

**MSN Graduate Core Courses:**

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<tr>
<td>NURSING 702</td>
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<td>Health Care Systems Policy and Advocacy</td>
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<td>NURSING 703</td>
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<td>Clinical Prevention and Population Health</td>
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<td>NURSING 704</td>
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<td>Pathophysiology for Advanced Nursing Roles</td>
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<td>NURSING 707</td>
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<td>Epidemiology</td>
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<td>NURSING 708</td>
<td>2</td>
<td>Ethics in Advanced Nursing</td>
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<td>NURSING 709</td>
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<td>Pharmacotherapeutics for Advanced Nursing Roles</td>
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<td>NURSING 719</td>
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<td>Foundations of Advanced Nursing Roles and Interprofessional Collaboration</td>
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<tr>
<td>NURSING 745</td>
<td>2</td>
<td>Advanced Health Assessment for Clinical Nurse Leaders and Nurse Educators</td>
<td></td>
</tr>
<tr>
<td>NURSING 793</td>
<td>3</td>
<td>Clinical Paper OR</td>
<td></td>
</tr>
<tr>
<td>NURSING 795</td>
<td>3</td>
<td>Nursing Thesis OR</td>
<td></td>
</tr>
<tr>
<td>NURSING 759</td>
<td>3</td>
<td>Clinical Nurse Leader Immersion Practicum (CNL only-Capstone)</td>
<td></td>
</tr>
</tbody>
</table>

*All master's students take core courses.*

**Note:** Diversity and Social Issues threaded through courses and emphasized in the following:

**Nursing**

- 722 Diversity Practicum (BSN to DNP)
- 736 The Education Process in Nursing (Nurse Educator)
- 738 Advanced Educator Practicum (Nurse Educator)
- 763 Quality in the CNL Role

**Note:** Professional Role emphasized in the following:

**Nursing**
Clinical Practice Management (BSN to DNP)
The Education Process in Nursing (Nurse Educator)
Nurse Educator Practice Advancement (Nurse Educator)
Advanced Educator Practicum (Nurse Educator)
CNL Immersion Practicum (CNL)
Leadership in the CNL Role (CNL)
Quality in the CNL Role (CNL)

Specialty Courses

1. **Family Nurse Practitioner**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>716</td>
<td>2</td>
<td>Clinical Management and Pharmacology I</td>
</tr>
<tr>
<td>NURSING</td>
<td>717</td>
<td>3</td>
<td>Clinical Management and Pharmacology II</td>
</tr>
<tr>
<td>NURSING</td>
<td>718</td>
<td>3</td>
<td>Clinical Management and Pharmacology III</td>
</tr>
<tr>
<td>NURSING</td>
<td>722</td>
<td>2</td>
<td>Diversity Practicum</td>
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<tr>
<td>NURSING</td>
<td>726</td>
<td>2</td>
<td>FNP Practicum I</td>
</tr>
<tr>
<td>NURSING</td>
<td>727</td>
<td>4</td>
<td>FNP Practicum II</td>
</tr>
<tr>
<td>NURSING</td>
<td>728</td>
<td>4</td>
<td>FNP Practicum III</td>
</tr>
<tr>
<td>NURSING</td>
<td>720</td>
<td>1</td>
<td>Pediatric Seminar for APN (Elective)</td>
</tr>
<tr>
<td>NURSING</td>
<td>730</td>
<td>2</td>
<td>Clinical Practice Management</td>
</tr>
</tbody>
</table>

Eligible to sit for the ANCC or AANP Certification Examination

2. **Adult Health and Illness Emphasis - ADMISSIONS SUSPENDED**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>754</td>
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<td>Advanced Practice Nursing Practicum I</td>
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<tr>
<td>NURSING</td>
<td>755</td>
<td>4</td>
<td>Advanced Practice Nursing Practicum II</td>
</tr>
<tr>
<td>NURSING</td>
<td>756</td>
<td>4</td>
<td>Advanced Practice Nursing Practicum III</td>
</tr>
<tr>
<td>NURSING</td>
<td>764</td>
<td>2</td>
<td>Adult Clinical Management and Pharmacology I</td>
</tr>
<tr>
<td>NURSING</td>
<td>765</td>
<td>2</td>
<td>Adult Clinical Management and Pharmacology II</td>
</tr>
<tr>
<td>NURSING</td>
<td>766</td>
<td>2</td>
<td>Adult Clinical Management and Pharmacology III</td>
</tr>
</tbody>
</table>

Eligible to sit for the ANCC or AANP Certification Examination

3. **Clinical Nurse Leader Emphasis**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>757</td>
<td>2</td>
<td>Clinical Nurse Leader Practicum II</td>
</tr>
<tr>
<td>NURSING</td>
<td>759</td>
<td>3</td>
<td>Clinical Leader Immersion Practicum</td>
</tr>
<tr>
<td>NURSING</td>
<td>761</td>
<td>2</td>
<td>Clinical Nurse Leader Practicum I</td>
</tr>
<tr>
<td>NURSING</td>
<td>762</td>
<td>2</td>
<td>Leadership in the Clinical Nurse Leader Role</td>
</tr>
<tr>
<td>NURSING</td>
<td>763</td>
<td>3</td>
<td>Quality in the Clinical Nurse Leader Role</td>
</tr>
</tbody>
</table>

Eligible to sit for the AACN CNL Certification Examination

4. **Nurse Educator Emphasis**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING</td>
<td>736</td>
<td>3</td>
<td>The Education Process in Nursing</td>
</tr>
</tbody>
</table>
### 5. Doctor of Nursing Practice

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING800</td>
<td>3</td>
<td>Foundations of the DNP Role and Interprofessional Collaboration</td>
<td></td>
</tr>
<tr>
<td>NURSING801</td>
<td>3</td>
<td>Philosophical, Theoretical and Ethical Foundations for Advanced Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>NURSING803</td>
<td>3</td>
<td>Advanced Epidemiology and Biostatistics for Population Heath</td>
<td></td>
</tr>
<tr>
<td>NURSING805</td>
<td>3</td>
<td>Clinical Scholarship for Advanced Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>NURSING804</td>
<td>1</td>
<td>DNP Capstone I</td>
<td></td>
</tr>
<tr>
<td>NURSING806</td>
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<td>DNP Capstone II</td>
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<tr>
<td>NURSING808</td>
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<td>NURSING810</td>
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<td>DNP Capstone IV</td>
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<tr>
<td>NURSING809</td>
<td>3</td>
<td>Organizational Leadership and Health Policy for Advanced Nursing Practice</td>
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</tr>
<tr>
<td>NURSING821</td>
<td>4</td>
<td>DNP Seminar and Practicum I (MSN to DNP only)</td>
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</tr>
<tr>
<td>NURSING822</td>
<td>5</td>
<td>DNP Seminar and Practicum II (MSN to DNP only)</td>
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<tr>
<td>NURSING829</td>
<td>6</td>
<td>DNP Residency (BSN to DNP only)</td>
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<tr>
<td>NURSING883</td>
<td>3</td>
<td>Healthcare Informatics</td>
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</tr>
<tr>
<td>NURSING890</td>
<td>3</td>
<td>DNP Capstone Project (MSN to DNP only)</td>
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</tbody>
</table>

### Other Requirements
Completion of a culminating project: clinical paper or project or DNP capstone project.

### Post MSN Clinical Nurse Leaders Certificate Program

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING757</td>
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<td>Clinical Nurse Leader Practicum II</td>
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<tr>
<td>NURSING759</td>
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<td>Clinical Leader Immersion Practicum</td>
<td></td>
</tr>
<tr>
<td>NURSING761</td>
<td>2</td>
<td>Clinical Nurse Leader Practicum I</td>
<td></td>
</tr>
<tr>
<td>NURSING762</td>
<td>2</td>
<td>Leadership in the Clinical Nurse Leader Role</td>
<td></td>
</tr>
<tr>
<td>NURSING763</td>
<td>3</td>
<td>Quality in the Clinical Nurse Leader Role</td>
<td></td>
</tr>
</tbody>
</table>

### Admission Requirements for Post-MSN Clinical Nurse Leader Certificate Program
1. Master's degree in nursing from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited program.
MSN coursework must show evidence of courses in Advanced Health Assessment, Advanced Pathophysiology, Advanced Pharmacology, and Epidemiology. Individual consideration may be given to graduates of graduate nursing programs that were not accredited at the time of graduation.

2. Current licensure as a registered nurse in the state of residence.
3. Two letters of reference from professional and/or work related sources.
4. Nursing practice experience recommended.
5. A personal interview

Non-Degree CHOICES and Requirements
Choice 1: Graduate Achievement Program (GAP)

**PRIMARY HEALTHCARE GRADUATE ACHIEVEMENT PROGRAM**
The Graduate Achievement Program in Primary Healthcare Nursing is designed for people who already have a master’s degree in nursing but wish to add a different area of nursing specialization. GAP applicants will be accommodated as class size permits. A minimum of 31 credits are required.

**Admission Requirements**
1. Master's degree in nursing from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited program. Individual consideration may be given to graduates of graduate nursing programs that were not accredited at the time of graduation.
2. Current licensure as a registered nurse in Wisconsin.
3. Three letters of reference from professional and/or work related sources.
4. Nursing practice experience recommended.
5. A personal interview
6. An acceptable health assessment course with a lab or equivalent in the past two years, receiving a B or higher grade or validated use of all health assessment skills. Written exam (pass rate 85%) and performance exam to validate correct use of health history and physical exam skills. Written and demonstration exam has a fee.
7. For the Skill Enhancement GAP option, ANCC, AANP, or NAPNAP certification as a pediatric nurse practitioner or adult nurse practitioner is required

**Program Requirements**
**Family Nurse Practitioner GAP Skill Expansion Option:** Skill expansion option, designed for master’s prepared nurse administrators, educators, and clinical nurse specialists, is based on the family nurse practitioner curriculum. Credit for comparable courses will be evaluated individually. Contact the Graduate Nursing Office for information.

**Skill Enhancement Option:** Two tracks are available to assist pediatric nurse practitioners (who would take the mature family track) and Adult Nurse Practitioners (who would take the young family track) to acquire competency in caring for families.

**FNP GAP Courses, Skill Expansion Option (31 Credits)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Catalog No.</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURSING 700</td>
<td>3</td>
<td>Advanced Health Assessment</td>
<td></td>
</tr>
<tr>
<td>NURSING 703</td>
<td>2</td>
<td>Health Promotion in Advanced Nursing</td>
<td></td>
</tr>
</tbody>
</table>
Subject  Catalog No. Credits Title
NURSING 704  3  Pathophysiology for the APN
NURSING 707  2  Epidemiology
NURSING 709  3  Pharmacotherapeutics for the APN
NURSING 716  2  Clinical Management and Pharmacology I
NURSING 717  3  Clinical Management and Pharmacology II
NURSING 718  3  Clinical Management and Pharmacology III
NURSING 726  2  FNP Practicum I (Clinical)
NURSING 727  4  FNP Practicum II (Clinical)
NURSING 728  4  FNP Practicum III (Clinical)

Young Family Track (12 credits in track; other GAP credits required.)
Subject  Catalog No. Credits Title
NURSING750  6  Primary Healthcare for the Young Family I
NURSING751  6  Primary Healthcare for the Young Family II

Mature Family Track (12 credits in track; other GAP credits required.)
Subject  Catalog No. Credits Title
NURSING752  6  Primary Healthcare for the Mature Family I
NURSING753  6  Primary Healthcare for the Mature Family II

Certification Requirements
Graduates of the Family and Adult Nurse Practitioner curriculum meet the FNP and ANP eligibility requirements of the certification centers, ANCC and AANP. Educators and Clinical Nurse Leaders are eligible for certification exams in their specialty.

Choice 2: The Natural Alternative Complementary Healthcare Certificate (NAC)
A 10-credit certificate program meant to augment intervention options. The purpose of the NAC program is to educate bachelor’s or master’s prepared registered nurses in NAC therapies. NAC therapies can complement conventional treatments and/or provide alternative methods for health concerns, as well as provide for integration of natural therapies into a plan of care.

Natural Alternative Complementary Healthcare Certificate Program
Subject  Catalog No. Credits Title
NURSING770  1  Introduction to Natural Alternative Complementary Healthcare
NURSING771  2  Alternative Healthcare Systems
NURSING772  2  Mind Body Spirit Interventions
NURSING773  1  Biologic Based Therapies
NURSING774  1  Manipulative and Body Based Methods
NURSING775  1  Energy Therapies
NURSING776  2  NAC Therapies Field Project and Seminar

Additional Program Information:
VII. Course Descriptions

NURSING 605: ADVANCED HEALTH ASSESSMENT
Course ID
Nursing 605

Course Title
NURSING 605: Advanced Health Assessment

Credits
3

Course Description
Identification of health status of the individual at all ages through history, interview, physical examination; recognition of differences in physiological function and psychosocial behavior; assessment of developmental stages of the individual and relationship to family unit; exploration of collaborative role development by nurse and physician in primary health care delivery.

Course Prerequisites

NURSING 700: ADVANCED DIAGNOSTICS AND REASONING
Course ID
Nursing 700

Course Title
NURSING 700: Advanced Diagnostics and Reasoning

Credits
3

Course Description
This course builds on basic health assessment skills acquired in N605 with emphasis on the decision-making processes to differentiate normal from abnormal health status. Data collection methods include comprehensive and problem-focused history and physical examination assessments; health risk appraisal, developmental assessment; family and social assessment; advanced physical assessment skills and common diagnostic procedures. Clinical experience includes laboratory practice and health assessment and promotion application in health care settings.
Course Prerequisites
Nursing 605 and 704. (2+1)

NURSING 701: TRANSLATIONAL SCHOLARSHIP
Course ID
Nursing 701

Course Title
NURSING 701: Translational Scholarship

Credits
3

Course Description
The course introduces students to the skills needed to analyze and apply research and other evidence in health care and advanced nursing practice. The course highlights identification of relevant practice problems, application of appropriate theoretical foundations, clinical judgment, and ethical guidelines to improve nursing practice and health outcomes for individuals and populations. The importance of interdisciplinary teams in applying evidence to support practice and policy changes is addressed.

Course Prerequisites
Nursing 719 and 3 credits in an undergraduate statistics course. Students may take Nursing 701 concurrently with Nursing 719.

NURSING 702: HEALTH CARE SYSTEMS POLICY AND ADVOCACY
Course ID
Nursing 702

Course Title
NURSING 702: Health Care Systems Policy and Advocacy

Credits
2-3

Course Description
In this course students develop their ability to recognize, analyze and articulate health care policy within an advanced nursing framework. The focus is on the social, cultural, technological, ethical and economic dynamics impacting health policy from a global and organizational perspective.
Course Prerequisites

NURSING 703: CLINICAL PREVENTION AND POPULATION HEALTH

Course ID
Nursing 703

Course Title
NURSING 703: Clinical Prevention and Population Health

Credits
2-3

Course Description
In this course, students will analyze and evaluate interdisciplinary models of clinical prevention. Students will explore population-based approaches to promoting health and become familiar with ecological, global, and social determinants of health, principles of genetics and genomics and epidemiologic data analysis.

Course Prerequisites

NURSING 704: PATHOPHYSIOLOGY FOR ADVANCED NURSING ROLES

Course ID
Nursing 704

Course Title
NURSING 704: Pathophysiology for Advanced Nursing Roles

Credits
3

Course Description
This course will critically examine the physiological and pathophysiological reaction of the body to alterations in biological processes throughout the life span. Focus will be on the knowledge required in advanced nursing practice to identify actual and potential health problems. A conceptual approach will be used to analyze the metabolic, infectious, immunologic, degenerative and neoplastic alterations at the cellular and organ levels.
NURSING 705: RESEARCH IN NURSING - METHODS
Course ID
Nursing 705

Course Title
NURSING 705: Research in Nursing - Methods

Credits
2

Course Description
This course identifies problems relevant to healthcare and nursing through acquisition of increased understanding of the research process. Students discuss critical analysis, utilization, implementation, and communication of research in healthcare settings. The course emphasizes the development of skills necessary to conduct and analyze nursing research.

Course Prerequisites
NURSING 706: RESEARCH IN NURSING - DESIGN
Course ID
Nursing 706

Course Title
NURSING 706: Research in Nursing - Design

Credits
2

Course Description
In this course, students develop methodological plans for the study of problems relevant to primary health care nursing within a theoretical and scientific framework. Students discuss qualitative and quantitative research design. Students explore issues related to diversity in nursing research. Students acquire the skills needed to plan, initiate, and analyze nursing research studies. Students are required to design an acceptable research proposal.

Course Prerequisites
Nursing 705 or consent of the instructor.
NURSING 707: EPIDEMIOLOGY

Course ID
Nursing 707

Course Title
NURSING 707: Epidemiology

Credits
2

Course Description
This course prepares students to use concepts and methods in the study of disease etiology and in the planning and evaluation of health services. The course emphasizes the interpretation of indices for community health, morbidity and mortality rates, sensitivity and specificity of screening and diagnostic measures, and risk factor analysis. Students become acquainted with population-based approaches to the analysis of health data.

Course Prerequisites

NURSING 708: ETHICS IN ADVANCED NURSING PRACTICE

Course ID
Nursing 708

Course Title
NURSING 708: Ethics in Advanced Nursing Practice

Credits
2

Course Description
Perspectives on the analysis of moral dilemmas in primary health care and advanced nursing practice. Application of bioethical principles to health care nursing dilemmas. Differentiation among methods of dilemma resolution (principlism, casuistry, etc.) in advanced nursing practice. Incorporation of the analysis of emerging moral dilemmas for advanced nurses (genetic testing, on-line health care records, etc.).

Course Prerequisites

NURSING 709: PHARMACOTHERAPEUTICS FOR ADVANCED NURSING ROLES
Course ID
Nursing 709

Course Title
NURSING 709: Pharmacotherapeutics for Advanced Nursing Roles

Credits
3

Course Description
This course is a comprehensive study of the pharmacokinetics and pharmacodynamics of drugs used in the promotion and maintenance of health across all physiologic systems throughout the life span. Emphasis is on the role of the advanced practice nurse in the pharmacotherapeutic management of patients in primary health care.

Course Prerequisites
Dependent on program.

NURSING 710: THEORETICAL BASIS FOR FAMILY NURSING

Course ID
Nursing 710

Course Title
NURSING 710: Theoretical Basis for Family Nursing

Credits
2

Course Description
This course provides the theoretical foundations for advanced practice in family nursing. Students analyze the theoretical and empirical bases for understanding families in various cultural and developmental context. Students examine selected theoretical frameworks for understanding families and family health and compare them in terms of their utility for nursing practice and research. Students examine universal family processes of attachment and care giving across cultural contexts. Students investigate current theories of family stress and crises as well as the impact of selected situational and developmental crises of family health and development. Students address the link between the state of family science, nursing research, and advanced practice in family nursing.

Course Prerequisites
NURSING 711: THEORY IN NURSING

Course ID
Nursing 711

Course Title
NURSING 711: Theory in Nursing

Credits
2

Course Description
In this course students examine perspectives on the analysis and critique of models and theories developed by nurse theorists within the context of the nursing metaparadigm, as well as theories from other disciplines. Students apply theories and models to primary health care and discuss implications for nursing research, practice, education, and administration.

Course Prerequisites

NURSING 716: CLINICAL MANAGEMENT AND PHARMACOLOGY I

Course ID
Nursing 716

Course Title
NURSING 716: Clinical Management and Pharmacology I

Credits
2

Course Description
This is the first of three sequential courses on clinical management that builds on a health promotion/disease prevention framework for a holistic approach to primary health care. Students expand their knowledge base of physiology and pathophysiology, and pharmacology. The course emphasizes critical thinking processes to establish clinical judgment. Students discuss appropriate natural/alternative and pharmacological therapies, diagnostic and educative management strategies, and outcome criteria for commonly encountered acute and chronic conditions involving the respiratory, genitourinary, and endocrine system as well as women's health, gynecological, ophthalmology, and otology conditions seen by Family Nurse Practitioners in primary health care.
Course Prerequisites
Nursing 700, 704 and 709. Co-requisite: Nursing 726.

NURSING 717: CLINICAL MANAGEMENT AND PHARMACOLOGY II
Course ID
Nursing 717

Course Title
NURSING 717: Clinical Management and Pharmacology II

Credits
3

Course Description
This is the second of three sequential courses on clinical management for the family nurse practitioner that continues a holistic approach to advanced primary health care acknowledging age, gender, sexuality, cultural heritage, family and community needs. Students continue to expand their knowledge of physiology, pathophysiology and pharmacology. The course emphasizes the critical thinking processes to establish a clinical judgment from possible differential diagnoses. Students discuss natural/alternative health care and pharmacotherapeutics, as well as diagnostic and educative management strategies, and outcome criteria appropriate for the commonly encountered acute and chronic conditions of the cardiovascular, renal, integumentary, gastrointestinal, and hematological systems seen by Family Nurse Practitioners in primary health care.

Course Prerequisites
Nursing 716 and 726. Corequisite: Nursing 727.

NURSING 718: CLINICAL MANAGEMENT AND PHARMACOLOGY III
Course ID
Nursing 718

Course Title
NURSING 718: Clinical Management and Pharmacology III

Credits
3

Course Description
This is the third of three sequential courses on clinical management for the family nurse practitioner that continues a holistic approach to advanced primary health care acknowledging
age, gender, sexuality, cultural heritage, family and community needs. Students continue to expand their knowledge of physiology, pathophysiology, pharmacology, and their critical thinking processes. Students discuss natural/alternative health care and pharmacotherapeutics, as well as diagnostic and educative management strategies and outcome criteria appropriate for clients with commonly encountered acute and chronic conditions of the psychological, neurological, musculoskeletal systems as well as pain management, addiction and other selected topics.

**Course Prerequisites**
Nursing 717 and 727. **Corequisite: Nursing 728.**

NURSING 719: FOUNDATIONS OF ADVANCED NURSING ROLES AND INTERPROFESSIONAL COLLABORATION

**Course ID**
Nursing 719

**Course Title**
NURSING 719: Foundations of Advanced Nursing Roles and Interprofessional Collaboration

**Credits**
3

**Course Description**
In this course students examine theory and models of advanced nursing roles and interprofessional collaboration. Theoretical foundations are applied to advanced nursing roles, within and ethical and cultural context, as they relate to education, conflict management, and leadership to improve health outcomes.

**Course Prerequisites**

NURSING 720: PEDIATRIC SEMINAR FOR ADVANCED PRACTICE NURSES

**Course ID**
Nursing 720

**Course Title**
NURSING 720: Pediatric Seminar for Advanced Practice Nurses

**Credits**
1
Course Description
This elective pediatric seminar focuses on the advanced practice nurse role with child-rearing families and pediatric conditions and issues. The course provides a review of growth and development and anticipatory guidance, an update on immunization requirements, and management of common acute and stable chronic pediatric health problems. Management includes routine advanced practice care including natural, alternative, and complementary therapies and pharmacological treatments.

Course Prerequisites
Nursing 716.

NURSING 722: DIVERSITY PRACTICUM
Course ID
Nursing 722

Course Title
NURSING 722: Diversity Practicum

Credits
2

Course Description
A diversity clinical practicum with adjunct faculty in a primary care setting to gain skill in working with individuals, families, or communities from a diverse cultural/ethnic background. (Minimum 112 clinical hours)

Course Prerequisites
Nursing 709 and 726.

NURSING 726: FAMILY NURSE PRACTITIONER PRACTICUM I
Course ID
Nursing 726

Course Title
NURSING 726: Family Nurse Practitioner Practicum I

Credits
2
Course Description
This course provides the initial clinical preceptorship in a primary care setting. Focus is on practicing health assessment skills and establishing therapeutic relationships with clients and collegial relationships with other providers. (Minimum 112 clinical hours)

Course Prerequisites
Nursing 700 and 704 and 709.

NURSING 727: FAMILY NURSE PRACTITIONER PRACTICUM II
Course ID
Nursing 727

Course Title
NURSING 727: Family Nurse Practitioner Practicum II

Credits
4

Course Description
A clinical practicum following Nursing 726 in a family practice primary care setting. Students focus on developing skills in health assessment, health promotion, and collaborative health care management. (Minimum 224 clinical hours)

Course Prerequisites
Nursing 726.

NURSING 728: FAMILY NURSE PRACTITIONER PRACTICUM III
Course ID
Nursing 728

Course Title
NURSING 728: Family Nurse Practitioner Practicum III

Credits
4

Course Description
This is the final clinical preceptorship in a family practice primary health care setting. The course focuses on greater responsibility and accountability in managing care of clients of all
ages as well as family groups. Collaborative management of acute and chronic problems for the complex client/family with multi-system problems are presented. Community/Epidemiology health issues are addressed collaboratively with longer-term planning, research application, practice evaluation and consultation in a variety of settings. (Minimum 224 clinical hours)

Course Prerequisites
Nursing 727.

NURSING 730: CLINICAL PRACTICE MANAGEMENT
Course ID
Nursing 730

Course Title
NURSING 730: Clinical Practice Management

Credits
2-3

Course Description
This course synthesizes the practitioner, administrator, educator, researcher, and consultant role components inherent in managing clinical practice in various health care settings. Management functions of planning, organizing, directing/influencing, and evaluating the delivery of primary care services will be discussed.

Course Prerequisites
Nursing 702.

NURSING 736: THE EDUCATION PROCESS IN NURSING
Course ID
Nursing 736

Course Title
NURSING 736: The Education Process in Nursing

Credits
3

Course Description
In this course, students integrate theoretical foundations of adult learning theory, leadership theory, quality and safety, communication, and others to teaching and learning in varied
educational settings. Students explore the roles and functions of nurse educators as teachers and scholars. The course focused on needs assessments, course and curriculum development, innovative instructional technologies, and interactive nature of teaching. Ethical principles in education are applied.

**Course Prerequisites**
Acceptance into the Graduate nursing Program Educator emphasis or consent of instructor.

**NURSING 737: NURSE EDUCATOR PRACTICE ADVANCEMENT**
**Course ID**
Nursing 737

**Course Title**
NURSING 737: Nurse Educator Practice Advancement

**Credits**
1

**Course Description**
In this course, nurse educator students will expand their clinical practice knowledge and experiences beyond the baccalaureate level. Students develop individual learning goals and contracts to broaden their clinical expertise in a selected area of specialty practice.

**Course Prerequisites**

**NURSING 738: ADVANCED EDUCATOR PRACTICUM**
**Course ID**
Nursing 738

**Course Title**
NURSING 738: Advanced Educator Practicum

**Credits**
4

**Course Description**
In this course, students explore the teaching role of the nurse educator incorporating prior learning to classroom, online, lab, or the clinical environment. Theoretical and scientific underpinnings for practice are used to socialize students into the nurse educator role. Emphasis is on developing and teaching modules, units, courses, or programs in health care or
educational settings. Students devise strategies to assess and evaluate learning. Principles of change and leadership are applied using research and other evidence to improve teaching and learning. This 4 credit practicum includes faculty/student seminar time. (Minimum 224 clinical hours)

**Course Prerequisites**
Nursing 736 and 748.

NURSING 750: PRIMARY HEALTH CARE FOR THE YOUNG FAMILY I

**Course ID**
Nursing 750

**Course Title**
NURSING 750: Primary Health Care for the Young Family I

**Credits**
6

**Course Description**
Focus is on health maintenance and disease management regarding issues germane to the young family (childbearing, child rearing, or child anticipating families). Contains content regarding health assessment, diagnosis and management of risk factors and illnesses commonly experienced by young families. Clinical practice arranged by the student with faculty input.

**Course Prerequisites**
Admission to Program.

NURSING 751: PRIMARY HEALTH CARE FOR THE YOUNG FAMILY II

**Course ID**
Nursing 751

**Course Title**
NURSING 751: Primary Health Care for the Young Family II

**Credits**
6

**Course Description**
Focus is on disease management of less common and more complex health issues germane to the young family. Contains content regarding collaboration with specialists and other members of the interdisciplinary team. Clinical practice arranged by the student with faculty input.

**Course Prerequisites**
Nursing 733.

NURSING 752: PRIMARY HEALTH CARE FOR THE MATURE FAMILY I

**Course ID**
Nursing 752

**Course Title**
NURSING 752: Primary Health Care for the Mature Family I

**Credits**
6

**Course Description**
Focus is on health maintenance and disease management regarding germane to the mature family (families with late adolescent, older, or no children). Contains content regarding health assessment, diagnosis and management of risk factors and illnesses commonly experienced by mature families. Clinical practice arranged by the student with faculty input.

**Course Prerequisites**
Admission to the Program.

NURSING 753: PRIMARY HEALTH CARE FOR THE MATURE FAMILY II

**Course ID**
Nursing 753

**Course Title**
NURSING 753: Primary Health Care for the Mature Family II

**Credits**
6

**Course Description**
Focus in on disease management of less common and more complex issues germane to the mature family. Contains content regarding collaboration with specialists and other members of the interdisciplinary team.
Course Prerequisites
Nursing 731.

NURSING 754: ADVANCED PRACTICE NURSING PRACTICUM I
Course ID
Nursing 754

Course Title
NURSING 754: Advanced Practice Nursing Practicum I

Credits
2

Course Description
This course provides the initial clinical preceptorship in an adult advanced practice nursing setting. Focus is on practicing health assessment skills, establishing therapeutic relationships with clients and collegial relationships with other health professionals.

Course Prerequisites
Nursing 700. Corequisite: Nursing 709 and 764.

NURSING 755: ADVANCED PRACTICE NURSING PRACTICUM II
Course ID
Nursing 755

Course Title
NURSING 755: Advanced Practice Nursing Practicum II

Credits
4

Course Description
This is the second clinical preceptorship course in an adult advanced practice nursing setting. Students continue refinement of health assessment skills. Students engage in health promotion and collaborative health care management for adult clients.

Course Prerequisites
Nursing 709 and 764. Corequisite: Nursing 765.
NURSING 756: ADVANCED PRACTICE NURSING PRACTICUM III

Course ID
Nursing 756

Course Title
NURSING 756: Advanced Practice Nursing Practicum III

Credits
4

Course Description
This is the final clinical preceptorship course in an adult advanced practice nursing setting. The course focuses on greater responsibility and accountability in managing care of adult clients. Students engage in collaborative management of acute and chronic problems for the complex client including multi-system conditions.

Course Prerequisites

NURSING 757: CLINICAL NURSE LEADER PRACTICUM II

Course ID
Nursing 757

Course Title
NURSING 757: Clinical Nurse Leader Practicum II

Credits
2

Course Description
This clinical practicum emphasizes the application of CNL leadership and critical thinking to organizing, planning, coordinating, implementing, evaluating, and sustaining high quality evidence-based care in the clinical setting. Individual and aggregate data at the microsystem level will be used to work with the interdisciplinary team to plan and develop a quality improvement project. Techniques for communicating with the interdisciplinary team will be enhanced. (Minimum 112 clinical hours)

Course Prerequisites
Prerequisites or Corequisites: Completed Nursing 761, Clinical Nurse Leader Role; completed or concurrent enrollment in Nursing 762, Leadership in the Clinical Nurse Leader Role.

NURSING 758: CLINICAL NURSE LEADER CLINICAL PRACTICUM III
Course ID
Nursing 758

Course Title
NURSING 758: Clinical Nurse Leader Clinical Practicum III

Credits
2

Course Description
This clinical practicum emphasizes the utilization of evidenced-based information and clinical skills to enhance leadership and management expertise and facilitate holistic healing for clients, their families and the community. Students analyze outcomes of healing interventions and facilitate, coordinate, and/or manage the provision of healing care by multidisciplinary health care members. (Minimum 112 clinical hours).

Course Prerequisites
Prerequisite or Corequisites: Nursing 707, Epidemiology; Nursing 757, CNL Practicum II; Nursing 760, Healing Care

NURSING 759: CLINICAL NURSE LEADER IMMERSION PRACTICUM
Course ID
Nursing 759

Course Title
NURSING 759: Clinical Nurse Leader Immersion Practicum

Credits
3

Course Description
This clinical practicum will allow the student to enact the CNL role and competencies in an organization at the microsystem level. Students perform interdependent and independent activities to carry out projects based on microsystem assessment and organizational initiatives. Students are accountable for evaluating and disseminating clinical outcomes in professional values in development as a transformational leader. (Minimum of 300 clinical hours.)
Course Prerequisites
All CNL specialty courses must be completed prior to Immersion Practicum.

NURSING 760: HEALING CARE
Course ID
Nursing 760

Course Title
NURSING 760: Healing Care

Credits
3

Course Description
This course emphasizes the provision of healing practices, comfort, and the control of pain/discomfort for clients with an array of diagnoses. Definitions, theories and concepts related to healing, pain, comfort and palliative care are discussed. The myths surrounding comfort and healing practices are addressed. Leadership in healing care will be stressed including leadership of the interdisciplinary team and the ability to be a change agent. Healing and comfort care management practices will include conventional interventions and natural/alternative/complementary (NAC) practices.

Course Prerequisites
Nursing 700, Adv. Health Assessment; Nursing 704, Pathophysiology. Prerequisites/corequisites: Nursing 709, Pharmacotherapeutics.

NURSING 762: LEADERSHIP IN THE CLINICAL NURSE LEADER (CNL) ROLE
Course ID
Nursing 762

Course Title
NURSING 762: Leadership in the Clinical Nurse Leader (CNL) Role

Credits
2

Course Description
This course examines leadership and improvement science theories, practices, and strategies in the CNL role for planning, managing, delivering, and sustaining high quality care. Processes
involved in analysis of clinical outcomes will be explored including coordination of care; communication; education of staff, patients, and others; and will be considered to improve care at all levels.

Course Prerequisites
Prerequisites or Corequisites: Completed Nursing 761, Clinical Nurse Leader Practicum I; Nursing 763, Quality in the Clinical Nurse Leader role.

NURSING 764: ADULT CLINICAL MANAGEMENT AND PHARMACOLOGY I
Course ID
Nursing 764

Course Title
NURSING 764: Adult Clinical Management and Pharmacology I

Credits
2

Course Description
This is the first of three sequential courses on the clinical management that builds on a health promotion/disease prevention framework for a holistic approach to advanced nursing with adults. Students expand their knowledge of physiology and pathophysiology. The course emphasizes the critical thinking process to establish clinical judgment. Students discuss natural/alternative and pharmacological therapies, diagnostic and educative management strategies, and outcome criteria for adult conditions of the respiratory, gastrointestinal, and reproductive systems.

Course Prerequisites
Nursing 700, 703, and 704. Corequisite: Nursing 709 and 754

NURSING 765: ADULT CLINICAL MANAGEMENT AND PHARMACOLOGY II
Course ID
Nursing 765

Course Title
NURSING 765: Adult Clinical Management and Pharmacology II

Credits
2
Course Description
This is the second of three sequential courses on clinical management for the adult advanced practice nurse that continues a holistic approach acknowledging age, gender, sexuality, cultural heritage, family and community needs. Students continue to expand their knowledge of physiology and pathophysiology. The course emphasizes the critical thinking process to establish clinical judgment from possible differential diagnosis. Students discuss natural/alternative and pharmacological therapies, diagnostic and educative management strategies, and outcome criteria for adult conditions of the cardiovascular, genitourinary, musculoskeletal, integumentary and hematological systems.

Course Prerequisites
Nursing 709, 754 and 764. Corequisite: Nursing 755

NURSING 766: ADULT CLINICAL MANAGEMENT AND PHARMACOLOGY III
Course ID
Nursing 766

Course Title
NURSING 766: Adult Clinical Management and Pharmacology III

Credits
2

Course Description
This is the third of three sequential courses on clinical management for the adult advanced practice nurse that continues a holistic approach acknowledging age, gender, sexuality, cultural heritage, family and community needs. Students continue to expand their knowledge of physiology and pathophysiology. The course emphasizes the critical thinking process to establish clinical judgment from possible differential diagnosis. Students discuss natural/alternative and pharmacological therapies, diagnostic and educative management strategies, and outcome criteria for adult conditions of the endocrine, psychological and neurological systems; ophthalmology, otology, pain management, basic urgent care management and other selected topics.

Course Prerequisites

NURSING 770: INTRODUCTION TO NATURAL ALTERNATIVE COMPLEMENTARY (NAC) HEALTH CARE
Course ID
Nursing 770

Course Title
NURSING 770: Introduction to Natural Alternative Complementary (NAC) Health Care

Credits
1

Course Description
The Introduction to NAC Care module provides an overview of the history, theory, philosophy, and ethics of NAC. There is also a brief description and review of holistic nursing principles.

Course Prerequisites
NURSING 771: ALTERNATIVE HEALTH CARE SYSTEMS

Course ID
Nursing 771

Course Title
NURSING 771: Alternative Health Care Systems

Credits
2

Course Description
The Alternative Health Care Systems module provides an overview of health care systems outside the conventional western allopathic system. Basic principles of health care are provided. Examples to be used include, but are not limited to: Homeopathy, Naturopathy, Ayurveda, Native American Medicine, and Traditional Chinese Medicine.

Course Prerequisites
Nursing 770 (or Co-Requisite)

Course ID
Nursing 772

Course Title
NURSING 772: Mind Body Spirit Interventions
The Mind Body Spirit Interventions module provides an overview of techniques and processes that can affect mind body spirit function and symptoms. Several of the following modalities will be covered including affirmation, bibliotherapy, biofeedback, breathing techniques, centering, hypnosis, imagery/visualization, meditation, prayer, relaxation, and therapies that use creative outlets such as art, music, dance, or writing.

Course Prerequisites
Nursing 770 (or Co-requisite)

NURSING 773: BIOLOGIC BASED THERAPIES
Course ID
Nursing 773

Course Title
NURSING 773: Biologic Based Therapies

Credits
1

Course Description
The Biologic Based Therapies module provides an overview of vitamins, minerals, herbs, aromatherapy and other nutritional supplements such as shark cartilage, melatonin, DHEA, amino acids and other nutrients.

Course Prerequisites
Nursing 770 (or Co-requisite)

NURSING 774: MANIPULATIVE AND BODY BASED METHODS
Course ID
Nursing 774

Course Title
NURSING 774: Manipulative and Body Based Methods

Credits
Course Description
Manipulative and body-based methods module provides an overview of massage modalities and basic principles of chiropractic and osteopathy.

Course Prerequisites
Nursing 770, (or Co-requisite)

NURSING 775: ENERGY THERAPIES
Course ID
Nursing 775

Course Title
NURSING 775: Energy Therapies

Credits
1

Course Description
The energy therapies module provides an overview of biofield and bioelectromagnetic therapies: Biofield therapies are intended to affect energy fields that surround and penetrate the human body and environment. The existence of such fields has not yet been scientifically proven. Some forms of energy therapy manipulate biofields by applying pressure and/or manipulating the body by placing the hands in, or through, these fields. Examples include qigong, Reiki, Healing Touch and Therapeutic Touch. Bioelectromagnetic-based therapies involve the unconventional use of electromagnetic fields, such as pulsed fields, magnetic fields, or alternative current or direct current fields. Light and color therapy are also included in this area.

Course Prerequisites
Nursing 770, (or Co-requisite)

NURSING 776: NAC THERAPIES FIELD PROJECT & SEMINAR
Course ID
Nursing 776

Course Title
NURSING 776: NAC Therapies Field Project & Seminar
Course Description
The NAC Therapies Field Project & Seminar is a culminating project synthesizing the NAC theory content. The course includes group seminars for "putting together" the year-long program, as well as discussion and completion of a clinical project, research project, integrated review of literature or other approved project in a NAC topic area. A final paper in the form of a publishable article is the expected outcome.

Course Prerequisites
Nursing 770, 771, 772, 773, 774, and 775.

NURSING 793: CLINICAL PAPER
Course ID
Nursing 793

Course Title
NURSING 793: Clinical Paper

Credits
1-3

Course Description
A culminating experience option in the masters program. Prerequisite: Clinical Paper Topic and Reader Approval Form must be filed with the Graduate School. Pass/Fail course.

Course Prerequisites

NURSING 795: NURSING THESIS
Course ID
Nursing 795

Course Title
NURSING 795: Nursing Thesis

Credits
1-6

Course Description
Each registration with a maximum accumulation of 6 cr. A culminating experience option in the masters program. Prerequisite: Thesis Proposal and Advisor Approval Form must be filed with the Graduate School. Pass/Fail course.

Course Prerequisites

NURSING 796: INDEPENDENT STUDY
Course ID
Nursing 796

Course Title
NURSING 796: Independent Study

Credits
1-3

Course Description
Each registration with maximum accumulation of 6 cr. Individualized study in area of interest with the direction of a faculty member. Open to masters program students who submit Independent Study Topic and Instructor Approval Form at or prior to registration.

Course Prerequisites

NURSING 797: SEMINAR ON CURRENT TOPICS IN PRIMARY HEALTH CARE NURSING
Course ID
Nursing 797

Course Title
NURSING 797: Seminar on Current Topics in Primary Health Care Nursing

Credits
1-3

Course Description
Current topics in Primary Health Care Nursing are offered. Course content is expected to differ from offering to offering. Prerequisites: Admitted to MSN Program and consent of instructor. Pass/Fail course.

Course Prerequisites
NURSING 799: REGISTRATION FOR COMPREHENSIVE EXAMINATION

Course ID
Nursing 799

Course Title
NURSING 799: Registration for Comprehensive Examination

Credits
0

Course Description
Pass/Fail course.

Course Prerequisites

NURSING 740: INFORMATION SYSTEMS: PATIENT CARE TECHNOLOGY

Course ID
Nursing 740

Course Title
NURSING 740: Information Systems: Patient Care Technology

Credits
3

Course Description
This course emphasizes data management to analyze and improve health outcomes through computer technology application. Emphasis is on synthesizing health data related to selected topics to identify health education and practice needs of various populations in order to assess and evaluate safety and quality factors related to care. Legal, ethical and cultural considerations are expanded as they relate to information management and its use in health care.

Course Prerequisites
Graduate student standing or consent of instructor and Nursing 451 or an equivalent course or proficiency in using word processing, spreadsheet and presentation software. Proficiency in using cross platform operating systems (Windows or Mac), competence in web browsing and using e-mail are necessary by passing a pre-course test.
NURSING 745: ADVANCED HEALTH ASSESSMENT FOR CLINICAL NURSE LEADERS AND NURSE EDUCATORS

**Course ID**
Nursing 745

**Course Title**
NURSING 745: Advanced Health Assessment for Clinical Nurse Leaders and Nurse Educators

**Credits**
2

**Course Description**
This course builds upon basic health assessment with emphasis on decision-making process related to normal and abnormal health status. Emphasis is on comprehensive data collection including health risk appraisal, developmental assessment, family and social assessment, and advanced physical assessment relevant to the Clinical Nurse Leader and Nurse Educator roles. Practice experiences will occur under the direction of academically and experientially qualified preceptors and faculty. Students will analyze and synthesize assessment data to plan care for patients or populations of interest.

**Course Prerequisites**

NURSING 746: QUALITY IMPROVEMENT AND SAFETY IN ADVANCED NURSING

**Course ID**
Nursing 746

**Course Title**
NURSING 746: Quality Improvement and Safety in Advanced Nursing

**Credits**
2

**Course Description**
This course focuses on quality and safety to improve outcomes by identifying and reducing actual or potential failures in healthcare processes or systems. Quality improvement models will be addressed focusing on a just culture of safety. Use of national patient safety resources, initiatives, regulations, and benchmarks will be discussed. High reliability organizational principals are explored as they relate to promoting transparency and sustaining improvements.

**Course Prerequisites**
NURSING 748: ASSESSMENT AND EVALUATION STRATEGIES IN NURSING EDUCATION

Course ID
Nursing 748

Course Title
NURSING 748: Assessment and Evaluation Strategies in Nursing Education

Credits
3

Course Description
This course focuses on systematic evaluation of curriculum at all levels (didactic, clinical, and program) addressing cognitive, psychomotor, and affective domains. Concepts underlying evaluation methods and test construction, design, use, administration, and interpretation are explored. Evaluation and testing strategies in the traditional classroom and online environment, and clinical and lab settings are addressed. Ethnical principles, as well as research and other evidence, are applied to evaluation of learning.

Course Prerequisites
Acceptance into the Graduate Nursing Program Educator emphasis or consent of instructor.

NURSING 761: CLINICAL NURSE LEADER PRACTICUM I

Course ID
Nursing 761

Course Title
NURSING 761: Clinical Nurse Leader Practicum I

Credits
2

Course Description
This practicum focuses on application of quality and outcome content in clinical practice and introduction to the CNL role. A major emphasis of the course is working with an interdisciplinary team to complete a comprehensive assessment of a select clinical microsystem and its care and processes. The student will design and/or further develop care processes and patterns, blend organizational initiatives to improve quality and safety, and develop fiscal, legal, ethical, and other metrics to evaluate care and processes. Clinical conferences will support student reflection on the introduction to CNL role. (Minimum 112 clinical hours.)
Course Prerequisites
Prerequisites or Corequisites: Nursing 763: Quality in the CNL Role.

NURSING 763: QUALITY IN THE CLINICAL NURSE LEADER ROLE

Course ID
Nursing 763

Course Title
NURSING 763: Quality in the Clinical Nurse Leader Role

Credits
3

Course Description
This course examines the fundamental knowledge and skills Clinical Nurse Leaders need to increase their capacity to assess and improve their workplace and the care provided there. The course focuses on leading an interdisciplinary team to attain higher levels of performance in safety and risk management; quality and outcomes; care coordination and patient centered care; efficient use of human and environmental resources; and patient and professional satisfaction. Models for microsystem development and process re-design, blending evidence and organizational strategy as hallmarks for practice change will be addressed.

Course Prerequisites

NURSING 783: HEALTH CARE INFORMATICS

Course ID
Nursing 783

Course Title
NURSING 783: Health Care Informatics

Credits
2-3

Course Description
This course will focus on developing the skills to effectively use information technology to promote optimal outcomes for patients. Content is directed toward assisting students to understand the relationship between the current state of medical and nursing science information, and to become leaders in dealing with health care management systems. The course focuses on navigating and interpreting the vast amount of online knowledge and examples of standardized nomenclature. Students will be able to use this information to
enhance their own knowledge as well as function as a practice specialist/consultant sharing that knowledge base to information management and its use in health care.

**Course Prerequisites**
Graduate student standing or consent of instructor.

NURSING 800: FOUNDATIONS OF THE DNP ROLE AND INTERPROFESSIONAL

**Course ID**
Nursing 800

**Course Title**
NURSING 800: Foundations of the DNP Role and Interprofessional

**Credits**
3

**Course Description**
In this course students examine the roles and responsibilities of the DNP emphasizing effective practice and interprofessional collaboration. Theoretical concepts from nursing and other disciplines guide the exploration of health and health care delivery are applied to the DNP role integrating practice inquiry and advanced practice.

**Course Prerequisites**

NURSING 801: PHILOSOPHICAL, THEORETICAL & ETHICAL FOUNDATIONS FOR ADVANCED NURSING PRACTICE

**Course ID**
Nursing 801

**Course Title**
NURSING 801: Philosophical, Theoretical & Ethical Foundations for Advanced Nursing Practice

**Credits**
3

**Course Description**
Course will focus on inquiry into the philosophical and theoretical perspectives and foundations of the discipline. Paradigms in nursing will be examined in relation to advanced nursing practice. Strategies for theory development will be addressed. Advanced nursing practice will be studied in the context of complex clinical, business, legal, ethical, and system issues that
confront individual recipients of care, families, health care professionals, organizations, and society.

**Course Prerequisites**
Dependent on program.

**NURSING 803: ADVANCED EPIDEMIOLOGY AND BIOSTATISTICS FOR POPULATION HEALTH**

**Course ID**
Nursing 803

**Course Title**
NURSING 803: Advanced Epidemiology and Biostatistics for Population Health

**Credits**
3

**Course Description**
Epidemiologic research and concepts are synthesized and applied to clinical and population based health to best identify and analyze the determinants of health, health promotion and risk reduction strategies, and to evaluate the distribution of health conditions. Epidemiological, biostatistical, and other scientific approaches are used to analyze population data to better understand determinants of health and illness.

**Course Prerequisites**
Dependent on program.

**NURSING 804: DNP CAPSTONE I**

**Course ID**
Nursing 804

**Course Title**
NURSING 804: DNP Capstone I

**Credits**
1

**Course Description**
This is the first in a series of four courses that will guide the student in the completion of the DNP Capstone committee, refine the PICO(T) question, and problem statement that will be addressed in the Capstone project. Emphasis will be on development of a sound rationale for
the project, justified by a thorough review of the context in which the project will take place and a synthesis of relevant literature on the topic (Minimum 56 practice hours)

**Course Prerequisites**
Nursing 701.

**NURSING 805: CLINICAL SCHOLARSHIP FOR ADVANCED NURSING PRACTICE**

**Course ID**
Nursing 805

**Course Title**
NURSING 805: Clinical Scholarship for Advanced Nursing Practice

**Credits**
3

**Course Description**
Course will focus on the elements of advanced clinical scholarship. Content will include evidence-based practice processes, the translation of research into practice, the evaluation of practice, activities aimed at improving health care practice and outcomes, and participation in collaborative research. Principles of information technology will be integrated and applied to advanced nursing practice.

**Course Prerequisites**
Dependent on program.

**NURSING 806: DNP CAPSTONE II**

**Course ID**
Nursing 806

**Course Title**
NURSING 806: DNP Capstone II

**Credits**
1

**Course Description**
This is the second in a series of four courses focused on the developing and implementing the DNP Capstone project. During Capstone II, students develop the proposal for the Capstone project, including problem recognition, needs assessment, goals and objectives, theoretical
underpinnings and plans for evaluation. Sources of funding will be explored and IRB applications completed. At the conclusion of DNP Capstone II, students submit their proposals to their Capstone committee for approval. (Minimum 56 practice hours)

**Course Prerequisites**
Nursing 804.

NURSING 808: DNP CAPSTONE III

**Course ID**
Nursing 808

**Course Title**
NURSING 808: DNP Capstone III

**Credits**
1

**Course Description**
This is the third in a series of four courses focused on developing and implementation of the DNP Capstone project. During this course students will work with their Capstone committee to conduct their project. DNP Capstone III will focus on implementation of the Capstone project within a practice setting. (Minimum 56 practice hours)

**Course Prerequisites**
Nursing 806

NURSING 809: ORGANIZATIONAL LEADERSHIP AND HEALTH POLICY FOR ADVANCED NURSING PRACTICE

**Course ID**
Nursing 809

**Course Title**
NURSING 809: Organizational Leadership and Health Policy for Advanced Nursing Practice

**Credits**
3

**Course Description**
Course will focus on the systematic collection of information about the activities, characteristics, and outcomes of programs to improve health care and inform future
programmatic decisions. Emphasis is placed on the strategies used in needs assessment and implementation of effective health care interventions, programs and policies. This course prepares the advanced nursing professional to respond to current realities and provide enhanced leadership for future policy development and professional practice.

**Course Prerequisites**
Dependent on program.

**NURSING 810: DNP CAPSTONE IV**

**Course ID**
Nursing 810

**Course Title**
NURSING 810: DNP Capstone IV

**Credits**
1

**Course Description**
This is the final course in a series of four courses in which students develop and implement their DNP project, evaluate project outcomes and disseminate results. (Minimum 56 practice hours)

**Course Prerequisites**
Nursing 808.

**NURSING 821: DNP SEMINAR & PRACTICUM I**

**Course ID**
Nursing 821

**Course Title**
NURSING 821: DNP Seminar & Practicum I

**Credits**
4

**Course Description**
This is the first of two seminar/practica combining advanced nursing practice clinical/system focus and seminar discussion. Seminar and practicum will focus on collaboration of inter-professional teams and the roles of advanced nursing within the collaboration. Accountability
for advancing leadership in advanced nursing clinical practice and contributing to the developing body of nursing practice knowledge will be emphasized. Addresses advocacy at all levels of health care policy implementation. This experience provides additional opportunities for practice expertise development and work with a target population and/or a complex health care environment. (Minimum 224 clinical hours).

**Course Prerequisites**
Nursing 809, Organizational Leadership and Health Policy for Advanced Nursing Practice or co-requisite; Nursing 803, Advanced Epidemiology and Biostatistics for Population Health; or consent of instructor.

NURSING 822: DNP SEMINAR & PRACTICUM II

**Course ID**
Nursing 822

**Course Title**
NURSING 822: DNP Seminar & Practicum II

**Credits**
5

**Course Description**
This is the second of two advanced nursing practice seminars and practica. The purpose of this course is to build upon knowledge and skills acquired and refined in DNP Seminar and Practicum I. Students will refine leadership skills related to outcomes, measurements, and quality initiatives within the student’s work environment. Seminar and practicum will focus on the development, implementation and evaluation of culturally-sensitive approaches to improve health status/access patterns and address gaps in care of populations within local, national, or global communities. (Minimum 280 clinical hours).

**Course Prerequisites**
Nursing 821, DNP Seminar & Practicum I.

NURSING 829: DNP RESIDENCY

**Course ID**
Nursing 829

**Course Title**
NURSING 829: DNP Residency
Credits
6

Course Description
In this course, students will synthesize previous learning in the practice environment in an immersion experience. Students will use practice opportunities to expand their leadership influence, translate research into practice, further develop clinical skills, and develop Family Practitioner competencies. Students will participate with clinical preceptors in a primary care setting under the supervision of clinical faculty to promote the transition from student role to a doctorally-prepared advanced practice nurse. (minimum 336 clinical hours)

Course Prerequisites
Nursing 718.

NURSING 883: HEALTH CARE INFORMATICS
Course ID
Nursing 883

Course Title
NURSING 883: Health Care Informatics

Credits
2-3

Course Description
This course will focus on developing the skills to effectively use information technology to promote optimal outcomes for patients. Content is directed toward assisting students to understand the relationship between the current state of medical and nursing science information, and to become leaders in dealing with health care management systems. The course focuses on navigating and interpreting the vast amount of online knowledge and examples of standardized nomenclature. Students will be able to use this information to enhance their own knowledge as well as function as a practice specialist/consultant sharing that knowledge base to information management and its use in health care.

Course Prerequisites
Graduate student standing or consent of instructor.

NURSING 890: DNP CAPSTONE PROJECT
Course ID
Nursing 890
Course Title
NURSING 890: DNP Capstone Project

Credits
3

Course Description
This is the culminating experience for the DNP student designed as a specialized advanced nursing practice field project. This project is designed as a clinical scholarship project allowing students to demonstrate expertise in practice and will be individualized based on student's prior experience and projected career goals. The capstone project integrates the role of the DNP in a comprehensive health care environment that includes utilization of leadership, consultation, advocacy, and collaboration. In-depth work with experts from nursing and other disciplines will be incorporated to provide opportunities for meaningful student engagement in the health care environment. (Minimum 56 clinical hours)

Course Prerequisites
Nursing 801, 803, 805 and 809.