

**University of Wisconsin Oshkosh
Graduate Bulletin (2018-2020)**

Extracted from uwosh.edu/bulletins in September 2020.

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POLICIES

Accreditations and Memberships

Accredited by:

- ACSB International — The Association to Advance Collegiate Schools of Business
- Accreditation Council on Education in Journalism and Mass Communication
- American Chemical Society
- Association for Assessment and Accreditation of Laboratory Animal Care [AAALAC]
- Commission for Collegiate Nursing Education [CCNE]
- Commission on Accreditation of Athletic Training Education [CAATE]
- Commission on Accreditation of Allied Health Education Programs, Committee on Accreditation for the Exercise Sciences [CAAHP/CoAES]
- Computing Accreditation Commission of the Accreditation Board for Engineering and Technology [CAC/ABET]
- Council for Accreditation of Counseling and Related Educational Programs [CACREP]
- Council for Standards in Human Service Education [CSHSE]
- Council on Accreditation [COA]
- Council on Social Work Education
- Higher Learning Commissions: A Commission of the North Central Association of Colleges and Schools
- International Fire Service Accreditation Congress [IFSAC]
- National Association for the Education of Young Children [NAEYC]
- National Association of Concurrent Enrollment Programs [NACEP]
- National Association of Schools of Music [NASM]
- National Environmental Health Science and Protection Accreditation Council [EHAC]
- Wisconsin Department of Public Instruction

Member:

- American Association of Colleges for Teacher Education [AACTE]
- American Association of Colleges of Nursing [AACN]
- American Association of State Colleges and Universities [AASCU]
- American Association for Curriculum Development [AACD]
- American Council on Education [ACE]
- American Educational Research Association [AERA]
- American Geological Institute
- American Historical Association
- Association for the Advancement of Sustainability [AASHE]
- Association of American Colleges & Universities [AAC&U]
- Association of Department of Foreign Languages [ADFL]
- Association of Environmental Health Academic Programs [AEHAP]
- Association of Wisconsin Nurse Educators [ANEW]
- College and University Professional Association [CUPA]
- Council for Higher Education Accreditation [CHEA]
- Council of Colleges of Arts and Sciences [CCAS]
- Council on Undergraduate Research [CUR]
- International Reading Association [IRA]

- Learning Resources Network [LERN]
- Mathematical Association of America
- Midwest Association of Graduate Schools [MAGS]
- Midwest Modern Language Association [M/MLA]
- Midwest Student Exchange
- National Academic Advising Association (NACADA)
- National Association of Colleges & Universities Business Officers [NACUBO]
- 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 Strength and Conditioning Association
- National Student Exchange [NSE]
- National Women's Studies Association
- Northeast Wisconsin Educational Resource Alliance [NEW ERA]
- NEW NORTH
- Teacher Education Council of State Colleges and Universities [TECSCU]
- The College Board
- WAICU StudyWisconsin
- Wisconsin Academy of Sciences, Arts and Letters
- Wisconsin Association of Colleges for Teacher Education [WACTE]
- Wisconsin Campus Compact
- Wisconsin Institute for Peace and Conflict Studies
- Wisconsin Rural Schools Association [WIRSA]
- Wisconsin Women in Higher Education Leadership [WWHEL]

For the most current list, visit the [Accreditation & Memberships page](#) at the Provost and Vice Chancellor of Academic Affairs website.

Notes, Notifications, Safety, and Disclaimers

THE UNIVERSITY OF WISCONSIN OSHKOSH

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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 nor 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 rules, regulations, course listings, degree programs and fee schedules, which are in effect at the time of publication. The University retains the exclusive right to change, modify, or interpret, at any time, the descriptions contained in this Bulletin. The University administration and faculty, with the concurrence of the Board of Regents and the administration of the University of Wisconsin System, also retain the right to change fees and to add, modify, or withdraw courses or degree programs at any time.

Under the provision of the Family Educational Rights and Privacy Act of 1974, a student is entitled to review any records, files, documents and other materials defined as education records that are maintained by UW Oshkosh and are related directly to the student. A student may contact the [Division of Student Affairs](#), Dempsey 148, for further information.

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 education 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 (except prescribed by law), 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 Equal Opportunity, Equity & Affirmative Action, (920) 424-1166.

WEATHER, EMERGENCY, AND ADVISORY NOTIFICATIONS

UW Oshkosh 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).

Campus community members can access UW Oshkosh weather information in a variety of ways through the University's Campus Safety and Emergency Site – emergency.uwosh.edu. There, students, staff, and faculty can sign up for UW Oshkosh TitanAlert text messages that are sent directly to mobile phones. You can directly visit uwosh.edu/home/titanalert to sign up. The UW Oshkosh home website – uwosh.edu – and UW Oshkosh Today – uwosh.edu/today – also display the latest weather-related updates once they originate on the Safety and Emergency Site. In addition to notifying radio and television stations of UW Oshkosh weather-related delays or cancellations, the free [UW Oshkosh mobile app](#) also features easy ways to access campus news, weather, and emergency updates. Our UW Oshkosh Facebook page and Twitter accounts—@uwoshkosh and @UWOshkoshToday—echo inclement weather updates that are relayed through the aforementioned University channels.

UW Oshkosh also updates an automated telephone line for timely information concerning class cancellations for winter weather-related conditions. Make a note to call (920) 424-0000 for the latest information.

LAB, STUDIO, AND SHOP SAFETY

Certain courses and research projects require that students work with hazardous materials (chemicals), laboratory equipment or other machinery while engaging in academic studies. The principal investigator or instructor shall review the relevant standard operating procedures, safety data sheets, and/or training materials with their students before work begins where students may be exposed to health or physical hazards in the course of their studies. Students shall discuss any associated concerns with the instructor. Where applicable, students must complete training as described in the Campus Chemical Hygiene Plan before work can begin.

Contact: Risk and Safety

Email: risk.safety@uwosh.edu

Phone: (920) 424-3209

On the Web: <https://uwosh.edu/safety/>

Academic Administration

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Colleen McDermott – Acting Dean College of Letters and Science
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UW System and UW Oshkosh Missions, Strategic Plans, Outcomes, and Principles

THE UNIVERSITY OF WISCONSIN OSHKOSH

Organization

The University of Wisconsin Oshkosh is both a major undergraduate, a regional graduate and doctoral campus in the statewide University of Wisconsin System, which ranks among the top education systems in the nation; it is one of thirteen 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 1927, and upon the approval of curricula in the liberal arts in 1951, 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 of 1963. 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. Situated in the near northwest section of the city, the modern campus of more than 52 buildings is arranged along a central mall and boulevard and bordered on the west by the Fox River.

MISSION OF THE UNIVERSITY OF WISCONSIN SYSTEM

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.

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 interinstitutional 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.

MISSION OF THE UNIVERSITY OF WISCONSIN OSHKOSH

The University of Wisconsin Oshkosh provides a high-quality liberal education to all of its students in order to prepare them to become successful leaders in an increasingly diverse and global society. Our dedicated faculty and staff are committed to innovative teaching, research, economic development, entrepreneurship, and community engagement to create a more sustainable future for Wisconsin and beyond.

High quality academic programs in nursing, education, business, social sciences, natural sciences, humanities, fine and performing arts, engineering technology, information technology, health sciences and applied and liberal studies—all delivered in an innovative and inclusive learning environment—lead to degrees at the associate, baccalaureate, master's and professional doctorate levels.

Vision Statement

The University of Wisconsin Oshkosh will be a research-enhanced comprehensive university built upon the ideals of a liberal education, inclusive excellence and shared governance that reinforces a nationally recognized emphasis on sustainability.

Values

1. Student Success
2. Inclusive Environment
3. Sustainability
4. Shared Governance
5. Community Partnerships
6. Creativity
7. Workplace Joy

STRATEGIC PLAN – 2016 – 2021

UW Oshkosh has embarked on the critical journey of implementing a new, forward-looking strategic plan that will focus on our core priorities of student success, academic excellence, campus effectiveness and our impact on the community, state, and world. Strategic planning is about what the University is capable of doing and how the campus and community work together

to accomplish it. Within this plan, a new and exciting future is identified for UW Oshkosh as a research-enhanced comprehensive university. This identifier elevates the research already being done and puts even greater emphases on it. It will also drive innovation and responsiveness in the curriculum, another key focus of the strategic plan. At the heart of the plan remains the student. Student success, education, preparedness, experience and support system is infused throughout this plan.

Strategic Priorities

- A. Enhance Student Success
- B. Promote Academic Excellence
- C. Expand Community Engagement and Economic Development
- D. Build an Inclusive and Supportive Institutional Environment

The Foundational Elements

These are infused in all we do.

- Inclusive Excellence
- Liberal Education
- Shared Governance
- Sustainability

ESSENTIAL LEARNING OUTCOMES

In 2007, UW Oshkosh's Liberal Education Reform Team (LERT) adapted the American Association of Colleges & Universities' list of essential learning outcomes for college students to suit the specific strengths of UW Oshkosh. These UW Oshkosh essential learning outcomes underpin general education on this campus. They are what every UW Oshkosh graduate will have competency in for life.

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

- 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 Members of Communities

- Knowledge of Sustainability and Its Applications
- Civic Learning – 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

- Synthesis and advanced accomplishment across general and specialized studies demonstrated through the application of knowledge, skills and responsibilities to new settings and complex problems

[\[Click here to see the AAC&U essential learning outcomes.\]](#)

ADMINISTRATIVE LEADERSHIP PRINCIPLES

- Maintain an open, inclusive, non-threatening environment
- Embrace responsive shared governance
- Treat people with respect and integrity
- Encourage risk taking
- Respect the ideas, roles, and talents of all members of the team
- Nurture, promote and integrate diversity of people and ideas
- Preserve the ideals of altruistic leadership
- Recognize, reward and celebrate success
- Advocate for all aspects of the University
- Empower and support others
- Communicate honestly and constructively
- Recognize our accountability to our internal and external constituencies
- Listen carefully and respond clearly
- Make decisions based on the priorities integral to the Governing Ideas of the University

Office of Graduate Studies, Definition of Graduate Faculty and Graduate Council Description

OFFICE OF GRADUATE STUDIES

Beginning in 1962, the University of Wisconsin Oshkosh introduced graduate study to northeastern Wisconsin. There are currently over 30 master's, post-master's (GAP), certificate and doctoral programs with a variety of emphases, electives and research areas. Courses are regularly scheduled during late afternoon and evening hours enabling students to pursue most graduate degree programs while working full time.

Vision

The University of Wisconsin Oshkosh will be recognized as the premier provider of graduate education north of Madison.

Mission Statement

Graduate education at the University of Wisconsin Oshkosh fosters scholarly activities that develop leaders who think creatively and analytically. Our graduate students and alumni contribute to the intellectual vitality of their communities by not only creating knowledge but by applying that knowledge.

THE GRADUATE FACULTY

The University of Wisconsin Oshkosh has an outstanding graduate faculty. The graduate faculty has responsibilities for graduate curriculum, admissions decisions and recommendations, student academic advisement, Graduate Council and/or departmental graduate committee activities, candidacy and comprehensive examinations, involvement with theses, clinical papers, field projects or culminating experiences, classroom instruction and assessment of learning. The following specifically outlines how the Graduate Council defines and describes Graduate Faculty and Graduate Instructional Academic Staff. This definition is aligned with the University's definition of [Minimum Qualifications for Faculty and Instructional Academic Staff](#).

Definition:

Graduate Faculty and Graduate Instructional Academic Staff shall include University of Wisconsin Oshkosh personnel who are qualified to engage in graduate-level activities.

Graduate-Level Activities:

Activities may include, but are not limited to: assignment to graduate classroom instruction; graduate curricular oversight and assessment; graduate admissions decisions and recommendations; graduate student academic advisement; facilitation of graduate student growth and development; Graduate Council and/or departmental graduate committee activities; candidacy and comprehensive examination responsibilities; involvement in culminating projects such as field projects, theses, seminar or clinical papers, clinical internship; external promotion of graduate activities.

Minimum Criteria for Qualification:

Although individual departments may adopt more stringent requirements based on departmental needs, the minimum requirements to qualify as a member of the Graduate Faculty or Graduate Instructional Academic Staff are:

1. A graduate degree in the professional field or discipline or an appropriate graduate degree as determined by the individual department;
2. A record of productive scholarship, creative endeavor, or achievement in application (e.g., mentor, teacher, practitioner)

Appointment and Renewal Process:

A. By October 1st of each academic year, each college/unit shall provide the Dean of Graduate Studies a list of new nominees, continuing members, and deleted members of the Graduate Faculty.

B. Assignment to participate in graduate-level activities will follow standard University, College, and Departmental personnel and administrative protocols.

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.

UW Oshkosh Calendar 2018-2020

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 fourteen, seven and three weeks. The majority of courses are offered during a 14-week period, but many are held for double hours during the first seven weeks and some for double hours during the second seven. Intensive interim courses are offered during the last three weeks of the term. This calendar is designed to allow students more choice in selecting their schedules and to encourage their participation in new educational alternatives. Students thereby enrich their total university experience with opportunities to take more courses in a term, if they wish to, and dramatically shorten the time required for graduation.

Special Features of the University of Wisconsin Oshkosh Calendar:

- Choices of courses offered for fourteen-, seven- or three-week periods within each total seventeen-week fall and spring term.
- Choices as to the number of courses to carry at any one time and still take a full load, during either a fourteen-week or full seventeen-week period.
- 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.
- An additional feature permits enrollment in an eight-week or either of two, four-week summer terms.

Important Graduate Program Deadlines

- Apply for Admission to Candidacy between nine credits and 21 credits.
- 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.
- Register for comprehensive examination (if the program requires an examination), thesis, capstone, or culminating research project no later than the 10th day of the semester of graduation.
- File dissertation/thesis research proposal by mid-term before the semester of graduation.
- Obtain format approval of dissertation or theses 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.
- Submit the final dissertation/thesis manuscript by the end of the 14-week semester or by end of summer session in which the student intends to graduate (if applicable to program). NOTE: Registration for a dissertation, thesis, capstone, field project, or independent study are subject to the same add/drop dates as other courses as published in the semester schedule of classes.

FALL SEMESTER 2018

Tuesday, Sept. 4 – Academic Advisement/Registration

Wednesday, Sept. 5 – Classes begin: 14-week and first 7-week terms

Tuesday, Oct. 23 – End of first 7-week term

Wednesday, Oct. 24 – Classes begin: second 7-week term

Wednesday, Nov. 21–Sunday, Nov. 25 – Thanksgiving recess (Note: Recess begins after evening classes on Nov. 20)

Monday, Nov. 26 – Classes resume

Friday, Dec. 14 – End of 14-week and second 7-week terms

Saturday, Dec. 15 – COMMENCEMENT

Monday*, Jan. 7, 2019 – Classes begin: 3-week interim

Monday, Jan. 16 – Legal holiday, Martin Luther King, Jr. Day — no classes

Friday, Jan. 20 – End of 3-week and 17-week terms, Official Graduation Date

*Fall interim classes will meet on Jan. 7, 8, 9, 10, 11; 14, 15, 16, 17, 18; 22, 23, 24, 25.

SPRING SEMESTER 2019

Friday, Feb. 1 – Academic Advicement/Registration

Monday, Feb. 4 – Classes begin: 14-week and first 7-week terms

Friday, March 22 – End of first 7-week term

Sunday, March 24–Sunday, March 31 – Spring break

Monday, April 1 – Classes resume and second 7-week term begins

Friday, May 17 – End of 14-week and second 7-week terms

Saturday, May 18 – COMMENCEMENT

Monday*, May 20 – Classes begin: 3-week interim

Monday, May 27 – Legal holiday, Memorial Day — no classes

Friday, June 7 – End of 3-week and 17-week terms, Official Graduation Date

* Spring interim classes will meet on May 20, 21, 22, 23, 24; 28, 29, 30, 31; June 3, 4, 5, 6, 7.

SUMMER SESSION 2019

Monday, June 17 – Classes begin: 8-week and first 4-week terms

Tuesday, July 4 – Legal holiday, Independence Day — no classes

Friday, July 12 – End of first 4-week term

Monday, July 15 – Classes begin: second 4-week term

Friday, August 9 – End of 8-week and second 4-week terms, Official Graduation Date

FALL SEMESTER 2019

Tuesday, Sept. 3 – Academic Advisement/Registration

Wednesday, Sept. 4 – Classes begin: 14-week and first 7-week terms

Tuesday, Oct. 22 – End of first 7-week term

Wednesday, Oct. 23 – Classes begin: second 7-week term

Wednesday, Nov. 27–Sunday, Dec. 1 – Thanksgiving recess (Note: Recess begins after evening classes on Nov. 26)

Monday, Dec. 2 – Classes resume

Friday, Dec. 13 – End of 14-week and second 7-week terms

Saturday, Dec. 14 – COMMENCEMENT

Monday*, Jan. 6, 2020 – Classes begin: 3-week interim

Monday, Jan. 20 – Legal holiday, Martin Luther King, Jr. Day — no classes

Friday, Jan. 24 – End of 3-week and 17-week terms, Official Graduation Date

*Fall interim classes will meet on Jan. 6, 7, 8, 9, 10; 13, 14, 15, 16, 17; 21, 22, 23, 24.

SPRING SEMESTER 2020

Friday, Jan. 31 – Academic Advicement/Registration

Monday, Feb. 3 – Classes begin: 14-week and first 7-week terms

Friday, March 20 – End of first 7-week term

Sunday, March 22–Sunday, March 29 – Spring break

Monday, March 30 – Classes resume and second 7-week term begins

Friday, May 15 – End of 14-week and second 7-week terms

Saturday, May 16 – COMMENCEMENT

Monday*, May 18 – Classes begin: 3-week interim

Monday, May 25 – Legal holiday, Memorial Day — no classes

Friday, June 5 – End of 3-week and 17-week terms, Official Graduation Date

* Spring interim classes will meet on May 18, 19, 20, 21, 22; 26, 27, 28, 29; June 1, 2, 3, 4, 5.

SUMMER SESSION 2019

Monday, June 15 – Classes begin: 8-week and first 4-week terms

Friday, July 4 – Legal holiday, Independence Day — no classes

Friday, July 10 – End of first 4-week term

Monday, July 13 – Classes begin: second 4-week term

Friday, August 7 – End of 8-week and second 4-week terms, Official Graduation Date

The Calendar is subject to change without notice. For current details, refer to the Academic Calendar that is linked to the Office of the Provost's web page – uwosh.edu/calendars/

Graduate Programs – An Overview

The University of Wisconsin Oshkosh offers a wide array of graduate degree, certificate and post-master's programs on campus and online as well as at other University of Wisconsin System institutions through collaborative and 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

Choose from around 40 doctoral, masters, certificate, and graduate achievement (GAP – post-masters) programs spanning a wide array of disciplines. All UW Oshkosh graduate programs are regionally accredited and nurtured by an award-winning faculty.

- Biology (MS)
 - Biology
 - Microbiology
- Business Administration (MBA)
 - Professional Path (Emphases in Health Care Management, Human Resource Management, International Business, Marketing, MIS, Project Management)
 - Executive Path
- Data Science (MS) (100% online)
- Educational Leadership and Policy: The Superintendancy (Ed. D.)
- Educational Leadership and Policy (MS)
 - General
 - Library Science
- English (MA)
- Human Services Leadership (MS) (100% online)
- Literacy and Language (MSE)
 - Literacy
 - Reading Specialist track within Master's
 - Also course work leading to Reading Teacher License (316)
 - Also course work leading to Reading Specialist License (17)
- Mathematics Education (MS)
- Nursing (MSN)
 - Clinical Nurse Leader (100% online)
 - Nurse Educator (100% online)
 - RN to BSN to MSN
- Nursing Practice (DNP)
 - BSN to DNP with FNP Emphasis
 - BSN to DNP with Nurse Anesthesia Emphasis
 - Master's to DNP
 - MSN to DNP with FNP Emphasis
- Professional Counseling (MSE)
 - School Counselor
 - Clinical Mental Health
 - Student Affairs/College Counseling
- Psychology (MS)
 - Cognitive and Affective

- Public Administration (MPA) (a 100% online option is available)
 - General Public Administration
 - Health Agency Administration
 - Fire and Emergency Administration
 - Nonprofit Management and Leadership
- Social Work (MSW)
 - Healthcare Practice
 - Mental Healthcare Practice
- Special Education and Early Childhood (MSE) (Licensure and non-licensure emphases available)
 - Cross Categorical – ID / EBD / SLD
 - Early Childhood
 - Non-licensure
 - Director of Special Ed/Pupil Services
- Sustainable Management (MS) (100% online)
- Teaching and Learning (MSE)
 - Elementary Education (Individually Designed Program)
 - English as a Second Language (ESL)
 - ESL/Bilingual Education (Spanish/English or Hmong/English)
 - Math Intervention
 - Secondary Education (Individually Designed Program)
 - MSE Teaching & Learning – HLC Accreditation Pathway (Non-Cohort)

GRADUATE ACHIEVEMENT PROGRAMS (G A P)

The Literacy and Language program at the University of Wisconsin Oshkosh offers post-master's studies referred to as Graduate Achievement Programs (GAP):

Academic Department: Literacy and Language

GAP Area: Literacy

For more information about the GAP program refer to the specific academic section for Literacy and Language in this Bulletin, contact the graduate program directly, or be in touch with the Graduate Studies Office.

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 Verification of Program Study 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 completion in the same manner as master's and doctoral degree candidates apply for graduation (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:

Academic Department	Certificate Area
Business Administration	Foundations
Teaching and Learning	Classroom Assessment Disciplinary Literacy (joint with Literacy) Math Intervention Teaching English to Speakers of Other Languages
English	Creative Writing New Literatures
Educational Leadership	Athletics Leadership and Sports Management Director of Instruction Educational Administration for Principal Licensure Leadership for Post-Secondary, Technical and Adult Education Leadership for Social Justice Post-baccalaureate Library Media Specialist
Literacy and Language	316 Bilingual Reading Teacher Disciplinary Literacy (joint with Teaching and Learning) Literacy Coaching Reading Specialist License Reading Teacher License
Nursing	Clinical Nurse Leader Healthcare Informatics Nurse Educator
Public Administration	Health Care Management
Special Education	Sign Language and Deaf Culture Director of Special Education and Pupil Services

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

COLLABORATIVE AND COOPERATIVE DEGREE PROGRAMS

In addition to on-campus programs, the University of Wisconsin Oshkosh has established agreements with several UW System institutions, to offer graduate degree programs and individual credit options for students at these institutions. These programs and their characteristics are summarized here:

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.

University of Wisconsin MBA Consortium programs are authorized through the University of Wisconsin System, and provided by the four partner business schools: UW-Eau Claire, UW-La Crosse, UW-Oshkosh, and UW-Parkside. Each college of business is accredited by AACSB International. The University of Wisconsin System is one of the largest systems of public higher education in the country, serving more than 160,000 students each year and employing more than 32,000 faculty and staff statewide. The UW System consists of 13 four-year universities, the 13 freshman-sophomore UW Colleges, and the statewide UW-Extension. Together, these institutions are a tremendous academic, cultural, and economic resource for Wisconsin, the nation, and the world.

UW System School Library Education Consortium (UWSSLEC) through the Educational Leadership and Policy Department (MS and/or Licensure): Collaborative program with the University of Wisconsin-Madison, in which the University of Wisconsin-Madison has the degree authorization.

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 Educational Leadership and Policy at the University of Wisconsin Oshkosh (920) 424-1490.

Financial Aid

ELIGIBILITY

A graduate student must be admitted to a degree program or be earning teaching certification in order to be eligible for financial assistance. Generally, special, non-degree, certificate or Graduate Achievement Program (GAP) students are not eligible for financial aid. All financial aid recipients are expected to be familiar with the rules and regulations that apply to specific financial aid awards. This information can be found on the Financial Aid Office's website: uwosh.edu/financialaid. 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 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 (uwosh.edu/financialaid) 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) – studentaid.ed.gov/sa/fafsa, to be considered for the Graduate Advanced Opportunity Program (AOP) grants, Federal Work Study, Federal Direct Loans (unsubsidized) and Native American grants. The FAFSA should be completed and submitted to the federal processor as early as possible for consideration for the upcoming academic year.

Financial Aid is awarded when the student has a completed FAFSA 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 months 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 and Federal Direct Loan. Other forms of financial assistance that a student receives may be included in 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 AND GRANTS

Scholarships are gifts of money that do not need to be repaid, provided the enrollment period is completed. Scholarship donors determine the individual criteria of the award(s), which may include financial need, merits, and talents.

Grants are funds provided by federal, state or private sources that do not need to be repaid, provided that the enrollment period is completed. Grants are awarded based on a financial need and usually require filing the FAFSA in order to be considered.

In addition to scholarship and grant information found on the Financial Aid and Graduate Studies Offices websites, the UW Oshkosh Foundation manages a scholarship database called AcademicWorks (uwosh.academicworks.com). UW Oshkosh offers nearly 500 scholarships totaling more than \$700,000. These scholarships may be applied for annually. The scholarships are funded through contributions from alumni, faculty and staff, friends, parents, campus organizations, and corporations. Within the AcademicWorks scholarship system, you:

- fill out one simple and secure general scholarship application in a few minutes
- are automatically considered for many of the scholarships available at UW Oshkosh
- may be eligible for additional scholarships by answering a few supplemental questions
- can search available scholarships to view qualifications and other related information

Non-Wisconsin residents should contact their states' higher education agencies for any possible state specific aid. Higher education agencies listing by state can be found online through the Department of Education.

The UW Oshkosh Financial Aid Office and the Graduate Studies Office provide scholarship and grant information as a courtesy. Outside of maintaining their websites, the Financial Aid or Graduate Studies Offices do not promote, validate or maintain the websites listed. URL addresses and website contents frequently change and were accessible when last checked. A website listing does not necessarily imply the University of Wisconsin Oshkosh, the Financial Aid, or Graduate Studies Offices agree with the material contained on or linked to the websites.

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 34-week 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 admitted in full standing to a graduate degree program at the University of Wisconsin Oshkosh;
2. Continuing student in full standing;
3. Student 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 website at: bit.ly/1U9BN8w

Federal Work-Study Employment

Work study may be 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 through the UW Oshkosh Human Resources Department website.

AWARD PROGRAMS

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 the FAFSA is all that's required to be considered. Financial need and academic achievement are the bases for granting awards. For more details see the information posted on the Graduate Studies website (bit.ly/2II7kRa).

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. Generally, recipients must be at least one-fourth Native American 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 Native American and Alaskan Native students is:

American Indian Graduate Center (aigcs.org)
3701 San Mateo NE #2000
Albuquerque, NM 87110

Minnesota-Wisconsin Reciprocity Program

This arrangement permits an eligible Minnesota resident to attend the University of Wisconsin Oshkosh and pay the established reciprocity fees. Find information on the web at: www.ohe.state.mn.us/mPg.cfm?pageID=97. Interested Minnesota residents should request information by writing to Minnesota Office of Higher Education Reciprocity Program, 1450 Energy Park Drive, Suite 350, St. Paul, Minnesota 55108-5227.

International Student Nonresident Partial Tuition Waiver

A limited number of these awards, up to the amount of non-resident tuition, are available to graduate international students who demonstrate financial need. This waiver may cover all or a portion of the difference between non-resident and resident tuition. Full waiver of all tuition is not available. 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 and continuing students should be directed to the Director of Graduate Services.

LOANS

Federal Direct Stafford 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. The interest rate is fixed annually and repayment begins six months after the borrower drops below half-time enrollment or graduates. Contact the Financial Aid Office for the current interest rate or check their website at: uwosh.edu/financialaid/loans/

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 Veteran’s Resource Center, Dempsey Hall 130, (920) 424-1804, veterans@uwosh.edu.

Midwest Student Exchange Program (MSEP)

Through the MSEP (msep.mhec.org/), 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.

Fees

All information pertaining to academic fees and dates may be subject to change after the posting of this Bulletin. IT IS A 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 nonresidents 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 changing a student's residency classification.

A change to WI resident for tuition purposes is not an automatic procedure. The student must request a change and submit the necessary forms and information to provide satisfactory proof of bonafide residency in Wisconsin. The required forms and information can be obtained by contacting the Graduate Studies Office, Dempsey Hall 345, (920) 424-1223.

University Tuition and Fees

The following fee information was as of fall 2018. When determined and released by the Board of Regents (after the posting of this Bulletin), new fee information is available from the Student Financial Services Office, Dempsey Hall Room 236 or on their website (<http://adminservices.uwosh.edu/student-financial-services/tuition-and-fees/>). For further information, call (920) 424-1332.

Full-Time (9 credits or more) Fall 2018 Semester Fees (includes segregated fees)	Wisconsin Resident	Nonresident
Graduate	\$ 4,419.69	\$ 8,985.12
Graduate Business (includes special course fees)	\$ 6,856.71	\$ 11,435.19
Graduate Doctor of Nursing Practice (special course fees may apply)	\$ 6,669.69 (no residency differential)	
Graduate Social Work	\$ 4,984.65 (credit plateau not applicable to MSW courses)	

Part-Time Per Credit (<9 credits) Fall 2018 Semester Fees (includes segregated fees)	Wisconsin Resident	Nonresident
Graduate	\$ 491.08	\$ 998.35
Graduate Business (includes enhancement fee)	\$ 761.86	\$ 1,269.13

Part-Time Per Credit (<9 credits) Fall 2018 Semester Fees (includes segregated fees)	Wisconsin Resident	Nonresident
Graduate Doctor of Nursing Practice (special course fees may apply)	\$ 741.08 (no residency differential)	
Graduate Social Work	\$ 553.85 (credit plateau not applicable to MSW courses)	

Audit-Only per credit Fall 2018 Semester Fees (includes segregated fees)	Wisconsin Resident	Nonresident
Graduate	\$ 192.44	\$ 531.44

Credit and Audit per credit Fall 2018 Semester Fees (includes segregated fees)	Wisconsin Resident	Nonresident
Graduate	\$ 491.08	\$ 998.36

Notes:

1. 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.
2. Additional mandatory special course fees are listed below by the respective course number.

Special Course Fees

(Nonrefundable, subject to change without notice)

Business

There are separate tuition/fees for MBA courses. Consult the Student Financial Services Office and MBA websites for specific information.

Education

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

Housing Fees – As of Fall 2018

Room Cost (per semester) – uwosh.edu/housing/students/my-housing/housing-contract-room-rates/

Type	Cost
Double Room	\$ 2,234

Double Room Taylor	\$ 2,538
Single Standard Room	\$ 3,090
Single Room Taylor	\$ 3,318
Design Single Room	\$ 2,752
Horizon two bedroom suite	\$ 3,240
Horizon four bedroom suite	\$ 3,380

Dining Fees – As of Fall 2018

Meal Plans and Cost (per semester – uwosh.edu/reeve/dining/meal-plans/resident/)

Resident Basic Plans		
15 meals/week + 15 bonus meals + Your Choice of Titan Dollars Amount		
Meal Plan	Titan Dollars	Total Cost
A	\$ 80	\$ 1,490
B	\$ 180	\$ 1,590
C	\$ 280	\$ 1,690

Resident Deluxe Plans		
21 meals/week + 15 bonus meals + Your Choice of Titan Dollars Amount		
Meal Plan	Titan Dollars	Total Cost
A	\$ 80	\$ 1,611
B	\$ 180	\$ 1,711
C	\$ 280	\$ 1,811

Resident Ultimate Plans			
Meal Plan	Ultimate Meals	Titan Dollars	Total Cost
Silver	75	\$ 515	\$ 1,246
Gold	100	\$ 685	\$ 1,645

Platinum	150	\$ 415	\$ 1,697
Exclusive	50	\$ 345	\$ 837

Commuter Ultimate Plans			
Meal Plan	Ultimate Meals	Titan Dollars	Total Cost
Bronze	25	\$ 175	\$ 425
Exclusive	50	\$ 345	\$ 837
Silver	75	\$ 515	\$ 1,246
Gold	100	\$ 685	\$ 1,645
Platinum	150	\$ 415	\$ 1,697

Please check the Reeve Dining website for additional options regarding these plans.

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. The fee is paid only once if there are multiple applications within a 10-year period.

Transcript Fee

Ordering a transcript costs \$10.00 each for 2 business day processing (Please check with the Transcript Office for the current fees). Expedited delivery is available for an additional fee. The appropriate fee for the number of transcripts requested must be paid at the time of the request. More information can be found on the web at uwosh.edu/registrar/students/transcripts/. A voucher for one official complimentary transcript is included with a diploma/certificate upon conferral of a graduate degree, certificate or achievement program.

Library Fees

Library charges are levied for overdue and lost books.

Residence Hall Fees

Hall programs and events are funded by a voluntary activity fee of \$25 for the academic year.

PAYMENT INFORMATION

(Subject to change without notice. Students should refer to their TitanWeb account to monitor fees, billings, payments, and any other financial transactions.)

Payments of all fees are due on the established dates specified in the Fee Payment Deadline Dates schedule through the Student Financial Services website: uwosh.edu/finance-administration/student-financial-services/. Students on the partial payment plan pay a portion of their fees (10% / 45% / 45%) as specified in the installment agreement.

All students are encouraged to enroll in the Partial Payment Plan as a way to give them more time to pay their bill. If the plan is activated, the student can pay the eligible charges in three installments during the fall and spring terms and two installments during the summer term. To enroll in the Partial Payment Plan, log onto your TitanWeb. In the Student Services Center (Home Page), under the Finances section, you will find the link to electronically read and sign

the Payment Plan. If you have any questions or need assistance, feel free to contact the Student Accounts Office at 920-424-1332 or sa@uwosh.edu.

Payments at the Cashier's Office may be made by cash, money order or check (payable to the University of Wisconsin Oshkosh). 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, Visa, American Express, Discover or E-check. A 2.5% convenience fee will be assessed on the payment amount for credit card services by the credit card company. Credit card payments are NOT accepted at the Cashier's window or by phone.

FEE REFUNDS

(Subject to change without notice)

Refund of fees is based on the official date of a class drop or withdrawal. The refund schedule below covers academic fees and applies to students withdrawing 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. Check the payment and refund calendar on the Student Accounts website: admins-services.uwosh.edu/student-financial-services/tuition-and-fees/refunds-for-drops/withdrawals/

Percentage of Refund by Week

Course Length	Week 1	Week 2	Week 3	Week 4	Week 5
3 Weeks	100%	25%	0%	0%	0%
7 weeks	100%	50%	0%	0%	0%
10 weeks	100%	50%	25%	0%	0%
14 weeks	100%	100%	50%	50%	0%
17 weeks	100%	100%	50%	50%	0%

*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 Financial Services 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 Financial Services Office, Dempsey Hall 236. Call (920) 424-1332 for information.

Forrest R. Polk Library

Polk Library supports the research needs of graduate students through its combination of online, local and System-wide collections. Due to their advanced needs, graduate students enjoy borrowing privileges of books and films and on-demand article delivery similar to faculty members. Access to Polk's 50,000+ full-text electronic journals is available 24/7 via NetID. And through Polk's partnerships, UW Oshkosh graduate students have access to the vast collections of the over 50 libraries and archives of UW System. Books and other research materials from schools across the system can most often be sent to Oshkosh within a matter of days.

Computer facilities within the library include workstations in Polk 101, a modern work environment with wireless printing and staff to assist. In addition, Polk Library has laptops available for check-out within the building.

Access to Polk Library's expert librarians is not limited to regular workday hours. Graduate students can make appointments with librarians to discuss specific research projects and with 24/7 chat reference help, answers to less involved questions are always just few clicks away. For more information, call Polk Library (920) 424-4333 or visit at uwosh.edu/library and, specifically for graduate students, go to uwosh.edu/library/services/for-faculty.

Academic and Degree 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 the Office of Graduate Studies staff, graduate program coordinators and staff, and advisers to aid students while they pursue graduate studies.

APPEALS PROCESS

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.

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 submitting a written complaint to the Chancellor or his designee.
2. A student with a complaint about classroom treatment, grades or other matters should follow the policies of the College or Division under which the course is being offered. These policies can be obtained from the College or Division office or found on the website of each College or Division.

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 345, (920) 424-1223, or staff in the Dean of Students Office (uwosh.edu/deanofstudents/), (920) 424-3100.

GRADUATE COURSE NUMBERS AND SUBJECT DESCRIPTIONS

The University of Wisconsin Oshkosh graduate course numbers are 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 progress 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 and adhere to a graduate course rubric 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 graduate 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 labels for course numbers are assigned according to the following key:

- ACCT: Accounting
- AF AM ST: African American Studies
- AFR ABRD: Africa Study Abroad
- AMER STD: American Studies
- ANTHRO: Anthropology
- APC: Applied Computing
- ARABIC: Arabic
- ARAPAHO: Arapaho
- ART: Art
- ASTRONY: Astronomy
- BIOLOGY: Biology
- BUSINESS: Business
- CHEM: Chemistry
- CHINESE: Chinese
- CNSLR ED: Counselor Education
- COMM: Communication
- COMP SCI: Computer Science
- CRIM JUS: Criminal Justice
- DATA SCI: Data Science
- DFLL: Foreign Lang & Lit All
- ECON: Economics
- ED FOUND: Educational Foundations
- ED LDRSP: Educational Leadership
- EGR: Engineering
- EGRT: Engineering Technology
- ELEM ED: Elementary Education
- ENGLISH: English
- ENGR: Engineering Technology
- ENV STDS: Environmental Studies
- EXT STDS: External Studies
- FERM: Fire & Emergency Response Mgmt
- FINANCE: Finance
- FL ELECT: Foreign Language Elective

- FR ABRD: France Study Abroad
- FRENCH: French
- GEN ELEC: L & S General Electives
- GEN STDS: General Studies
- GEOG: Geography
- GEOLOGY: Geology
- GERMAN: German
- GMB: Global Master Business
- GMBA: Global Master Business Admin
- GRD STDS: Graduate Studies
- GREEK: Greek
- HEALTH: Health
- HISTORY: History
- HLTH ED: Health Education
- HLTH EDU: Health Education
- HNRS: Honors
- HONORS: Honors
- HU ELECT: Humanities Electives
- HUMAN SV: Human Services
- INFO SYS: Information Systems
- INTRCULT: Intercultural Studies
- INTRDSCP: Interdisciplinary Studies
- INTRNTL: International Studies
- ITALIAN: Italian
- ITM: Info Tech Management
- JAPANESE: Japanese
- JOURNAL: Journalism
- KINESIOL: Kinesiology
- KINESLGY: Kinesiology
- LATIN: Latin
- LIB SCI: Library Science
- LIB STDS: Liberal Studies
- LITERACY: Literacy & Language
- MARKET: Marketing
- MATH: Mathematics
- MED TECH: Medical Technology
- MHR: Management & Human Resources
- MIL SCI: Military Science
- MPA: Master of Public Admin
- MSDS: MS in Data Science
- MUSIC: Music
- NS ELECT: Natural Science Electives
- NURS-ACC: Accelerated Nursing Program
- NURS-CNP: Nursing Collaborative Program
- NURSING: Nursing
- PBIS: Problem-Based Inquiry Seminar

- PHIL: Philosophy
- PHY ED: Physical Education
- PHYS ED: Physical Education
- PHYS SCI: Physical Science
- PHYS/AST: Physics/Astronomy
- POLI SCI: Political Science
- PRAC ART: Practical Arts
- PRF CNSL: Professional Counseling
- PRTGUESE: Portuguese
- PSYCH: Psychology
- PUB ADM: Public Administration
- READING: Literacy and Language
- RELSTDS: Religious Studies
- RTF: Radio-TV-Film
- RUSSIAN: Russian
- SCM: Supply Chain Management
- SEC ED: Secondary Education
- SHOSHONE: Shoshone
- SMGT: Sustainability Management
- SOC: Sociology
- SOC JUST: Social Justice
- SOC WORK: Social Work
- SPANISH: Spanish
- SPEC ED: Special Education
- SRVC CRS: Service Courses in Education
- SS ELECT: Social Science Electives
- TBIS: Theme-Based Inquiry Seminars
- TCHLRN: Teaching and Learning
- THEATRE: Theatre
- URB PLNG: Urban Planning
- URB/REG: Urban & Regional Studies
- WBIS: Writing-Based Inquiry Seminars
- WG STDS: Women's & Gender Studies
- WOM STDS: Women's Studies

Course descriptions are found in each department's section of the Bulletin. The course number (department/program alpha label 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 AFFILIATION POLICY

It is the policy of the Board of Regents and Wisconsin Administrative Code (UWS 22.03) 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:
 1. There is a scheduling conflict between the student's sincerely held religious beliefs and taking the examination or meeting the academic requirements; and
 2. 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 requirements before or after the regularly scheduled examination or other academic requirement.
3. Instructors shall accept, at face value, the sincerity of students' religious beliefs. Student notification of instructors and requests for relief under sub. 1 shall be kept confidential.
4. Complaints of failure to provide reasonable accommodation of a student's sincerely held religious beliefs as required by this rule may be filed under institutional complaint and grievance procedures adopted pursuant to Chs. UWS 6 and 13.
5. The Chancellor of each institution shall, through appropriate institutional publications, provide notification to students and instructors of the rules for accommodation of religious beliefs, and of the procedure and appropriate office for filing complaints.

ACADEMIC INTEGRITY

Academic Integrity is critical to the mission of the University of Wisconsin-Oshkosh. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way. Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engaging in academic misconduct while referring to campus resources. Students are expected to uphold the core values of academic integrity which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens.

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 or on their website (uwosh.edu/deanofstudents/university-policies-procedures), 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 conduct code.

ACCEPTABLE USE POLICY

The purpose of this policy (bit.ly/2EASpn3) is to establish parameters for the acceptable use of information technology resources owned or under the control of the University of Wisconsin System. This policy establishes the behaviors for acting in a responsible, ethical, and legal manner that respects the rights of community members who access or rely upon the information technology resources of the UW System, or who may have personal, confidential, private, proprietary, or copyrighted data and information stored within the UW System's information technology resources.

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 spring or fall 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 should be prepared to verify the student is working on his or her thesis. This policy may not satisfy certain Financial Aid or loan deferment requirements, and students may not be eligible for certain student services, e.g. use of the Student Health Center, Recreation and Wellness 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:

- 17-week term: 18 maximum credits

- 14-week term: 15 maximum credits
- 8-week term: 8 maximum credits
- 4-week term: 4 maximum credits
- 3-week term: 3 maximum credits

Anything that exceeds these limits requires approval from the graduate program coordinator and 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 course requirements at the University of Wisconsin Oshkosh. Credit earned prior to admission to the UW Oshkosh graduate program will be evaluated at the time of admission.

Students who have been admitted to a graduate program at the UW Oshkosh and wish to take coursework at another institution should enroll as a special student at that institution and secure prior approval from the UW Oshkosh graduate program coordinator for courses to be substituted in their UW Oshkosh graduate degree program.

The following are criteria for evaluating credits taken outside of the UW Oshkosh.

1. The academic program and/or institution is appropriately accredited.
2. No letter grade of below B will be accepted in transfer.
3. Course is acceptable in a graduate degree program at the transfer institution.
4. Course syllabus is available with objectives and evaluation methods.
5. A seven-year time limit is applicable for all courses to be part of the master's degree (shorter time limits are required by certain programs).
6. Independent study, seminars, and workshops do not generally transfer.

Exceptions to the above criteria may be made based on the appropriate coordinator's recommendation and the approval of the Director of Graduate Services, Office of Graduate Studies.

No more than nine semester hours will be accepted in transfer, except in established collaborative/cooperative programs.

Credits accepted in transfer will be posted to the student's transcript. No grades will be recorded, and grades will not be included in the computation of the UW Oshkosh term or cumulative graduate grade point averages.

CREDIT FOR PRIOR LEARNING

Credit for prior learning through portfolio assessment is an available option at the University of Wisconsin Oshkosh. A learning portfolio is a formal written document that identifies the knowledge and skill acquired through non-formal learning and provides evidence to support a request for credit. Credit for prior learning is not granted for the experience itself, but for the verifiable learning outcomes which grew out of the experience. This credit can be granted for demonstrated learning that results from life experiences (e.g., employment, volunteer work, community service, travel, military service). The student's learning must relate to the learning outcomes in a particular course or courses in an academic program at the University of Wisconsin Oshkosh. The learning which occurred as a result of these experiences must be validated in accordance with this policy to ensure it is equivalent to that acquired at the graduate level in terms of quality and outcomes.

To qualify for graduate credit for prior learning:

- The student must be enrolled as a graduate student in good standing at UW Oshkosh

- Experiences to be counted as credit for prior learning cannot be more than seven-years old
- No more than six credits can be awarded for prior learning
- No more than nine credits overall via credit for prior learning or transfer may be applied to a graduate degree

Evaluation of credit for prior learning through portfolio assessment will be done at the college or department level. Colleges or departments will notify students of a date by which the portfolio assessment will be completed.

1. The portfolio is a formal written document that identifies the knowledge and skills acquired as a result of non-university experiences and that provides evidence to support these claims.
2. Portfolios should be submitted to the department during the first semester of a graduate program or at program discretion.
3. Upon receiving a portfolio for review, faculty in the relevant discipline must assess prior learning in accordance with college guidelines to determine if the learning which occurred as a result of the identified life experiences is equal to graduate-level learning, and sufficient to meet expectations in a particular course presently offered as part of the graduate program plan of study. The faculty conducting the review will determine the number of credits to be awarded.
4. Upon assessment of learning and determination of credits to be awarded, the department will submit the credits to the appropriate college for validation.
5. Once the college validates credits earned, it will forward the number of credits to be awarded to the Office of Graduate Studies. If the college does not validate the award of credits for prior learning, it will notify both the department and the student in writing.
6. Credit for prior learning may not be applied to courses in which a student has already earned a grade. No grade will be attached to the credit received for prior learning.

A fee to defray the costs of review may be charged to the student and is determined by the college or department.

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 Graduate Achievement 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 requires there be both an independent study contract form and student-drafted proposal. The contract form requires the signature of the instructor, the graduate program coordinator, College Dean (except Letters and Science) or designee (as appropriate) and the Director of Graduate Services.

4. Only one independent study (three (3) credit maximum) contract during any term 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.

CULMINATING EXPERIENCE CONTINUATION POLICY

The Culminating Experience Continuation Policy is for students who have completed all required course work but have not finished their final culminating experience (i.e. thesis, clinical paper, field project). For further information see the details about this policy in the Graduate Degree Requirements section of this Bulletin.

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. The point values for the various letter grades are as follows:

Letter Grade	Grade-points per Credit
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
F	0.00

Before Fall 2009

Letter Grade	Grade-points per Credit
A	4.00
AB	3.50
B	3.00
BC	2.50
C	2.00
F	0.00

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

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 and are computed in 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 credit or grade-point computations. 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, Advanced Opportunity Program grant eligibility, 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 for the term.

In Progress (IP)

The IP designation is noted for theses, field reports, field projects, clinical papers, and other culminating experience courses 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 suspended. Periods of probation and suspension are indicated on the student's unofficial transcript. Similarly, full academic standing when reached is noted on the unofficial transcript. Some programs have more restrictive requirements and policies as they pertain 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 after completing 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 approximately 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. These students do not have the benefit of being on academic probation.

Suspension Appeal

The Office of Graduate Studies will place an enrollment service indicator (hold) 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 appeal in writing directly to the Director of Graduate Services, Office of Graduate Studies, following the semester of suspension.

Applying for Admission

UW Oshkosh Office of Graduate Studies

800 Algoma Blvd., Dempsey Hall 345

Oshkosh, WI 54901

(920) 424-1223

(920) 424-0247 Fax

uwosh.edu/gradstudies

gradschool@uwosh.edu

DOMESTIC APPLICANTS

An online application is available on the web at apply.wisconsin.edu. A one-time, \$56, non-refundable, non-waivable application fee is required. Subsequent application to other programs generally does not require an additional fee if the applicant last applied and paid a fee within the past 10 years. Consideration for admission to an alternate or another program after an initial application is submitted, transfer of application processing to another program, or to a certificate 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 Office of Graduate Studies. 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.

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 website, 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](#). Note that admission to Graduate Achievement Programs and certificate programs have different admission procedures. Contact the program or the Graduate Studies Office for details.

INTERNATIONAL APPLICANTS

An online application is available on the web at 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 or an IELTS score. 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 ets.org/toefl/. For IELTS information visit their website at ielts.org/.

Other evidence of English language proficiency such as attending a U.S. college or university continuously for more than one year, OR having completed a U.S. undergraduate/graduate degree, OR receiving an undergraduate degree from a foreign institution where English is the language of instruction for both degree and non-degree courses (subject to corroboration with other evidence of English language skills), OR residing in the U.S. for more than one year without being a student may be considered.

Submit a notarized Confidential Declaration of Financial Resources form with applicable bank and financial statements that show the 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 website](#).

The admission and immigration 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 website, 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 – also known as the Buckley Amendment) 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. Based on FERPA, the only information that may be released to outside institutional sources without the written permission of the individual student is directory information. This is defined by the Act as the student's name, addresses, telephone numbers, e-mail address, classification, major field of study, dates of attendance, full-time/part-time status, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletic teams, and the most recent previous educational agency or institution attended by the student. Any student not desiring their directory information to be made public must complete a written request to the Student Affairs Office in Dempsey Hall 148.

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:

1. The records he or she wishes to be released.
2. The purpose of the disclosure.
3. 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.

A student may sign a release in the Office of Student Affairs, Dempsey Hall 148, which allows educational records to be released to a third party/parent. The release is kept on file in the Student Affairs Office (424-4000). For more information about FERPA, contact the Registrar's Office, the Student Affairs Office or the Graduate Studies Office.

Admission Evaluation Summary

When the admission file is complete, the Graduate Studies Office prepares a summary admission evaluation based on the materials and information provided by the applicant. The evaluation summary assesses an applicant's admissibility to graduate studies at the University primarily on the undergraduate grade point average, completion of an undergraduate degree, and academic credentials from recognized accrediting bodies (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. In cases of a denial, the applicant receives a copy of the summary evaluation and a letter 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 a 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 from the Office of Graduate Studies. Some programs also send a separate program 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 a graduate program coordinator, faculty or staff, or the Director of Graduate Services.

ADMISSIONS CLASSIFICATIONS AND CRITERIA

Full-Standing Admission

Admission with full standing to a graduate degree, certificate or Graduate Achievement Program generally requires that an applicant meets 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 a particular program (e.g., satisfactory score on an admission 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 graduate program office, browse the graduate program website or contact the Office of Graduate Studies to verify these requirements.

Probationary Admission

Applicants who do not meet standards for full standing admission 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. Graduate courses are never added into any undergraduate GPA calculation. 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 admission test, additional letters of reference, or a written appeal.

With Deficiencies

Applicants who do not have 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) may be considered when determining academic standing and term and cumulative grade point averages.

With Conditions

Applicants who meet the Office of Graduate Studies and/or program full or probationary standing criteria but have not yet been awarded their undergraduate degree, submitted a score report for a required admission test, or met other specific program admission requirements may be admitted conditionally. The applicant will be notified of the condition(s) and what is required to fulfill them. Once official evidence is received within an appropriate period, 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 2.25 overall and 2.50 in the last half of undergraduate course work might be admitted by providing other qualifying evidence of ability to be successful in the intended program. This evidence is determined and agreed upon by the Program Coordinator and the Director of Graduate Services. 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.

An applicant will be notified of what is required and the period in which the evidence must be presented in order to be admitted.

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 advisor 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 or 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 intended 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 term). The time period for which admission is valid varies by program. Applicants who are unable to begin graduate course work in the term of admission but wish to begin at a later date must contact the program and Graduate Studies Office to arrange approval to change the original starting semester/term.

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. Consult with the Financial Aid Office as eligibility for aid may be affected by periods of non-enrollment.

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 process, information, and conditions or qualifying experience to demonstrate currency in the program might be

required. What's needed to resume one's program of study 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.

Registration Procedures

NON-DEGREE STUDENT CLASSIFICATIONS

There are several categories for graduate 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. A student may also 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 (uwosh.edu/registrar/titanweb/). Login to access the system and use the tutorials (Help & Guides, Student Help), FAQs, and other instructions to utilize this registration system. When needed, [registration forms](#) are available from the Graduate Studies Office, Dempsey Hall 345, (920) 424-1223, gradschool@uwosh.edu or the Graduate Studies [website](#). 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 card/form to enroll. Generally, approval is obtained from the program coordinator (adviser). Courses, such as thesis, field projects, field reports, clinical papers, capstone, independent study, and comprehensive examinations also require the Director of Graduate Services approval.

Thesis, clinical paper, field project, capstone, and field report registration are open only to students who have an approved proposal on file 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.

Some students may be required to obtain permission from the Director of Graduate Services 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 holds 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 follow the standard University registration procedures. Members of the University of Wisconsin Oshkosh faculty and instructional 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 instructional academic 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 will follow the admissions procedures the same as any non-employee degree-seeking students.

ADDING A COURSE

A student may add courses as follows:

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

A student wanting to add courses after the deadlines "with course instructor signature required" must complete an Appeal For Late Add Form (uwosh.edu/registrar/students/forms/) describing relevant extenuating circumstances. This form is available at the Registrar's Office website and must be approved by the Director of Graduate Services before any course can be added. The above add policies also apply to a thesis, clinical paper, field project, capstone, field report or independent study.

DROPPING A COURSE

A student may drop courses as follows:

Course Length:	Course drops are allowed to the end of class day:
14/17 weeks	33rd day
8/10 weeks	22nd day
7 weeks	20th day
4 weeks	11th day

Course Length:	Course drops are allowed to the end of class day:
3 weeks	10th day

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

A student who wishes to drop a course after the above deadlines must complete an Appeal For Late Drop Form describing relevant extenuating circumstances. Course drops processed after the deadline will result in a "W" designation on the transcript. This form is available at the Registrar's Office website (uwosh.edu/registrar/students/forms/) and must be approved by the Director of Graduate Services.

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 are or already have completed a course during the semester and wish to leave the University should drop remaining courses rather than withdraw. If a semester has started and a student would like to drop all or remaining/only course(s), he or she would complete a term withdrawal form (see below).

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

Students should consult the Fee/Refund Schedule (uwosh.edu/finance-administration/student-financial-services/tuition-and-fees/refunds-for-dropswithdrawals/) for refunds and charges as the fee refund policy and dates do not coincide with academic/administrative policies and dates regarding dropping courses. Questions about fees, refunds, and charges should be directed to the Student Financial Services Office, Dempsey Hall 236, (920) 424-1332.

WITHDRAWAL FROM A COURSE/THE UNIVERSITY

Withdrawal is a complete severance of course attendance from the University. An additional request to the graduate program and the Graduate Studies Office must be made if a student wishes to withdraw from a program. A student may request withdrawal after the first day of classes in any semester by completing the online [Late Drop/Term Withdrawal form](#) during the following withdrawal periods:

Course Length:	Withdrawals are allowed with adviser's signature to the end of class day:
14/17 week	33rd 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 Late Drop/Semester Withdrawal form for approval by the appropriate graduate program coordinator and the Director

of Graduate Services, Office of Graduate Studies. Also, students visit <https://uwosh.edu/newstudents/retention/> or send an email from their campus email account to 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 the student’s record. If the request is not approved, grades will be placed on the student’s record as assigned by the instructor(s).

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

Graduate Degree Requirements

MINIMUM DEGREE CREDITS TO GRADUATE

A student must earn a total of at least 30-semester credits of graduate-level work from UW Oshkosh and any transfer institutions with accredited graduate programs. At least 21 of these credits must be earned from the University of Wisconsin Oshkosh or from other institutions having formal collaborative/cooperative agreements with the University of Wisconsin Oshkosh. Check with the appropriate graduate program or Graduate Studies Office for the minimum completion requirements for any degree, certificate or Graduate Achievement Program.

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 request before admission for acceptance of up to nine (9) credits earned, including credits that applied to an external institution master's degree. The credits requested will be evaluated by the admitting graduate program coordinator and the Office of Graduate Studies during the admission process. The result of the credit evaluation will be communicated to the student.

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 have other academic requirements for degree, certificate or Graduate Achievement Program 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 and Educational Leadership and Policy programs for the number of 800-level courses necessary for the awarding of a doctorate of nursing practice (DNP) or doctorate of education (Ed.D.), respectively.

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, prior learning, 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 to be in full standing, have completed all program deficiencies and filed 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 CONTINUATION POLICY

The Culminating Experience Continuation Policy is for students who have completed all required course work but have not completed their culminating experience (i.e. thesis, clinical paper, field project). The purpose of this policy is to provide continued access to university faculty and resources (e.g., technology, library) necessary to complete the graduate degree. If the culminating experience is not completed, students have a one-semester grace period immediately following the semester in which the student enrolled in the culminating experience course. After that, students will be enrolled in the Culminating Experience Continuation course by the department until the culminating experience is completed or the student formally withdraws in writing from the program.

Currently, graduate students register for their culminating experience for the required number of credits usually for their final semester of coursework. When students do not complete their culminating experience during the semester in which they are registered, they receive an “In Progress” grade until completion of the culminating experience. For some programs, students can maintain an “In Progress” grade for two (2) years past their expected graduation date; for other programs, the “In Progress” grade can be maintained for an additional five (5) years. With an “In Progress” grade, students have access to university resources including, but not limited to university faculty, technology, facilities, and the library.

The Culminating Experience Continuation course is a zero-credit (0-credit) course with fees equivalent to one graduate credit at the program rate charged to the student. Completion is marked when the student has met all culminating experience requirements and has been approved for graduation by the department. Students wishing to appeal may do so following the normal university procedure for appeals.

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 programs subject to approval through the University’s curriculum approval processes. Examples of experiences that may meet this requirement include: theses, oral or written comprehensive examinations, clinical papers, field projects, field reports, national exams, or integrative courses. Programs may require more than one of the above experiences.

Note: All research that deals with human participants, and/or animal subjects, and/or biohazards, 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), and/or the Institutional Biosafety Committee (IBC) before conducting the research. See policy statements and important information below.

1. IRB

The primary role of the IRB (grants.uwosh.edu/sample-page/research-compliance/institutional-review-board-irb/) is to ensure ethical treatment of research participants. While IRB review for protection of human participants in research is a matter of institutional policy and federal law, these policies and law are informed by the ethical principles outlined in the 1979 Belmont Report:

- Respect for Persons
- Beneficence
- Justice

All research involving human participants (subjects) must be reviewed and approved by the University’s IRB before collecting data. This peer review ensures that adequate measures are

used to protect the individuals who volunteer to participate in a study. All human research must be approved by the IRB. No research is exempt from review. The Institutional Review Board (IRB) reviews all proposed human subjects research in which the institution is “engaged” that involves research:

- Intervention or interaction with human subjects
- Collection of identifiable private data on living individuals and/or;
- Data analysis of identifiable private information on living individuals

2. IACUC

UW Oshkosh is committed to the humane care and use of animals for educational and research purposes. The utilization of animals is a privilege and the responsibility involved in the care and use of animals is a shared act. The [Institutional Animal Care and Use Committee](#) (IACUC) oversees the use of all vertebrate animal use sponsored by any unit of UW Oshkosh. A vertebrate is defined as any mammal (EXCEPT for human beings), cold-blooded animals such as fish, reptiles and amphibians, and live eggs from birds and reptiles and other embryos therein. The Animal Care and Use Program is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC International) and is managed in accordance with the Guide for the Care and Use of Laboratory Animals, the AVMA Guidelines, and taxon-specific guidelines for wildlife. The IACUC’s oversight keeps UW Oshkosh in compliance with federal Animal Welfare Act Regulations and PHS Policy.

The IACUC oversees the following general categories of work:

1. All live vertebrate animal use sponsored by any unit of UW Oshkosh
2. All live vertebrate animal use in collaboration with another institution
3. All live vertebrate animal use sponsored by a non-affiliated unit at a UW Oshkosh site

Specifically, the IACUC oversees animal use for research (including observational studies), teaching, entertainment, outreach or exhibition at special events. Employees or students requesting the use or presence of service, assistance or therapy animals on campus must contact Dean of Students office (students) or Equity and Affirmative Action (staff) for approval.

3. IBC

The mission of the Institutional Biosafety Committee (IBC) at the University of Wisconsin Oshkosh is to ensure, regardless of funding, that activities with biohazardous materials are conducted safely and responsibly. To fulfill this commitment, the IBC (uwosh.edu/sponsoredprograms/ibc/) reviews and monitors all research and teaching activities by faculty, staff, and students that utilize biological infectious agents, toxins of biological origin, and recombinant or synthetic nucleic acid molecules. The IBC will maintain compliance with the NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) and will use the Biosafety in Microbiological and Biomedical Laboratories (BMBL), 5th Edition, as an advisory guide.

As a public institution, the University must also comply with regulations prescribed by the Wisconsin Department of Commerce, including the Bloodborne Pathogens Standard, mandated by the Occupational Safety and Health Administration (OSHA).

Dissertation or Thesis

A dissertation or thesis is the formal, final written work (usually a manuscript) of some graduate programs and follows standards established by University of Wisconsin Oshkosh Graduate Studies and are outlined in a format policy and style manual, available on the Graduate Studies website at uwosh.edu/gradstudies/audience-navigation/current-students/manuscript-formatting

A student engaging in a dissertation or thesis selects a research committee chair (UW Oshkosh faculty member) and two graduate faculty members (with appropriate terminal degrees)** to guide, advise and ultimately approve the dissertation or thesis. The student submits a research proposal to the committee members describing what is proposed and how it will be accomplished. Research proposal forms are available on the Graduate Studies website at uwosh.edu/gradstudies/audience-navigation/current-students/manuscript-processing. The committee and graduate program coordinator review the proposal, assign the number of credits to be earned (usually three (3) to six (6) credits) and approve with final signatures. The proposal and requested documentation is 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 but requires a separate registration through the Graduate Studies Office. Check with the graduate 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 committee members, please submit a written rationale for this committee member and a curricular vitae with the proposal.**

At the appropriate time, the degree candidate will present the dissertation or thesis in an open, public oral defense. The members of the committee preside over the defense and typically notify the student whether the defense was successful after the presentation.

Two copies (one paper, one digital (PDF)) of the completed dissertation or thesis manuscript must be approved through the Office of Graduate Studies by the end of the 14th-week term in the semester in which the student intends to graduate (by the end of the 8th week of a summer session). The committee, along with the student, is responsible for ensuring the substance, accuracy, content, and necessary requirements of the work.

There are fees associated with the formatting, printing, digitizing, binding, and shipping processes to complete the manuscript. The Graduate Studies Office identifies these costs each semester on their website

Format Approval

Format approval is verification that the dissertation or thesis project meets the Office of Graduate Studies requirements for style and form. The style and form instructions and manuals are on the Graduate Studies website at uwosh.edu/gradstudies/audience-navigation/current-students/manuscript-formatting

The student must submit 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

The Faculty Senate Committee on the Assessment of Student Learning (uwosh.edu/provost/accountability/Assessment) provides guidance for programs in terms of assessment plans, assessment reporting and the selection of university-wide assessment instruments. At UW Oshkosh, assessment takes place at the course, program and university levels to determine if students are meeting the university learning outcomes. Assessment results are shared in the Oshkosh Student Achievement Report designed to communicate the results of

the many campus assessments. The committee adopted the following definition of assessment: a systematic means of ascertaining the fit between our expectations (what we intend) and students' actual achievement of those expectations. The assessment process is guided by and anchored in intellectual curiosity about the collective efficacy of our educational practices (Peggy Maki, 2009).

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.

Evaluation Criteria for [Graduate] Program Assessment Plans. Assessment plans must meet the following expectations to be considered "well established":

1. Program goals and intended student learning outcomes are developed and reflect the uniqueness of the program.
2. Systematic assessment of student learning uses using multiple qualitative and quantitative measures and reflects the uniqueness of the academic program and discipline.
3. Assessment data is gathered from more than 3 direct measures and feedback is gathered from all key stakeholders (current students, faculty, alumni, employers of graduates, graduate schools, etc.).
4. Evidence of formal and effective feedback and improvement mechanism which includes:
a: review process, engagement with all key stakeholders, and demonstration the feedback has been used to improve curriculum, instruction, and learning.
5. Assessment plan is efficient and demonstrates an ease of administration in all aspects.

GRADUATION/COMPLETION

Applying for Graduation/Completion

All students planning to graduate or complete a degree, certificate, or Graduate Achievement Program must apply to do so. Information about the graduation/completion application process is on the Web at uwosh.edu/gradstudies/audience-navigation/current-students/graduation_grad_stdnts Once submitted, the graduation/completion application is processed by 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. Note that Graduate Achievement Program and Certificate recipients do not participate in commencement.

Graduation/Completion Audit

A graduation/completion audit is 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.

Transcript and Diploma Processing

Conferral review and posting of the degree/completion to the transcript may take four to six weeks after the official end of the 17-week term 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 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. The Psychology program limit is four-years. Graduate Achievement Programs (GAP) and Certificates also have a four-year limit. The time begins with the term in which the first course toward the degree/certificate/Graduate Achievement Program was taken. Transfer credits from other schools (not UW Oshkosh) counted toward degree/program completion are also used to determine the “start” date. 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. 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 an extension request.

Commencement

Commencement ceremonies are held at the end of the spring and fall 14-week terms. 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 in 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 spring deadline, the graduate’s name will appear in both the spring and fall commencement program.
2. Participate in 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.

All Graduate Faculty and Faculty

Graduate Faculty Definition

January 25, 2017

Revisions Approved, Graduate Council, December 6, 2018

Article I. Graduate Faculty and Graduate Instructional Academic Staff

Section 1. Definition. Graduate faculty and graduate instructional academic staff shall include University of Wisconsin Oshkosh personnel who are qualified to engage in graduate-level activities.

Section 2: Graduate-Level Activities. Activities may include, but are not limited to: assignment to graduate classroom instruction; graduate curricular oversight and assessment; graduate admissions decisions and recommendations; graduate student academic advisement; facilitation of graduate student growth and development; Graduate Council and/or departmental graduate committee activities; candidacy and comprehensive examination responsibilities; involvement in culminating projects such as field projects, theses, dissertations, seminar or clinical papers, clinical internship or clinical practicum instruction; external promotion of graduate activities.

Section 3: Minimum Criteria for Qualification. Although individual departments may adopt more stringent requirements based on departmental needs, the minimum requirements to qualify as a member of the Graduate Faculty or Graduate Instructional Academic Staff are:

1. A graduate degree in the appropriate professional field or discipline as determined by the individual department; and
2. A record of productive scholarship, creative endeavor, or achievement in application (e.g., mentor, teacher, practitioner).
3. In the absence of a terminal degree in the specific, relevant discipline, the University may hire faculty or instructional academic staff if they meet the following criteria for equivalent experience. To be qualified on the basis of equivalent experience, instructors must have a documented record of discipline-based practice at a level that ensures mastery of the content of the courses taught and ongoing currency in the field. The experience must provide evidence of breadth and depth of knowledge in real-world situations relevant to the discipline. Each academic program may identify additional ways to document equivalent experience. In addition to professional experience relevant to the field, the candidate must demonstrate evidence of a minimum of two of the following (non-inclusive):
 1. publications, recognition of scholarly activity, or
 2. licensure or professional certification, or
 3. documentation of excellence in practice (excluding higher education instruction), or
 4. qualifications as determined by specialty accreditation agency, or
 5. invited guest presentations at professional conferences, or
 6. evidence of continuing education, or
 7. documentation of other professional activities demonstrating the acquisition of ongoing currency within the discipline.

At the point of hire, both the Dean and the Provost must authorize the final hire based on the department's/unit's/program's previously approved criteria for equivalent experience.

Section 4. Appointment and Renewal Process

A. By October 1st of each academic year, each college/unit shall provide the Dean of Graduate Studies a list of new nominees, continuing members, and deleted members of the Graduate Faculty.

B. Assignment to participate in graduate-level activities will follow standard University, College, and Departmental personnel and administrative protocols.

2018-2020 ALL GRADUATE FACULTY AND FACULTY

A

Gregory A. Adler (1994) #

Professor of Biology and Microbiology/Ph.D. Boston University; B.S. Washington and Lee University

Joshua R. Albers (2014) #

Assistant Professor of Art/M.F.A. University of Illinois at Chicago; B.F.A. Missouri State University

Heike C. Alberts (2003) #

Associate Professor of Geography/Ph.D. University of Minnesota Twin Cities; M.A. Free University of Berlin

Elizabeth D. Alderton (2001) #

Associate Professor of Education and Human Services/Ph.D. University of Wisconsin Madison; M.S., B.S. University of Wisconsin Oshkosh

Aliosha Alexandrov (2007) #

Associate Professor of Business/Ph.D., M.S. University of Memphis; B.S. Technical University of Sofia

Isabel Alvarez (1999) #

Professor of Foreign Languages and Literature/Ph.D., M.A. University of Massachusetts Amherst; B.A. University of Oviedo

Merlaine A. Angwall (1998) #

Department Chairperson; Associate Professor of Theatre and Drama/M.F.A. Trinity University; B.A. University of Wisconsin Eau Claire

Benjamin M. Artz (2012) #

Assistant Professor of Business/Ph.D., M.A. University of Wisconsin Milwaukee; B.S. Wisconsin Lutheran College

Bruce W. Atwell (1998) #

Professor of Music/D.M.A. University of Cincinnati; M.M. University of Wisconsin Milwaukee; B.M. California State University Northridge

B

Jaehan Bae (2007) #

Associate Professor of Art/Ph.D. Florida State University; M.S., B.A. Daegu National University of Education

Laura J. Baker (2006) #

Assistant Professor of English/M.F.A. University of Michigan at Ann Arbor; B.A. University of Wisconsin Madison

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Assistant Professor of Geography/Ph.D. University of Chicago; M.A. Eastern Michigan University; B.A. University of Michigan at Ann Arbor

Ivana A. Milosevic (2014)

Assistant Professor of Business/Ph.D. University of Nebraska-Lincoln; M.B.A. Eastern Illinois University; B.B.A. University Of Belgrade

Anca M. Miron (2007) #

Associate Professor of Psychology/Ph.D., M.A. University of Kansas; M.A., B.A. University of Iasi

Robert F. Mitchell (2015) #

Assistant Professor of Biology/Ph.D., M.S. University of Illinois at Urbana-Champaign; B.S. Duke University

William N. Mode (1981) #

Department Chairperson; Professor of Geology/Ph.D. University of Colorado; M.S. University of Wisconsin Madison; A.B. Augustana College

Hosien S. Moghadam (1983) #

Professor of Mathematics/Ph.D. University of California; M.S., B.S. Pahlavi University

Cliff R. Moll (2009) #

Assistant Professor of Business/Ph.D. Florida State University; B.S. University of Wisconsin Oshkosh

Saadat Moussavi (1986) #

Professor of Mathematics/Ph.D. University of California; M.S. West Coast University; B.S. Iran

Michelle Mouton (2000) #

Associate Professor of History/Ph.D., M.A. University of Minnesota; B.A.
University of Wisconsin-Madison

Sabrina R. Mueller-Spitz (2009) #

Assistant Professor of Biology/Ph.D. University of Cincinnati; M.S., B.S.
University of Wisconsin-Madison

Maureen A. Muldoon (1998) #

Associate Professor of Geology/Ph.D., M.S. University of Wisconsin-Madison; B.A. Washington
University

Caryn E. Murphy (2008)

Associate Professor of Dept of Communication/Ph.D. University of Wisconsin-Madison; M.A.
University of North Texas; B.A. University of Wisconsin Stevens Point

N

Thomas L. Naps (2001) #

Department Chairperson; Professor of Computer Science/Ph.D., M.S. University of Notre Dame;
B.S. Marquette University

Ahmed O. Nasif (2014)

Assistant Professor of Physics-Astronomy/Ph.D. George Mason University; M.S.E. Wright State
University; B.S.E. Bangladesh University of Engineering & Technology

Francis Ngaboh-Smart (1995) #

Associate Professor of English/Ph.D. University of Georgia; M.A., B.A. University of Sierra
Leone

Bonnie L. Nickasch (2009) #

Assistant Professor of Nursing/D.N.P., M.S.N., B.S. University of Wisconsin Oshkosh; B.S.
University of Wisconsin-Stevens Point

Bruce D. Niendorf (1999) #

Professor of Business/Ph.D. Florida State University; M.B.A. University of Wisconsin Oshkosh;
B.S. University of Wisconsin-Madison

Karl F. Nollenberger (2008) #

Associate Professor of Public Administration/Ph.D. University of Illinois at Chicago; M.P.A.
University of Colorado at Denver; B.B.A. University of Iowa

O

Pawel Olszewski (2014)

Assistant Professor of Physics-Astronomy/Ph.D., M.S. Technical University of Warsaw

Devin T. Otto (2015) #

Assistant Professor of Music/D.M.A. University of Colorado at Boulder; M.A. Eastern
Washington University; B.M. University of Idaho

P

Anthony J. Palmeri (1989) #

Professor of Dept of Communication/Ph.D. Wayne State University; M.A. Central Michigan
University; B.A. St. John's University

Gail D. Panske (1991) #

Professor of Art/M.F.A. Indiana University; B.F.A. University of Wisconsin Oshkosh

Amy L. Parrott (2009) #

Assistant Professor of Mathematics/Ph.D., M.S. University of Nebraska-Lincoln; B.A. Central
University of Iowa

Timothy S. Paulsen (1999) #

Professor of Geology/Ph.D. University of Illinois; B.S. University of Wisconsin-Madison

James R. Paulson (1984) #

Professor of Chemistry/Ph.D., B.A. Princeton University

Marguerite W. Penick-Parks (1997) #

Department Chairperson; Professor of Education and Human Services/Ph.D. University of Iowa;

M.A. University of Wisconsin-Madison; B.A. Iowa State University of Science and Technology

David K. Penniston (2008) #

Associate Professor of Mathematics/Ph.D. University of Georgia; M.S. University of Michigan at Ann Arbor; B.S. University of Wisconsin-Madison

Linda H. Pereksta (2009) #

Assistant Professor of Music/Ph.D. Florida State University; M.M. Johns Hopkins University; B.M. University of Iowa

James Duke Pesta (2008) #

Assistant Professor of English/Ph.D. Purdue University; M.A., B.A. John Carroll University

Joseph E. Peterson (2011) #

Assistant Professor of Geology/Ph.D., M.S. Northern Illinois University; B.S. Southern Illinois University-Carbondale

Loucas Petronicolos (1996) #

Associate Professor of Education and Human Services/Ph.D., M.S. Indiana University; B.S. Aristotelian University

Robert W. Pillsbury (2001) #

Professor of Biology/Ph.D. Bowling State University; M.S. University of Minnesota; B.S. University of Minnesota-St. Paul

Matthew M. Piszczek (2014) #

Assistant Professor of Business/Ph.D., M.S., B.S. Michigan State University

Arthur J. Pontynen (1989) #

Professor of Art/Ph.D., M.A. University of Iowa; B.A. Western Washington University

Kenneth L. Price (1999) #

Professor of Mathematics/Ph.D., M.S. University of Wisconsin-Milwaukee; B.S. Western Illinois University

Barton J. Pritzl (2007) #

Assistant Professor of Physics-Astronomy/Ph.D., M.S. Michigan State University; B.S. University of Wisconsin-Milwaukee

Jane E. Purse-Wiedenhoeft (2008) #

Assistant Professor of Theatre/M.F.A. Purdue University; M.S. University of Illinois at Urbana-Champaign; B.A. Gustavus Adolphus College

R

Walter J. Rainboth (1992) #

Associate Professor of Biology/Ph.D. University of Michigan; M.S., B.S. University of Illinois

Barbara L. Rau (1997) #

Dean of College of Business, Professor of Business/Ph.D., M.S., B.S.

University of Wisconsin-Madison

Shannon L. Rawski (2015)

Assistant Professor of Business/M.A. University of Nebraska-Lincoln; B.S. Bowling Green State University

Andrew L. Redington (1995) #

Associate Professor of Art/M.F.A. University of Wisconsin Madison; B.S., B.A. University of Wisconsin Oshkosh

Peter A. Remender (1966) #

Professor of Sociology/Ph.D. Michigan State University; M.A., B.S. Central Michigan University

Susan M. Rensing (2009) #

Assistant Professor of Women's Studies and History/Ph.D. University of Minnesota-Twin Cities; B.S. University of Wisconsin Madison

Susan Bales Ridgely (2006)

Associate Professor of Religious Studies/Ph.D., M.A. University of North Carolina; A.B. Princeton University

Ronald J. Rindo (1992) #

Professor of English/Ph.D., M.A. University of Wisconsin Milwaukee; B.A. Carroll College

Dennis F. Rioux (1995) #

Associate Professor of Physics-Astronomy/Ph.D. University of Wisconsin Madison; B.A. St. Olaf College

Kimberly A. Rivers (1995) #

Professor of History/Ph.D., M.A. University of Toronto; B.A. Earlham College

Marty J. Robinson (2004) #

Associate Professor of Music/D.M.A. Florida State University; M.M. Eastman School of Music; B.M. Lawrence University

Denise A. Robson (1993) #

Associate Professor of Business/Ph.D., M.A. University of Nebraska; B.B.A. University of Wisconsin Eau Claire

Christopher D. Rose (2002) #

Associate Professor of Criminal Justice/Ph.D. Southern Illinois University Carbondale; M.A. Western Kentucky University; B.A. Murray State University

Christine A. Roth (2001) #

Associate Professor of English/Ph.D., B.A. University of Florida; M.A. University of Maryland

Michael A. Rutz (2002) #

Professor of History/Ph.D., M.A. Washington University; B.A. University of Michigan

S

Kelli A. Saginak (1997) #

Professor of Education and Human Services/E.D.D. Idaho State University; M.A. Rollins College; B.S. University of Central Florida

M. Alan Saginak (1998) #

Department Chairperson; Associate Professor of Education and Human Services/E.D.D. Idaho State University; M.A. Slippery Rock University; B.A. Dinwiddie State College

Emmet P. Sandberg (2004) #

Assistant Professor of Art/M.F.A. University of Minnesota-Twin Cities; B.A. University of Wisconsin Oshkosh

Sarah E. Schafer (2015)

Assistant Professor of Business/M.A., B.B.A. University of Toledo

Michael H. Schellenger (1989) #
 Professor of Business/D.B.A. University of Arkansas; M.A. University of Wisconsin Milwaukee; B.A. University of Wisconsin LaCrosse

Bonnie J. Schmidt (2004) #
 Assistant Professor of Nursing/Ph.D., Nova University; M.S.N. University of Phoenix; B.S.N. University of Wisconsin Oshkosh

W. Daniel Schmidt (1997) #
 Department Chairperson; Professor of Kinesiology/Ph.D., M.S. Purdue University; B.S. University of Wisconsin Stevens Point

Catherine A. Schmitt (2014) #
 Assistant Professor of Nursing/Ph.D. University of Wisconsin-Milwaukee; M.S.N., B.S.N. Marian College of Fond du Lac

Thomas R. Scofield (2005) #
 Professor of Education and Human Services/Ph.D. Southern Illinois University; M.S.Ed. University of Wisconsin Oshkosh; B.S. University of Wisconsin Parkside

Druscilla L. Scribner (2005) #
 Department Chairperson; Associate Professor of Political Science/Ph.D., B.A. University of California; M.S. London School of Economics

Yuyun Sejati (2012) #
 Assistant Professor of Business/Ph.D., M.S., Oklahoma State University; B.S., Indonesia

Julie A. Shaffer (1996) #
 Professor of English/Ph.D., M.A. University of Washington; B.A. University of California

Alison A. Shaw (2004) #
 Department Chairperson; Associate Professor of Music/D.M.A., M.M. University of Michigan, Ann Arbor; B.M.E. University of Arizona

Teri Shors (1997) #
 Professor of Biology/Ph.D. Arizona State University; M.S. Idaho State University; B.S. St. Cloud State University

Katherine J. Short-Meyerson (2000) #
 Assistant Professor of Education and Human Services/Ph.D., M.S., B.S. University of Wisconsin Madison

Juergen Sidgman (2014) #
 Assistant Professor of Business/Ph.D. University of Nebraska at Lincoln; M.B.A. University of Nebraska at Kearney; B.S. Universidad Diego Portales; B.S. Universidad Metropolitana de Ciencias de la Educación

David J. Siemers (2001) #
 Professor of Political Science/Ph.D., M.A. University of Wisconsin Madison; B.A. St. Olaf College

Sarinda Taengnoi Siemers (2008)
 Assistant Professor of Business/Ph.D., M.A. University of Illinois at Chicago; B.A. Thailand

James R. Simmons (1989) #
 Professor of Political Science/Ph.D., M.A., B.A. Indiana University

Robert C. Sipes (2009) #
 Associate Professor of Kinesiology/Ed.D. Illinois State University; M.S. California State University Long Beach; B.A. Judson College

Ryan L. Skiver (2013) #
 Instructor of Business/M.B.A., B.B.A., B.A. University of Toledo

Stacey N. Skoning (2007) #
 Department Chairperson; Associate Professor of Education & Human Services/Ph.D., M.S.E., B.S.E. University of Wisconsin Madison

Tracy H. Slagter (2006) #
 Associate Professor of Political Science/Ph.D., M.A. University of Iowa; B.A. University of Minnesota

Andrew D. Smock (2011)
 Assistant Professor of Dept of Communication/Ph.D. Michigan State University; M.S., B.S. Eastern Michigan University

Juyeon Son (2007) #
 Assistant Professor of Sociology/Ph.D., M.S. University of Oregon; B.S. University of Wisconsin Stevens Point

Stephanie N. Spehar (2007)
 Associate Professor of Anthropology/Ph.D., M.A. New York University; B.A. California State University Los Angeles

April J. Spivak (2012) #
 Assistant Professor of Business/Ph.D., M.A., University Of North Carolina At Charlotte; B.S., University of Florida

Sara A. Steffes Hansen (2003) #
 Assistant Professor of Journalism/Ph.D. University of Wisconsin Madison; M.B.A. University of Colorado at Denver; B.A. University of Wisconsin Eau Claire

Robert S. Stelzer (2001) #
 Professor of Biology/Ph.D. University of Notre Dame; M.S. Michigan State University; B.S. Rockhurst University

Nenad Stojilovic (2009) #
 Associate Professor of Physics-Astronomy/Ph.D., M.S. University of Akron; B.A. Czechoslovakia

Wendy J. Strauch-Nelson (2004) #
 Associate Professor of Art/Ph.D., M.S., B.S. University of Wisconsin Milwaukee

Nathan V. Stuart (2009) #
 Associate Professor of Business/Ph.D. Indiana University; M.S. Massachusetts Institute of Technology; B.S. Princeton University

Angela M. Subulwa (2008) #
 Assistant Professor of Geography/M.A. University of Kansas; B.S. Northwest Missouri State University

Scott M. Summers (2010) #
 Assistant Professor of Computer Science/Ph.D., M.S. Iowa State University; B.S. University of Green Bay

Renae D. Swanson (2007) #
 Associate Professor of Education and Human Services/Ph.D., M.A., B.S. University of South Dakota

Jennifer E. Szydluk (1995) #
 Professor of Mathematics/Ph.D., M.A. University of Wisconsin Madison; B.A. St. Cloud State University

Stephen D. Szydluk (1996) #

Professor of Mathematics/Ph.D., M.A. University of Wisconsin Madison; B.S. Union College

T

Yijun Tang (2009) #

Assistant Professor of Chemistry/M.S. Michigan State University; B.S. Peoples Republic of China

George Thomas (2009) #

Assistant Professor of Computer Science/Ph.D., M.S. University of Iowa; B.S. India

Jerry D. Thomas (2011) #

Assistant Professor of Political Science/J.D. Chicago-Kent College of Law; Ph.D., M.A. University of Kentucky; B.A. Coker College

Ashley E. Thompson (2015)

Assistant Professor of Psychology/B.S. University of Wisconsin-River Falls

Michael J. Tippins (1999) #

Department Chairperson; Professor of Business/Ph.D. University of Nebraska; M.B.A. Indiana University; B.B.A. University of Georgia

Christine R. Tipps (1988) #

Department Chairperson; Professor of Education and Human Services/ Ed.D., M.S. West Virginia University; B.S. University of Wisconsin-LaCrosse

Cathy A. Toll (2015) #

Department Chairperson; Assistant Professor of Education and Human Services/Ph.D. Pennsylvania State University; M.S.E. University of Wisconsin Oshkosh; B.A. St Norbert College

V

Paul M. Van Auken (2006)

Department Chairperson; Associate Professor of Sociology/Ph.D. University of Wisconsin Madison; M.A. University of Delaware; B.A. Wartburg College

Carleen M. Vande Zande (2008)

Associate Vice Chancellor; Associate Professor of Education and Human Services/ Ph.D. M.A. University of Wisconsin-Madison; B.A. Daemen College

Lee Van Scyoc (1987) #

Professor of Business/Ph.D. University of Nebraska; M.A., B.A. Washington State University

W

William F. Wacholtz (1989) #

Professor of Chemistry/Ph.D. Tulane University of Louisiana; B.S. University of Washington

Elizabeth I. Wade-Sirabian (1997) #

Department Chairperson; Professor of Foreign Languages/Ph.D., M.A. University of Illinois; A.B. Washington University

Robert Wagoner (2011) #

Assistant Professor of Philosophy/Ph.D. University of Arizona; M.A., B.A. University of Kentucky

Brian Wallace (2017) #

Assistant Professor of Kinesiology/Ph.D. University of Kentucky; M.S., B.S. University of Wisconsin-Lacrosse

Lauren S. Waters (2012) #

Assistant Professor of Chemistry/ Ph.D. Massachusetts Institute of Technology; B.A. Cornell University

Mary R. Weeden (2015)

Instructor of Social Work/M.S.W., B.S.W. Aurora University

Theresa M. Wegner (2002) #

Assistant Professor of Education and Human Services/Ph.D. University of Wisconsin Madison; M.S., B.S. University of Wisconsin Oshkosh

Jennifer M. Wenner (2000) #

Professor of Geology/Ph.D. Boston University; B.A. Carleton College

Judith Westphal (2008) #

Assistant Professor of Nursing/Ph.D. University of Wisconsin Madison; M.S.N., B.S.N. University of Wisconsin Oshkosh

Evan G. Williams (2014) #

Assistant Professor of Philosophy/Ph.D. Rutgers State University at Newark; B.A. Princeton University

Lenore P. Wineberg (1988) #

Professor of Education and Human Services/Ed.D. George Peabody College; M.S. Roosevelt University; B.A. De Paul University

Erin Winterrowd (2010) #

Assistant Professor of Psychology/Ph.D., M.S. Colorado State University; B.A. Williamette University

Steven J. Winters (1993) #

Professor of Mathematics/Ph.D. Western Michigan University; M.S., B.S. University of Minnesota

Robert R. Wise (1993) #

Professor of Biology/Ph.D., M.S. Duke University; B.S. University of Wisconsin Stevens Point

Kathleen R. Wren (2016)

Associate Professor of Nursing

[X](#)

Linfeng Xie (1993) #

Professor of Chemistry/Ph.D. University of Rochester; B.S. Zhejiang University

[Z](#)

Lois Zamzow (2006) #

Assistant Professor of Education and Human Services/Ph.D. University of Wisconsin Madison; M.S.E. University of Wisconsin Oshkosh; B.S. University of Wisconsin Stout

Kazimierz J. Zaniewski (1991) #

Professor of Geography/Ph.D. University of Wisconsin Milwaukee; M.A., B.A. Warsaw University

Hong Zhang (1999) #

Associate Professor of Mathematics/Ph.D. University of Georgia; M.S., B.S. Peoples Republic of China (Mainland)

All Graduate Instructional Academic Staff (IAS)

Graduate Faculty Definition

January 25, 2017

Revisions Approved, Graduate Council, December 6, 2018

Article I. Graduate Faculty and Graduate Instructional Academic Staff

Section 1. Definition. Graduate faculty and graduate instructional academic staff shall include University of Wisconsin Oshkosh personnel who are qualified to engage in graduate-level activities.

Section 2: Graduate-Level Activities. Activities may include, but are not limited to: assignment to graduate classroom instruction; graduate curricular oversight and assessment; graduate admissions decisions and recommendations; graduate student academic advisement; facilitation of graduate student growth and development; Graduate Council and/or departmental graduate committee activities; candidacy and comprehensive examination responsibilities; involvement in culminating projects such as field projects, theses, dissertations, seminar or clinical papers, clinical internship or clinical practicum instruction; external promotion of graduate activities.

Section 3: Minimum Criteria for Qualification. Although individual departments may adopt more stringent requirements based on departmental needs, the minimum requirements to qualify as a member of the Graduate Faculty or Graduate Instructional Academic Staff are:

1. A graduate degree in the appropriate professional field or discipline as determined by the individual department; and
2. A record of productive scholarship, creative endeavor, or achievement in application (e.g., mentor, teacher, practitioner).
3. In the absence of a terminal degree in the specific, relevant discipline, the University may hire faculty or instructional academic staff if they meet the following criteria for equivalent experience. To be qualified on the basis of equivalent experience, instructors must have a documented record of discipline-based practice at a level that ensures mastery of the content of the courses taught and ongoing currency in the field. The experience must provide evidence of breadth and depth of knowledge in real-world situations relevant to the discipline. Each academic program may identify additional ways to document equivalent experience. In addition to professional experience relevant to the field, the candidate must demonstrate evidence of a minimum of two of the following (non-inclusive):
 1. publications, recognition of scholarly activity, or
 2. licensure or professional certification, or
 3. documentation of excellence in practice (excluding higher education instruction), or
 4. qualifications as determined by specialty accreditation agency, or
 5. invited guest presentations at professional conferences, or
 6. evidence of continuing education, or
 7. documentation of other professional activities demonstrating the acquisition of ongoing currency within the discipline.

At the point of hire, both the Dean and the Provost must authorize the final hire based on the department's/unit's/program's previously approved criteria for equivalent experience.

Section 4. Appointment and Renewal Process

A. By October 1st of each academic year, each college/unit shall provide the Dean of Graduate Studies a list of new nominees, continuing members, and deleted members of the Graduate Faculty.

B. Assignment to participate in graduate-level activities will follow standard University, College, and Departmental personnel and administrative protocols.

2020-2022 GRADUATE INSTRUCTIONAL ACADEMIC STAFF (IAS)

A

James M. Alderson, Jr. (1997)

Artist and Lecturer of Theatre and Drama/ M.F.A. Indiana University; B.A. University of Wisconsin Oshkosh

Donna M. Altepeter (2009)

Lecturer of Social Work/M.S.W., B.A. St. Louis University

Abayomi M. Animashaun (2012)

Lecturer of English/Ph.D. University of Kansas; M.F.A. University of Nevada-Las Vegas; B.S. Marian College

Karen J. Aspenson (2007)

Lecturer of Social Work/M.S.W. University of Wisconsin Oshkosh; B.S. Troy State University-Dothan

B

Courtney E. Bauder (2002)

Lecturer of CNL-BAS-Leadership & Organizational Studies/Lecturer of Interdisciplinary Studies/B.S. University of Wisconsin-Milwaukee

Dana M. Baumgart (2006)

Lecturer of Business/M.S. Marian College of Fond du Lac; B.B.A. University of Wisconsin Oshkosh

Loren P. Baybrook (1998)

Lecturer of English/Ph.D., M.A. University of Virginia; B.A. Walla Walla College

Vicki L. Beck (2012)

Lecturer of Nursing/B.S.N. Viterbo University

Ellen M. Beltz (1994)

Lecturer of Nursing/M.S. University of Portland; B.S. Marquette University

Louann L. Biddick (2013)

Lecturer of Nursing/M.S.N., B.S.N. Marian College of Fond du Lac

Karl E. Boehler (1991)

Senior Lecturer of English/Ph.D. Marquette University; M.A. Western Michigan University; B.A. University of Wisconsin-Green Bay

Jeannette A. Boudry (1994)

Senior Lecturer of Mathematics/M.S. Michigan State University; B.A. Ripon College

Kevin M. Boylan (2015)

Lecturer of History

Mary K. Brands (2001)

Lecturer of Nursing/D.S. University of Illinois at Medical Center

Jennifer I. Buchholz (2006)

Senior Lecturer of Lifelong Learning & Community Engagement/M.A. Northeastern Illinois University; B.A. University of Wisconsin-Parkside

Penny K. Buckley (2000)

Associate Administrative Program Specialist of Education and Human Services, Senior Lecturer of Education and Human Services/M.S.E. University of Wisconsin Oshkosh; B.S.E. Northern Illinois University

C

Kimberly J. Calvert (2008)

Senior Lecturer of Kinesiology/M.S. Indiana University Southeast; B.S. Northern Arizona University

Kay P. Chitwood (2007)

Lecturer of Lifelong Learning & Community Engagement/M.S. University of Northern Colorado; B.S. University of Wisconsin-Platteville

Jill M. Collier (2000)

Lecturer of Nursing/D.N.S., M.S.N. University of Tennessee, Memphis; B.A. Concordia College

Joseph A. Cook (2002)

Lecturer of Education and Human Services/M.E. University of Wisconsin Oshkosh

D

Elizabeth L. Delamater (2015)

Lecturer of Music/D.M.A. Arizona State University; M.M. Florida State University; B.M. Northern Illinois University

John R. Depies (2008)

Lecturer of Business/M.B.A., B.B.A. University of Wisconsin Oshkosh

Mary K. Diederich (2015)

Lecturer of Business/M.B.A. Lakeland College; B.B.A. University of Wisconsin Oshkosh

Dejan Dukic (2011)

Lecturer of Nursing/M.S.N., B.S.N. University of Wisconsin Oshkosh

E

Thomas G. Ebert (1985)

Lecturer of Social Work/M.S., B.A. University of Wisconsin-Madison

Nathan R. Edwards (2015)

Lecturer of Music/M.M. Northern Illinois University; B.M. University of Wisconsin Oshkosh

F

Daniel J. Fee (2001)

Lecturer of Education and Human Services, Lecturer of Music/M.A. University of Wisconsin Oshkosh; B.M. University of Wisconsin-Stevens Point

Susan Lynn Finkel (2000)

Lecturer of Education and Human Services/M.A. St. Mary's University of Minnesota; B.A. Concordia University, St. Paul

James E. Frasca (1996)

Senior Lecturer of Lifelong Learning & Community Engagement/M.S.W. University of Illinois-Urbana-Champaign; M.B.A. Loyola University of Chicago; B.S. University of Illinois-Urbana-Champaign

G

David Gilboa (1991)

Senior Lecturer of Philosophy/Ph.D., M.A. Ohio State University; B.A. Israel

Linda J. Gobis (2012)

Lecturer of Nursing/J.D. University of Wisconsin-Madison; M.S.N. University of Washington;
B.S.N. University of Wisconsin-Madison

Andrea Gross Hixon (2012)

Lecturer of Music/D.M.A., M.M. University of Rochester-Eastman School of Music;
B.M. University of Wisconsin-Madison

H

Joan G. Heller (2011)

Lecturer of Social Work/ M.S.W. University of Wisconsin-Milwaukee; B.S.W. University of
Wisconsin Oshkosh

Kara L. Helwig (2013)

Lecturer of Business/B.S. University of Wisconsin-Platteville

Nancy A. Heykes (2008)

Lecturer of Business

Mark M. Higley (2015)

Lecturer of Business/M.B.A., B.B.A. University of Wisconsin Oshkosh

J

John (Jack) Johnsen (2005)

Athletic Trainer III for Kinesiology/Intercollegiate Athletics/M.A. Western Michigan University;
B.S. University of Wisconsin Oshkosh

K

Patricia Kopish (2013)

Lecturer of Art/M.A. Nova University; B.A. University of Wisconsin Oshkosh

Linda K. Krueger (2009)

Lecturer of Mathematics/M.S. Baylor University; B.S. Angelo State University

Kenneth J. Ksobiech (2006)

Lecturer of Lifelong Learning & Community Engagement/Ph.D., M.A. Indiana University; B.A.
Marquette University

L

Jeffrey T. Lavake (2007)

Senior Lecturer of Business/M.B.A. University of Minnesota-Twin Cities; B.B.A. University of
Wisconsin-Eau Claire

Michelle M. Lehr (2015)

Lecturer of Nursing/D.N.P. Concordia University Wisconsin; M.S.N., B.S.N. University of
Wisconsin Oshkosh

Leigh-Ann Marie Lethco (1999)

Lecturer of Music/Ph.D. Louisiana State University & A&M College; M.M., B.M.E. Ohio
University

Michael P. Lizotte (1994)

Lecturer of Lifelong Learning & Community Engagement/Ph.D. University of Southern
California; M.S. Virginia Polytechnic Institute & State University; B.S. University of
Massachusetts-Amherst

Kathleen L. Lynch (1999)

Senior Lecturer of Business, Senior Lecturer of Computer Science/M.S. Texas A & M
University; B.S. Michigan Technological University

M

Katherine Manthey (2012)
Lecturer of Business/M.S. University of Wisconsin-Stout; B.B.A. University of Wisconsin Oshkosh

Rosie K. Mathers (2011)
Lecturer of Business/ M.B.A. University of Minnesota-Twin Cities; B.S. University of Wisconsin-Eau Claire

Jennifer L. Mattioli (2008)
Lecturer of Nursing/M.S.N., B.S.N. University of Wisconsin Oshkosh

Stephen M. McCabe (2009)
Lecturer of English/Ph.D., M.A. University of Wisconsin-Milwaukee; B.A. University of Wisconsin Oshkosh

Susan H. McFadden (1985)
Lecturer of Psychology/Ph.D. Drew University; M.A., B.A. Bucknell University

Laura K. McLaughlin (2014)
Lecturer of Music/D.M.A. University of Wisconsin-Madison; M.M., B.M. Eastern Michigan University

Jena T. McNiel (2011)
Lecturer of Nursing/M.P.H., B.S. University of Minnesota-Twin Cities

Andrew J. Miller (2004)
Senior Lecturer of Business/ M.B.A. University of Wisconsin Oshkosh; B.S. Milwaukee School of Engineering

Kris Miller (2015)
Lecturer of Nursing/Ph.D. Indiana University/Purdue University – Indianapolis; M.S.N. University of Kentucky; B.S.N. University of Utah

Matthew S. Miller (2009)
Lecturer of Music/M.M. University of Wisconsin-Milwaukee; B.A. University of Wisconsin-Whitewater

Yoko Mogi-Hein (2009)
Senior Lecturer of Education and Human Services/Ed.D. Columbia University; M.A. New York University; B.S. Southeast Missouri State University

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S

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COLLEGE OF BUSINESS

BUSINESS ADMINISTRATION

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FACULTY

Alexandrov, Arbaugh, Beyer, Borodin, Bublitz, Burnett, Cotti, Cross, DeArmond, Desai, Dunn, Eierman, Feinauer, Fuller, Godfrey, Hagen, Haley, Hartman, Heath, Heykes, Huffman, Iversen, Johnson, Kunkel, Leisen-Pollack, Lilly, Makar, Miller, Moll, Muraski, Niendorf, Piszczek, Potratz, Rau, Schellenger, Skiver, Stephans, Stuart, Tippins, Van Scyoc

PURPOSE

The Masters in Business Administration is designed to help the graduate take on increasing leadership responsibilities in business, government, education, healthcare, and other organizations. Courses are offered in Green Bay, Oshkosh, Appleton, and on-line. With classes offered on-line, during the evening hours, and on Saturdays, it is possible to pursue the MBA degree on either a full-time or part-time basis.

DEGREES/CERTIFICATES

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

Completion of specific courses will lead to the certificate: Foundations

The UW Oshkosh College of Business offers two options for completing the MBA: the Executive path, which meets Saturdays and allows for completion of a master's degree in 16 months, or the Professional path, which offers part-time classes in the evenings and online. Students can choose the path that fits their level of experience, career goals, and time commitment.

Professional path: The professional path requires a minimum of two years professional experience. Formats include individual 7- to 14-week classroom, online or a combination of classroom and online (some online or classroom portions may be required).

Executive path: The executive path requires a minimum of eight years professional experience and a demonstrated ability to contribute to the cohort. Students are part of a cohort group of 20 to 30 students, all moving in lockstep and participating in a 10- to 12-day international trip.

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 additional policies and procedures for admission. The Professional MBA path requires a minimum of two years post-baccalaureate work experience. The program may also require students to take the GRE or GMAT exam to demonstrate the student's ability to handle graduate-level business courses. Students are required to submit an admissions essay, and may be required to take foundation courses in business depending upon their undergraduate work and their current level of work experience and

responsibility. Contact the MBA office to discuss what requirements would be applicable given work and academic history. The MBA program has both full-standing and probationary admission. Probationary admission is considered if there is weakness in the application portfolio. Students may be required to fulfill additional programmatic conditions.

Students selecting the Executive path must fulfill additional admissions requirements, including additional years of experience and an interview.

The average student who enters the MBA program has an undergraduate cumulative GPA of 3.2; and a master's degree, professional certification, or scores in the 57th percentile in each section of the GRE or GMAT test. Students selecting the Professional path have an average of 8 years work experience; students selecting the Executive path have an average of 15 years work experience.

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

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 Credit 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. Students must confer with their program coordinator/advisor 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

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

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

DEGREE REQUIREMENTS

MBA Professional Program

Entry Courses

Business

791 3 The Strategic Context of the Organization

Tools Courses

Business

700 1.5 Financial Reporting for Executives

704 1.5 Managerial Economics

798 1.5 Business Communications

712 1.5 Data-Driven Decision Making

Core Courses

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
794 3 Strategic Management
Capstone Analysis

Business

799 1.5 Capstone Analysis of Organizations

Electives

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

Business

694 1.5 – 3 International Business Study Tour
709 3 Topics in Accounting (see course description)
733 3 Money and Capital Markets
734 1-3 International Financial Management and Investments
735 1-3 Current Topics in Finance (see course description)
758 1.5 Project Management
759 1.5 Advanced Topics in Project Management
760 1.5 Project Execution and Control
762 1.5 Organizational Reward Systems
763 1.5 Employee Relations
766 1.5 Project Portfolio Management
767 1-3 Advanced Human Resources Topics
769 1-3 Seminar in Management Topics
774 1-3 Seminar in Marketing Topics
777 1.5 Consumer Behavior
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, Regulations and Ethics
796 1-3 Independent Study in Business Administration

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 MBA graduate program director and the Office of Graduate Studies.

Emphases

Six emphases are currently available in the Professional MBA Path. Emphases are optional. Emphases include:

- Nine elective credits. A student pursuing an emphasis will need to take three credits beyond the 33 credit Professional MBA graduation requirement since there are only six elective credits required for the Professional MBA degree. Some emphases have required elective courses that are included in the nine-credit total.

- The nine credits of electives comprising an emphasis will be offered in a three-year period of time in Oshkosh, in Green Bay or online in order to satisfy student needs for timely offerings. It's therefore likely a student will have to combine locations in order to complete courses for an emphasis. The only exception to this is the healthcare emphasis — all healthcare courses are available on Saturdays at UW Oshkosh.
- The UW Oshkosh Professional MBA collaborates with three AACSB-accredited MBA programs in the UW System forming the UW System MBA Consortium, a fully online MBA Program: UW-Eau Claire, UW-La Crosse and UW-Parkside. Most of the online electives offered are taught by the MBA Consortium.
- The emphasis in healthcare management was developed in cooperation with the UW Oshkosh Master in Public Administration Program.
- All courses that can be applied to an emphasis are noted with “eligible for the XXX Emphasis” on each semester’s class schedule Web page. The respective semester’s classes can be viewed by selecting the appropriate semester in the class schedules menu.
- An emphasis will be noted on the student’s transcript.
- Emphases can be completed either before or after graduation.
- All coursework for the emphasis must be completed within the 7-year degree completion timeframe.”

A. Health Care Management

In addition to the core courses:

MPA 729 Health Care Agency Organization and Management (3)

MPA 762 Health Care Administration Law (3)

MPA 773 Health Care Policy (3)

B. Human Resource Management

In addition to the core courses:

Nine credits from the following:

BUS 762 Organizational Reward Systems (1.5-3)

BUS 763 Employee Relations (1.5-3)

BUS 767 Advanced Human Resources Topics (1-3)

BUS 767 Employee Training and Organizational Development (2)

BUS 769 Managerial Problem Solving (project must be HR-related) (1.5)

BUS 769 Business & Ethics (project must be HR-related) (1.5)

BUS 769 Work-Family Issues in Contemporary Times (1)

BUS 769 Health Care Organization and Delivery (2)

BUS 694 International Business Study Tour (project must be HR-related) (1.5 or 3)

MPA 742 Human Resource Management in the Public Sector (3)

Other courses on the Class Schedule web page with the notation “Eligible for the Human Resources Emphasis”

C. International Business

In addition to the core courses:

Nine credits from the following:

BUS 769 Seminar in Management Topics: International Management (1.5)

BUS 769 Managerial Problem Solving (must be International Business-related) (1.5)

BUS 769 Business and Ethics (1.5)

BUS 769 Business in East Asia (1.5)

BUS 694 International Study Tour (1.5 or 3) (Can be taken multiple times as long as destinations

are different)

BUS 734 International Financial Management (1.5-3)

BUS 735 Incorporation of Exchange Rates (1.5)

BUS 773 International Marketing (1.5-3)

BUS 774 Regional Trade Agreements & Multinational Corporations (1.5)

BUS 774 Strategies & Tactics of Pricing (1.5)

Other courses on the Class Schedule web page with the notation “Eligible for the International Business Emphasis”

D. Marketing

In addition to the core courses:

Nine credits from the following:

BUS 772 Marketing Analysis (3)

BUS 773 International Marketing Management (1.5)

BUS 774 Seminar in Marketing Topics (1.5 – 3)

BUS 774 Regional Trade Agreements & Multinational Corporations (1.5)

BUS 774 Applications in Marketing Engineering (2)

BUS 774 Strategies & Tactics of Pricing (1.5)

BUS 777 Consumer Behavior (1.5)

BUS 769 Managerial Problem Solving (project must be Marketing-related) (1.5)

BUS 769 Corporate Venturing (project/paper must be marketing-related) (1.5)

BUS 769 Business & Ethics (project/paper must be marketing-related) (1.5)

BUS 769 Selling Ideas at Work (project/paper must be marketing-related) (1.5)

BUS 769 Business in East Asia (project/paper must be marketing-related) (1.5)

BUS 769 E-Business Fundamentals (project/paper must be marketing-related) (1.5)

BUS 769 E-Business Website Development (project/paper must be marketing-related) (1.5)

BUS 769 Decision Analysis (project/paper must be marketing-related) (1.5)

BUS 758 Project Management (project/paper must be marketing-related) (1.5)

BUS 759 Advanced Project Management (project/paper must be marketing-related) (1.5)

BUS 694 International Business Study Tour (project must be marketing related) (1.5 or 3)

Other courses on the Class Schedule web page with the notation “Eligible for the Marketing Emphasis”

E. Management Information Systems

In addition to the core courses:

Nine credits from the following:

BUS 769 Enterprise Resource Planning (ERP) (1.5)

BUS 769 Information Systems Security Policy Development (1.5)

BUS 769 Fundamentals of Health Information Technology Management (2)

BUS 769 E-Business Fundamentals for Managers (1.5)

BUS 769 E-Business Website Development (1.5)

BUS 769 Managing Technology in Turbulent Times (2)

BUS 769 Information System Security (2)

Other courses on the Class Schedule web page with the notation “Eligible for the IS Emphasis.

F. Project Management

In addition to the core courses:

BUS 758 Project Management (1.5)

BUS 759 Advanced Topics in Project Management (1.5)

BUS 760 Project Execution and Control (1.5)

BUS 766 Seminar in Mgt Topics: Project Portfolio Management (1.5)

Three credits from the following:

BUS 765 Venture Management (Entrepreneurship) (3)

BUS 769 Business Process Reengineering (BPR) (1.5)

BUS 769 Decision Analysis (2)

BUS 769 ERP (Enterprise Resource Planning) Systems (1.5)

BUS 769 Managerial Problem Solving (project must be PM-related) (1.5)

BUS 769 Managing Technology in Turbulent Times (2)

BUS 769 Negotiation Skills (1.5)

BUS 769 Six Sigma (1.5)

BUS 769 Business and Ethics (1.5)

BUS 769 Quantitative Business Analysis (1.5)

BUS 774 Marketing Topics: New Product Design & Development (1.5)

Other courses on the Class Schedule web page with the notation "Eligible for the Project Management Emphasis

COURSE OFFERING(S)

Business 694

1.5 – 3 (crs.)

International Business Study Tour

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. Prerequisite: 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

Business 700

1.5 (crs.)

Financial Reporting for Executives

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.

Business 709

1 – 3 (crs.)

Topics in Accounting

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.

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

Business 710

1 – 3 (crs.)

Foundations of Information Systems

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. Prerequisite: Computer literacy (knowledge and ability to use Windows operating system, word processing, spread sheet, database management systems and presentation packages).

Business 712

1.5 (crs.)

Data-Driven Decision Making

An accelerated exposure to the fundamental statistical techniques essential to management decision-making, including descriptive statistics, basic probability, frequency distributions, inference, estimation, confidence intervals basic hypothesis testing and introduction to forecasting.

Business 713

3 (crs.)

Systems Engineering Management

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.

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

Business 714

3 (crs.)

Business Intelligence

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

Business 715

3 (crs.)

IT Infrastructure Management

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. Prerequisite: The

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

Business 716

3 (crs.)

Information System Strategy & Management

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

Business 717

1.5 (crs.)

The Chief Information Officer & Corporate Strategy

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

Business 718

1.5 (crs.)

Technical Topics in Information Technology

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.

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

Business 722

1 – 3 (crs.)

Planning for Management in the Future

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

Business 730

1 – 3 (crs.)

Finance Foundations

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. Prerequisite: Business

Administration 700.

Business 731

3 (crs.)

Financial Management

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. Prerequisite: Business 700, 791, and 798.

Business 732

2 – 3 (crs.)

Investment Analysis and Portfolio Management

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. Prerequisites: Business 731 and the completion of all Foundation requirements. Enrollment limited to Graduate Business students (GBUS) or department consent.

Business 733

3 (crs.)

Money and Capital Markets

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

Business 734

1 – 3 (crs.)

International Financial Management and Investments

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

Business 735

1 – 3 (crs.)

Current Topics in Finance

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

Business 740

1 – 3 (crs.)

Foundations of Production Management

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.

Business 741

3 (crs.)

Operations and Process Management

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. Prerequisite: Business 712, 791, and 798.

Business 743

1 – 3 (crs.)

Topics in Operations Management

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

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

Business 750

1 – 3 (crs.)

Organizational Foundations

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).

Business 752

3 (crs.)

Cost Management

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.

Prerequisite: Business 700, 791 and 798.

Business 754

3 (crs.)

Information Systems in Organizations

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. Prerequisite: Business 791

Business 758

1.5 (crs.)

Project Management

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

Business 759

1.5 (crs.)

Advanced Topics in Project Management

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

Business 760

1.5 (crs.)

Project Execution and Control

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

Business 761

3 (crs.)

Human Resources Management

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. Prerequisite: Business 791

Business 762

1 – 3 (crs.)

Organizational Reward Systems

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

Business 763

1 – 3 (crs.)

Employee Relations

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

Business 765

3 (crs.)

Venture Management

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

Business 766

1.5 (crs.)

Project Portfolio Management

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

Business 767

1 – 3 (crs.)

Advanced Human Resources Topics

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. Prerequisite: Business 761 and the completion of all Foundation requirements.

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

Business 769

1 – 3 (crs.)

Seminar in Management Topics

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. Prerequisite: The completion of all Foundation requirements.

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

Business 770

1 – 3 (crs.)

Marketing Foundations

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.

Business 771

3 (crs.)

Marketing Strategy

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. Prerequisite: BUS 700, BUS 712, BUS 791, BUS 798.

Business 772

3 (crs.)

Marketing Analysis

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

Business 773

1 – 3 (crs.)

International Marketing Management

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. Prerequisite: Business 792 and the completion of all Foundation requirements.

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

Business 774

1 – 3 (crs.)

Seminar in Marketing Topics

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. Prerequisite: The completion of all Foundation requirements. Prerequisite: Completion of all Foundation requirements.

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

Business 777

1 – 3 (crs.)

Consumer Behavior

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

Business 788

1.5 (crs.)

Personal and Professional Development

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

Business 790

1.5 (crs.)

Organizational Leadership and Change

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

Business 791

3 (crs.)

The Strategic Context of the Organization

Too often, managers think of organizations as consisting of a series of independent silos, each optimizing its performance, often at the cost of overall organizational performance. Using strategic planning as the context, this course will help you understand how each functional area contributes to planning and to plan implementation, why all functional areas are interdependent ,

and why thinking at the organizational level (in addition to the functional level) is essential to maximize organization performance and to the enhancement of your career. Learn to appreciate and use, and not to be frustrated by, the diversity in perspectives associated with the functional areas in business.

Business 792

1.5 (crs.)

International Business

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.

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

Business 793

1.5 (crs.)

Business Environments: Law, Regulation and Ethics

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. Prerequisite: Completion of all Foundation requirements.

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

Business 794

1 – 3 (crs.)

Strategic Management

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. Prerequisites: Bus 700, 712, 791, 798, and Econ 704.

Business 795

1 – 6 (crs.)

Business Administration Thesis

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.

Business 796

1 – 3 (crs.)

Independent Study in Business Administration

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

Business 797

1 (crs.)

Internship

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.

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

Business 798

1.5 (crs.)

Advanced Interpersonal Skills

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. Prerequisite: Completion of all Foundation requirements and Business 788.

Business 799

1.5 (crs.)

Capstone Analysis of Organizations

Through written and oral case analysis, you will demonstrate your mastery of the UW Oshkosh MBA Program Learning Objectives. You will also revisit work from throughout the program and form connections among the various functional disciplines to develop integrated solutions to organizational dilemmas. Prerequisites: All MBA core courses: BUS 731, 741, 752, 754, 761, 771, 791. One of the seven may be taken concurrently.

Global Master Business Admin 775

4 (crs.)

Global Management

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.

Prerequisite: Admission to the Global MBA Program.

Global Master Business Admin 776

2 (crs.)

Global Strategy Formulation

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. Prerequisite: Admission to the Global MBA Program.

Global Master Business Admin 777

2 (crs.)

Information Management for Global Organizations

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.

Prerequisite: Admission to the Global MBA Program.

Global Master Business Admin 778

2 (crs.)

Global Managerial Accounting

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.

Prerequisite: Admission to the Global MBA Program.

Global Master Business Admin 785

4 (crs.)

Global Supply Chain Management

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. Prerequisite: Admission to the Global MBA Program.

Global Master Business Admin 786

2 (crs.)

Global Project Management

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. Prerequisite: Admission to the Global MBA Program.

Global Master Business Admin 787

2 (crs.)

Global Ethics & Social Responsibility

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. Prerequisite: Admission to the Global MBA Program.

Global Master Business Admin 788

2 (crs.)

Global Financial Management

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.

Prerequisite: Admission to the Global MBA Program.

Global Master Business Admin 795

4 (crs.)

Global Marketing Management

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. Prerequisites: Completion of all foundation courses.

Global Master Business Admin 796

3 (crs.)

Global Strategic Leadership

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.

Global Master Business Admin 797

3 (crs.)

Global Strategy Implementation: Global MBA Capstone

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.

SUSTAINABLE MANAGEMENT

PROGRAM CONTACT INFORMATION

Steve Dunn, Program Director

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Telephone: (877) 895-3276

Website: sustain.wisconsin.edu/sustainability-programs/masters/

E-mail: learn@uwex.edu

FACULTY

[See Faculty](#)

All courses in this online program are developed and taught by University of Wisconsin Sustainable Management faculty—the same faculty who teach our on-campus courses. The Master of Science in Sustainable Management is a collaboration between UW Extended Campus and five University of Wisconsin System campuses—UW-Green Bay, UW-Oshkosh, UW-Parkside, UW-Stout, and UW-Superior.

PURPOSE

The online M.S. in Sustainable Management focuses primarily on adult and nontraditional students who hold an undergraduate degree and have the desire to continue their education toward a graduate degree for the purpose of engaging in this developing field and increasing their professional prospects. Particular attention is given to ensuring that students have a basic understanding of scientific perspectives and will function well in leadership positions in businesses and organizations.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science (M.S.)

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, go to the program's website (sustain.wisconsin.edu/get-started/how-to-apply/masters/) for more information about admission requirements.

SUMMARY

A. Structure

The program is comprised of core courses and electives.

B. Academic Plans of Study

Sustainable Management is the description for the Sustainable Management plan of study.

C. Minimum Unit (Cr.) Requirements

34 credits applicable to the graduate degree constitutes 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

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

DEGREE REQUIREMENTS

Core Curriculum, Institution

SMGT 700 Cultural and Historical Foundations of Sustainability, Oshkosh

SMGT 710 The Natural Environment, Parkside

SMGT 720 Applied Research and the Triple Bottom Line, Superior

SMGT 730 Policy, Law, and the Ethics of Sustainability, Stout

SMGT 740 Economics of Sustainability, Superior

SMGT 750 The Built Environment, Oshkosh

SMGT 760 Geopolitical Systems: Decision Making for Sustainability on the Local, State, and National Levels, Green Bay

SMGT 770 Leading Sustainable Organizations, Green Bay

SPECIALTY ELECTIVES (students choose 6 credits)

SMGT 780 Corporate Social Responsibility, Superior

SMGT 782 Supply Chain Management, Stout

SMGT 784 Sustainable Water Management, Parkside

SMGT 785 Waste Management and Resource Recovery, Green Bay

CAPSTONE EXPERIENCE (students complete the following 4 credits)

SMGT 790 Capstone Preparation Course (1 cr.) Oshkosh

SMGT 792 Capstone Project (3 crs.) Oshkosh

COURSE OFFERING(S)

Sustainability Management 700

3 (crs.)

Cultural and Historical Foundations of Sustainability

The changing relationships of humans to the natural environment; changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problem solving and its implications for the future.

Sustainability Management 710

3 (crs.)

The Natural Environment

Natural Cycles, climate, water, energy, biosystems, the role of humans in the biosphere; human impacts on natural systems. The carbon cycle as a unifying theme. Specific topics to be studied include disturbance pollution and toxicity, carrying capacity, and natural capital.

Sustainability Management 720

3 (crs.)

Applied Research and the Triple Bottom Line

This course demonstrates how to document and project internal and external costs resulting from the inseparability of the natural, social, and economic environments. Students will also assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis, and business scenario-based cases.

Sustainability Management 730

3 (crs.)

Environmental Law, Policy and Economics

The Law and Ethics regarding sustainability of Economic development and emerging environmental challenges at national and international levels; Including National Environmental Policy Act (NEPA), United Nations Environmental Program (UNEP) Carbon Footprints, Kyoto protocol, and Brundtland Commission. The policy and role of government and its agencies such Army Corps of Engineers; Department of Interior, etc., in building a more just, prosperous, and secure environmental common future.

Sustainability Management 740

3 (crs.)

Economics of Sustainability

Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability. Topics include: history of economic systems and thought; globalization and localization; distinguishing between growth and development; the nature and causes of market failure; consumption, consumerism, and human well-being; emerging markets; technological change; business organization and financial market alternatives; demographic change; and the global food economy.

Sustainability Management 750

3 (crs.)

The Built Environment

The assessment of the intersection of the built environment and human needs: water, air, food, waste, transportation, healthcare and education. Focus on evaluation and analysis of energy technology systems and building efficiency in the context of facilities management.

Sustainability Management 760

3 (crs.)

Geopolitical Systems: Decision Making for Sustainability at the local, state, & national level.

This course examines decision making and public policy for sustainability at the national, state and local level. It emphasizes the social, economic, and political factors that affect decisions within the public, nonprofit, and private sectors, and in particular decisions that are designed to foster achievement of sustainability. Special attention is given to formal American policymaking processes at all levels of government; informal activities by citizens, organizations, and businesses that are designed to influence public policy and sustainability; public and community

engagement with sustainability issues and policies; corporate sustainability activities and reporting; the potential for public-private partnerships and collaboration in environmental and sustainability decision making; and practical examples of successful decision making for sustainability at all levels. This is a new and hybrid course that draws from work in political science, public policy, public administration, environmental policy and administration, and the emerging field of sustainability studies and sustainable management.

Sustainability Management 770

3 (crs.)

Leading Sustainable Organizations

This course takes a macro-level perspective on leading sustainable organizations. Topics addressed include: Organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stakeholder management and situational leadership styles and behaviors. We focus on how organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

Sustainability Management 780

3 (crs.)

Corporate Social Responsibility

Corporate social responsibility and an organization. Evaluation of risks and potential impacts in decision making recognizing the links between the success of an organization and the well-being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and external. Development of best practices in an organization pertaining to corporate social responsibility.

Sustainability Management 782

3 (crs.)

Sustainable Supply Chain Management

Just as the network has become more important than the computer in delivering information for establishing and maintaining a competitive advantage, the supply chain has become at least as important as where products are made. Efficiency in delivering products and services from their sources to the consumer is expected in the global economy. Each link in the supply chain from product origination to ultimate use is closely scrutinized for value and on-value content and contribution to the total cost to serve. This course will ground the participant in these financial and managerial elements and extend their thinking to the longer term environmental costs and social responsibility implications. Prerequisites: Business 724, Business 726 knowledge of Financial Accounting and Excel.

Sustainability Management 784

3 (crs.)

Sustainable Water Management

Water shortages are already a critical problem in many parts of the world. In this class we will review the interactions between humans and the natural environment, various water quality improvement measures, and explore the role water plays in all aspects of sustainability with an emphasis on the future challenges posed by climate change.

Sustainability Management 785

3 (crs.)

Waste Management and Resource Recovery

Topics include the generation, processing, management, and disposal of municipal, industrial, and agricultural waste with an emphasis on the technical, economic, and environmental aspects of various recovery processes. Additional topics will include producer responsibility, design for environment, and life cycle analysis.

Sustainability Management 790

1 (crs.)

Research Methods

This course examines the methods used in sustainability management research, including the design of research studies and the collection and analysis of data. Students will study and develop an initial research project of their choosing with instructor approval. Typically this project will involve an in-depth look at a sustainability issue that is applicable in their place of employment or in a local not-for profit organization.

Sustainability Management 792

3 (crs.)

Capstone Project

Students will conduct original research on a project of their choosing with instructor approval. Typically this project will involve an in-depth look at a sustainability issue that is applicable in their place of employment or in a local not-for profit organization. The project design will be a continuation of work started during the research methodology class that is a prerequisite to this course.

SERVICE COURSES (COLLEGE OF BUSINESS)

ECONOMICS

Course Offerings

Economics 521

3 (crs.)

Labor Economics

Analysis of the economy's labor resource. Major topics include labor markets, economic security arrangements, the labor movement, and collective bargaining. Prerequisite: Economics 206, 208 or consent of instructor. 321/521

Economics 539

3 (crs.)

Urban and Regional Economics and Policy

Location theory of economic activities; economics of urban places and regions; analysis of urban-regional problems and policies. Prerequisite: Economics 206 or 208, and Economics 204 or 209, or consent of instructor. 339/539

Economics 568

3 (crs.)

Health Care Economics

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.' Prerequisite: Economics 206, 208 or consent of instructor. 368/568

Economics 603

3 (crs.)

Public Sector Economics

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

Economics 637

1 – 3 (crs.)

Economic Education Workshop

A review of micro and macro economic 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

Economics 671

3 (crs.)

Introduction to Mathematical Economics

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. Prerequisite: Economics 206 or 208 and Economics 204 or 209 with a grade of C or better. 471/671

Economics 673

3 (crs.)

Econometric Methods

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. Prerequisite: Economics 206 or 208 and Economics 204 or 209, Economics 210 with grade of C or better. 473/673

Economics 704

1.5 (crs.)

Managerial Economics

An intense theoretical analysis of the market economy for managers and executives. The course is composed of managerial economics, including the market system, consumer theory, theory of the firm, market structure, and distribution theory.

Economics 757

1 – 3 (crs.)

Special Topics in Economic Education

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. Prerequisite: Economics 637 or equivalent or consent of instructor.

Economics 796

3 (crs.)

Independent Study

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

COLLEGE OF EDUCATION AND HUMAN SERVICES

EDUCATIONAL LEADERSHIP AND POLICY

PROGRAM CONTACT INFORMATION

aren Gibson, Program Coordinator

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E-mail: gibsonk@uwosh.edu

FACULTY

Brown, Garrison, Gibson, Kim, Penick-Parks, Steele, Van Harpen.

PURPOSE

The graduate program in Educational Leadership and Policy 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 non profit, corporate and community organizational settings.

Throughout this program, students 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.

The Ed.D. program in Educational Leadership and Policy is designed to be responsive to the growing K-12 leadership needs and to serve rural communities through off-campus opportunities. The program is flexible for busy administrators who can continue to work and gain practical hands-on experience at their district while earning a doctorate degree.

The 54-credit degree is designed to be completed in three years through a cohort model. Students will enroll in six credits each fall, spring, and summer session.

DEGREES/CERTIFICATES

- Completion of the master's program will lead to the degree: Master of Science (M.S.)
- Completion of the professional doctorate program will lead to the degree: Doctorate of Education (Ed.D.) in Educational Leadership and Policy: Superintendent Licensure
- Completion of specific courses will lead to the certificate:
 - Athletics Leadership and Sports Management
 - Leadership for Social Justice
 - Post-Secondary, Technical, and Adult Education (PTAE)
 - Educational Administration for Principal Licensure
 - Director of Instruction

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:
MS

- Three reference letters are required.

EdD:

- Valid Wisconsin Teaching License
- Earned Master's degree in an educational field
- Earned Wisconsin Administrative Licensure for Pk-12 Principal (51)
- Minimum of 3 years' successful experience as an administrator
- A letter of recommendation and support from current superintendent
- Two letters of recommendation attesting to ability to complete doctoral level work leading to Wisconsin District Administrator Licensure (03)
- A written philosophy statement

SUMMARY

A. Structure

The program is comprised of core courses, electives, and emphases.

B. Academic Plans of Study

The following are the descriptions for the Educational Leadership plan(s) of study:

Athletics Leadership and Sports Management Certificate

Educational Leadership – General (M.S.)

Educational Leadership – Library Science (M.S.)

Leadership for Social Justice Certificate

Post-Secondary, Technical and Adult Education (PTAE) Certificate

Principal Licensure (PK-12 Administration) Certificate

Ed.D. Educational Leadership and Policy: Superintendent Licensure

C. Minimum Credit Requirements

30 credits applicable to the M.S. degree constitute the minimal requirement for students who choose to write a thesis or complete the seminar.

54 credits constitute the minimum requirement for the Ed.D.

D. Admission to Candidacy

Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the POLICIES 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.

DEGREE REQUIREMENTS

Core Courses 18 credits:

Educational Leadership

714 3 Influence of Curriculum: Perspectives on Power and Position

729 3 Dialogues in Social Justice

730 3 Introduction to Leadership in Educational Systems

755 3 Technology, Culture and Learning

786 3 Applied Research in Educational Leadership

794 3 Seminar in Educational Leadership

Emphases/Research Areas 12 credits:

In Introduction to Leadership in Educational Systems (730), 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 Leadership and Sports Management; Leadership in Postsecondary, Technical and Adult Education; 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 or Director of Instruction by taking that Department of Public Instruction approved program as their area of emphasis.

Culminating Experience

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

Thesis – 3 credits

Seminar Course – 3 credits

Certificates

ATHLETICS LEADERSHIP AND SPORTS MANAGEMENT

Educational Leadership

730 3 Introduction to Leadership in Educational Systems

735 3 Legal Aspects in K-12 Education

or

738 3 Legal Aspects of Higher Education

764 3 Community Engagement for Education Institutions

or

766 3 Program Development and evaluation in Postsecondary Education

793 3 Internship

or

796 3 Independent Study

Physical Education

760 3 Organization and Administration of Athletics and Physical Education

LEADERSHIP FOR SOCIAL JUSTICE

Educational Leadership

714 3 The Influence of Curriculum: Perspectives on Power and Position

729 3 Dialogues in Social Justice

730 3 Introduction to Leadership in Educational Systems

736 3 The Politics of Poverty

Choose one of the following

(with advisor approval)

719 3 Issues in Professional Leadership (must be a Social Justice focus)

or

793 3 Internship in Educational Leadership (must be a Social Justice focus)

or

796 3 Independent Study

POST-SECONDARY, TECHNICAL AND ADULT EDUCATION (PTAE)

Educational Leadership

730 3 Introduction to Leadership in Educational Systems

763 3 Understanding and Facilitating Learning in Adulthood

765 3 Introduction to Postsecondary Education in the United States

Select three courses from:

Educational Leadership

733 3 Effective Communication for Leaders

738 3 Legal Aspects of Higher Education

764 3 Community Engagement for Educational Institutions

793 3 Internship in Educational Leadership

Professional Counseling

709 3 Student Affairs and College Counseling

745 3 Student Development and the College Environment

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 master's degree or in conjunction with the M.S. Educational Leadership degree.

Educational Leadership

714 3 The Influence of Curriculum

720 3 Supervision of Instruction

729 3 Dialogues in Social Justice

730 3 Introduction to Leadership in Educational Systems

735 3 Legal Aspects in Education

737 3 The Principalship

750 3 Data-Driven Decision-Making in a Learning Community

755 3 Technology, Culture and Learning

783 3 Political and Financial Issues in Education

793 3 Internship I (if first administrator license)

OR

790 2 Internship II (if second administrator license)

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. Director of Instruction Licensure Certificate

Focus on the preparation of candidates for Wisconsin Department of Public Instruction (DPI) Code 010 Director of Instruction. It may be completed as a certificate program for those already holding a master's degree or in conjunction with the M.S. Educational Leadership degree.

Educational Leadership

714 3 The Influence of Curriculum

720 3 Supervision of Instruction

729 3 Dialogues in Social Justice

730 3 Introduction to Leadership in Educational Systems

735 3 Legal Aspects in Education

750 3 Data-Driven Decision-Making in a Learning Community

755 3 Technology, Culture and Learning

764 3 Community Engagement for Education Institutions

783 3 Political and Financial Issues in Education

793 3 Internship I (if first administrator license)

OR

790 2 Internship II (if second administrator license)

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.

C. Instructional Library Media Specialist 902

Students may complete Library Media Specialist licensure requirements at the post-baccalaureate level or as an emphasis within the degree program. See uwsslec.org for details.

Note: courses numbered below 500 cannot count toward graduate degree or certificate requirements.

*Students can take these courses at UW Oshkosh or through UWSSLEC.

**Students must take this course at UW Oshkosh.

All other courses are only offered through the UWSSLEC.

**Ed.D. IN EDUCATIONAL LEADERSHIP AND POLICY: SUPERINTENDENT
LICENSURE**

This program leads to a professional doctorate, preparing students to become district-level superintendents with eligibility for superintendent licensure through the Wisconsin Department of Public Instruction.

Foundation Courses

15 credits:

Educational Leadership

810 3 Philosophical/Theoretical Found. of Leadership in Education

820 3 Critical Analysis of Systemic Inequities: Challenges of Soc. Justice

823 3 Power and Politics in Educational Leadership

825 3 Legal and Ethical Issues in Leadership

827 3 Current Issues in School Leadership

Professional Courses

15 credits:

Educational Leadership

805 3 Introduction to Superintendency

840 3 Organizational Analysis, Planning and Assessment

843 3 Issues of Finance, Funding and the Economics of Schools

845 3 Organization and Human Resources Management

847 3 Instructional Supervision: Curriculum Theory for District Admin.

Field Experiences

9 credits:

Educational Leadership

850 3 Leadership Seminar: Field Experience I

853 3 Leadership Seminar: Field Experience II

857 3 Leadership Seminar: Field Experience III

Research, Dissertation Development, and Completion

15 credits:

Educational Leadership

860 3 Dissertation Seminar I – Intro. to Dissertation Development

863 3 Dissertation Seminar II – Review of Related Literature

867 3 Dissertation Seminar III – Data Collection

869 3 Dissertation Seminar IV – Data Analysis and Conclusions

870 3 The Capstone Experience: Presentation of Findings

COURSE OFFERING(S)

Educational Leadership 502

3 (crs.)

Literature for Children

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. Prerequisite: Admission to COEHS 302/502.

Educational Leadership 503

3 (crs.)

Literature for Young Adults

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. Admission to COEHS. 303/503

Educational Leadership 504

3 (crs.)

Developing Information Literacy Skills

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.

Educational Leadership 508

3 (crs.)

Multimedia Design and Production

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. Prerequisites: Successful completion of Educational Leadership 325/525 or equivalent technology class, or permission of instructor. Special course fees may apply. 308/508

Educational Leadership 517

3 (crs.)

Classification and Cataloging

Theory and principles of library classification and cataloging. Practical problems in classifying by the Dewey Decimal system; use of International Standard Bibliographic Description ((SBD); creation of MARC (machine-readable cataloging) records, and Sears subject access. 317/517

Educational Leadership 525

3 (crs.)

Instructional Technology

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.

Prerequisite: Admission to COEHS. Special course fees may apply. 325/525

Educational Leadership 529

3 (crs.)

Collection Development and Reference Services

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

Educational Leadership 534

3 (crs.)

Administration of the School Media Center

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

Educational Leadership 558

3 (crs.)

Multicultural Education Materials for Children and Adolescents

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

Educational Leadership 620

3 (crs.)

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. Prerequisite: Educational Leadership 325/525, an equivalent technology class, or permission of instructor. Special course fees may apply. 420/620

Educational Leadership 641

3 (crs.)

Instructional Strategies

The course focuses upon such instructional strategies as developing appropriate objectives, developing creative thinking, exercises in deductive and inductive thinking, methods of effective questioning, and techniques for clarifying values. The course is an introduction into the self-directed learning environment. 441/641

Educational Leadership 651

1 – 3 (crs.)

Field Tour of Libraries

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

Educational Leadership 703

3 (crs.)

Education and the Making of American Society

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.

Educational Leadership 705

3 (crs.)

Recent Trends in Literature for Children and Young Adults

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.

Educational Leadership 706

3 (crs.)

Multicultural Education

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.

Educational Leadership 708

3 (crs.)

Social Analysis of Educational Policy

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.

Educational Leadership 714

3 (crs.)

The Influence of Curriculum: Perspectives on Power and Position

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.

Educational Leadership 719

1 – 3 (crs.)

Issues in Professional Leadership

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.

Educational Leadership 720

3 (crs.)

Supervision of Instruction

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.

Educational Leadership 723

3 (crs.)

Leadership for Professional Development

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.

Educational Leadership 724

3 (crs.)

Practicum in Educational Leadership

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.

Educational Leadership 725

3 (crs.)

Evaluation of Educational Programs

Study and practice of the theory, criteria and process for assessing educational programs and learner evaluations.

Educational Leadership 729

3 (crs.)

Dialogues in Social Justice

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. Prerequisite: Graduate standing.

Educational Leadership 730

3 (crs.)

Introduction to Leadership in Education Systems

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.

Educational Leadership 731

3 (crs.)

Educational Leadership

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.

Educational Leadership 732

3 (crs.)

Multicultural Education for Leaders

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.

Educational Leadership 733

3 (crs.)

Effective Communication for Leaders

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.

Educational Leadership 734

3 (crs.)

Leadership, Technology and Schools

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.

Educational Leadership 735

3 (crs.)

Legal Aspects in Education

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.

Educational Leadership 737

3 (crs.)

The Principalship

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.

Educational Leadership 738

3 (crs.)

Legal Aspects of Higher Education

This course will explore the general principles of law and judicial institutions that impact colleges and universities in the United States through readings, case law dialog and legal research. The course will provide an opportunity for students to explore how case and constitutional law mold situations of everyday college life.

Educational Leadership 739

2 (crs.)

Advanced Seminar in School Administration

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.

Educational Leadership 740

3 (crs.)

Supervision of School Media Centers and Systems

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. Prerequisite: 902 Initial Licensure.

Educational Leadership 750

3 (crs.)

Data-Driven Decision-Making in a Learning Community

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.

Educational Leadership 752

3 (crs.)

Creative Media Experiences

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. Prerequisites: Successful completion of Educational Leadership 325/525, an equivalent technology class, or permission of instructor. Special course fees may apply.

Educational Leadership 754

3 (crs.)

Integrating Technology into Curriculum

This course will focus upon the integration of technology and curriculum to promote higher-order thinking skills and mastery of challenging material. Prerequisite: Successful completion of Educational Leadership 325/525, an equivalent technology course or permission of instructor.

Special course fees may apply.

Educational Leadership 755

3 (crs.)

Technology, Culture and Learning

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.

Educational Leadership 756

3 (crs.)

Funding and Managing Educational Technology

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.

Educational Leadership 758

3 (crs.)

Networking Schools

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.

Educational Leadership 760

3 (crs.)

Teaching from a Distance

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.

Educational Leadership 762

3 (crs.)

Nontraditional Higher and Postsecondary Education

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.

Educational Leadership 763

3 (crs.)

Understanding and Facilitating Learning in Adulthood

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.

Educational Leadership 764

3 (crs.)

Community Engagement for Education Institutions

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.

Educational Leadership 765

3 (crs.)

Introduction to Postsecondary Education in the United States

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.

Educational Leadership 766

3 (crs.)

Program Development and Evaluation in Postsecondary Education

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. Prerequisite: Graduate Standing.

Educational Leadership 770

3 (crs.)

Research Methods in Educational Administration

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.

Educational Leadership 771

3 (crs.)

On Becoming a Global Citizen

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.

Educational Leadership 772

3 (crs.)

Seminar For Special Topics in Global Education

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.

Educational Leadership 773

3 (crs.)

Introduction to Global and Comparative Education

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.

Educational Leadership 782

3 (crs.)

Administration and Supervision of Special School Programs

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.

Educational Leadership 783

3 (crs.)

Political and Financial Issues in Education

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.

Educational Leadership 784

3 (crs.)

Field Research Designs and Methodologies in Educational Leadership

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.

Educational Leadership 785

3 (crs.)

Staff Personnel Systems in Education

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.

Educational Leadership 786

3 (crs.)

Applied Research in Educational Leadership

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.

Educational Leadership 787

3 (crs.)

The School Superintendency

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.

Educational Leadership 790

2 (crs.)

Internship in Educational Leadership II

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. Prerequisites: Successful completion of 793 Internship in Educational Leadership.

Educational Leadership 793

3 (crs.)

Internship in Educational Leadership

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.

Educational Leadership 794

1 – 3 (crs.)

Seminar in Educational Leadership

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.

Educational Leadership 795

3 – 6 (crs.)

Thesis

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.

Educational Leadership 796

1 – 3 (crs.)

Independent Study

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.

Educational Leadership 805

3 (crs.)

Introduction to the Superintendency

This course will introduce students to the essential practices that are necessary to perform as an effective Superintendent, focused on the school and district improvement. This will be accomplished through the exploration of such areas as positive administrative behaviors, collaborative planning, building and maintaining school/community relationships, leading and managing a Board of Education, and administrative team development. These and other areas presented in the course will be related to the Wisconsin Administrative Standards for Superintendents. At the completion of this course students will have a firm understanding of the support structure needed to be an effective superintendent. Prerequisite: Department consent

Educational Leadership 810

3 (crs.)

Philosophical and Theoretical Foundations of Leadership in Education

This interdisciplinary course provides a foundation for the development of personal and professional leadership style grounded in the evolution of leadership theory and reflective of the influence of social locations and identities. Through exposure to recognized leaders in education and other fields, students will postulate what leadership principles resonate with their area of work and study. Students will engage in interdisciplinary analyses of leadership theories and philosophies, and will examine the complex ethical and professional responsibilities within the professional and community relationships. Prerequisite: Department consent

Educational Leadership 819

1 – 3 (crs.)

Issues in School Leadership

This course offers topics of current interest for doctoral-level students. This course may be repeated under different topics, but only 6 credits may be applied toward a degree.

Educational Leadership 820

3 (crs.)

Critical Analysis of Systemic Inequity: Social Justice Education

This course is an advanced and in-depth exploration of the issues of power and inequality in the U.S. history including but not limited to racism, classism, sexism, homophobia, and linguisticism. The historical survey of inequity becomes a foundation for addressing current issues from a variety of perspectives and possibilities. Key course concepts for social justice in education include cultural deficit frameworks, meritocracy, whiteness as social construct, color blindness and race neutrality, microaggressions, and the politics of epistemology. Students will examine historic and contemporary examples of educational institutions as mechanisms of social, political, and economic control. Examples will include U.S. American Indian boarding schools, school segregation, tracking, and vocational education. Students will engage in critical research, analysis, writing and development of programs in their field that strive to end oppressive practices and balance systemic inequities.

Educational Leadership 823

3 (crs.)

Power and Politics in Educational Leadership

This course provides students with a historical, social, and cultural introduction to the politics of education at the national, state, and local levels. It focuses on the various political contexts in which the superintendent operates and examines the relationships a superintendent has with external stakeholders, state legislatures, community groups, school boards, and teacher organizations. Successful leadership and policy-making requires familiarity with political theory, an understanding that politics is a contested field, and a commitment to the democratic process. The course examines power and politics from an interdisciplinary perspective, ties theoretical study to praxis, and situates the study of the superintendency in its contemporary context, with special attention given to issues that are of current importance.

Educational Leadership 825

3 (crs.)

Legal and Ethical Issues In Leadership

This course will explore ethical and legal issues that occur in school sites and district environments. The course will explore the ethical underpinning of educational law and the nature of the ethical educational professional administrator within the context of the school and the community. The course will utilize an advanced understanding of legal principles and resources to focus incipient school district administrators on legally and ethically relevant decision-making in the context of the district operational environment. Prerequisite: Department consent.

Educational Leadership 827

3 (crs.)

Current Issues in School Leadership

This course will examine essential current issues in education in relation to their impact on school districts and administration, with an emphasis on current political reforms and assessments. Students will engage in research, exploration of current and emerging local, national, and international educational issues and strategic planning collaborations. The goal of all experiences will be to expand student knowledge of education and educational practices in relationship to the constant challenges arising from a rapidly changing society. Students will engage in learning opportunities to gain the necessary knowledge and skills to be district leaders

as they confront ever-changing educational pressure and practices. Prerequisite: Department consent.

Educational Leadership 840

3 (crs.)

Organizational Analysis, Planning and Assessment

This course will prepare students to understand the importance of analysis, planning and assessment in school district. Students will explore these concepts in regard to educational facilities in the teaching and learning process, safety and emergency management planning, and approaches to designing and implementing strategic planning models and techniques. Students will analyze data to identify needs and priorities within a district. The course will also examine the efficiency of facilities, operations and maintenance programs. Business management and budgetary requirements will also be considered, along with the planning process, policies and financing for school construction. Prerequisite: Department consent

Educational Leadership 843

3 (crs.)

Issues of Finance, Funding and the Economics of Schools

This course is designed to assist students in developing the concept of using resources to realize educational goals in an ethical, practical and efficient manner for a school district, leveraging money and other resources for growth and change. Students will be provided with the background necessary to predict and invest revenue, construct budgets, monitor spending plans, and conduct school levy campaigns. National, state, local, legal and political issues will be discussed. Students will learn the role of the superintendent in managing the financial aspects of the school district in order to achieve a vision of greatness. Prerequisite: Department consent.

Educational Leadership 845

3 (crs.)

Organization and Human Resources Management

The purpose of this course is to develop the conceptual skills to lead organizations as learning communities and to acquire knowledge in human resources management. It is designed to examine the role of district administrators in emerging social, economic and political contexts as they relate to managing an organization and its human resources. Course topics include an overview of recruitment, selection, assignment, mentorship, staff evaluation, contract management, and personnel problems, among others. Adult learning theory and change theory will be relevant to this course. Students will develop communication skills and competence in applying them to a variety of situations. Prerequisite: Department consent.

Educational Leadership 847

3 (crs.)

Curriculum Theory for District Administration

This course explores the development of curriculum theory and structures within the context of philosophical, social, economic, cultural and political climates in the United States. The purpose of this exploration is to prepare students to identify high quality instruction, to diagnose instructional problems and to determine appropriate strategies to improve academic performance in Pk-12 settings. With effective district-level instructional leadership, teachers are better able to guide students to achieve at higher levels of competency. This course provides a foundation for the doctoral student to acquire knowledge, skills and values to be an expert in instruction.

Prerequisite: Department consent.

Educational Leadership 850

3 (crs.)

Field Experience I

This seminar is designed to assist the student in gaining practical understanding of and experience in the varied responsibilities held by a district administrator. Placement and activities will be facilitated by the candidate in conjunction with the university supervisor and onsite mentor. In addition to 100 hours of onsite work, students will analyze required readings and participate in class activities that will help students understand the intern experience while developing a personal leadership philosophy. The internship goals are intended to provide professional preparation and professional learning by incorporating the knowledge base and principles of the Wisconsin Administrator Standards for Superintendent (03) Licensure to assure superintendent candidates are prepared for high quality professional practice. Blending knowledge, practice, politics, ethics, traditions and new visions, and perspectives within Field Experiences I, II and III will help prepare candidates for the myriad situations, interactions and events that occur in Pk-12 education. Prerequisite: Department consent.

Educational Leadership 853

3 (crs.)

Leadership Seminar: Field Experience II

This seminar is designed to assist the student in gaining practical understanding of and experience in the varied responsibilities held by a district administrator. Placement and activities will be facilitated by the candidate in conjunction with the university supervisor and onsite mentor. In addition to onsite work, students will analyze required readings and participate in class activities that will help students understand the intern experience while developing a personal leadership philosophy. The field experience goals are intended to provide professional preparation and professional learning by incorporating the knowledge base and principles of the Wisconsin Administrator Standards for Superintendent (03) Licensure to assure superintendent candidates are prepared for high quality professional practice. Blending knowledge, practice, politics, ethics, traditions and new visions and perspectives with Field Experiences I, II and III will help prepare candidates for the myriad situations, interactions and events that occur in Pk-12 education. Prerequisite: Department consent.

Educational Leadership 857

3 (crs.)

Leadership Seminar: Field Experience III

This seminar is designed to assist the student in gaining practical understanding of and experience in the varied responsibilities held by a district administrator. Placement and activities will be facilitated by the candidate in conjunction with the university supervisor and onsite mentor. In addition to onsite work, students will analyze required readings and participate in class activities that will help students understand the intern experience while developing a personal leadership philosophy. The field experience goals are intended to provide professional preparation and professional learning by incorporating the knowledge base and principles of the Wisconsin Administrator Standards for Superintendent (03) Licensure to assure superintendent candidates are prepared for high quality professional practice. Blending knowledge, practice, politics, ethics, traditions and new visions and perspectives within Fields Experiences I, II and III will help prepare candidates for the myriad situations, interactions and events that occur in Pk-12 education. Prerequisite: Department consent.

Educational Leadership 860

3 (crs.)

Dissertation Seminar I: Introduction to Dissertation Development

This course will guide the EdD student through the initial stages of dissertation development, including topic/project exploration, and planning, and question/sub questions development and methodology determination. Students will review and evaluate research methodologies in order to identify an appropriate research design. In addition, they will dissect a number of dissertations in order to discover and pursue a strategy appropriate for undertaking the research process. Students will be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the degree program. Prerequisite: Department consent.

Educational Leadership 863

3 (crs.)

Dissertation Seminar II: Review of Related Literature

This course will guide the EdD student through the Review of Related Literature stage of dissertation development. Using advanced research strategies, students will search appropriate databases, read, and become familiar with the literature in order to identify relevant research and theory related to a specific topic. Students will continue to be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the degree program. Prerequisite: Department consent

Educational Leadership 867

3 (crs.)

Dissertation Seminar III: Data Collection

This course will guide the EdD student through the Data Collection stage of dissertation development. Students will use this semester to implement the data collection plan developed in the Research Proposal. Attention will be given to the management of time and data, and ethical standards of investigation. Students will continue to be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the degree program. Prerequisite: Department consent.

Educational Leadership 869

3 (crs.)

Dissertation Seminar IV: Data Analysis and Conclusions

This course will guide the EdD student through the data analysis, discussion and conclusions stages of dissertation development. Students will complete all chapters of the dissertation during this semester. Students will continue to be part of a community of researchers, willing and able to support each other in the development of research plans as the group moves through the degree program. Prerequisite: Department consent

Educational Leadership 870

3 (crs.)

The Capstone Experience: Presentation of Findings

Students will participate in the capstone experience during the final semester of the program.

This course will serve as the structure within which students will complete all requirements for the EdD in Educational Leadership and Policy and District Administrator licensure, orally defend their dissertation, and present research findings during a Celebration of Completion event. Students will also complete and submit their final program portfolio.

HUMAN SERVICES LEADERSHIP

PROGRAM CONTACT INFORMATION

Janet Hagen, Department Chair

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FACULTY

Fonkem, Hagen, House, Lefebber

PURPOSE

The Master of Science (M.S.) in Human Services Leadership prepares graduates to be internationally-minded but locally focused. The curriculum centers on empowering leaders to drive change through sustainable organizations providing positive impact to clients and communities. Upon program completion, graduates will be able to seek senior leadership positions in their area of practice within global context.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science (M.S.)

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the first section of this Bulletin, applicants and students must adhere to policies and procedures established by the program.

- Bachelor's degree from a regionally accredited college or university (official transcripts required)
- Minimum GPA 2.75
- 500-word essay
- Complete online application at apply.wisconsin.edu

SUMMARY

A. Structure

The program is comprised of core courses, electives, and emphases

B. Academic Plans of Study

The Human Services Leadership program offers a single plan of study that can be customized through elective coursework.

C. Minimum Unit (Cr.) Requirements

30 credits applicable to the graduate degree constitute the minimal requirement for all 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 POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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.

DEGREE REQUIREMENTS

Core Courses

30 credits:

Human Services Leadership

720 3 Foundations of Human Services Management

721 3 Global Issues in Local Communities

722 3 Transcultural Leadership

723 3 Social Marketing in Human Services

724 3 Planning and Implementing for Community Change

725 3 Transnational Fiscal Management

726 3 Staffing and Supervision in a Diverse World

727 3 Applied Research Methods in Human Services

730 3 Seminar in Community-Oriented Human Services Management

OR

731 3 Master's Thesis

Students will also select one of the following electives:

Human Services Leadership

728 3 Comparative Trends in Global Human Services Agencies

729 3 Models of Social Change and Human Services

COURSE OFFERING(S)

Human Services 577

3 (crs.)

Family and Community Advocacy

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 Services 586

1 – 3 (crs.)

Drug Abuse and Behavior

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 which contribute to the problem, personality characteristics of drug abusers, and the drugs most commonly abused.

Prerequisite: Consent of instructor. 386/586.

Human Services 720

3 (crs.)

Foundations of Human Service Management

This course explores the challenges of leading and working in today's human service agencies with an appreciation of the theory, history and development of the human service profession, human service administration and management, non-government organizations in various

industrialized and developing countries. Topics to be covered will include current issues, community-based and faith-based organizations, national non-government organizations (NGOs) and international non-government organizations, organizational leadership, management, ethics and values, board governances, human resources management, and constituency building. Prerequisites: Admitted to MS-THSL program. Course must be taken during initial semester in the program.

Human Services 721

3 (crs.)

Global Issues in Local Communities

This course will analyze the global economic, environmental, social, and cultural issues targeted in the mission statements, programs and activities of human service agencies and non-government organizations (NGOs) worldwide. The course will examine the global economic and social issues that affect people in local communities of both developing and industrialized countries. Furthermore, the course will introduce the application of fundamental concepts in macroeconomics and microeconomics to facilitate and inform managerial decision-making in human service agencies and non-government organizations (NGOS). Topics to be covered include poverty, inequality, gender, discrimination, unemployment, prejudice, stereotype, aging, disease, and community health, community organizing and development, implications of government regulations and policies in decision-making, policy analysis, cost-benefit analysis and project evaluation. Prerequisites: Admitted to MS-THSL program. Course must be taken during initial semester in the program.

Human Services 722

3 (crs.)

Transcultural Leadership

This course will prepare students to provide leadership in human services agencies and non-government organizations at the local, national, international, and transnational level using a broad cultural framework. Students will be able to evaluate and apply leadership theories and organizational development strategies from around the world, tailoring an approach that best suits their local needs and organizational interests. This course is intended to develop leaders who think creatively and analytically. Coursework will focus at the “macro level”, defined as the application and extension of human services deliver, organizational strategies and management, to interface with agencies and non-government entities across regional, state national and global boundaries.

Human Services 723

3 (crs.)

Social Marketing in Human Services

Social marketing involves the use of audience research to determine target audience segmentation into groups with common issues, risk behaviors, motivations, and information channel preferences, in order to develop products and/or services targeting the needs or behavior change of the target population. The course will examine current theory and knowledge in the field of social marketing and analyze the components and applications of marketing used for promoting behavior change strategies in local communities. It will provide a social, transcultural, and community perspective in marketing for responding and helping in the needs of society and local communities. Topics include: Use of social marketing to develop

culturally innovative and low-cost based interventions, increase recruitment in programs, and increase public awareness on critical issues.

Human Services 724

3 (crs.)

Planning and Implementation for Community Change

This course will introduce the students to methods used in planning and implementing community change in either developed or developing countries, as well as theories of difference and diversity, gender-based analysis, different ways of knowing, and social learning. IT will examine approaches to community building and social servicing in the context of economic and physical development and how they may marginalize social concerns at the national, international and transnational levels. Also, the course will explore knowledge of community development studies, community-based empowerment, and social planning and development theories. Furthermore, the course will examine participatory development and other approaches related to issues of social and economic justice and the dynamics of international and community-based organizations.

Human Services 725

3 (crs.)

Transnational Fiscal Management

This course will examine financial issues related to the funding of operations and services of human services agencies and non-profit organizations based on various regulations and accounting practices across nations and states. The course will explore global and national taxation structures and government budgetary operations from legal, economic and political perspectives. Furthermore, the course will provide a comprehensive approach to successfully managing the finances of nonprofit organizations, with particular attention to the principles of budgeting (capital and operating), financial statements, cash management, basic accounting and auditing principles, and investment practices. Topics to be covered include global and national economic trends affecting the finances of non-profit organizations, financial sustainability, budgeting process, fundraising, financial reporting, analysis of financial statements, internal control and fraud prevention.

Human Services 726

3 (crs.)

Staffing and Supervision in a Diverse World

This course focuses on various aspects of staffing and supervision in national, international, and transnational human service agencies and non-government organization. Students will be introduced to theories, tools, and research relevant to effective human resource management practices, especially in cross-cultural and diversity contexts. Students will explore critical issues and practices regarding agencies managing their human resources both at home and abroad. Topics will include legal implications in staffing and supervision, challenges of human resources planning, diversity and hiring, talent management and cultural differences, and localization and performance management practices.

Human Services 727

3 (crs.)

Applied Research Methods in Human Services

This course applies the methods of social research to the evaluation of micro and macro human service practices, including individual practices and programs. It examines issues related to the design, monitoring, and assessment of human service programs and interventions, using both quantitative and qualitative methods. The course will focus on foundations of inquiry, quantitative and qualitative methods designs, needs assessment, action research, appreciative inquiry, community-based participatory research, and program evaluation.

Human Services 728

3 (crs.)

Comparative Trends in Global Human Service Agencies

This course focuses on the trends and challenges of effective human service leadership in a global environment. The course discusses the theories and models of human service administration in relation to context and culture, and the roles and responsibilities of administrators in global human service agencies (i.e. Non-Governmental Organizations). The course examines, through comparative analysis, the models that best fit the goals for community groups and organizations given the context, culture, social, economic, political, and environmental issues opportunities for change. From a comparative perspective, topics in this course will include systems approaches in human service administration in global, national, and local contexts, managing cycles, creative administration, organizational transformation and innovation, managing data and information.

Human Services 729

3 (crs.)

Models of Social Change and Human Services

This course presents multiple perspectives of various agencies of social change, including governmental, nonprofit (or non-governmental), local and transnational agencies not only in the social cultural evolution toward a global cultural society, but also in the local community change and continuity. It highlights how various human services agencies have been impacted by change in World politics, economics, society and the environment and how such change and continuity trigger the issues that affect decision-making in local, state, national and transnational human service agencies. It discusses trends and development during the pre-industrial, industrial, post-industrial and during the contemporary post-modern era, and demonstrates how this impacted decision-making in human service agencies in the U.S. and in other nations around the world. The course will explore the history, the economics, the politics, the cultures and religious movements, which play such important roles in these changing societies.

Human Services 730

3 (crs.)

Seminar in Community-Oriented Human Service Management

This seminar is envisioned as the capstone course integrating learning from all course work in the transnational human service leadership program. The seminar will focus on real-time leadership, management, and community issues and the capacity of leaders and managers in the human service and nonprofit sectors to deal effectively with community issues while illuminating the relationships between management practices and community change. The seminar will integrate discussions, exercises, and case studies on the relationships between theories and practices of leadership and management of human services and non-government

organizations. Topics will include problem diagnosis, political and economic environment, tensions between internal and external factors affecting organizational leadership, and management of human, fiscal, and technological resources in transnational settings or contexts. Prerequisite: Completion of all Program courses.

Human Services 731

3 (crs.)

Master's Thesis

The Master's Thesis seminar is an option for students in the Master's in Transnational Human Service Leadership program, and aims to provide participants with guidance to develop an original and independent trans-disciplinary research project, carry out the study through systematic inquiry procedures, synthesize the research findings, and successfully defending the research report on a virtual platform. The seminar will help the student display the ability to independently and critically identify issues related to human service leadership, and integrate theoretical knowledge and empirical data to make scholarly contributions for human service agencies and non-government organizations in transnational or transcultural contexts.

Prerequisite: Completion of all Program courses.

Human Services 732

1 – 3 (crs.)

Independent Study

The Independent Study courses provides an avenue for MS-HSL students to explore interests that are not available through a current course offering. 1 to 3 credits are allowed each registration with a maximum accumulation of 6 cr. Registration for independent study for Master of Science – Human Services Leadership 732. Students must submit Independent Study Topic and Instructor Approval Form with their registration. Prerequisites: Student in the MS-HSL program.

LITERACY AND LANGUAGE

PROGRAM CONTACT INFORMATION

Cathy Toll, Department Chair and Program Coordinator

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FACULTY

Alderton, Allen, Boche, Herrmann, Toll

PURPOSE

Graduate programs in the Department of Literacy and Language provides licensed teachers with the knowledge, skills, and dispositions to: plan and implement literacy instruction and literacy

programs K-12 based on knowledge of learners, research, and theory; facilitate student and educator learning; lead at the classroom, school, district, and community level; and advocate for equity. Programs led to endorsement for Wisconsin license 1316: Reading Teacher or Wisconsin license 5017: Reading Specialist.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science in Education (M.S.E.)

Completion of specific courses will lead to the certificate:

Graduate Achievement Program (GAP)

Reading Teacher License

Bilingual Reading Teacher

Literacy Coaching

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the POLICIES 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 program.

Licensure

Applicants must hold or be eligible for a Wisconsin educator license.

References

Three (3) reference letters are required.

Undergraduate Major

The baccalaureate degree must have been taken in teacher education.

SUMMARY

A. Structure

The MSE is comprised of 19 initial credits that lead to endorsement for the 1316 Reading Teacher license and an additional 11 credits leading to the MSE and endorsement for the 5017 Reading Specialist license. There are four gateways, which are points in the program where progress is assessed. The first gateway is admission; Gateways 2, 3, and 4 coincide with Literacy 792, Literacy 793, and Literacy 794 respectively and require candidates to prepare and defend an artifact specific to the theme of that gateway. These artifacts comprise the candidate's portfolio.

B. Academic Plans of Study

Literacy is the description for the Literacy plan of study. See below for further descriptions of the plan(s) of study offered.

C. Minimum Unit (Cr.) Requirements

Thirty (30) credits applicable to the graduate degree constitute the minimal requirement for all student seeking the MSE.

D. Admission to Candidacy

Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9-12 credits and before completion of Literacy 792. 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.

DEGREE REQUIREMENTS

Literacy

702 2 Engagement in Literacy Processes

705 3 Literacies of Early Middle Childhood

720 3 Literacy Intervention-Elementary Clinical

721 3 Engaging Adolescents in Literacy

735 3 Adolescent Literacy

765 3 Literacy Assessment

767 3 Literacy Coaching

780 3 Leadership, Advocacy, and Planning

790 4 Research Essentials for the Literacy Leader

792 1 Foundational Knowledge-Gateway 2

793 1 Skillful Practice-Gateway 3

794 1 Literacy Leadership-Gateway 4

Electives

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

Literacy

612 3 Comprehensive Literacy Programs: Issues and Implications

620 3 Literacy and Language Development in Young Children

635 3 Adolescent Literacy Methods

640 3 Literacy and Language in the Content Areas

713 3 Sustaining Change in Comprehensive Literacy Programs

764 1-3 Exemplary Practices in Literacy Programs

782 3 Issues in the Evaluation of Literacy

796 1-3 Independent Study

Other Requirements

Students enrolled in fall classes are required to attend the department's Children's Literacy Conference.

In addition to coursework, candidates must meet these requirements in order to be endorsed for Wisconsin license 1316: Reading Teacher:

Eligibility to hold a Wisconsin educator license.

Two years of successful classroom teaching experience.

Wisconsin lifetime licensure or a passing score on the Foundations of Reading Test for Wisconsin (FORT).

In addition to coursework, candidates must meet these requirements in order to be endorsed for Wisconsin license 5017: Reading Specialist:

Meet all requirements for Wisconsin license 1316: Reading Teacher.

Three years of successful classroom teaching experience.

Wisconsin lifetime licensure.

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 literacy education.

Graduate Achievement Program (GAP) Certificate

The Graduate Achievement Program in Literacy is designed for individuals who have completed a master's degree in an education-related field and who wish additional graduate study in literacy for professional enrichment or to obtain licensure as a reading teacher or reading specialist.

Specifically, the program enables educators to extend their knowledge, skills, and dispositions to: plan and implement literacy instruction and literacy programs K-12 based on knowledge of learners, research, and theory; facilitate student and educator learning; lead at the classroom, school, district, and community level; and advocate for equity.

Admission Requirements

To be admitted to the Graduate Achievement Program in Literacy, the candidate must have completed a master's degree in an education-related field from a regionally accredited university with a graduate grade-point of 3.00 or better.

Program Requirements

The Graduate Achievement Program in Literacy requires 26 credits of coursework as outlined below. There are four gateways, which are points in the program where progress is assessed. The first gateway is admission; Gateways 2, 3 and 4 coincide with Literacy 792, Literacy 793, and Literacy 794 respectively and require candidates to prepare and defend an artifact specific to the theme of that gateway. These artifacts comprise the candidate's portfolio.

Literacy

702 2

Engagement in Literacy Processes

705 3 Literacies of Early/Middle Childhood

720 3 Literacy Intervention-Elementary Clinical Experience

721 3 Engaging Adolescents in Literacy-Secondary Clinical Experience

735 3 Adolescent Literacy

765 3 Literacy Assessment

767 3 Literacy Coaching

780 3 Leadership, Advocacy, and Planning

792 1 Foundational Knowledge-Gateway 2

793 1 Skillful Practice-TGateway 3

794 1 Literacy LeadershipGateway 4

Electives:

Literacy

713 3 Sustaining Change in Comprehensive Literacy Programs

715 1-3 Issues in Literacy: Annual Symposium Theme

764 1-3 Exemplary Practices in Literacy Programs

782 3 Issues in the Evaluation of Literacy

790 4 Research Essentials for the Literacy Leader

796 1-3 Independent Study

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 literacy education.

Other Requirements

Students enrolled in fall classes are required to attend the department's Children's Literacy Conference.

In addition to coursework, candidates must meet these requirements in order to be endorsed for Wisconsin license 1316: Reading Teacher:

Eligibility to hold a Wisconsin educator license.

Two years of successful classroom teaching experience.

Wisconsin lifetime licensure or a passing score on the Foundations of Reading Test for Wisconsin (FORT).

In addition to coursework, candidates must meet these requirements in order to be endorsed for Wisconsin license 5017: Reading Specialist:

Meet all requirements for Wisconsin license 1316: Reading Teacher.

Three years of successful classroom teaching experience.

Wisconsin lifetime licensure.

CERTIFICATES

1. Reading Teacher License Certificate

Available to those seeking licensure as a 1316 reading teacher. The program requires 19 credits of coursework as outlined below. There are three gateways, which are points in the program where progress is assessed. The first gateway is admission; Gateways 2 and 3 coincide with Literacy 792 and Literacy 793 respectively and require candidates to prepare and defend an artifact specific to the theme of that gateway. These artifacts comprise the candidate's portfolio.

Literacy

702 2 Engagement in Literacy Processes

705 3 Literacies of Early/Middle Childhood

720 3 Literacy Intervention-Elementary Clinical Experience

721 3 Engaging Adolescents in Literacy-Secondary Clinical Experience

735 3 Adolescent Literacy

765 3 Literacy Assessment

792 1 Foundational Knowledge-Gateway 2

793 1 Skillful Practice-Gateway 3

Students enrolled in fall classes are required to attend the department's Children's Literacy Conference.

In addition to coursework, candidates must meet these requirements in order to be endorsed for the 316 reading teacher license:

Eligibility to hold a Wisconsin educator license.

Two years of successful classroom teaching experience.

Wisconsin lifetime licensure or a passing score on the Foundations of Reading Test for Wisconsin (FORT).

2. Bilingual Reading Teacher Certificate

Available to those licensed as bilingual teachers who wish to obtain licensure as a 316 reading teacher.

Admission Requirements

Admission to this program requires that an applicant holds Wisconsin license 1023 – Bilingual-Bicultural Education. In addition, to be admitted an applicant must have taken these courses or their equivalent:

El Ed/Sec Ed 348 OR El Ed/Sec Ed 548: Principles of Bilingual/Bicultural Education
El Ed/Sec Ed 351 OR El Ed/Sec Ed 551: Authentic Assessment for ESL/Bilingual Education
El Ed/Sec Ed 352 OR El Ed/Sec Ed 552: ESL and Multicultural Materials,
Elementary/Secondary

The program requires 19 credit hours as outlined below. There are three gateways, which are points in the program where progress is assessed. The first gateway is admission; Gateways 2 and 3 coincide with Literacy 792 and Literacy 793 respectively and require candidates to prepare and defend an artifact specific to the theme of that gateway. These artifacts comprise the candidate's portfolio.

Literacy

702 2 Engagement in Literacy Processes

720 3 Literacy Intervention-Elementary Clinical Experience

721 3 Engaging Adolescents in Literacy-Secondary Clinical Experience

735 3 Adolescent Literacy

765 3 Literacy Assessment

792 1 Foundational Knowledge-Gateway 2

793 1

Skillful Practice-Gateway 3

Teaching and Learning

781 3 Simultaneous Biliteracy Instruction

Students enrolled in fall classes are required to attend the department's Children's Literacy Conference.

In addition to coursework, candidates must meet these requirements in order to be endorsed for the 1316 reading teacher license:

Eligibility to hold a Wisconsin educator license.

Two years of successful classroom teaching experience.

Wisconsin lifetime licensure or a passing score on the Foundations of Reading Test for Wisconsin (FORT).

3. Literacy Coaching Certificate

Available to those holding Wisconsin license 5017; Reading Specialist or those holding Wisconsin license 1316: Reading Teacher and working as a literacy coach. Requires 9 credits as outlined below:

Literacy

764 3 Special Topics

OR

780 3 Leadership, Advocacy, and Planning (if taken within the previous four years)

AND

766 3 Field Experience in Literacy Coaching

767 3 Literacy Coaching

4. Literacy Coaching Certificate

Available to those holding Wisconsin license 5017: Reading Specialist or those holding Wisconsin license 1316: Reading Teacher and working as a literacy coach. Requires 9 credit hours as outlined below.

Literacy

769 3 Field Experience in Educational Coaching

768 3 Educational Coaching

And a three (3) credit elective taken in an educational content area to ensure participants are current in their field.

License Requirements

1. Wisconsin License 1316: Reading Teacher

To be endorsed for the K-12 reading teacher license, candidates must be admitted in a graduate program and complete 19 credits of coursework:

Literacy

702 2 Engagement in Literacy Processes

705 3 Literacies of Early/Middle Childhood

720 3 Literacy Intervention-Elementary Clinical Experience

721 3 Engaging Adolescents in Literacy-Secondary Clinical Experience

735 3 Adolescent Literacy

765 3 Literacy Assessment

792 1 Foundational Knowledge-Gateway 2

793 1 Skillful Practice-Gateway 3

Completing all course requirements does not ensure licensure. The Literacy and Language faculty must endorse the candidate for licensure.

In addition to coursework and endorsement of the faculty, candidates must meet these requirements in order to be endorsed for the 1316 reading teacher license:

Eligibility to hold a Wisconsin educator license,

Two years of successful classroom teaching experience,

Wisconsin lifetime licensure or passing score on the Foundations of Reading Test for Wisconsin (FORT).

2. Wisconsin License 5017: Reading Specialist

To be endorsed for the K-12 reading specialist license, candidates must complete all the courses required for Wisconsin License 1316: Reading Teacher, and also the following courses, which also leads to the MSE in Literacy. 1

Literacy

767 3 Literacy Coaching

780 3 Leadership, Advocacy, and Planning

790 4 Research Essentials for the Literacy Leader

Completing course requirements does not ensure licensure. The Literacy and Language faculty must endorse the candidate for licensure.

In addition to coursework and endorsement of the faculty, candidates must meet these requirements in order to be endorsed for the 5017 reading specialist license:

Three years of successful classroom teaching experience,

Wisconsin lifetime licensure.

Comment

At least nine (9) of the required credits for licensure (1316 or 5017) must be taken at UW Oshkosh.

COURSE OFFERING(S)

Literacy & Language 610

3 (crs.)

Assessing and Planning for Literacy Instruction

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. Prerequisite: Literacy 305. 410/610
Literacy & Language 612

3 (crs.)

Comprehensive Literacy Programs: Issues and Implications

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
Literacy & Language 620

3 (crs.)

Literacy and Language Development in Young Children

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. Prerequisites: Literacy 305 or Elementary Education 311. 420/620 (Fall)

Literacy & Language 635

4 (crs.)

Adolescent Literacy Methods

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

Literacy & Language 640

3 (crs.)

Literacy and Language in the Content Areas

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. Prerequisites: Admission I and Literacy 305.

Literacy & Language 701

1 (crs.)

Essential Literacy Competencies

This course is intended for preservice and inservice teachers who desire and/or need specific review of essential literacy concepts in preparation for the successful completion of the state mandated Wisconsin Foundations of Reading Test.

Literacy & Language 702

2 (crs.)

Engagement in Literacy Processes

Literacy is essential to learning. It helps us convey ideas, solve problems, and understand ourselves and our changing world. Students will examine their personal literacy processes (reading, writing, listening, speaking, viewing, and representing), answering the guiding question, "Who am I as a literate person?" Students will then consider their growing understanding of literacy in light of their own classrooms.

Literacy & Language 705

3 (crs.)

Literacies of Early and Middle Childhood

This course focuses on the literacy and language development of children in early and middle childhood and the contexts that support development. The course addresses relevant theory, research, and instruction to ensure that all children succeed as literate learners.

Literacy & Language 713

3 (crs.)

Sustaining Change in Comprehensive Literacy Programs

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.

Literacy & Language 715

1 – 3 (crs.)

Issues in Literacy: (Annual Symposium Theme)

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. Prerequisites: Educational Foundations 770. (Summer)

Literacy & Language 720

3 (crs.)

Literacy Intervention: Elementary Clinical Experience

This course provides application of theory, research, and practice in literacy assessment and instruction to a clinical setting in which students work with elementary-school-aged children to provide literacy intervention. Prerequisite: Literacy 705, 765, and admitted to candidacy. (Fall)

Literacy & Language 721

3 (crs.)

Readers'/Writers' Workshop: Secondary Approach

This course provides a clinical experience in supporting adolescent literacy learning through practices that promote choice, engagement, and response, using a variety of texts authored by others and the students themselves, with an emphasis on digital literacy. Prerequisite: Literacy 735; Literacy 765 or taken concurrently; admitted for candidacy. (Spring)

Literacy & Language 723

3 (crs.)

Reading Recovery 1

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.

Literacy & Language 724

3 (crs.)

Reading Recovery II

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.

Literacy & Language 725

3 (crs.)

Teaching of Writing (Topics Course)

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 Literacy/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)

Literacy & Language 726

1 – 4 (crs.)

Literacy Coaching for Reading Recovery Districts

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. Prerequisite: Literacy 728 – Reading Recovery Assessment.

Literacy & Language 727

1 (crs.)

Reading Recovery Continuing Contract for Trained Teachers

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. Prerequisites: Literacy 723 and 724.

Literacy & Language 728

2 (crs.)

Reading Recovery Assessment Training

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.

Literacy & Language 729

3 (crs.)

Literacy Acquisition

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 Prerequisite: Prerequisite: Literacy 728 Reading Recovery Assessment Training.

Literacy & Language 732

3 (crs.)

Comprehending Text

This course is designed for teachers of students in grades 4-12. Emphasis will be placed on discovering how to support students’ reading across disciplinary contexts. Teachers will explore ways students acquire knowledge when reading, listening and viewing texts across various

contexts. In addition, pedagogical literacy approaches informing instruction in the content areas for diverse learners will be addressed.

Literacy & Language 733

3 (crs.)

Writing and Communicating Within the Disciplines

This course is designed for teachers of students in grades 4-12. Emphasis will be placed on discovering how to support students' writing across disciplinary contexts, including argumentation, research, and expository writing. Teachers will explore ways students express themselves with writing, speaking, and visually representing knowledge across various contexts. In addition, pedagogical approaches informing instruction in the content areas for diverse learners will be addressed.

Literacy & Language 735

3 (crs.)

Adolescent Literacy

This course examines adolescent literacy development and instruction, including how choice and engagement lead to growth. A focus will be on creating a literate environment that fosters adolescent participation and engagement.

Literacy & Language 763

2 – 3 (crs.)

Literacy and Technology

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.

Literacy & Language 764

1 – 3 (crs.)

Exemplary Practices in Literacy Programs

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. Prerequisites: 6 graduate credits in reading or consent of instructor.

Literacy & Language 765

3 (crs.)

Literacy Assessment

This course provides an overview of the value and purposes of literacy assessments, types of assessments, processes for effective assessment, and application of assessment data to inform instruction. The course addresses research, theory, and practice related to literacy assessment.

Prerequisite: Literacy 705.

Literacy & Language 766

3 (crs.)

Field Experience in Literacy Coaching

This course is for graduate students enrolled in the certificate program for Literacy Coaches. Students will either be assigned a placement with a literacy coach or other comparable professional. Students will be guided in their observation of the literacy coach in a school setting. The literacy coach will gradually introduce the candidate to roles and techniques within a school

literacy program. For students employed in contexts without literacy coaches or comparable professionals, the student will engage in an on-the-job field experience. External supervision and distance learning techniques will be used to introduce the candidate to the roles and responsibilities of the literacy coaching position and monitoring implementation of techniques.

Prerequisites: Students must complete the two courses in the three course certificate sequence Literacy 764 Exemplary Practices in Literacy: Contemporary Issues for Literacy Coaches and Literacy 766 Models and Methods of Literacy Coaching.

Literacy & Language 767

3 (crs.)

Models and Methods of Literacy Coaching

This course is for graduate students enrolled in the certificate program for Literacy Coaches. It will examine the roles and responsibilities of the literacy coach in school programs. It will explore common models for literacy coaching and professional learning structures. Students will become familiar with technology and media to support coaching efforts. Students will also increase their knowledge of material and human resources that can be used to support coaching efforts. Prerequisite: Students must complete the first course in the three course certificate sequence Literacy 764 Exemplary Practices in Literacy: Contemporary Issues for Literacy Coaches.

Literacy & Language 768

3 (crs.)

Educational Coaching

This course explores the roles and responsibility of educational coaches, models of educational coaching, characteristics of effective professional development, methods for effective educational coaching, and supports needed to make coaching a successful part of the educational program. This course includes a practicum which requires participants to develop a plan of action based upon their own skills and the needs of their practicum site as well as implementation of a coaching partnership at a school site.

Literacy & Language 769

3 (crs.)

Field Experience in Educational Coaching

This course is for graduate students enrolled in the Educational Coaching Certificate program. Students will collaborate at a school site to engage in educational coaching with support from the instructor and from educational coaches/leaders at the school site. Students will examine conditions for coaching at the school site and will engage teachers in an additional professional development activity. Students will assess and enhance their own skills, knowledge, and perspectives throughout the field experience.

Literacy & Language 780

3 (crs.)

Leadership, Advocacy, Planning

This course explores roles and tasks of reading specialists and other literacy leaders in developing and leading programs of literacy instruction. It addresses models of leadership and approaches to supporting both change and stability. The course emphasizes the importance of collaboration with teachers, administrators, students, and families and the value of advocacy for equity in literacy programs and instruction. This course includes a practicum in which class members assess needs and collaborate to plan for improvement in a PK-12 school setting.

Prerequisite: Literacy 702, 705, 721, 720, 735, 765, 792 and 793. (Fall)

Literacy & Language 782

3 (crs.)

Issues in the Evaluation of Literacy

Course focuses on problems and current issues in the evaluation of literacy achievement and literacy programs. Theoretical and practical considerations are explored. Prerequisite: Literacy 765 or equivalent.

Literacy & Language 785

3 (crs.)

Practicum in Literacy

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. Prerequisite: Literacy 705, 720, 721, 735 and 765 and Educational Foundations 770. (Spring)

Literacy & Language 790

4 (crs.)

Research Essentials for the Literacy Leader

This course provides essential understanding of educational research for literacy professionals. It aids students in reading, applying, evaluating, and potentially conducting both qualitative and quantitative research in the field of literacy and in understanding the sociopolitical forces that influence research in the field. In addition, this course provides an overview of key research that has influenced practices and programs in literacy instruction. Attendance at the Wisconsin Literacy Research Symposium is part of the course. Prerequisite: Literacy 702, 705, 735, 720, 721, 765, 792, and 793. Students will need to have a current basic literacy class before taking this course.

Literacy & Language 792

1 (crs.)

Foundational Knowledge – Gateway 2

This course is the gateway experience for the assessment of foundational knowledge of students in graduate programs of the Department of Literacy and Language. It provides support for students in synthesizing foundational knowledge about multiple literacies, their development, and the sociocultural environment in which they are learned and enacted. Students will use their understanding of research and theory along with their own experiences to create and defend their conceptual synthesis about literacy. Prerequisites: Literacy 702, 705, and 735.

Literacy & Language 793

1 (crs.)

Skillful Practice – Gateway 3

This course is the gateway experience for the assessment of skillful practice of students in graduate programs of the Department of Literacy and Language. It provides support for students in describing their application of what they have learned in coursework to creating an effective program of assessment, planning, and instruction. Prerequisites: Literacy 720, 721, and 765.

Literacy & Language 794

1 (crs.)

Literacy Leadership – Gateway 4

This course is the gateway experience for the assessment of literacy leadership for candidates in the MSE-Literacy and GAP programs in the Department of Literacy & Language. It provides

support for students in applying their knowledge, skills, and dispositions to develop a plan for literacy improvement in their school or district and to present that plan to a group of professionals. Prerequisites: Literacy 767, 780, and 790 or consent of department.

Literacy & Language 796

1 – 3 (crs.)

Independent Study

Registration open to MSE-Reading students who present an Independent Study/Related Readings contract with their registration.

Literacy & Language 798

0 – 1 (crs.)

Reflective Journey of the Literacy Professional

Reflective Journey of the Literacy 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, he or she adds artifacts to a binder to demonstrate competencies in meeting the Wisconsin Department of Public Instruction (DPI) Teacher and Administrator and International Reading Association (IRA) standards and all program requirements. The Reflective journey of the Literacy Professional review committee is comprised of two Literacy and Language faculty members, one who teaches the student's 798 1-credit (Orientation) class and one chosen by the student. These committee members guide candidates along this journey. This course culminates with a 1-credit oral presentation (Defense) to the committee and examination of the Reflective Journey binder by the remaining Department of Literacy and Language faculty. This course may be repeated two times for up to two credits. The course also includes orientation and support for the legislatively mandated Wisconsin Foundations of Reading Test for licensure eligibility as a Reading Teacher and/or Reading Specialist. Pass/Fail course.

PROFESSIONAL COUNSELING

PROGRAM CONTACT INFORMATION

Renae Swanson, Program Coordinator and Chair

Kathleen Stewardson, Clinical Coordinator

Office: Nursing/ Education 1

Telephone: (920) 424-1475

Website: <https://uwosh.edu/coehs/departments/counseling/>

E-mail: professionalcounseling@uwosh.edu

FACULTY

Harper, Lindsey, A. Saginak, K. Saginak, Scofield, Stewardson, Swanson

PURPOSE

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

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science in Education (M.S.E.)

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

Admission to the Professional Counseling program is a two-part process.

A. Admission to Graduate Studies

In addition to the requirements of the Office of Graduate Studies specified in the POLICIES section of this Bulletin, the program has established the following policies and procedures for admission:

B. Admission to the Professional Counseling Program

1. Applicants submit the following items to the Office of Graduate Studies:

- Office of Graduate Studies e-Application for Admission (apply.wisconsin.edu/)
- Application for Admission Fee (\$56)
- All undergraduate transcript(s)
- Two (2) letters of reference
- Professional Counseling Department Application Supplement – uwosh.edu/gradstudies/admissions/additional-application-instructions/professional-counseling-supplement
- COEHS Disclosure Statement – uwosh.edu/gradstudies/admissions/additional-application-instructions/professional-counseling-disclosure
- COEHS TK20 Application
<https://uwosh.tk20.com/campustoolshighered/start.do>
- 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 and/or related fields. 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)

SUMMARY

A. Structure

The department offers three emphases.

Clinical Mental Health Counseling

School Counseling

Student Affairs and College Counselor

Within each emphasis area, students complete core, emphasis-specific and elective courses.

B. Academic Plans of Study

Professional Counseling – <Emphasis title> is the description for the Professional Counseling plans of study.

Clinical Mental Health Counseling

School Counseling

Student Affairs and College Counseling

C. Minimum Unit (Cr.) Requirements

All emphases/plans of study 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 POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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.

DEGREE REQUIREMENTS

CORE COURSES:

Professional Counseling

700 3 Professional Identity and Ethics

702 3 Counseling Process

704 3 Assessment Techniques in Counseling

708 3 Career Development

711 3 Life Span Development in Counseling

731 3 Group Counseling Process

732 3 Applied Research and Evaluation in Counseling

776 3 Addictions in Counseling

788 3 Social and Cultural Foundations of Counseling

794 5 Counseling Practicum

797 3 Counseling Internship I

798 3 Counseling Internship II

799 0 Registration for Comprehensive Exam

Successful completion of the Professional Counseling Department Comprehensive Exam (effective Summer 2014).

EMPHASES

In addition to the core courses:

A. Clinical Mental Health Counseling

Professional Counseling

701 3 Theoretical Foundations of Counseling

725 3 Trauma and Crisis in Counseling

726 3 Wellness, Spirituality, and Mindfulness in Counseling

727 3 Psychopathology and Psychopharmacology in Counseling

729 3 Foundations of Clinical Mental Health Counseling

730 3 Contextual Diagnosis

735 3 Counseling Children and Adolescents

784 3 Relational Systems in Counseling

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

724 3 Special Topics: Foundations of School Counseling

709 3 Student Affairs and College Counseling

745 3 Student Development and the College Environment

And: six (6) 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 (Professional Counseling 798) AND successful completion of the Comprehensive Examination. 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: dps.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:

<https://dpi.wi.gov/sspw/pupil-services/school-counseling/licensing/process>
uwosh.edu/coehs/departments/counseling/current/

COURSE OFFERINGS

Professional Counseling 700

3 (crs.)

Professional Identity and Ethics

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. Open to Professional Counseling Majors only.

Professional Counseling 701

3 (crs.)

Theoretical Foundations of Counseling

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.

Professional Counseling 702

3 (crs.)

Counseling Process

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. Open to Professional Counseling majors only.

Professional Counseling 704

3 (crs.)

Assessment Techniques in Counseling

Foundations of standardized group testing and non-test assessment techniques. The selection and interpretation of such tools within the counseling process.

Professional Counseling 708

3 (crs.)

Career Development

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. Prerequisite: Professional Counseling 701 or (may be taken concurrently)

Professional Counseling 709

3 (crs.)

Student Affairs and College Counseling

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.

Professional Counseling 711

3 (crs.)

Life Span Development in Counseling

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, clinical mental health agencies, and higher education settings with an emphasis on ethical considerations.

Professional Counseling 724

1 – 3 (crs.)

Current Issues in Counseling

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.

Professional Counseling 725

3 (crs.)

Trauma and Crisis in Counseling

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. Prerequisites: Open to professional counseling majors only. Any exceptions require department faculty approval.

Professional Counseling 726

3 (crs.)

Wellness, Spirituality, and Mindfulness in Counseling

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. Prerequisites: Open to professional counseling majors only. Any exceptions require department faculty approval.

Professional Counseling 727

3 (crs.)

Neuroscience

The course focuses on the contemporary advances of neuroscience as they relate to neuroplasticity, mental wellness, and positive psychological growth. The course centers on informed professional counseling practice, bridging neuroscience and its unquestionable role within a holistic mental wellness service provision paradigm. In addition, the course provides a general and foundational overview of basic physiologic processes related to pharmacodynamics and pharmacokinetics regarding various psychotropic medications, their effectiveness as well as side effects.

Professional Counseling 728

3 (crs.)

Grief Counseling

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.

Professional Counseling 729

3 (crs.)

Foundations of Clinical Mental Health Counseling

This course focuses on professional issues and concerns specific to the area of clinical mental health counseling. Course content includes the history, philosophy and trends in clinical mental health counseling; models and theories related to clinical mental health counseling; the roles and functions of clinical mental health counselors in various practice settings; collaboration with other professionals; professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. The course will also cover prevention and intervention programming, service delivery selection, community resource identification and referral, and crisis and emergency management intervention. Consultation and advocacy strategies, outreach and program development and management, mental health and wellness promotion, and ethical and legal guidelines and considerations will be addressed, as will the relationship between social and cultural variables and clinical mental health counseling.

Prerequisite: Open to Professional Counseling majors only. Any exceptions require department faculty approval.

Professional Counseling 730

3 (crs.)

Contextual Diagnostics

This course is designed to address etiology, dimensional assessment, diagnostic processes and nomenclature, prevention, treatment, and interventions with persons experiencing or exhibiting mental, behavioral, developmental, or emotional concerns. The course will also address comorbidity, procedures for assessing and managing suicide risk, consultation and supervision, and societal and environmental issues, which impact mental health and wellness. These topics will be addressed through a lens of culturally responsive service selection and delivery and

contextual and ecological considerations. Applications and limitations of established diagnostic systems will be considered. Students will build their skills in utilizing diagnosis and treatment planning, case conceptualization, best practices, and a variety of theoretical approaches and treatment paradigms. Prerequisite: Open to Professional Counseling majors only. Any exceptions require Department Faculty approval.

Professional Counseling 731

3 (crs.)

Group Counseling Process

An examination of traditional and new counseling and guidance groups with particular emphasis on effective counselor skills and techniques for group work. Prerequisite: Professional Counseling 702. Open to Professional Counseling majors only.

Professional Counseling 732

3 (crs.)

Applied Research and Evaluation in Counseling

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 finding via poster presentations or other professional presentation forums. Prerequisites: Open to professional counseling majors. Any exceptions require department faculty approval.

Professional Counseling 733

3 (crs.)

Comprehensive School Counseling

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. Prerequisite: Open to Professional Counseling majors only. Any exceptions require department faculty approval.

Professional Counseling 735

3 (crs.)

Counseling Children and Adolescents

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. Prerequisite: Open to Professional Counseling majors only. Any exceptions require department faculty approval.

Professional Counseling 745

3 (crs.)

Student Development and the College Environment

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.

Professional Counseling 776

3 (crs.)

Addictions in Counseling

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. Open to Professional Counseling majors only.

Professional Counseling 784

3 (crs.)

Relational Systems in Counseling

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. Prerequisites: Open to Professional Counseling majors only. Any exceptions require department faculty approval.

Professional Counseling 788

3 (crs.)

Social and Cultural Foundations of Counseling

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. Prerequisite: Open to Professional Counseling majors only.

Professional Counseling 794

3 (crs.)

Counseling Practicum

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. Prerequisite: Admission to Candidacy. Open to Professional Counseling majors only.

Professional Counseling 796

1 – 3 (crs.)

Independent Study

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. Prerequisite: Independent Study Topic and Instructor Approval Form must be filed at or before registration.

Professional Counseling 797

3 (crs.)

Counseling Internship I

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.

Prerequisite: 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.

Professional Counseling 798

3 (crs.)

Counseling Internship II

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. Prerequisite: Clinical Mental Health 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.

Professional Counseling 799

0 (crs.)

Registration for Comprehensive Examination

Pass/fail course.

SPECIAL AND EARLY CHILDHOOD EDUCATION

PROGRAM CONTACT INFORMATION

Ann Mickelson, Program Coordinator

Office: Nursing/Education 411

Telephone: (920) 424-7226

Web Site: <https://uwosh.edu/coehs/departments/specialeducation/graduate/>

E-mail: speced@uwosh.edu

FACULTY

Clark, Fischer, Hameister, Mickelson, Skoning, Wegner, Wineberg

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.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science in Education (M.S.E.)

Completion of specific courses will lead to the certificate: Director of Special Education and Pupil Services

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 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 and early childhood 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.

Admission for Director of Special Education/Pupil Services

Master's degree or concurrent completion of Master's degree through UW Oshkosh. Hold or eligible to hold professional educator license to teach (EC-Adol) or to provide pupil services (school counselor, school psychologist, or school social worker). Minimum of three years successful full time teaching experience at any grade level (EC-Adol) or successful experience as a school counselor, school psychologist, or school social worker which include evidence of at least 540 hours of successful classroom teaching experience.

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.

SUMMARY

A. Structure

The program is comprised of core courses, electives, and emphases. The program offers a choice of four (4) 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), (4) Director of Special Education/Pupil Services.

B. Academic Plans of Study

Special Education – <Emphasis> is the description for the Special Education 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

Director of Special Education/Pupil Services

C. Minimum Credit Requirements

30 credits applicable to the graduate degree constitute the minimal requirement for all students seeking MSE.

D. Admission to Candidacy

Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9-21 credits. 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 disabilities, or (3) cognitive disabilities. This area of concentration will be completed through a portfolio process interwoven throughout the special education licensure coursework.

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

Special Education

705 3 Administrative Organization, Collaboration and Leadership in Special Education/Pupil Services

781 3 Introduction to Advanced Studies in Special Education

790 3 Critical Analysis of Special Education Research and Literature

794 3 Field Report in Special Education

OR

795 3 Thesis

Educational Foundations

770 3 Foundations of Educational Research

EMPHASES REQUIREMENTS

A. Non-Licensure Emphasis

A course about students 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

Special Education

581 3 Introduction to Behavior Management and Instruction

680 3 Research-based Instructional Strategies

Non-Licensure Electives

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. Pre-approval from graduate academic adviser is required for all electives.

Special Education

553 3 Collaborative Approaches to Teaching Students with Communication and Motor Needs

580 3 Inclusive Curriculum and Instruction

602 3 American Sign Language I

603 3 American Sign Language II

604 3 American Sign Language III

605 3 Manual Communication System

606 3 Technology in Special Education

607 3 Deaf Culture

612 3 Assessment and Curriculum in Early Intervention: Birth to 3

613 3 Assessment and Curriculum for Children and Youth with Disabilities: Ages 3 to 8 Years

614 3 Advocacy, Family Empowerment and Special Education Law

631 3 Transition to Adulthood

663 3 Teaching Students with Significant Disabilities

670 3 Assessment for Special Education Eligibility

671 3 Assessment for Program Planning in Special Education

673 3 Introduction to Autism Spectrum Disorders

674 3 Teaching Students with Autism Spectrum Disorders

675 1 Autism Spectrum Disorders Practicum

681 3 Advanced Behavior Management and Instruction

767 2-4 Field Work in Special Education

783 1-3 Issues in Special Education

796 1-3 Independent Study

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 disabilities (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:

Special Education

552 3 Students with Disabilities in General Education

553 3 Collaborative Approaches to Teaching Students with Communication and Motor Needs

580 3 Inclusive Curriculum and Instruction

581 3 Introduction to Behavior Management and Instruction

601 3 Advanced Practicum Experience in Special Education

606 3 Technology in Special Education

614 3 Advocacy, Family Empowerment and Special Education Law

663 3 Teaching Students with Significant Disabilities

670 3 Assessment for Special Education Eligibility

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

Special Education

631 3 Transition to Adulthood

671 3 Assessment for Program Planning in Special Education

680 3 Research-based Instructional Strategies

681 3 Advanced Behavior Management and Instruction

685 1-2 Seminar in Cross Categorical Special Education Teaching (Middle Childhood through Early Adolescence, 1-8)

686 5-10 Student Teaching in Cross Categorical Special Education (Middle Childhood through Early Adolescence, 1-8)

689 1 -2 Seminar in Cross Categorical Special Education Teaching (Early Adolescence through Adolescence, 6-12)

690 5-10 Student Teaching Cross Categorical Special Education (Early Adolescence through Adolescence, 6-12)

692 1-2 Seminar in Cross Categorical Special Education Teaching (Middle Childhood through Adolescence, 1-12)

693 5-10 Student Teaching Cross Categorical Special Education Teaching (Middle Childhood through Adolescence, 1-12)

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:

Special Education

552 3 Students with Disabilities in General Education

553 3 Collaborative Approaches to Teaching Students with Communication and Motor Needs

580 3 Inclusive Curriculum and Instruction

581 3 Introduction to Behavior Management and Instruction

601 3 Advanced Practicum Experience in Special Education

606 3 Technology in Special Education

614 3 Advocacy, Family Empowerment and Special Education Law

663 3 Teaching Students with Significant Disabilities

670 3 Assessment for Special Education Eligibility

Early Childhood PK-3 Requirements:

Elementary Education

312 2 Working with Infants and Toddlers and Their Families

313 2 Theories and Practices of Early Childhood Education

314 2 Organization/Administration of Preschool Programs

322 2 Curriculum & Methods for Young Children

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

Special Education

612 3 Assessment and Curriculum in Early Intervention: Birth to 3

613 3 Assessment and Curriculum for Children with Disabilities Ages 3 to 8

618 1 or 2 Seminar in Early Childhood Special Education Teaching

619 5 or 10 Student Teaching in Early Childhood Special Education

Director of Special Education and Pupil Services Licensure Requirements:

Special Education

705 3 Administrative Organization, Collaboration and Leadership in Special Education/Pupil Services

785 3 Legal Aspects of Special Education/Pupil Services

786 3 Finance for Special Education/Pupil Services

787

Practicum in Educational Leadership: Special Education/Pupil Services

Educational Leadership

720 3 Supervision of Instruction

729 3 Dialogues in Social Justice

730 3 Leadership in Educational Systems

COURSE OFFERING(S)

Special Education 552

3 (crs.)

Children and Youth with Disabilities in General Education

This course is designed to provide a rigorous overview of current best practices regarding legal issues, service delivery, differentiation, Universal Design for Learning, Response to Intervention (RtI), collaboration, issues of eligibility, cross cultural competence, disproportionality, and transition to adulthood. Emphasis is placed on the legal right to access general education curriculum while supporting students with disabilities in general education settings. The course addresses students with learning disabilities, emotional behaviors disabilities, intellectual disabilities, and autism. Prerequisite: 2.75 GPA. 352/552

Special Education 553

3 (crs.)

Collaborative Approaches to Teaching Students with Communication and Motor Needs

This course provides information about typical and atypical language, communication, and motor development in students ages birth to 21 years. Course topics include typical language, communication and motor development; and characteristics of specific language, communication, and motor disorders. A focus that highlights the work of related service

providers such as occupational , physical and speech therapies for individuals with disabilities serves as the contexts for the course. Recommended approaches that support individuals with communication and/or physical disabilities such as basic sign language, sensory integration, communication strategies, lifting and positioning, promoting student control and involvement in self-care, encouraging independence designing classrooms and physical access are explored.

Special Education 580

3 (crs.)

Inclusive Curriculum and Instruction

Students will be introduced to factors that influence curriculum content, scope and sequence, preparation and evaluation of curricular strategies, materials and environments. A major focus of this course will be extensive student involvement in curriculum planning and development, implementation, and evaluation; in conjunction with state and national standards. Prerequisite:

Special Education 353/553. 380/580

Special Education 581

3 (crs.)

Introduction to Behavior Management and Instruction

This course focuses on the theoretical and practical understanding of methods used in classroom management and when modifying challenging behavior that inhibits learning. Methods of supporting positive behavior will be drawn from research and applied to the classroom.

Approaches are introduced to anticipate, inhibit, prevent and redirect challenging behavior through techniques which have high probability of encouraging the total learning process. Data collection procedures and analyses to support an understanding of behaviors are explored.

381/581

Special Education 601

2 (crs.)

Advanced Practicum Experience in Special Education

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.

Special Education 602

3 (crs.)

American Sign Language I

This course provides students with an introduction to American Sign Language (ASL), a visual/gestural language used by Deaf people in the United States and Canada. The course emphasizes vocabulary, grammar, and fingerspelling. Students practice expressive and receptive communication skills within the context of daily functional interaction such as life in a family, shopping , education, and social scenarios. The importance of non-manual markers such as eye contact, facial expression, and body posture are discussed. An introduction of Deaf culture is provided simultaneously to the language instruction. 402/602

Special Education 603

3 (crs.)

American Sign Language II

This course is designed to enhance students' conversational proficiency. Students increase their overall sign vocabulary, speed and accuracy of signing, receptive comprehension of signed

communication, and awareness of Deaf Idiomatic expressions. Fingerspelling proficiency is achieved. Deaf education and culture are explored. Prerequisite: Special Ed 402/602 403/603
Special Education 604

3 (crs.)

American Sign Language III

Students become fluent in ASL at the daily conversation level and learn ASL storytelling in this course. Students are expected to provide information and education to increase the use of ASL beyond the classroom. Involvement of ASL communication within the Deaf community.

Prerequisite: Special Ed 403 or 603 404/604

Special Education 605

3 (crs.)

Manual Communication System

Students become exposed to and familiar with various manually presented communication systems/methods used within the United States including Signed Exact English (SEE), Conceptually Accurate Signed English (CASE), Total Communication (TC), the Bilingual/Bicultural Model (BI/BI), Cued Speech, and manually encoded systems for teaching phonics. Students will develop an understanding of when, why, and with whom these systems are utilized. Students have an opportunity to practice and demonstrate introductory level skills in each manual communication system and are provided resources to become trained in the areas should they require the skills for employment. Prerequisite: Special Ed 404 or 604 405/605

Special Education 606

3 (crs.)

Technology in Special Education

This course addresses assessment, evaluation, acquisition, implementation, and appropriate use of technology across environments related to individuals with disabilities, such as assistive and adaptive technology, and alternative and augmentative communication. The course addresses Universal Design for Learning and strategies for building on students' strengths and abilities to enhance access to general education curriculum. The course addresses legal issues related to the provision of technology. Prerequisite: Students must have completed sophomore practicum or equivalent coursework and Educational Leadership 325 & Admission to Licensure. 406/606

Special Education 607

3 (crs.)

Deaf Culture

This course will expose students to the Deaf community and increase appreciation for a minority population as the capstone experience of the certificate program. Students demonstrate an awareness of Deaf culture through contextual settings in class. Students are expected to engage with the Deaf community and to engage with the hearing community through informational and educational events. Prerequisite: Special Education 404 or 604 407/607

Special Education 612

3 (crs.)

Assessment and Curriculum in Early Intervention: Birth to Three

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. Prerequisite: Elementary Education 311; Initial Practicum or equivalent course work and PK-3 requirements (Elementary Education 312, 313, 314, 318). May be taken concurrently and Admission to Licensure. 412/612

Special Education 613

3 (crs.)

Assessment and Curriculum for Children with Disabilities Ages Three to Eight Years

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". Prerequisite: Elementary Education 311; Initial Practicum or equivalent course work and PK-3 requirements (Elementary Education 312, 313, 314 and 318) may be taken concurrently and Admission to Licensure.

413/613

Special Education 614

3 (crs.)

Advocacy, Family Empowerment, and Special Education Law

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 knowledge, skills and dispositions needed by special education professionals to effectively support, collaborate with, and empower diverse families (exceptionality, socioeconomic status, race, sex, ethnicity, sexual orientation, and gender identity) of students with disabilities, and (3) Conflict resolution, and (4) special education and legislation and litigation. Prerequisite:

Admission to Licensure 414/614

Special Education 618

1 – 2 (crs.)

Seminar in Early Childhood Special Education Teaching

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 619. Prerequisite: Admission to student teaching and Admission II.

Special Education 619

5 – 10 (crs.)

Student Teaching in Early Childhood Special Education

Observation, participation, and responsible teaching experiences under supervision in a class of early childhood special education students. Prerequisite: Admission II, restricted to special education majors. Corequisite: Special Education 618.

Special Education 623

3 (crs.)

Direct Instruction Multisensory Methods for Teaching Decoding and Encoding

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

Special Education 631

3 (crs.)

Transition to Adulthood

This course is designed to provide a rigorous overview of current best practice in assessment, curricular planning and development for transition of students with disabilities in early adolescence through adulthood. Course content includes the following topic areas as they relate to adolescence through adulthood: a) legal issues and legislation; b) social, emotional, and behavioral development and related responsibilities; c) transition; d) academic interventions; e) curricular planning and development; f) assessment; and g) outcomes (e.g., Post-secondary, employment, supported employment, independent living). Prerequisite: Admission to Licensure 431/631

Special Education 656

1 – 3 (crs.)

Special Topics in Special Education

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. Spec Ed 456/656

Special Education 663

3 (crs.)

Teaching Students with Significant Disabilities

This course describes history and philosophical tenets related to least dangerous assumption, partial participation, general education curricular access, and full adult living. Person-centered planning and various assessments for curricular development will be examined. Practical implementation of strategies to enhance communication, general education participation, and adult living (including self-advocacy, employment, supported living, and relationship development) are explored. This course also addresses various types of support. Prerequisite: Admission to Licensure. 463/663

Special Education 665

1 – 2 (crs.)

Seminar in Teaching Individuals with Cognitively Disabilities

Innovative programs and intervention strategies will be discussed and analyzed. Prerequisite: Admission to student teaching. Corequisite: Special Education 466/666.

Special Education 666

5 – 10 (crs.)

Student Teaching of Individuals with Cognitive Disabilities

Observation, participation, and responsible teaching experiences under supervision in a class of mentally retarded students. Prerequisite: Admission to student teaching. Corequisite: Special Education 465/665.

Special Education 667

1 – 2 (crs.)

Seminar in Teaching Individuals the Learning Disabilities

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. Prerequisite: Admission to student teaching. Corequisite: Special Education 468/668.

Special Education 668

5 – 10 (crs.)

Student Teaching of Individuals with Learning Disabilities

Observation, participation, and responsible teaching experiences under supervision in a class of learning disabled students. Prerequisite: Admission to student teaching. Corequisite: Special Education 667.

Special Education 670

3 (crs.)

Assessment for Special Education Eligibility

This course addresses issues for special education eligibility. The emphasis of this course is on making eligibility rather than instructional planning decisions. Students gain an understanding of and familiarity with a range of assessment techniques and measures. The course familiarizes students with basic assessment philosophies, terminologies and principles as well as various tests measuring achievements, aptitude, behavior, and social skills. Also addressed in this course are alternative ways of assessing students with significant and/or multiple disabilities. Prerequisite: Admission to Licensure. 470/670

Special Education 671

3 (crs.)

Assessment for Program Planning in Special Education

Two main components within this course are assessment and Individualized Education Program (IEP) development. First, students are provided with an overview of assessment strategies including formative, benchmark, and summative that can be used at a variety of levels (e.g., individual, classroom, district, state). Formal, informal, and teacher created assessments are investigated, as are accommodations, progress monitoring, and connections to Response to Intervention (RfI). Students collect, analyze, interpret, and report K-12 student data. Second, students develop IEPs based on the data collected. Special Education 353/553 and Special Education 470/670 may be taken concurrently and Admission to Licensure. 471/671

Special Education 673

3 (crs.)

Introduction to Autism Spectrum Disorder

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

Special Education 674

3 (crs.)

Teaching Students with Autism Spectrum Disorder

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.

Prerequisites: Special Education 473/673 Introduction to Students with Autism Spectrum Disorders. 474/674

Special Education 675

1 (crs.)

Autism Spectrum Disorders Practicum

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.

Prerequisite: Department Consent. 475/675

Special Education 680

3 (crs.)

Research-based Instructional Strategies

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. Prerequisites: Initial

Practicum or equivalent course work, Reading 305, Spec Education 380/580. This course should be taken in the last term prior to student teaching. 480/680

Special Education 681

3 (crs.)

Advanced Behavior Management and Instruction

This course builds upon evidence-based behavior management and instruction concepts, principles, and techniques. Course emphasis is on understanding the process of Functional

Behavioral Assessment (FBA), Behavioral Intervention Plans (BIP), instructional classroom management, self-management strategies, crisis intervention, mental health issues, and

metacognitive strategies. Prerequisites: Sophomore Practicum or equivalent coursework and

Special Education 480/680 (may be taken concurrently) and Admission to Licensure and Special Ed 381/581. 481/681

Special Education 683

1 – 2 (crs.)

Seminar in Teaching Emotional/Behavioral Disorders

This course will deal with the problems associated with teaching emotionally/behaviorally disturbed students. Innovative programs and intervention strategies will be discussed and

analyzed. Prerequisite: Admission to student teaching. Corequisite: Special Education 484/684.

Special Education 684

5 – 10 (crs.)

Student Teaching in Emotionally/Behavioral Disturbance

Observation, participation, and responsible teaching experiences under supervision in a class of emotionally disturbed students. Prerequisite: Admission to student teaching. Corequisite: Special Education 683.

Special Education 685

1 – 2 (crs.)

Seminar in Cross Categorical Special Education Teaching (Middle Childhood Through Early Adolescence)

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.

Prerequisite: Admission to student teaching and Admission II. Corequisite: Special Education 686.

Special Education 686

5 – 10 (crs.)

Student Teaching in Cross Categorical Special Education (Middle Childhood Through Early Adolescence)

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). Prerequisite: Admission II, restricted to special education majors. Corequisite: Special Education 685.

Special Education 687

1 – 10 (crs.)

Student Teaching Internship-CC Spec Ed Middle Childhood – Early Adolescence

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). Prerequisites: Admission to student teaching and Admission II, restricted to special education majors, concurrent enrollment in Special Education 685.

Special Education 689

1 – 2 (crs.)

Seminar in Cross Categorical Special Education Teaching (Early Adolescence Through Adolescence)

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. Prerequisite: Admission to student teaching and Admission II. Corequisite: Special Education 690.

Special Education 690

5 – 10 (crs.)

Student Teaching in Cross Categorical Special Education (Early Adolescence Through Adolescence)

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).

Prerequisite: Admission II, restricted to special education majors. Corequisite: Special Education 689.

Special Education 691

5 – 10 (crs.)

Student Teaching Internship-CC Special Education (Early Adolescence Through Adolescence)

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). Prerequisites: Admission to student teaching and Admission II, restricted to special education majors, concurrent enrollment in Special Education 689.

Special Education 692

1 – 2 (crs.)

Seminar in Cross Categorical Special Education Teaching-Middle Childhood Through Adolescence

This course will explore the challenges associated with teaching students in cross categorical special education programs (middle school through adolescence) (students labeled as having learning disabilities, emotional/behavioral disabilities, and/or cognitive/intellectual disabilities). Innovative programs and intervention strategies will be discussed and analyzed. Prerequisites: Admission to Student Teaching; restricted to special education majors; concurrent enrollment in Special Education 493.

Special Education 693

5 – 10 (crs.)

Student Teaching Cross Categorical Special Education Middle Childhood Through Adolescence Placement for students seeking cross categorical special education middle childhood through adolescence licensure. Observation, participation, and responsible teaching experience under supervision in cross categorical special education in a class at the middle childhood through adolescence level (learning disabilities, emotional/behavioral disabilities, and/or cognitive/intellectual disabilities). Prerequisites: Admission to Student Teaching; restricted to special education majors; concurrent enrollment in Special Education 492.

Special Education 705

3 (crs.)

Administrative Organization, Collaboration, and Leadership in Special Education/Pupil Services This course focuses on preparing graduate students for leadership and collaboration roles in special education and pupil services. Course content addresses special education organization and administration, supervision and evaluation, the change process, cultural responsiveness, collaboration and consultation, and conflict resolution skills.

Special Education 767

2 – 4 (crs.)

Field Experience in Special Education

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.

Special Education 769

4 (crs.)

Competency Based Field Work

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.

Special Education 781

3 (crs.)

Introduction to Advanced Studies in Special Education

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.

Special Education 783

1 – 3 (crs.)

Current Issues

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. Prerequisite: consent of instructor.

Special Education 785

3 (crs.)

Legal Aspects of Special Education and Pupil Services

This class will examine legislation and case law concerned with the education of students with disabilities. Consideration will be given to the Individuals with Disabilities Education Improvement Act, Section 504 of the 1973 Civil Rights Act, Americans with Disabilities Act and relevant state legislation and case law. The course will increase knowledge and skills in the area of special education law to aid professionals in making informed and ethical decisions and practices relative to special education and pupil services issues.

Special Education 786

3 (crs.)

Finance for Special Education/Pupil Services

This course will address the knowledge and application relative to the financing of Special Education and Pupil Services. Various federal funding sources, including IDEA Entitlement, Title 1, along with state funding formulas and local allocations and budgets will be addressed. The course involves a series of activities, individual studies, and application activities that will allow the student to gain a comprehensive knowledge to enable them to function as a competent and qualified Director of Special Education/Pupil Services.

Special Education 787

2 (crs.)

Practicum in Education Leadership: Special Education/Pupil Services

This is a capstone course designed specifically for students in the special education/pupil services administrator certification program. It involves field-experiences and current issues in special education and pupil services. Activities will be designed in conjunction with advisor and proficiency focused. Graduate Status and completion of Spec Ed 705, 785, 786 and consent of instructor.

Special Education 790

3 (crs.)

Critical Analysis of Special Education Research and Literature

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. Prerequisite: Special Education 781 and Educational Foundations 770.

Special Education 794

3 (crs.)

Field Report in Special Education

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.

Special Education 795

1 – 6 (crs.)

Special Education Thesis

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.

Special Education 796

1 – 3 (crs.)

Independent Study

Registration open to those MSE Special Education students who have filed an independent study contract and instructor approval form.

TEACHING AND LEARNING

PROGRAM CONTACT INFORMATION

Don Hones, Program Coordinator

Office: Education 208A

Telephone: (920) 424-2477

Website: uwosh.edu/coehs/departments/teaching-learning/mse/

E-mail: teachlearn@uwosh.edu

FACULTY

Beeth, Bernander, Brunsell, Carey, Fondrie, Hones, Meyerson, Mogi-Hein, Short-Meyerson

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.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science in Education (M.S.E.)

Completion of specific courses will lead to the certificate:

Classroom Assessment

Disciplinary Literacy

Educational Coaching

Math Intervention

Teaching English as a Second Language
TESOL

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 Teaching and Learning 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: Teaching and Learning program on a rolling basis (year-round). Early application will help ensure enrollment in classes for the upcoming semester.

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

Teaching and Learning – <Emphasis> is the description for the Teaching and Learning plans of study.

The following are the descriptions for the Teaching and Learning plan(s) of study:

Early Childhood

ESL/Bilingual

Science Education

Middle Childhood/Early Adolescence

C. Minimum Unit (Cr.) Requirements

30 credits applicable to the graduate degree constitute the minimal requirement for all students seeking the MSE. Only those courses with a grade of "B" or higher will count for the master's degree. 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 POLICIES section of this Bulletin. Students must confer with their

program coordinator/advisor to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 12-15 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.

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 Teaching and Learning Program will have preference over non-admitted students when registering for graduate courses applying to their master's program. Please contact the Teaching and Learning department for more information about enrollment restrictions.

DEGREE REQUIREMENTS

CORE REQUIREMENTS

Core Requirements (15 credits)

Elem/Sec Ed 790: (3 cr)

Ed Found 770: Foundations of Ed Research (3 cr)

Elem/Sec Ed 716: Issues in PK-12 Education (3 cr)

Elem/Sec Ed 791: Improving Classroom Practice II (3 cr)

Areas of Emphasis (9 credits)

Select nine credits of graduate study in a specified area with approval of the Graduate Program Coordinator. Select from options below or propose your own plan.

Professional Experiences (6 credits)

Ed Foun 703: Education and the Making of American Society (3 cr)

Ed Found 706: Multicultural Education (3 cr)

Ed Ldrshp: 1-2 courses in Educational Leadership (3-6 cr)

Spec Ed: 1-2 courses in Special Education (3-6 cr)

Elem/Sec 546: Methods of Teaching ESL (3 cr)

Elem/Sec 552: ESL/Multicultural Materials (3 cr)

ESL

English 583:

Elem/Sec Ed 548: Principles of Bilingual/Bicultural Education (3 cr)

Elem/Sec Ed 552: ESL and Multicultural Materials, Elementary/Secondary

Elem/Sec Ed 553: Hmong Language, Culture and Learning OR Elem/Sec Ed 577 Latino(a) Language, Culture and Learning

Elem/Sec Ed 751: Authentic Assessment for ESL/Bilingual Education

Literature and Language 705 or 735

ESL/Bilingual Emphasis Area:

English 583:

Elem/Sec Ed 548: Principles of Bilingual/Bicultural Education (3 cr)

Elem/Sec Ed 552: ESL and Multicultural Materials, Elementary/Secondary

Elem/Sec Ed 553: Hmong Language, Culture and Learning OR Elem/Sec Ed 577 Latino(a) Language, Culture and Learning

Elem/Sec Ed 751: Authentic Assessment for ESL/Bilingual Education

Elem/Sec Ed 781: Simultaneous Biliteracy Instruction

Physics Emphasis Area:

Phys Sci 501 Waves and Fields for Teachers (5cr)

Phys Sci 505 Optics for teachers (5cr)

Phys Sci 510 Classical Mechanics for Teachers (5cr)

Sec Ed 747 Teaching for Conceptual Change in Science Learning (3cr) (substitute for Elem/Sec Ed 716)

Individually Planned Emphasis Area:

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.

CERTIFICATE PROGRAMS

Classroom Assessment Certificate (9 credits)

*Certificate can be earned by itself (16 credits) or combined with MSE Teaching and Learning degree requirements (30 credits). Contact the Graduate Program Coordinator for specifics on completing both the certificate and degree option.

Elem/Sec Ed 734: Classroom Assessment and Curriculum and Instruction

Elem/Sec Ed 700: Effective Grading Practices

Elem/Sec Ed 701: Designing Performance Assessments

Ed Foundations 713: Principles of Appraisal and Evaluation in Education

Disciplinary Literacy Certificate (9 credits)

*Certificate can be earned by itself (16 credits) or combined with MSE Teaching and Learning degree requirements (30 credits). Contact the Graduate Program Coordinator for specifics on completing both the certificate and degree option.

Elem/Sec Ed 702: The Teaching of Inquiry and Argumentation

Literacy and Language 732: Comprehending Text

Literacy and Language 733: Writing and Communicating in the Disciplines

Educational Coaching Certificate (9 credits)

*Certificate can be earned by itself (16 credits) or combined with MSE Teaching and Learning degree requirements (30 credits). Contact the Graduate Program Coordinator for specifics on completing both the certificate and degree option.

Literacy and Language 768: Educational Coaching

Literacy and Language 769: Field Experience in Educational Coaching

Elective course to enhance participants' current understanding of effective instruction and teacher professional development taken within last 5 years

Math Intervention Certificate (16 credits)

*Certificate can be earned by itself (16 credits) or combined with MSE Teaching and Learning degree requirements (30 credits). Contact the Graduate Program Coordinator for specifics on completing both the certificate and degree option.

Elem/Sec Ed 706: Math Intervention Math Reasoning

Elem/Sec Ed 708: Math Intervention Number Sense

Elem/Sec Ed 709: Classroom Application Number Sense

Elem/Sec Ed 714: Math Intervention Geometry

Elem/Sec Ed 717: Math Intervention Measurement

Elem/Sec Ed 719: Classroom Application Geometry

Elem/Sec Ed 721: Classroom Application Measurement

Elem/Sec Ed 735: Writing for Publication OR Elem/Sec Ed 739 Mathematics Curriculum

Ed Found Ed 770: Introduction to Educational Research

Teaching English as a Second Language Certificate (12 credits)

*Certificate can be earned by itself (16 credits) or combined with MSE Teaching and Learning degree requirements (30 credits). Contact the Graduate Program Coordinator for specifics on completing both the certificate and degree option.

Elem/Sec Ed 546: Methods of Teaching English as a Second Language

Elem/Sec Ed 548: Principles of Bilingual/Bicultural Education

Elem/Sec Ed 552: ESL and Multicultural Materials, Elementary/Secondary

Elem/Sec Ed 751: Authentic Assessment for ESL/Bilingual Education

TESOL Certificate (9 credits)

*Certificate can be earned by itself (9 credits) or combined with MSE Curriculum and Instruction degree requirements (30 credits). Contact the Graduate Program Coordinator for specifics on completing both the certificate and degree option.

Elem/Sec Ed 546: Methods of Teaching

Elem/Sec Ed 797: International Practicum

English 583: Introduction to Linguistics

LICENSURE PROGRAMS

ESL Licensure Minor

* The ESL License can be earned by itself (21 credits) or combined with MSE Teaching and Learning degree requirements. Contact the Graduate Program Coordinator for specifics on completing both the licensure program and degree option.

*ESL minors receive the same licensure age range as their major (early childhood, middle childhood, early adolescence, adolescence) 22 credits.

Elementary Education/ Secondary Education

346/546

3

Methods of Teaching ESL

348/548

3

Principles of Bilingual Education

351/551

3

Authentic Assessment for ESL/ Bilingual Education

352/552

3

ESL and Multicultural Materials

377/577

3

Latino/a Language, Culture and Learning

OR

353/553

3

Hmong Language, Culture and Learning

781

3

Simultaneous Biliteracy Instruction

794

1

Practicum

English

383/583

3

Introduction to English Linguistics

Bilingual/Bicultural Education (Spanish) (Licensure minor)

* The Bilingual/Bicultural Education (Spanish) License can be earned by itself (24 credits) or combined with MSE Teaching and Learning degree requirements. Contact the Graduate Program Coordinator for specifics on completing both the licensure program and degree option

* Bilingual-bicultural Spanish minors receive the same licensure grade as their major (early childhood, middle childhood, early adolescence, adolescence) 24 credits.

Elementary Education/ Secondary Education

300/500

0

Bilingual Language Fluency Assessment

346/546

3

Methods of Teaching ESL

348/548

3

Principles of Bilingual/Bicultural Education

349/549

3

Content Area Instruction in Bilingual Education

351/551

3

Authentic Assessment for ESL/ Bilingual Education

352/552

3

ESL and Multicultural Materials

377/577

3

Latino/a Language, Culture and Learning

781

3

Simultaneous Biliteracy Instruction

794

1

Practicum

English

383/583

3

Introduction to English Linguistics

Bilingual/Bicultural Education (Hmong) (Licensure minor)

* The Bilingual/Bicultural Education (Hmong) License can be earned by itself (24 credits) or combined with MSE Teaching and Learning degree requirements. Contact the Graduate Program Coordinator for specifics on completing both the licensure program and degree option

* Bilingual-bicultural Hmong minors receive the same licensure age range as their major (early childhood, middle childhood, early adolescence, adolescence) 24 credits

Elementary Education/ Secondary Education

300/500

0

Bilingual Language Fluency Assessment

346/546

3

Methods of Teaching ESL

348/548

3

Principles of Bilingual Education

349/549

3

Content Area Instruction in Bilingual Education

351/551

3

Authentic Assessment for ESL/ Bilingual Education

352/552

3

ESL and Multicultural Materials

353/553

3

Hmong Language, Culture and Learning

781

3

Simultaneous Biliteracy Instruction

794

1

Practicum

English

383/583

3

Introduction to English Linguistics

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.

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.

Alternative to Student Teaching

The MSE Teaching and Learning program provides an alternative to student teaching for previously licensed teachers. See the Graduate Program coordinator for eligibility requirements.

COURSE OFFERING(S)

Elementary Education 500

0 (crs.)

Bilingual Language Fluency Assessment

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.

Elementary Education 514

3 (crs.)

Organization and Administration of Preschool Programs in Early Childhood Education

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. 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

Elementary Education 546

3 (crs.)

Methods of Teaching English as a Second Language

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

Elementary Education 548

3 (crs.)

Principles of Bilingual/Bicultural Education

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

Elementary Education 549

3 (crs.)

Content Area Instruction Bilingual Education

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

Elementary Education 552

3 (crs.)

ESL and Multicultural Materials, Elementary/Secondary

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

Elementary Education 553

3 (crs.)

Hmong Language, Culture & Learning

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

Elementary Education 577

3 (crs.)

Latino(a) Language, Culture and Learning (GS)

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.

Elementary Education 700

1 – 3 (crs.)

Effective Grading Practices

In this course, students will explore research, resources and process related to effective grading and the establishment of a standards-based grading process. Participants will examine pertinent research related to grading at their grade level and develop a standards-based grading process for the one instructional unit.

Elementary Education 701

1 – 3 (crs.)

Designing Performance Assessments

In this course, educators will explore the increased demands for higher-order thinking skills and disciplinary practices in the Common Core State Standards, Next Generation Science Standards and other standards frameworks. Educators will develop, implement and analyze performance-based assessments that can be used to evaluate students' capacity to engage in these skills and practices.

Elementary Education 702

1 – 3 (crs.)

Teaching Inquiry and Argumentation

In this course, educators will explore research, resources and process related to teaching through inquiry by helping students improve their ability to formulate questions and engage in argumentation. Educators will examine pertinent research related to questioning and argumentation within their discipline or grade level and develop and implement lesson trials in their classroom.

Elementary Education 705

3 (crs.)

Curriculum Planning and Differentiating for Instruction

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.

Elementary Education 706

0 – 2 (crs.)

Math Intervention: Math Reasoning

Elem/Sec 706 Math Intervention: Math Reasoning is a Year I, Summer Session I, course which focuses on helping struggling primary, intermediate, and middle level students develop mathematical reasoning. Teachers will analyze the Common Core standards across grades to understand the developmental sequencing of the topic. The goal is that teachers will develop coherent and developmentally appropriate problem-base lessons for at-risk students (contextualized word problems). This course aligns with the pedagogy of Cognitively Guided Instruction (CGI), an approach that, instead prescribing instruction or providing instructional materials, helps teachers understand the relationship between the structure of mathematics and students' thinking about that mathematics. The goal of CGI is that teachers will understand how their students learn math concepts, how to assess for mathematical understanding, and how to practice assessment information instruction. Prerequisite: Completion of a BS/BA

Elementary Education 707

0 – 2 (crs.)

Math Reasoning Classroom Application

Elem/Sec 707 Math Intervention: Math Reasoning Classroom Application is preceded by Elem/Sec 706 Math Intervention: Math Reasoning, a Summer Session I course which focuses on helping struggling primary, intermediate, and middle level students develop mathematical reasoning. The goal of Elem/Sec 707 is for teachers, during the fall semester of the academic year, to develop and teach lessons based on Elem/Sec 706 content. The purpose of this course, is for teachers to conduct mini classroom research studies that document their implementation efforts. Teachers will share their study findings during a one-day weekend reflection session at the end of fall semester. The goal of this course is that teachers will understand how their students develop mathematical reasoning that enables them to solve contextualized problems, how to assess for understanding, and how to practice assessment informed instruction. This is a hybrid course that includes online activities using Google Docs (readings, discussions, and learning activities) and a one-day face-to-face reflection session. Assignments and readings will expand on the content presented during the summer session. A culminating project is a major part of the course; it is where application of content knowledge is documented. Prerequisite: Completion of a BS/BA

Elementary Education 708

0 – 2 (crs.)

Math Intervention: Number Sense

Elem/Sec 708 Math Intervention: Number sense is a Year I Summer Session II course. This course focuses on developing student understanding of Base 10 in the domains of addition and subtraction, multiplication and division, multi-digit operations, algebra, geometry, and fractions. The course aligns with the Cognitively Guided Instruction (CGI) approach to teaching number sense. A major attribute that sets CGI apart from other mathematics approaches is that it does not prescribe instruction or provide instructional materials. Rather, it helps teachers learn about the relationship between the structure of mathematics and students' thinking of that mathematics. The goal of this approach is that teachers will be able to understand how their students learn

mathematics concepts and that this knowledge will inform their instruction. Prerequisite: Completion of a BS/BA.

Elementary Education 709

0 – 2 (crs.)

Math Intervention: Number Sense Classroom Application

Elem/Sec 709 Math Intervention: Number Sense Classroom Application is preceded by Elem/Sec 708 Math Intervention Number Sense, A Summer Session I course which focuses on helping struggling primary, intermediate, and middle level students develop number sense. The goal of Elem/Sec 709 is for teachers, during the spring semester, to develop and teach lessons based on Elem/Sec 708 content. The purpose of this course is for teachers to conduct mini classroom research studies that document their implementation efforts. Teachers share study findings and intervention videos during a one-day weekend reflection session at the end of the spring semester. The course is based on Common Core Mathematics content and teaching practices and aligns with the Cognitively Guided Instruction (CGI) approach to teaching number sense. The goals of this course are that teachers will assess for numeracy understanding and practice assessment informed instruction based on that understanding. This is a hybrid course that includes online activities using Google Docs (readings, discussions, and learning activities) and a one-day face-to-face reflection session. Assignments and readings will expand on the content presented during the summer session. A culminating project is a major part of the course; this is where application of content knowledge is documented. Prerequisite: Completion of a BS/BA

Elementary Education 710

3 (crs.)

Foundations of Curriculum Planning

Concepts of curriculum as they are affected by educational ideologies, history and culture, the nature of the learner, and by current trends and issues. Prerequisite for all curriculum courses for students in the Master of Science – Educational Leadership Program.

Elementary Education 713

1 (crs.)

Early Childhood Education Topics

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)

Elementary Education 714

0 – 2 (crs.)

Math Intervention: Geometry

Elem/Sec 714 Math Intervention Geometry is a Year II Summer Session I course which focuses on helping struggling primary, intermediate, and middle level students develop understanding of geometry concepts. Teachers will analyze the Common core geometry standard across grades to understand the developmental sequencing of this topic and develop coherent and developmentally appropriate geometry lessons for at-risk students. This course aligns with the pedagogy of Cognitively Guided Instruction (CGI), an approach that, instead prescribing instruction or providing instructional materials, helps teachers understand the relationship between the structure of mathematics and students' thinking about that mathematics. The goal of CGI is that teachers will understand how their students learn math concepts, how to assess for

mathematical understanding, and how to practice assessment informed instruction. The goal of Elem/Sec Ed 714, like that of CGI, is that teachers will understand how their students learn geometry concepts, how to assess for understanding, and how to practice assessment informed instruction. Prerequisite: Completion of a BS/BA

Elementary Education 715

0 – 3 (crs.)

Current Trends in Curriculum and Instruction

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.

Elementary Education 716

3 (crs.)

Issues in PK-12 Education

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.

Elementary Education 717

0 – 2 (crs.)

Math Intervention Measurement

Elem/Sec 717 Math Intervention Measurement is a Year II Summer Session II course which focuses on helping struggling primary, intermediate, and middle level students develop understanding of measurement concepts. Teachers will analyze the Common Core measurement standard across grades to understand the developmental sequencing of this topic and develop coherent and developmentally appropriate measurement lessons for the at-risk students. This course aligns with the pedagogy of Cognitively Guided Instruction (CGI), an approach that, instead prescribing instruction or providing instructional materials, helps teachers understand the relationship between the structure of mathematics and students' thinking about that mathematics. The goal of CGI is that teachers will understand how their students learn math concepts, how to assess for mathematical understanding, and how to practice assessment informed instruction. The goal of Elem/Sec 717, like that of CGI, is that teachers will understand how their students learn measurement concepts, how to assess for understanding, and how to practice assessment informed instruction. Prerequisite: Completion of a BS/BA

Elementary Education 718

2 – 3 (crs.)

Curriculum in the Elementary and Middle School

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. Prerequisite: 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).

Elementary Education 719

0 – 2 (crs.)

Math Intervention: Geometry Classroom Application

Elem/Sec 719 Math Intervention: Geometry Classroom Application is preceded by Elem/Sec 714 Math Intervention Geometry, a Summer Session II course which focuses on helping struggling primary, intermediate, and middle level students develop understanding of geometry. The goal of Elem/Sec 719 is for teachers, during the fall semester, to develop and teach geometry lessons based on Elem/Sec 714 content. The purpose of this course is for teachers to conduct mini classroom research studies that document their implementation efforts. Teachers share study findings and intervention videos during a one-day weekend reflection session at the end of fall semester. The goal of this course is that teachers will understand how their students learn geometry concepts, how to assess for understanding, and how to practice assessment informed instruction. This is a hybrid course that includes online activities using Google Docs (readings, discussions, and learning activities) and a one-day face-to-face reflection session. Assignments and readings will expand on the content presented during the summer session. A culminating project is a major part of the course; it is where you apply the knowledge. Prerequisite:

Completion of a BS/BA

Elementary Education 721

0 – 2 (crs.)

Math Intervention: Measurement Classroom Application

Elem/Sec 721 Math Intervention: Measurement Classroom Application is preceded by Elem/Sec 717 Math Intervention Measurement, a Summer Session I course which focuses on helping struggling primary, intermediate, and middle level students develop understanding of measurement. The goal of Elem/Sec 721 is for teachers, during the spring semester, to develop and teach geometry lessons based on Elem/Sec 717 content. The purpose of this course is for teachers to conduct mini classroom research studies that document their reflection session at the end of spring semester. The goal of Elem/Sec 721 is that teachers will understand how their students learn measurement concepts, how to assess for understanding, and how to practice assessment informed instruction. This is a hybrid course that includes online activities using Google Docs (readings, discussions, and learning activities) and a one-day face-to-face reflection session. Assignments and readings will expand on the content presented during the summer session. A culminating project is a major part of the course; it is where application of content knowledge is documented. Prerequisite: Completion of a BS/BA

Elementary Education 722

3 (crs.)

Implementation and Assessment of RtI in Science

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.

Elementary Education 723

1 – 3 (crs.)

Issues in Connecting the Curriculum

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.” 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.

Elementary Education 724

3 (crs.)

Language Arts in Early Childhood, Elementary and Middle School

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.

Elementary Education 725

3 (crs.)

Teaching of Writing (Topics Course)

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 Literacy/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)

Elementary Education 726

3 (crs.)

Implementation and Assessment of RtI in Social Studies and Literacy

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.

Elementary Education 727

1 – 3 (crs.)

Current Issues in Writing Instruction

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.

Elementary Education 728

3 (crs.)

Math Intervention: Middle School

Math Intervention: Middle School focuses on helping struggling middle level students develop understanding of traditional mathematics concepts. Teachers will analyze the Common Core standards across grades to understand the developmental sequencing of this topic and develop coherent and developmentally appropriate lessons for at-risk students. This course aligns with the pedagogy of Cognitively Guided Instruction (CGI), an approach that, instead prescribing instruction or providing instructional materials, helps teachers understand the relationship between the structure of mathematics and students' thinking about that mathematics. The goal of CGI is that teachers will understand how their students learn math concepts, how to assess for mathematical understanding, and how to practice assessment informed instruction. The goal of Elem/Sec Ed 728, like that of CGI, is that teachers will understand how their students learn middle level mathematics concepts, how to assess for understanding, and how to practice assessment informed instruction. Prerequisite: Completion of a BS/BA.

Elementary Education 729

3 (crs.)

Implementation and Assessment of RtI in Mathematics

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.

Elementary Education 730

1 – 3 (crs.)

Cognitively Guided Mathematics Instruction

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.

Elementary Education 734

3 (crs.)

Classroom Assessment and Curriculum and Instruction

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.

Elementary Education 735

0 – 3 (crs.)

Writing for Scholarly Publication

This course is based on the premise that scholarship is a collective endeavor and that effectively communicating ideas through writing is critical to this endeavor. Building on this premise, the goal of this course is the publication of classroom research conducted by teachers completing the Math Intervention Master's. Prerequisite: Completion of a BS/BA

Elementary Education 751

3 (crs.)

Authentic Assessment for ESL/Bilingual Education

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. 351/751

Elementary Education 753

3 (crs.)

Teaching for Science Literacy

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.

Elementary Education 777

3 (crs.)

Latino(a) Language, Culture, and Learning

Bicultural Education: Latino(a) Language, Culture and Learning is a course designed to familiarize educators and others with historical, cultural and educational issues relevant to Latinos(as) in Wisconsin and in the United States. Areas of exploration will include elements of surface and deep level culture. Pre-Columbian Latin America, the European conquest, and contemporary Latino(a) experience will be additional areas of study. 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 for students earning bilingual licensure.

Elementary Education 781

3 (crs.)

Simultaneous Biliteracy Instruction

In this course inservice teachers will explore aspects of simultaneous literacy instruction in two languages for students' bilingual/dual language classrooms. They will plan and implement literacy activities for students with diverse academic and literacy backgrounds that reflect principles of dynamic bilingualism and highlight differentiated teaching, learning, and assessment to maximize literacy development in two languages. Prerequisites: Elem/Sec Ed 548, Elem/Sec Ed 552, and English 583.

Elementary Education 790

1 – 3 (crs.)

Improving Classroom Practice I

Participants will develop and carry out individual or collaborative research projects in their schools that focus on the understanding and improvement of their practice or the situations in which they work. Class readings will include information about the history of Action Research, methodology of 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. This course is the first of a two course capstone process. Prerequisites: Ed Foundations 770 or 707 or consent of instructor.

Elementary Education 791

1 – 4 (crs.)

Improving Classroom Practice II

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. In this course, students will complete the research project that they began during Improving Classroom Practice I. Prerequisites: Students must have successfully completed Elem Ed/Sec Ed 790 prior.

Elementary Education 792

1 – 4 (crs.)

Seminar in Curriculum and Instruction

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.

Elementary Education 794

1 – 4 (crs.)

Practicum

Supervised experiences in an educational setting structured to meet the needs of the graduate student. Consent of department chair required.

Elementary Education 795

1 – 6 (crs.)

Curriculum and Instruction Thesis

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.

Elementary Education 796

1 – 3 (crs.)

Independent Study

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.

Elementary Education 797

3 (crs.)

International Practicum

This course is designed to give the TESOL certificate candidate an opportunity to connect relevant theories of English as a Foreign Language instruction to the practice of relationship building, planning, instruction and assessment in varied learning environments abroad. Prerequisite: Education 546 and English 583.

Secondary Education 500

0 (crs.)

Bilingual Language Fluency Assessment

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.

Secondary Education 501

1 – 5 (crs.)

Waves and Fields for Teachers

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. Prerequisite: Permission from the instructor.

Secondary Education 505

1 – 5 (crs.)

Optics for Teachers

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. Prerequisite: Permission from the instructor.

Secondary Education 510

1 – 5 (crs.)

Classical Mechanics for Teachers

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. Prerequisite: Permission from the instructor.

Secondary Education 546

3 (crs.)

Methods of Teaching English as a Second Language

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

Secondary Education 548

3 (crs.)

Principles of Bilingual/Bicultural Education

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

Secondary Education 549

3 (crs.)

Content Area Instruction Bilingual Education

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

Secondary Education 552

3 (crs.)

ESL and Multicultural Materials, Elementary/Secondary

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

Secondary Education 553

3 (crs.)

Hmong Language, Culture & Learning

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

Secondary Education 577

3 (crs.)

Latino(a) Language, Culture and Learning (GS)

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.

Secondary Education 700

1 – 3 (crs.)

Effective Grading Practices

In this course, students will explore research, resources and process related to effective grading and the establishment of a standards-based grading process. Participants will examine pertinent research related to grading at their grade level and develop a standards-based grading process for the one instructional unit.

Secondary Education 701

1 – 3 (crs.)

Designing Performance Assessments

In this course, educators will explore the increased demands for higher-order thinking skills and disciplinary practices in the Common Core State Standards, Next Generation Science Standards and other standards frameworks. Educators will develop, implement and analyze performance-based assessments that can be used to evaluate students' capacity to engage in these skills and practices.

Secondary Education 702

1 – 3 (crs.)

Teaching Inquiry and Argumentation

In this course, educators will explore research, resources and process related to teaching through inquiry by helping students improve their ability to formulate questions and engage in argumentation. Educators will examine pertinent research related to questioning and argumentation within their discipline or grade level and develop and implement lesson trials in their classroom.

Secondary Education 705

3 (crs.)

Curriculum Planning and Differentiating for Instruction

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.

Secondary Education 706

0 – 2 (crs.)

Math Intervention: Math Reasoning

Elem/Sec 706 Math Intervention: Math Reasoning is a Year I, Summer Session I, course which focuses on helping struggling primary, intermediate, and middle level students develop mathematical reasoning. Teachers will analyze the Common Core standards across grades to understand the developmental sequencing of the topic. The goal is that teachers will develop coherent and developmentally appropriate problem-base lessons for at-risk students (contextualized word problems). This course aligns with the pedagogy of Cognitively Guided Instruction (CGI), an approach that, instead prescribing instruction or providing instructional materials, helps teachers understand the relationship between the structure of mathematics and students' thinking about that mathematics. The goal of CGI is that teachers will understand how their students learn math concepts, how to assess for mathematical understanding, and how to practice assessment information instruction. Prerequisite: Completion of a BS/BA

Secondary Education 707

0 – 2 (crs.)

Math Reasoning Classroom Application

Elem/Sec 707 Math Intervention: Math Reasoning Classroom Application is preceded by Elem/Sec 706 Math Intervention: Math Reasoning, a Summer Session I course which focuses on helping struggling primary, intermediate, and middle level students develop mathematical reasoning. The goal of Elem/Sec 707 is for teachers, during the fall semester of the academic year, to develop and teach lessons based on Elem/Sec 706 content. The purpose of this course, is for teachers to conduct mini classroom research studies that document their implementation efforts. Teachers will share their study findings during a one-day weekend reflection session at the end of fall semester. The goal of this course is that teachers will understand how their students develop mathematical reasoning that enables them to solve contextualized problems, how to assess for understanding, and how to practice assessment informed instruction. This is a hybrid course that includes online activities using Google Docs (readings, discussions, and learning activities) and a one-day face-to-face reflection session. Assignments and readings will expand on the content presented during the summer session. A culminating project is a major part of the course; it is where application of content knowledge is documented. Prerequisite:

Completion of a BS/BA

Secondary Education 708

0 – 2 (crs.)

Math Intervention: Number Sense

Elem/Sec 708 Math Intervention: Number sense is a Year I Summer Session II course. This course focuses on developing student understanding of Base 10 in the domains of addition and subtraction, multiplication and division, multi-digit operations, algebra, geometry, and fractions. The course aligns with the Cognitively Guided Instruction (CGI) approach to teaching number

sense. A major attribute that sets CGI apart from other mathematics approaches is that it does not prescribe instruction or provide instructional materials. Rather, it helps teachers learn about the relationship between the structure of mathematics and students' thinking of that mathematics. The goal of this approach is that teachers will be able to understand how their students learn mathematics concepts and that this knowledge will inform their instruction. Prerequisite:

Completion of a BS/BA.

Secondary Education 709

0 – 2 (crs.)

Math Intervention: Number Sense Classroom Application

Elem/Sec 709 Math Intervention: Number Sense Classroom Application is preceded by Elem/Sec 708 Math Intervention Number Sense, A Summer Session I course which focuses on helping struggling primary, intermediate, and middle level students develop number sense. The goal of Elem/Sec 709 is for teachers, during the spring semester, to develop and teach lessons based on Elem/Sec 708 content. The purpose of this course is for teachers to conduct mini classroom research studies that document their implementation efforts. Teachers share study findings and intervention videos during a one-day weekend reflection session at the end of the spring semester. The course is based on Common Core Mathematics content and teaching practices and aligns with the Cognitively Guided Instruction (CGI) approach to teaching number sense. The goals of this course are that teachers will assess for numeracy understanding and practice assessment informed instruction based on that understanding. This is a hybrid course that includes online activities using Google Docs (readings, discussions, and learning activities) and a one-day face-to-face reflection session. Assignments and readings will expand on the content presented during the summer session. A culminating project is a major part of the course; this is where application of content knowledge is documented. Prerequisite: Completion of a BS/BA

Secondary Education 714

0 – 2 (crs.)

Math Intervention: Geometry

Elem/Sec 714 Math Intervention Geometry is a Year II Summer Session I course which focuses on helping struggling primary, intermediate, and middle level students develop understanding of geometry concepts. Teachers will analyze the Common core geometry standard across grades to understand the developmental sequencing of this topic and develop coherent and developmentally appropriate geometry lessons for at-risk students. This course aligns with the pedagogy of Cognitively Guided Instruction (CGI), an approach that, instead prescribing instruction or providing instructional materials, helps teachers understand the relationship between the structure of mathematics and students' thinking about that mathematics. The goal of CGI is that teachers will understand how their students learn math concepts, how to assess for mathematical understanding, and how to practice assessment informed instruction. The goal of Elem/Sec Ed 714, like that of CGI, is that teachers will understand how their students learn geometry concepts, how to assess for understanding, and how to practice assessment informed instruction. Prerequisite: Completion of a BS/BA

Secondary Education 715

0 – 3 (crs.)

Current Trends in Curriculum and Instruction

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.

Secondary Education 716

3 (crs.)

Issues in PK-12 Education

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.

Secondary Education 717

0 – 2 (crs.)

Math Intervention Measurement

Elem/Sec 717 Math Intervention Measurement is a Year II Summer Session II course which focuses on helping struggling primary, intermediate, and middle level students develop understanding of measurement concepts. Teachers will analyze the Common Core measurement standard across grades to understand the developmental sequencing of this topic and develop coherent and developmentally appropriate measurement lessons for the at-risk students. This course aligns with the pedagogy of Cognitively Guided Instruction (CGI), an approach that, instead prescribing instruction or providing instructional materials, helps teachers understand the relationship between the structure of mathematics and students' thinking about that mathematics. The goal of CGI is that teachers will understand how their students learn math concepts, how to assess for mathematical understanding, and how to practice assessment informed instruction. The goal of Elem/Sec 717, like that of CGI, is that teachers will understand how their students learn measurement concepts, how to assess for understanding, and how to practice assessment informed instruction. Prerequisite: Completion of a BS/BA

Secondary Education 719

0 – 2 (crs.)

Math Intervention: Geometry Classroom Application

Elem/Sec 719 Math Intervention: Geometry Classroom Application is preceded by Elem/Sec 714 Math Intervention Geometry, a Summer Session II course which focuses on helping struggling primary, intermediate, and middle level students develop understanding of geometry. The goal of Elem/Sec 719 is for teachers, during the fall semester, to develop and teach geometry lessons based on Elem/Sec 714 content. The purpose of this course is for teachers to conduct mini classroom research studies that document their implementation efforts. Teachers share study findings and intervention videos during a one-day weekend reflection session at the end of fall semester. The goal of this course is that teachers will understand how their students learn geometry concepts, how to assess for understanding, and how to practice assessment informed instruction. This is a hybrid course that includes online activities using Google Docs (readings, discussions, and learning activities) and a one-day face-to-face reflection session. Assignments and readings will expand on the content presented during the summer session. A culminating project is a major part of the course; it is where you apply the knowledge. Prerequisite:

Completion of a BS/BA

Secondary Education 721

0 – 2 (crs.)

Math Intervention: Measurement Classroom Application

Elem/Sec 721 Math Intervention: Measurement Classroom Application is preceded by Elem/Sec 717 Math Intervention Measurement, a Summer Session I course which focuses on helping

struggling primary, intermediate, and middle level students develop understanding of measurement. The goal of Elem/Sec 721 is for teachers, during the spring semester, to develop and teach geometry lessons based on Elem/Sec 717 content. The purpose of this course is for teachers to conduct mini classroom research studies that document their reflection session at the end of spring semester. The goal of Elem/Sec 721 is that teachers will understand how their students learn measurement concepts, how to assess for understanding, and how to practice assessment informed instruction. This is a hybrid course that includes online activities using Google Docs (readings, discussions, and learning activities) and a one-day face-to-face reflection session. Assignments and readings will expand on the content presented during the summer session. A culminating project is a major part of the course; it is where application of content knowledge is documented. Prerequisite: Completion of a BS/BA

Secondary Education 723

1 – 3 (crs.)

Issues in Connecting the Curriculum

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.” 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.

Secondary Education 725

3 (crs.)

Teaching of Writing (Topics Course)

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 Literacy/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)

Secondary Education 727

1 – 3 (crs.)

Current Issues in Writing Instruction

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.

Secondary Education 728

3 (crs.)

Math Intervention: Middle School

Math Intervention: Middle School focuses on helping struggling middle level students develop understanding of traditional mathematics concepts. Teachers will analyze the Common Core standards across grades to understand the developmental sequencing of this topic and develop coherent and developmentally appropriate lessons for at-risk students. This course aligns with the pedagogy of Cognitively Guided Instruction (CGI), an approach that, instead prescribing instruction or providing instructional materials, helps teachers understand the relationship between the structure of mathematics and students' thinking about that mathematics. The goal of CGI is that teachers will understand how their students learn math concepts, how to assess for mathematical understanding, and how to practice assessment informed instruction. The goal of Elem/Sec Ed 728, like that of CGI, is that teachers will understand how their students learn middle level mathematics concepts, how to assess for understanding, and how to practice assessment informed instruction. Prerequisite: Completion of a BS/BA.

Secondary Education 730

1 – 3 (crs.)

Cognitively Guided Mathematics Instruction

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.

Secondary Education 731

1 (crs.)

Cognitively Guided Mathematics Instruction Abroad

Teachers participating in this 1-credit course will develop understanding of primary level mathematics through applied problem solving. Emphasis will be placed on the content and principles of Cognitively Guided Instruction, a highly regarded mathematics reform approach. Additionally, teachers will develop an understanding of culturally responsive mathematics instruction and come to realize that young children across cultures share intuitive solution strategies when solving whole number mathematics problems. International locations will be selected. The course will be scheduled for 30 hours during a 1-week session.

Secondary Education 734

3 (crs.)

Classroom Assessment and Curriculum and Instruction

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.

Secondary Education 735

0 – 3 (crs.)

Writing for Scholarly Publication

This course is based on the premise that scholarship is a collective endeavor and that effectively communicating ideas through writing is critical to this endeavor. Building on this premise, the goal of this course is the publication of classroom research conducted by teachers completing the Math Intervention Master's. Prerequisite: Completion of a BS/BA

Secondary Education 736

3 (crs.)

Science Curriculum

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.

Secondary Education 739

0 – 3 (crs.)

Mathematics Curriculum

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. Prerequisite: 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.

Secondary Education 744

3 (crs.)

Meteorology for Teachers

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.

Secondary Education 746

3 (crs.)

Earth Science For Teachers

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.

Secondary Education 747

3 (crs.)

Teaching For Conceptual Change in Science Learning

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.

Secondary Education 748

3 (crs.)

Teaching Physical Science Through Space

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.

Secondary Education 749

3 (crs.)

Astronomy for Teachers

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.

Secondary Education 751

3 (crs.)

Authentic Assessment for ESL/Bilingual Education

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. 351/751

Secondary Education 752

3 (crs.)

Exploring the Solar System

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.

Secondary Education 753

3 (crs.)

Teaching for Science Literacy

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.

Secondary Education 777

3 (crs.)

Latino(a) Language, Culture, and Learning

Bicultural Education: Latino(a) Language, Culture and Learning is a course designed to familiarize educators and others with historical, cultural and educational issues relevant to Latinos(as) in Wisconsin and in the United States. Areas of exploration will include elements of surface and deep level culture. Pre-Columbian Latin America, the European conquest, and contemporary Latino(a) experience will be additional areas of study. 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 for students earning bilingual licensure.

Secondary Education 781

3 (crs.)

Simultaneous Biliteracy Instruction

In this course inservice teachers will explore aspects of simultaneous literacy instruction in two languages for students' bilingual/dual language classrooms. They will plan and implement literacy activities for students with diverse academic and literacy backgrounds that reflect principles of dynamic bilingualism and highlight differentiated teaching, learning, and assessment to maximize literacy development in two languages. Prerequisites: Elem/Sec Ed 548, Elem/Sec Ed 552, and English 583.

Secondary Education 790

1 – 3 (crs.)

Improving Classroom Practice I

Participants will develop and carry out individual or collaborative research projects in their schools that focus on the understanding and improvement of their practice or the situations in which they work. Class readings will include information about the history of Action Research, methodology of 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. This course is the first of a two course capstone process. Prerequisites: Ed Foundations 770 or 707 or consent of instructor.

Secondary Education 791

1 – 4 (crs.)

Improving Classroom Practice II

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. In this course, students will complete the research project that they began during Improving Classroom Practice I. Prerequisites: Students must have successfully completed Elem Ed/Sec Ed 790 prior.

Secondary Education 792

1 – 4 (crs.)

Seminar in Curriculum and Instruction

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.

Secondary Education 794

1 – 4 (crs.)

Practicum

Supervised experiences in an educational setting structured to meet the needs of the graduate student. Consent of department chair required.

Secondary Education 796

1 – 3 (crs.)

Independent Study

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.

Secondary Education 797

3 (crs.)

International Practicum

This course is designed to give the TESOL certificate candidate an opportunity to connect relevant theories of English as a Foreign Language instruction to the practice of relationship building, planning, instruction and assessment in varied learning environments abroad. Prerequisite: Education 546 and English 583.

SERVICE COURSES (COLLEGE OF EDUCATION AND HUMAN SERVICES)

EDUCATION SERVICE COURSES

Service Courses in Education 621

1 – 3 (crs.)

Contemporary Topics in Education

Focuses upon professional growth through problem solving, self expression, group thinking and independent study. Educators work on problems growing out of their professional needs. Course may be repeated with change of topic to a maximum of 9 credits. Prerequisite: A practicing professional educator. Pass/Fail course. 421/621

Service Courses in Education 622

1 – 3 (crs.)

Contemporary Issues in Education

The focus of this course 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 9 credits. 422/622

Service Courses in Education 729

1 – 3 (crs.)

Supervision of Student Teachers

Role of the supervising teacher in student teaching or internship programs. Development of understanding and skills essential in working effectively with student teachers. Prerequisite: Bachelors degree, certification, and at least one year of teaching experience.

HUMAN KINETICS AND HEALTH EDUCATION SERVICE COURSES

Health Education 710

3 (crs.)

Current Health Issues and Trends

This course will provide graduate students with the necessary background in health content areas such as but not limited to: nutrition, physical activity, personal health, safety and injury prevention, stress, violence and abuse, substance use and abuse, disease prevention, aging, death and dying, as well as mental and emotional stress. Students will learn by doing by taking part in classroom discussions, lectures, creating lessons, exams and creating projects.

Health Education 715

3 (crs.)

Consumer and Community Health

This course will provide graduate students with the necessary background in health content areas (consumer and community health and environmental health).

Health Education 722

3 (crs.)

Curriculum Development and Program Planning in Health Education

This course will provide graduate students with the knowledge and skills necessary to develop effective curriculum and learning strategies for health education. Students will become comfortable applying the Wisconsin Standards of Health education with psychosocial skills to assist students in the development of life skills. The course will provide a “hands-on” atmosphere where knowledge is used and skills are practiced.

Health Education 728

3 (crs.)

Instructional Methods and Strategies in Health Education

This course is designed to have graduate students engage in an analysis of effective approaches to teaching health education to children. Students will engage in the application of teaching methods, strategies, techniques and assessments in health education, constructing a series of “hands-on” learning experiences.

Health Education 740

3 (crs.)

Human Sexuality: PK-12 Content and Programming

This course will provide graduate students with a review of current information on Human Sexuality: content and programming. Emphasis is given to biological, political, psychosocial and educational aspects of human sexuality, with special emphasis on instructional activities related to interpersonal communication, decision-making, and clarification of values. State and federal

laws and curricular expectations will be reviewed, while gaining a healthy understanding of the controversial issues surrounding the teaching of this content in PK-12 schools.

Physical Education 573

3 (crs.)

Adapted Physical Education

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

Physical Education 574

2 (crs.)

Assessment and Prescription Techniques in Adapted Physical Education

Theory and practice in assessment, prescription and programming for individuals with disabilities. Prerequisites: Physical Education 373. 374/574

Physical Education 575

2 (crs.)

Lifespan Motor Development

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

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

Physical Education 576

2 (crs.)

Sports for Individuals with Disabilities

Contemporary sports opportunities for individuals with disabilities, with application to teaching and transition planning. Prerequisite: Physical Education 373. 376/576

Physical Education 580

2 (crs.)

Adapted Aquatics

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

Physical Education 622

3 (crs.)

Physical Education for Individuals with Developmental Disabilities

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

Physical Education 624

3 (crs.)

Physical Education for Individuals w Chronic & Permanent Physical Disability

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. Prerequisites: Physical Education 373.

Physical Education 682

3 (crs.)

Practicum in Adapted Physical Education

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. Prerequisite: Open to students with a major or minor in the Department of Human Kinetics & Health Education only.

482/682

Physical Education 710

3 (crs.)

Philosophical Basis for Physical Education

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. Prerequisite: A previous course in the history and philosophy of physical education.

Physical Education 720

3 (crs.)

Curriculum Planning in Physical Education

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

Physical Education 730

3 (crs.)

The Physiological Basis of the Conditioning Process

Concepts selected from fields of physiology, kinesiology, psychology and sociology as they relate to physical education. Prerequisites: Previous coursework in kinesiology, physiology and anatomy.

Physical Education 735

3 (crs.)

Comparative Physical Education

Examination, comparison and analysis of dominant characteristics and development in physical education and sport in various countries of the world. Prerequisite: Physical Education minor.

Physical Education 750

3 (crs.)

Current Perspectives in Physical Education and Sports

Opportunities for advanced research and study of current issues in physical education and sport. Prerequisite: Physical Education minor.

Physical Education 760

3 (crs.)

Organization and Administration of Athletics and Physical Education

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. Prerequisite: Physical Education minor.

Physical Education 770

3 (crs.)

Assessing Human Behavior in Physical Education

Basic framework for using measurement techniques in physical education. Assessment as a functional part of teaching method in all domains of learning. Prerequisite: Physical Education minor.

EDUCATIONAL FOUNDATIONS SERVICE COURSES

Educational Foundations 543

3 (crs.)

The Adult Learner

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. Prerequisite: Educational Foundations 230, 235, 240, 377 or equivalent. 343/543

Educational Foundations 550

3 (crs.)

Adolescent Psychology

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. Prerequisite: Advanced standing including Psychology 201. 350/550

Educational Foundations 702

3 (crs.)

Statistical Foundations in Education

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. Prerequisite: Educational Foundations 310 or equivalent.

Educational Foundations 704

3 (crs.)

Psychological Foundations of Education

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.

Educational Foundations 705

2 – 3 (crs.)

Child Psychology

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. Prerequisite: Psychology 201.

Educational Foundations 707

2 (crs.)

Classroom Research

This course provides an introduction to research methods in education, with a focus on action research. Action research, also referred to as classroom research, is a method of investigation used by teachers when attempting to solve classroom problems and improve professional practices. The class will take place online, consisting of readings, discussions, and a variety of

learning activities. Assignments and readings only partially overlap; you are responsible for all material provided whether assigned readings in your text or online (e.g., within D2L, iTunes, etc). A culminating project is a major part of the course. It is where you apply the knowledge Educational Foundations 713

3 (crs.)

Principles of Appraisal and Evaluation in Education

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. Prerequisite: Educational Foundations 310 or consent of instructor.

Educational Foundations 760

2 (crs.)

Learning Theory and Educational Practice

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.

Educational Foundations 761

1 (crs.)

Learning Theory for Discipline and Classroom Management

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.

Educational Foundations 762

3 (crs.)

Piaget: Theory and Application

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

Educational Foundations 770

3 (crs.)

Foundations of Educational Research

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.

Educational Foundations 794

1 – 3 (crs.)

Special Topics in Educational Foundations

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.

Educational Foundations 796

1 – 3 (crs.)

Independent Study

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. Prerequisite: Independent Study Topic and Instructor Approval Form must be completed prior to registration.

COLLEGE OF LETTERS AND SCIENCE

BIOLOGY

PROGRAM CONTACT INFORMATION

Robert Stelzer, Program Coordinator
Office: Halsey Science Center 150
Telephone: 920-424-0845
Website: uwosh.edu/biology/masters-program
E-mail: stelzer@uwosh.edu

FACULTY

Adler, Bentivenga, Churchill, Cooper, Dilkes, Dorn, Kostman, Kurtz, Lucas, Matson, McDermott, McPhee, Merriman, Michalski, Mitchell, Mueller-Spitz, Pillsbury, Shors, Stelzer

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 for people employed who seek employment in these sectors and for those preparing to pursue a doctoral degree in biology, microbiology or a sub-discipline of these fields. Research concentrations include health, environmental science, ecology, animal and plant biology, microbiology and sustainability.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science (M.S.)

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the POLICIES section of this Bulletin, the program has established the following policies and procedures for admission:

Grade-Point Average

A overall grade-point average of 3.00 in an 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 combined score of 295 or higher is required. 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.

SUMMARY

A. Structure

The program is comprised of core courses, emphases electives, and thesis.

B. Academic Plans of Study

Biology – <Emphasis> is the description for the Biology plan(s) of study:

Biology

Microbiology

C. Minimum Unit (Cr.) Requirements

30 (thirty) 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 Biology 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 POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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.

DEGREE REQUIREMENTS

All emphases require the following courses:

2 credits of Graduate Seminar:

748 1 Graduate Seminar in Biological Sciences

2 credits of Biostatistics:

710 2 Biostatistics

4 credits of Advanced Topics:

765 2 Advanced Topics in Microbiology

766 2 Advanced Topics in Biology

6 credits of thesis research:

795 1-6 Biology/Microbiology Thesis

Other Requirements:

Writing a thesis based on scientific research and an oral defense of thesis before a committee consisting of three qualified individuals, typically graduate 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):

Biology

504 3 Plant Taxonomy
506 3 Neurobiology
508 5 Comparative Anatomy
511 3 Animal Behavior
512 2 Medical Bacteriology Lecture
513 2 Medical Bacteriology Lab
515 3 Virology
516 3 Developmental Biology
519 5 General Animal Physiology
521 3 Mycology
523 3 Molecular and Cell Biology
525 3 Field Ecology
526 3 Introductory Limnology
527 3 Microbial Ecology
528 3 Ornithology
530 3 Ichthyology
532 3 Entomology
535 3 Systematic Biology
536 3 Fresh Water Algae
537 3 Plant Anatomy
539 3 Public Health and Food Microbiology
541 3 Immunology
545 5 Plant Physiology
549 3 General Ecology
550 3 Electron Microscopy
554 3 Parasitology
558 2 Freshwater Invertebrates
572 3 Medical and Environmental Applications of Cell Biology and Genetics
573 2 Biology Field Trip
574 3 Cell/Immunology Lab
575 3 Microbial Genetics
576 3 Population and Community Ecology
577 2 Microbial Genetics Lab
586 3 Ecosystem Ecology
589 3 Principles of Biotechnology
590 2 Biotechnology Lab
650 5 Microbial Physiology
702 4 Current Debates in Evolutionary Genetics
708 4 Systematics and Evolutionary Genetics
709 2 Introduction to Biological Research

749 3 Field Zoology
751 4 Biochemical Genetics
796 1-3 Independent Study in Biology/ Microbiology
799 0 Registration for Comprehensive Exam

Chemistry

523 3 Analytical Separations
535 4 Organic Chemistry II
536 1 Advanced Organic Lab
547 3 Physical Chemistry
548 1 Physical Chemistry Lab
549 3 Physical Chemistry
551 1 Physical Chemistry Lab
621 3 Instrumental Analysis
635 3 Interpretive Spectroscopy

Geography

563 3 Biogeography
571 3 Cartography
591 3 GIS I-Mapping and Visualization
671 3 GIS II-Fundamental of GIS
672 3 GIS III-Advanced GIS

Geology

565 3 Physical Hydrogeology
566 3 Chemical Hydrogeology

Mathematics

585 3 Applied Regression Analysis
586 3 Linear Statistical Models
601 3 Mathematical Statistics I
602 3 Mathematical Statistics II

Physics

507 3 Physical Optics

Psychology

567 3 Psychopharmacology

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

COURSE OFFERING(S)

Biology 504

3 (crs.)

Plant Taxonomy

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. Prerequisite: One term of general biology. Special fees may apply. (2+2) (Fall)

Biology 506

3 (crs.)

Neurobiology

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. Prerequisites: Biology 105 or equivalent. (Spring)

Biology 508

5 (crs.)

Comparative Anatomy

A comparative study of representative vertebrates. Prerequisite: One semester of general biology. 308/508 (3+4) (Spring) Special fees may apply.

Biology 511

3 (crs.)

Animal Behavior

An introduction to the behavior mechanisms of invertebrate and vertebrate animals emphasizing the naturalistic point of view. Prerequisite: Biology 340 or 343. 311/511 (2+2) (Spring)

Biology 512

2 (crs.)

Medical Bacteriology (Lecture)

Bacterial pathogens and their relationships to diseases; prevention and control of infectious diseases. Prerequisite: Biology 309 and 341/541. 312/512 (2+0) (Spring)

Biology 513

2 (crs.)

Medical Bacteriology (Lab)

Isolation study, identification and laboratory handling of pathogenic bacteria. Prerequisite: Biology 309 and 341/541 and concurrent enrollment in Biology 312.(0+2) (Spring) Special fees may apply.

Biology 514

3 (crs.)

Principles of Wildlife Management

This course is designed to help students bridge the gap between academic experience and advances into the wildlife profession. The course will apply population and community ecology to the management and conservation of wild populations. Cross-listed: Environmental Studies 314/Biology 314. Students may receive credit for only one of the two cross-listed courses.

Prerequisites: Environmental Studies 260 and Biology 349 or consent of instructor.

Biology 515

3 (crs.)

Virology

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. Prerequisite: Biology 323 or consent of instructor. (3+0) (Spring)

Biology 516

3 (crs.)

Developmental Biology

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. Prerequisite: Biology 323/523 or equivalent; Biology 343 strongly recommended. (3+0) (Spring)

Biology 518

3 (crs.)

Wildlife Behavior and Conservation

This course is designed to teach the fundamental theory of behavioral ecology and then apply that theory to wildlife conservation. We will examine how environments shape organisms' lives and what that means for our efforts to manage and conserve species. The specific course objectives are to 1) gain a rigorous biological foundation in behavioral ecology, evolutionary biology, and related topics in order to understand how environments shape behavior; 2) provide a forum for discussion of current issues in conservation biology; 3) develop a framework for applying behavior ecological theory to wildlife conservation. Cross-listed: Biology 318/Environmental Studies 318. Students may receive credit for only one of the two cross-listed courses. Prerequisites: Biology 105 or Biology 260/Environmental Studies 260 or consent of instructor. (3+0) Special course fees may apply.

Biology 519

5 (crs.)

General Animal Physiology

Structure/function relationships common to a variety of animal body plans on the molecular, cellular, tissue, and organ-system levels. Prerequisite: One year of chemistry; Biology 323. Biology 230 strongly recommended. (3+1+3) (Fall, Spring) Special fees may apply.

Biology 521

3 (crs.)

Mycology

A study of the fungi: characteristics, physiology, habits and laboratory identification of molds, yeasts, mushrooms and related organisms. Prerequisite: One semester of general biology. Special fees may apply. (2+2) (Fall)

Biology 522

1 (crs.)

Mushroom Identification

The collection and identification of mushrooms and other fleshy fungi. Prerequisite: Biology 321/521 (may be taken concurrently). (Fall)

Biology 523

3 (crs.)

Molecular and Cell Biology

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. Prerequisites: Biology 323; Biology 105 (or equivalent); Chemistry 105 (or equivalent); and previous or concurrent enrollment in Chemistry 106; or equivalent. Biology 535: One year of college-level chemistry. (3+0) (Fall/Spring)

Biology 525

3 (crs.)

Field Ecology

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. Prerequisite: Biology 105 and Biology 349/549 (may be taken concurrently). Special fees may apply. (0+1+3) (Fall)

Biology 526

3 (crs.)

Introductory Limnology

The physical, chemical and biological character of lakes and streams. Methods of field measurements, collection and analysis of water samples. Investigation of aquatic communities. Prerequisites: one semester of general biology, one year of general chemistry, and consent of instructor. Special fees may apply. (2+2) (Fall, odd years)

Biology 527

3 (crs.)

Microbial Ecology & Diversity

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. Prerequisite: Biology 231, 233, 309 or consent of instructor. (3+0) (Fall, odd years)

Biology 528

3 (crs.)

Ornithology

An introduction to the systematics, evolution, anatomy, behavior, and ecology of birds of the world. Field Trips. Prerequisite: Biology 230. (2+3) (Spring)

Biology 530

3 (crs.)

Ichthyology

The biology of fishes including functional anatomy, evolution, taxonomy, ecology, physiology, behavior and development. Field trips required. Prerequisite: Biology 230 and one year of general chemistry with laboratory. (2+3) (Fall, odd years)

Biology 532

3 (crs.)

Entomology

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). Prerequisite: One term of general biology. (2+3) (Spring) Special fees may apply.

Biology 535

3 (crs.)

Systematic Biology

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. Prerequisite: Two semesters of biology, including a survey course, required. (2+2) (Fall, even years)

Biology 536

3 (crs.)

Fresh Water Algae

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. Prerequisite: Biology 231, 233 or 309. 336/536 (2+2) (Fall, even years)

Biology 537

3 (crs.)

Plant Anatomy

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. Prerequisite: One semester of general biology required. Strongly recommended: Biology 231. Special fees may apply. (2+2) (Spring-odd years)

Biology 539

3 (crs.)

Public Health and Food Microbiology

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. Prerequisite: Biology 309. (3+0) (Fall, even years) Special fees may apply.

Biology 541

3 (crs.)

Immunology

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. Prerequisite: Biology 323 or consent of instructor. Strongly recommended: Biology 233 or 309. (3+0) (Fall)

Biology 545

5 (crs.)

Plant Physiology

An experimental study of plant growth, metabolism, nutrition, reproduction and response to environment. Prerequisite: One term of general biology, one year of general chemistry and Biology 231. (4+3) (Spring)

Biology 549

3 (crs.)

Ecology and Evolution

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. Prerequisite: One semester of general biology. 349/549 (3+0) (Fall-Spring)

Biology 550

4 (crs.)

Electron Microscopy

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 design and microscope function. The laboratory provides experience with all techniques necessary to prepare, observe, and photograph biological specimens on the SEM and TEM.

Special fees may apply. (1+4) (Fall)

Biology 552

3 (crs.)

Biology of Aging

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.

Prerequisite: Biology 107, and Biology 211, 212, 221, or consent of instructor. 352/552 (3+3)

Biology 553

3 (crs.)

Introduction to Arachnology

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. Prerequisite: None. Strongly recommended:
Biology 230. 353/553 (1+4)

Biology 554

3 (crs.)

Parasitology

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. Prerequisites: One term of general biology and Biology 230. (2+2) (Spring) Special fees may apply.

Biology 558

2 (crs.)

Freshwater Invertebrates

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. Prerequisites: An introductory biology course and consent of instructor. (0+4) (Spring interim, odd years)

Biology 567

2 (crs.)

Field Ornithology

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. Special fees may apply.

Biology 572

3 (crs.)

Medical and Environmental Applications of Cell Biology and Genetics

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. Prerequisites: Biology 323 or equivalent or permission of the instructor. (3+0) (Spring)

Biology 573

2 (crs.)

Biology Field Trip

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. Prerequisite: 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. (Spring)

Biology 574

3 (crs.)

Cell/Immunology Laboratory

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. Prerequisite: Previous or concurrent enrollment in Biology 341/541 or 372/572. Special fees may apply. (Fall)

Biology 575

3 (crs.)

Microbial Genetics

Structure of microbial genome mutation, expression and exchange of genetic information, genetic analysis, genetic engineering. Prerequisite: Biology 309 and Biology 340 or 343.

375/575 (Fall)

Biology 576

3 (crs.)

Population and Community Ecology

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. Prerequisite: Biology 349 or consent of instructor. 376/576 (2+3) (Fall)

Biology 577

2 (crs.)

Microbial Genetics Laboratory

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. Prerequisite: Biology 309 and 375/575 (may be taken concurrently). Special fees may apply. 377/577 (0+4) (Fall)

Biology 586

3 (crs.)

Ecosystem Ecology

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. Prerequisite: Biology 349 or consent of instructor. (2+2) (Spring)

Biology 589

3 (crs.)

Principles of Biotechnology

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). Prerequisite: Biology 323 and 343. Strongly recommended: Biology 375 or consent of instructor. (3+0) (Spring)

Biology 590

2 (crs.)

Biotechnology Laboratory

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. Prerequisite: Biology 309. Strongly recommended: Biology 372/572 and 375/575. (0+4) (Spring) Special fees may apply.

Biology 650

5 (crs.)

Microbial Physiology

Physiological metabolic processes of bacteria with emphasis on growth, nutrition, synthesis of cellular constituents and energy yielding processes. Prerequisite: Biology 309. Strongly recommended: Chemistry 302. Special fees may apply. (3+4) (Fall)

Biology 702

4 (crs.)

Current Debates in Evolutionary Biology

Recent advances and debates in evolutionary biology, approaches will involve reading primary research articles and books, compiling and analyzing data, and preparing research reports. Prerequisite: Graduate standing. Topics will change with each offering.

Biology 708

4 (crs.)

Systematics and Evolutionary Genetics

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). Prerequisite: Biology 107, 231 or a semester course in general zoology. (4+0)

Biology 709

2 (crs.)

Introduction to Biological Research

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)

Biology 710

2 (crs.)

Biostatistics

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. Prerequisites: Psych 203 or equivalent, or consent of instructor. (2+0) Spring

Biology 729

1 (crs.)

Advanced Human Anatomy

Advanced study of the major anatomical regions of the human body with clinical importance for anesthetists. Particular attention will be placed on the respiratory pathway, heart and major vessels of the neck and limbs, and regions of the nervous system pertaining to nerve blocks. Topics of discussion will include age-related changes to anatomy and their implications for anesthesia. This course will utilize lectures, discussions of clinical cases, study of models, and their examination of cadavers. Prerequisites: Admission to the College of Nursing's CRNA doctoral program

Biology 730

4 (crs.)

Advanced Human Physiology

A review of the integrated approach to human physiology, accompanied by advanced study of the body's functional systems. Emphasis will be placed on critical systems affected by anesthesia administration (nervous, cardiac, respiratory, thermoregulatory) and on physiological states that complicate anesthesia (pregnancy, obesity, advanced age, etc.). As befits doctoral training, students will be expected to demonstrate facility interpreting and articulating physical and chemical explanations of physiological processes and interventions. Prerequisites: Admission to the College of Nursing's CRNA doctoral program.

Biology 748

1 (crs.)

Graduate Seminar in Biological Sciences

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. 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. (Fall, Spring)

Biology 749

3 (crs.)

Field Zoology

Field trips, observing local animals; identification and study of collected species. Prerequisite: One year of biology.

Biology 751

4 (crs.)

Biochemical Genetics

DNA structure, replication of genetic material, mutation, and genetic exchange in various organisms with emphasis on prokaryotes and viruses. Prerequisite: Biology 309 and 340. (2+2)

Biology 765

2 (crs.)

Advanced Topics in Microbiology/Virology

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)

Biology 766

2 (crs.)

Advanced Topics in Biology

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)

Biology 769

2 (crs.)

Introduction to Microbiological Research

Theory and applications of selected analytical methods widely used in biological research. (0+4) (Spring)

Biology 780

4 (crs.)

Community Energetics

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.

Prerequisite: Biology 349. (4+0)

Biology 795

1 – 6 (crs.)

Biology/Microbiology Thesis

Each registration with maximum accumulation of 6 cr. Registration for thesis credit for MS

Biology/Microbiology students. Prerequisite: Thesis Proposal and Advisor Approval Form must be filed in Graduate Office. Pass/Fail course.

Biology 796

1 – 3 (crs.)

Independent Study in Biology/Microbiology

Registration for MS Biology/Microbiology students who have filed Independent Study Topic and Instructor Approval Form with Graduate Office.

Biology 799

0 (crs.)

Registration for Comprehensive Examination

Required registration for MS Biology/Microbiology students in their final term who are not registered for credit courses. Pass/Fail course.

DATA SCIENCE

PROGRAM CONTACT INFORMATION

Erik Krohn, Program Coordinator

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Telephone: (877) 895-3276

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FACULTY

datasciencedegree.wisconsin.edu/data-science-faculty/

The Master of Science in Data Science is a collaboration between UW-Extension and six UW System campuses—UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Stevens Point, and UW-Superior. All courses in this online program are developed and taught by University of Wisconsin Data Science faculty—the same faculty who teach our on-campus courses.

PURPOSE

The Masters of Science in Data Science is offered cooperatively with 5 other UW campuses and administered in part by UW Extension. This program is designed to prepare data science professionals to solve real-world problems as part of an interdisciplinary team using structured and unstructured data.

DEGREES/CERTIFICATES

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

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the POLICIES section of this Bulletin, the program has established additional policies and procedures for admission.

- 3.0 GPA
- Recent prerequisite coursework in:
 - Elementary Statistics
 - Introduction to Programming
 - Introduction to Databases

(Students will be required to satisfy all program prerequisites prior to formal admission into the program.)

- Two letters of recommendation
- Resume
- Up to 1000-word statement of personal intent describing the decision to pursue the degree and what you believe you will bring to the data science field.

SUMMARY

A. Structure

The program is comprised of 12 core courses ranging from data mining to high performance computing to strategic decision making. Because the program is entirely online, you can study and do homework whenever you like, wherever you have an Internet connection. Courses have no set meeting times and you never need to come to campus. An innovative Virtual Lab lets you remotely access software tools and programming languages such as R, Python, SQL Server, and Tableau, saving you the cost, time, and hassle of purchasing and installing these applications on your own computer.

B. Academic Plans of Study

Data Science is the description for the Data Science plan of study.

C. Minimum Credit Requirements

36 credits applicable to the graduate degree constitute the minimal requirement for all students seeking the MS.

D. Admission to Candidacy

Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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.

DEGREE REQUIREMENTS

Core Courses: 36 credits

Data Science

700 3 Foundations of Data Science

705 3 Statistical Methods

710 3 Programming for Data Science

715 3 Data Warehousing

730 3 Big Data: High Performance Computing

735 3 Communicating about Data

740 3 Data Mining

745 3 Visualization and Unstructured Data Analysis

760 3 Ethics of Data Science

775 3 Prescriptive Analytics

780 3 Data Science and Strategic Decision Making

785 3 Capstone

COURSE OFFERING(S)

MS in Data Science 700

3 (crs.)

Foundations of Data Science

This course provides an introduction to data science and highlights its importance in business decision making. It provides an overview of commonly used data science tools along with spreadsheets, relational databases, statistics and programming assignments to lay the foundation for data science applications.

MS in Data Science 705

3 (crs.)

Statistical Methods

Statistical methods and inference procedures will be presented in this course with an emphasis on applications, computer implementation, and interpretation of results. Topics include simple and multiple regression, model selection, correlation, moderation/interaction analysis, logistic regression, chi-square test, ANOVA, Kruskal-Wallis test, MANOVA, factor analysis, and canonical correlation analysis.

MS in Data Science 710

3 (crs.)

Programming for Data Science

Introduction to programming languages and packages used in Data Science.

MS in Data Science 715

3 (crs.)

Data Warehousing

Introduce the concepts and techniques to work with and reason about subject-oriented, integrated, time-variant, and nonvolatile collections of data in support of management's decision-making process.

MS in Data Science 730

3 (crs.)

Big Data High Performance Computing

This course will teach students how to process large data sets efficiently. Students will be introduced to non-relational databases. Students will learn algorithms that allow for the distributed processing of large data sets across clusters. Prerequisite: Data Science 710

MS in Data Science 735

3 (crs.)

Communicating About Data

This course will prepare you to master technical, informational and persuasive communication to meet organizational goals. Technical communication topics include a study of the nature, structure and interpretation of data. Informational communication topics include data visualization and design of data for understanding and action. Persuasive communication topics include the study of written, verbal and nonverbal approaches to influencing decision makers.

MS in Data Science 740

3 (crs.)

Data Mining

Data mining methods and procedures for diagnostic and predictive analytics. Topics include association rules, clustering algorithms, tools for classification, and ensemble methods.

Computer implementation and applications will be emphasized. Prerequisites: Data Science 705 and 710

MS in Data Science 745

3 (crs.)

Visualization and Unstructured Data Analysis

This course covers two aspects of data analytics. First, it teaches techniques to generate visualizations appropriate to the audience type, task, and data. Second, it teaches methods and techniques for analyzing unstructured data – including text mining, web text mining and social network analysis. Prerequisites: Data Science 700, 705, 710, and 740.

MS in Data Science 760

3 (crs.)

Ethics of Data Science

This course will focus on the investigation of ethical issues in computer science that ultimately also pertain to data science, including privacy, plagiarism, intellectual property rights, piracy, security, confidentiality and many others issues. Our study of these issues will begin broadly, with a look at ethical issues in computer science at large. We will then make inferences to the narrower field of data science. We will consider ethical arguments and positions, the quality and integrity of decisions and inferences based on data, and how important cases and laws have shaped the legality, if not the morality, of data science related computing. Case studies will be used to investigate issues. Prerequisites: Data Science 700 or 780.

MS in Data Science 775

3 (crs.)

Prescriptive Analytics

This course covers procedures and techniques for using data to inform the decision-making process. Topics include optimization, decision analysis, game theory, and simulation. Case studies and applications will be emphasized. Prerequisites: Data Science 705.

MS in Data Science 780

3 (crs.)

Data Science and Strategic Decision Making

The interaction between data science and strategic decision making. Leveraging data resources for competitive advantage in the marketplace. This course examines how data science relates to developing strategies for business organizations. The emphasis is on obtaining decision-making value from an organization's data assets. The course will investigate the use of data science findings to develop solutions to competitive business challenges. Case studies will be reviewed to examine how data science methods can support business decision-making. A range of methods the data scientist can use to get people within the organization on-board with data science projects will be reviewed. The future of data science as a decision-making tool will be explored.

MS in Data Science 785

3 (crs.)

Capstone

Capstone course in which students will develop and execute a project involving real-world data. Projects will include: formulation of a question to be answered by the data; collection, cleaning and processing of data; choosing and applying a suitable model and/or analytic method to the problem; and communicating the results to a non-technical audience. Prerequisites: Data Science 700, 705, 710, 715, 730, 735, 740, 745, and 775.

ENGLISH

PROGRAM CONTACT INFORMATION

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FACULTY

Animashaun, Baker, Baybrook, Boehler, Cole, Crawford, Dingleline, Dunckel, Foss, Haynes, Helmers, Hostetler, Klemp, Landry, Looker, Maguire, Manning, McCabe, Mueller, Ngaboh-Smart, Ochonicky, Pesta, Rindo, Roth, Shaffer

PURPOSE

The Master of Arts in English Program is designed to train, develop, and professionalize individuals seeking an advanced degree in English. M.A. students will be expected to complete coursework that deepens and enriches their understanding of literature, linguistics, creative writing, and rhetoric and composition studies. Besides training broadly across the discipline, students will focus their writing and research in a specific area or subject matter in order to fulfill the department's thesis requirement: a sustained, research-based project that marks the culmination of the graduate experience. The Department of English strives to offer a diverse assortment of graduate classes each semester, including courses available at times accessible to non-traditional students, as well as summer and hybrid offerings, some of which include online components. While full-time enrollment is encouraged, part-time enrollments are common, allowing motivated students to complete a graduate degree while employed. Completion of the terminal degree of Master of Arts in English creates well-rounded researchers, scholars, and teachers prepared to enter PhD programs in English or to pursue a wide range of endeavors including education, law, medicine, government, publishing, and business.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Arts (M.A.)

Completion of specific courses will lead to the certificate:

Creative Writing

New Literatures

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:

A baccalaureate degree from a regionally accredited institution.

Official undergraduate transcript(s), documenting an undergraduate GPA of at least 3.0 (4.0 scale).

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 (uwosh.edu/english/graduate-program/admissions-process-1) 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.

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 Credit Requirements

36 (thirty-six) 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 POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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.

DEGREE REQUIREMENTS

18 (eighteen) 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:

English

581 3 Foundations of Literary Criticism

704 3 Research Methods

795 3 English Thesis

Students are required to take at least two cultural studies courses (6 crs.), at least one rhetoric/composition or linguistics course (3 crs.), and at least one creative writing course (3 crs.). Students may choose from a number of courses in each of these areas.

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.

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.

COURSE OFFERING(S)

English 501

3 (crs.)

Modern Grammars

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

English 503

3 (crs.)

Creative Writing: Fiction I

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

English 504

3 (crs.)

Advanced Fiction Writing

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. Prerequisite: English 303 or consent of instructor. 304/504

English 505

3 (crs.)

Creative Writing: Poetry I

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

English 506

3 (crs.)

Advanced Poetry Writing

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

English 508

3 (crs.)

Autobiography: Theory and Practice

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

English 514

3 (crs.)

19th Century American Novel

A study of the American novel between 1800 and 1900, which will include examination of important figures, texts, and themes.

English 517

3 (crs.)

Technical Writing

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. Prerequisites: 60 credits or consent of instructor. 317/517

English 519

3 (crs.)

African American Literature II: Optional Content

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

English 520

3 (crs.)

Special Topics in Linguistics: Optional Content

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 linguistics course will offer focused work in various areas of linguistics; topics may include (but are not limited to) discourse analysis, linguistic pragmatics, politeness, linguistic profiling, forensic linguistics, issues of language planning (bilingual teaching, etc.), historical linguistics, psycholinguists, and cognitive linguistics. Prerequisites: English 281 or consent of instructor. 320/520

English 522

3 (crs.)

Theories of Rhetoric and Writing

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

English 524

3 (crs.)

Gender in Literature: Optional Content

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.

English 526

3 (crs.)

Studies in Classical Mythology

A survey of Greek and Roman mythology and its influence on Western literature and art.

English 527

3 (crs.)

Detective Fiction

A study of detective fiction in the short story and the novel.

English 529

3 (crs.)

Creative Writing: Playwriting I

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

English 530

3 (crs.)

Creative Writing: Playwriting II

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. Prerequisite: English 329 or consent of instructor. 330/530

English 531

3 (crs.)

Contemporary Lit: Optional Content

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

English 532

3 (crs.)

Early Women Writers: Optional Content

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

3 (crs.)

British Poetry: Optional Content

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.

English 534

3 (crs.)

Wisconsin in Literature

Studies in Wisconsin literature, legends, and lore.

English 535

3 (crs.)

Personal Narratives: Optional Content

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

English 536

3 (crs.)

The Bible as Literature

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

English 540

3 (crs.)

Arthurian Legend and Romance

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.

English 541

3 (crs.)

History of the English Language

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

English 542

3 (crs.)

Literature of the Romantic Era Green Romanticism-Optional Content

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. Prerequisite: English 281 or consent of instructor. 342/542

English 543

3 (crs.)

Nature Writing: Optional Content

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

3 (crs.)

Milton

Milton's major and minor poems and selected prose writings in relation to the background of the literature and his times. 344/544

English 545

3 (crs.)

Twentieth-Century Women Writers – Optional Content

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.

English 546

3 (crs.)

Chaucer and His Age

A study of the major works in medieval English literature with emphasis on Chaucer. 346/546

English 547

3 (crs.)

Shakespeare I

Selected major plays in relation to dramatic conventions of the time and to modern productions. 347/547

English 550

3 – 4 (crs.)

Literary Study Tour: Optional Content

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

English 551

3 (crs.)

Medieval Literature: Optional Content

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

English 553

3 (crs.)

Early Modern British Literature 1485-1660: Optional Content

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

English 554

3 – 6 (crs.)

Studies in Travel, Literature, and Culture: Optional Content

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

English 556

3 (crs.)

Special Topics in Early British Drama: Optional Content

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.

English 557

3 (crs.)

Literature and Other Arts: Optional Content

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

English 558

3 (crs.)

Postcolonial Literature: Optional Content

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

English 561

3 (crs.)

Asian American Literature: Optional Content

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

English 562

3 (crs.)

British Literature of the Long Eighteenth Century: Optional Content

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

English 563

3 (crs.)

Eighteenth-Century English Novel

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

English 564

3 (crs.)

Nineteenth-Century British Novel: Optional Content

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.

English 565

3 (crs.)

Modern British Fiction: Optional Content

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

English 566

3 (crs.)

Science Fiction

An examination of major 20th-century works in science fiction.

English 567

3 (crs.)

African Literature

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

English 569

3 (crs.)

Literature of the Victorian Period: Optional Content

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. Prerequisite: English 281 or consent of instructor. 369/569

English 570

3 (crs.)

Native American Literature II: Optional Content

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

English 571

3 (crs.)

African-American Women Writers: Optional Content (ES)

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

English 572

3 (crs.)

American Short Story: Optional Content

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

English 573

3 (crs.)

Colonial and Federalist Literature

American writing from the beginning through the early years of the republic. 373/573

English 574

3 (crs.)

American Romanticism

A study of writers such as Emerson, Fuller, Thoreau, Irving, Cooper, Melville, Hawthorne, Stowe, and/or others. 374/574

English 575

3 (crs.)

American Realism and Naturalism

Studies of American prose from the Civil War to World War I: Twain, Howells, Adams, James, Crane, and others. 375/575

English 576

3 (crs.)

Twentieth-Century Literature: Optional Content

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

English 577

3 (crs.)

Major Figures of American Literature: Optional Content

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

English 578

3 (crs.)

Modern American Novel: Optional Content

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

English 579

3 (crs.)

American Poetry: Optional Content

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

English 580

3 (crs.)

Modern Drama: Optional Content

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

English 581

3 (crs.)

Foundations of Literary Criticism

An investigation of modern literary theories, critical approaches, and their application to selected literary texts. Prerequisite: English 281. 381/581

English 582

3 (crs.)

Contemporary Cultural Mythology: Optional Content

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

English 583

3 (crs.)

Introduction to English Linguistics

An introduction to sounds, word forms and sentence structures of English. Special emphasis on theories of grammar affecting today's classroom. 383/583

English 584

3 (crs.)

Sociolinguistics

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

English 585

3 (crs.)

Computers and Writing

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.

English 586

3 (crs.)

The Rhetoric of Literature

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

English 587

3 (crs.)

Special Topics in Rhetoric and Composition: Optional Content

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

English 590

3 (crs.)

Film and Literary Studies: Optional Content

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

English 591

3 (crs.)

Gay and Lesbian Literature: Optional Content

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. Cross/listed with Women's Studies 391. 391/591

English 592

3 (crs.)

Special Topics in Literature: Optional Content

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

English 593

3 (crs.)

Latina/o Literature: Optional Content

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.

English 594

3 (crs.)

Multiethnic Literatures: Optional Content

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.

English 595

3 (crs.)

Caribbean Literature: Optional Content

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.

English 596

3 (crs.)

Literature and History: Optional Content

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.

English 605

3 (crs.)

Creative Writing: Optional Content

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. Prerequisite: A 300-level creative writing course or permission of instructor. 405/605

English 648

3 (crs.)

Shakespeare II: Optional Content

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. Prerequisite: English 347. 448/648

English 652

3 (crs.)

Applied Linguistics

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. Prerequisite: English 301 or English 383.

452/652

English 682

3 (crs.)

Recent Literary Criticism: Optional Content

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. Prerequisite: English 381. 482/682

English 701

3 (crs.)

Seminar in Literature: Optional Content

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 702

3 (crs.)

Language in Society: Optional Content

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 703

3 (crs.)

Seminar in Criticism: Optional Content

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 704

3 (crs.)

Methods of Research

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 708

3 (crs.)

American Poetry: Technique and Practice

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 709

3 (crs.)

Special Topics in Creative Writing: Optional Content

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 710

3 (crs.)

Seminar in Cultural Studies: Optional Content

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 711

3 (crs.)

Seminar in American Ethnic Writers: Optional Content

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 712

3 (crs.)

Seminar in Women Writers: Optional Content

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director.

English 714

3 – 6 (crs.)

Studying Rhetoric and Writing: Optional Content

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. Prerequisite: Admission to UW Oshkosh Master of Arts in English program or consent of the MA Director. English 795

1 – 6 (crs.)

English Thesis

In this course, students work under faculty supervision to produce a creative or critical thesis. Maximum accumulation of six credits.

English 796

1 – 3 (crs.)

Independent Study

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.

MATHEMATICS EDUCATION

PROGRAM CONTACT INFORMATION

John Beam, Program Coordinator

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E-mail: beam@uwosh.edu

FACULTY

Beam, Belap, Benzaid, Bullington, Edwards, Eroh, Ganapathy, Gundawardena, Hart, Kazmi, Koker, Kuennen, Moghadam, Moussavi, Muthuvel, Parrott, Penniston, Price, Szydluk, J., Szydluk, S., Winters, Zhang.

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.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science (M.S.)

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the POLICIES 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 upper-level, abstract (proof-based) mathematics, and one semester of probability and statistics.

Undergraduate Major

Normally, the baccalaureate will have been taken in mathematics or a related discipline.

SUMMARY

A. Structure

The program is comprised of a set of electives subject to the requirements described below.

B. Academic Plans of Study

Mathematics Education is the description for the Mathematics Education plan of study.

C. Minimum Credit Requirements

30 graduate credits applicable to the graduate degree, which must include at least 18 upper-level (700) credits, are required for all students seeking the MS.

D. Admission to Candidacy

Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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.

DEGREE REQUIREMENTS

Students must successfully complete 30 credits from the list below. These courses must be chosen so as to meet the following requirements:

- At least 15 credits must be numbered 700 or above;
- At least 15 credits must have a MATH prefix;
- At least two courses must be chosen from among the following courses:
- No more than one Educational Leadership course may be counted among the 30 credits.
 - Math 712
 - Math 714
 - Math 716
 - Math 718
 - Sec Ed 715
 - Sec Ed 739
 - Sec Ed 791
 - Ed Found 770

Mathematics

546 3 Linear Algebra

547 3 Introduction to Group Theory

548 3 Introduction to Ring Theory

549 3 Introduction to Number Theory

575 3 Vector & Complex Analysis

601 3 Mathematical Statistics

667 3 Introduction to Real Analysis

680 3 Introduction to Topology
 701 3 Workshop in Computing Mathematics
 702 3 Statistics Workshop
 712 3 Problem Solving for Teachers
 714 3 Developing Problem Solving in Teaching
 716 3 Research in Teaching and Learning Mathematics
 717 3 Nonlinear Dynamics and Chaos
 718 3 Historical and Philosophical Foundations of Mathematics
 720 3 Combinatorial Mathematics
 722 3 Discrete Structures
 730 3 Advanced Euclidean Geometry
 742 3 Algebra
 746 3 Workshop on Current Topics
 757 3 Advanced Topics in Mathematics
 795 1-6 Mathematics Thesis
 796 1-3 Independent Study in Mathematics

Secondary Education

715 1-3 Current Trends in Curriculum and Instruction
 739 3 Mathematics Curriculum
 791 1-4 Improving Classroom Practice

Educational Foundations

770 3 Foundations in Educational Research

Educational Leadership

725 3 Evaluation of Educational Research
 730 3 Leadership in Educational Systems
 754 3 Integrating Technology into the Curriculum
 760 3 Teaching from a Distance
 762 3 Nontraditional Higher and Post-Secondary Education
 763 3 Understanding and Facilitating Learning in Adulthood

Any course not on the above list must be approved by the Graduate Coordinator.

Other Requirements

All students must register for MATH 799 (0 credits) and pass a comprehensive exam that assesses three courses at the 600-level or above with a MATH prefix. The set of courses will be chosen by the student in consultation with, and subject to the approval of, the Graduate Coordinator. A goal of the exam is to assess both mathematics and mathematics education topics. The exam may be taken as soon as the approved set of three courses has been completed.

COURSE OFFERING(S)

Mathematics 546

3 (crs.)

Linear Algebra

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. Prerequisite: Math 222 and Math 256 each with a grade of C or better. 346/546 (Fall)

Mathematics 547

3 (crs.)

Introduction to Group Theory

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.

Prerequisite: Math 222 with a grade of C or better. 347/547

Mathematics 548

3 (crs.)

Introduction to Ring Theory

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. Prerequisite: Math 222 with a grade of C or better. 348/548

Mathematics 549

3 (crs.)

Introduction to Number Theory

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.

Prerequisite: Math 222 with a grade of C or better. 349/549

Mathematics 575

3 (crs.)

Vector & Complex Analyses

Topics in mathematics applicable to the physical sciences: Vector analysis, Green's theorem and generalizations, analytic function theory. Prerequisite: Mathematics 273. 375/575

Mathematics 586

3 (crs.)

Linear Statistical Models

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. Prerequisites: Mathematics 256 and Mathematics 302. 386/586

Mathematics 601

3 (crs.)

Mathematical Statistics

A mathematical treatment of advanced statistical methods, beginning with probability. Discrete and continuous, univariate, and multivariate distributions; functions of random variables and moment generating functions, transformations, the theory of estimation and hypothesis testing.

Prerequisites: Mathematics 273 and 301 with a grade of C or better. 401/601 (Fall)

Mathematics 667

3 (crs.)

Introduction to Real Analysis

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. Prerequisites: Mathematics 222 and 273.

467/667

Mathematics 680

3 (crs.)

Introduction to Topology

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.

Prerequisites: Mathematics 222 and Mathematics 273. 480/680

Mathematics 701

3 (crs.)

Workshop in Computing Mathematics

Areas of mathematics which have direct applications in the secondary schools and which can be advantageously analyzed on digital computers. Prerequisite: Prior computing experience or concurrent registration in a programming course.

Mathematics 702

3 (crs.)

Statistics Workshop

For teachers of mathematics and other individuals interested in using examples from various topics with practical applications in algebra, probability, statistics, and computers. Prerequisite: One or more courses in statistics or consent of instructor.

Mathematics 712

3 (crs.)

Problem Solving for Teachers

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. Prerequisite: Consent of instructor.

Mathematics 714

3 (crs.)

Developing Problem Solving Focus in Teaching

This course will focus on ways teachers can help their students become powerful problem solvers. As part of the class, we will create and identify mathematically rich tasks for use in middle, secondary and post-secondary settings. Prerequisite: Consent of instructor.

Mathematics 716

3 (crs.)

Research in Teaching and Learning Math

In this course, we will explore the research literature on teaching and learning in mathematics. We will focus on both theoretical concerns and practical applications of a variety of influential studies in mathematics education. Prerequisite: Consent of instructor.

Mathematics 717

3 (crs.)

Nonlinear Dynamics and Chaos

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.

Mathematics 718

3 (crs.)

Historical and Philosophical Foundations of Math

A survey of the historical development and corresponding philosophical pressures on mathematics from the Babylonians to the present.

Mathematics 720

3 (crs.)

Combinatorial Mathematics

Fundamentals of combinatorial mathematics including permutations, combinations, recurrence relations, the principle of inclusion-exclusion, graph theory, and selected topics. Prerequisite: Consent of instructor.

Mathematics 722

3 (crs.)

Discrete Structures

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. Prerequisite: A course in abstract algebra or consent of instructor.

Mathematics 730

3 (crs.)

Advanced Euclidean Geometry

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.

Mathematics 742

3 (crs.)

Algebra

An advanced study of topics selected from groups, rings, and fields. Prerequisite: Mathematics 342, or consent of instructor.

Mathematics 746

3 (crs.)

Workshop on Current Topics

A workshop in special topics of interest. This course may be repeated for credit with different topics. Prerequisite: Consent of instructor.

Mathematics 757

3 (crs.)

Advanced Topics in Mathematics

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.

Prerequisite: Consent of instructor.

Mathematics 795

1 – 6 (crs.)

Mathematics Thesis

Each registration accumulating to a maximum of 3 cr. Pass/Fail course.

Mathematics 796

1 – 3 (crs.)

Independent Study

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.

Mathematics 799

0 (crs.)

Registration for Comprehensive Examination

Pass/Fail course.

PSYCHOLOGY

PROGRAM CONTACT INFORMATION

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FACULTY

Chrobak, Groves, Hong, Karst, Koch, Lishner, McCabe, McCann, Miron, Olszewska

PURPOSE

The Master of Science in Psychological Research (Cognitive and Affective emphasis) is a program designed to train students to conduct research across ALL disciplines of psychology including but not limited to research in: clinical psychology, social psychology, biopsychology, neuroscience, quantitative psychology, developmental psychology, comparative psychology, cognitive psychology, and health psychology.

Cognition and affect are theoretical constructs that bridge multiple levels of analysis and a variety of psychological phenomena. The program offers students exposure to all faculty who will teach various approaches to the study of psychological experience. This coupled with high-quality instruction offers our students the theoretical and practical background and skills necessary for succeeding in diverse careers in academia and in both the public and private sectors.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Science (M.S.)

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

At least two reference letters are required. Ideally, these should come from faculty who are familiar with the applicant's academic potential. In addition, applicants and letter writers must complete the following form: <http://www.uwosh.edu/gradstudies/admissions/addl-app-instrucs/psychology-references>.

Admission Test Scores

Applicants are required to take the Graduate Record Examination (GRE – General test).

Personal Statement

Students are required to submit a 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 previous research experience, (e.g., including class projects, conference presentations), and future research directions.

Undergraduate Major

A baccalaureate in psychology or a related field is typical, but those with baccalaureates in other areas may be considered as well.

SUMMARY

A. Structure

The program is comprised of required courses, electives, and thesis.

B. Academic Plans of Study

Psychology – Cognitive and Affective is the description for the Psychology plan of study.

C. Minimum Credit Requirements

30 credits applicable to the graduate degree constitute the minimal requirement for all students seeking the MS.

D. Admission to Candidacy

Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor to plan and receive program approval for their admission to candidacy. Students should apply for Admission to Candidacy after completing 9 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.

F. Other Requirements

Successful completion of all coursework and MS thesis final defense typically requires two years but must be completed in four years.

DEGREE REQUIREMENTS

Core Courses:

Cognitive and Affective Psychology

705 3 Psychometrics

720 3 Theoretical Conceptualizations in Psychology

730 3 Foundations of Behavioral Statistics

731 3 Multivariate Statistical Models

775 3 Learning and Cognition

777 3 Biological basis of Mind and Behavior

780 3 Social Psychological Theory and Practice

785 3 Developmental Processes

792 3 Foundations of Research Methods I

795 6 Psychology Thesis

799 0 Candidacy Examination

Elective Courses – Nine (9) credits from the following:

712 3 Motivation and Emotion

722 1 Ethics in Psychology

790 3 Seminar in Psychology

796 1-3 Independent Study in Psychology

Or other courses approved by the student's advisory committee.

COURSE OFFERING(S)

Psychology 705

3 (crs.)

Psychometrics

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.

Psychology 712

3 (crs.)

Motivation and Emotion

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. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 720

3 (crs.)

Theoretical Conceptualizations in Psychology

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. Prerequisite: Admission to graduate program in Psychology or consent of instructor.

Psychology 722

1 (crs.)

Ethics in Psychology

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. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 724

3 (crs.)

Organizational Psychology

Examination of theory and research in Organizational Psychology. Topics include social influences in the organization, leadership, job satisfaction, motivation, job design, and group processes. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 725

0 (crs.)

Culminating Experience Continuation Course

The course is linked to the final semester course (86-795: Psychological Thesis) taken by graduate students as they work on their culminating project for degree completion. Students must be continuously enrolled in the course once they have completed all coursework but are still working on their thesis. This is a 0-credit course with an associated fee comparable to one graduate credit. Prerequisite: Completion of coursework and continuous enrollment in Psych 795.

Psychology 726

3 (crs.)

Personnel Psychology

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. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 727

3 (crs.)

Research Methods

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.

Prerequisite: Psychology 730 or consent of instructor.

Psychology 728

3 (crs.)

Industrial/Organizational Psychology Practicum

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. Prerequisite: Admission to the M.S. Psychology Program or consent of the instructor.

Psychology 730

3 (crs.)

Foundations of Behavioral Statistics

Statistical methods for behavioral research using simple and complex designs, such as parametric and nonparametric analyses, ANOVA, correlation and simple regression. Prerequisite:

Psychology 203 or an equivalent course and admission to the Psychology M.S. Program or consent of the instructor.

Psychology 731

3 (crs.)

Multivariate Statistical Methods

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. Prerequisites: Psychology 730 or an equivalent course and admission to the Psychology M.S. program or consent of the instructor.

Psychology 732

3 (crs.)

Training and Organizational Development

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.

Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 733

3 (crs.)

Aging and Work

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. Prerequisites: Admission to the M.S. Psychology Program or consent of the instructor.

Psychology 746

3 – 6 (crs.)

Seminar in Current Topics

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. Prerequisite: Admission to M.S. Psychology Program or consent of instructor.

Psychology 765

3 (crs.)

Affect and Psychopathology

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. Prerequisite: Admission to graduate program in Psychology or consent of instructor.

Psychology 774

1 – 2 (crs.)

Psychological Research

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. Prerequisite: Admission to M.S. Psychology Program or consent of instructor.

Psychology 775

3 (crs.)

Learning and Cognition

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. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 777

3 (crs.)

Biological Bases of Mind and Behavior

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. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 780

3 (crs.)

Social Psychological Theory and Practice

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. Prerequisite: Admission to the MS Psychology Program or consent of instructor.

Psychology 785

3 (crs.)

Developmental Processes

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. Prerequisite: Admission to the MS Psychology program or consent of instructor.

Psychology 790

3 (crs.)

Seminar in Psychology

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.

Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 792

3 (crs.)

Foundations of Research Methods I

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. Prerequisite: Admission to the MS Psychology program or consent of the instructor.

Psychology 793

3 (crs.)

Foundations of Research Methods II

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. Prerequisite: Psychology 792 or consent of instructor.

Psychology 795

3 – 6 (crs.)

Psychological Thesis

Research and preparation of a thesis for MS Psychology Studies. A Research Approval form must be approved before the collection of data. Prerequisite: Admission to Candidacy or consent of instructor. Pass/Fail course. Fees may be associated with enrollment in this course.

Psychology 796

1 – 3 (crs.)

Independent Study in Psychology

Each registration with maximum accumulation of 4 cr. Individualized study by M.S. Psychology student. Prerequisite: Independent Study Topic and Instruction Approval Form must be filed at or prior to registration. Pass/Fail course.

Psychology 799

0 (crs.)

Candidacy Examination

Pass/Fail course.

PUBLIC ADMINISTRATION

PROGRAM CONTACT INFORMATION

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FACULTY

Filipova, Ford, Larson

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.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Public Administration (M.P.A.)

Completion of specific courses will lead to the certificate: Healthcare Management

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the POLICIES section of this Bulletin, the program has established the following policies and procedures for admission:

- **A statement of professional goals and objectives**

The statement should consist of a minimum of two paragraphs, single-spaced on one sheet of paper, communicating how a candidate's career aspirations fit with the MPA program.

- **A current resume**

- **A two-page paper on the following topic**
“The National Academy of Public Administration has identified four pillars of public administration-economy, efficiency, effectiveness, and social equity. Please explain why they are all equally critical to the successful practice of public administration today.”
- **Letters of reference**
Three professional and/or academic individuals who are able to assess the likelihood of success in graduate school.

Professional or volunteer experience in the public or non-profit sectors, or health care industry is preferred but not required.

SUMMARY

A. Structure

The program is comprised of core courses and electives.

B. Academic Plans of Study

Public Administration – <Emphasis> is the description for the Master of Public Administration plans of study:

General Public Administration
Health Agency Administration
Nonprofit Management and Leadership
Fire and Emergency Management

C. Minimum Credit Requirements

36 (thirty-six) credits applicable to the graduate degree constitute the requirement for all students seeking the MPA.

D. Admission to Candidacy

Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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.

DEGREE REQUIREMENTS

The MPA curriculum consists of 27 credits of required core courses and 9 credits of elective courses for a total of 36 credits. There are four professional emphases; General Public Administration, Health Agency Administration, Nonprofit Management and Leadership, and Fire and Emergency Administration and Management. Students need to select one of the four emphases to fulfill the 9 credits of elective courses.

Core Courses (27 crs.)

MPA

711 3 Introduction to Public Administration
715 3 Leadership and Ethics
721 3 Public Policy Analysis
723 3 Organizational Theory and Practice
732 3 Analytic Methods in Public Administration
734 3 Applied Economics for Public Administration
742 3 Human Resource Management in the Public Sector
752 3 Public Budgeting and Financial Management
780 3 Capstone Experience

OR

790 3 Field Project

792 3 Thesis

Professional Emphasis (9 crs.)

A. General Public Administration Emphasis (9 credits)

This emphasis enhances the capacity of students to administer diverse public service organizations, including state and local government institutions. Students must choose 3 courses (9 crs.) from the following list of elective MPA courses:

MPA

718 3 Revisiting Bureaucracy

726 3 State and Local Government

727 3 Municipal Management

729 3 Health Care Organization and Management

730 3 Privatization and Public-Nonprofit Partnerships

738 3 Intergovernmental Management

744 3 Nonprofit Management and Leadership

747 3 Labor Management in Public and Nonprofit Organizations

750 3 Strategic Planning in Public and Nonprofit Organizations

751 3 Program Evaluation

755 3 Managing Economic Development

760 3 Administrative Law

762 3 Health Care Administration Law

773 3 Health Care Policy

795 3 Internship

796 1-3 Independent Study in Public Administration

797 3 Seminar in Current Topics in Public Administration

B. Health Agency Administration Emphasis (9 credits)

For students who want to specialize in the administration, management, and leadership of diverse health care organizations in the public, private and nonprofit sectors. Students must take the following 3 required courses (9 crs.):

MPA

729 3 Health Care Organization and Management

762 3 Health Care Administration Law

773 3 Health Care Policy

C. Nonprofit Management and Leadership Emphasis (9 credits)

For students who want to specialize in the administration, management, and leadership of diverse types of nonprofit organizations, including public and private charities, beneficiary societies and organizations, cooperatives, and others. Students must take the following 3 required courses (9 crs.):

MPA

744 3 Nonprofit Management and Leadership

Choose 6 crs. of electives from:

730 3 Privatization and Public-Nonprofit Partnerships

750 3 Strategic Planning in Public and Nonprofit Organizations

751 3 Program Evaluation

796 3 Independent Study

797 3 Seminar in Current Topics

D. Fire and Emergency Administration and Management Emphasis (9 credits)

For students who want to specialize in the administration, management, and leadership of fire and emergency services organizations. Students must take a required 3-credit course and select two elective courses (6 crs.)

MPA

764 3 Fire and Emergency Services Administration

Choose 6 crs. of electives from:

726 3 State and Local Government

727 3 Municipal Management

729 3 Health Care Organization and Management

738 3 Intergovernmental Management

762 3 Health Care Administration Law

765 3 Supervisory Skills for Fire and Emergency Personnel

766 3 Multicultural and Diversity Strategy for the Fire Service

767 3 Crisis Management and Leadership

768 3 Strategic Planning for Fire Departments

773 3 Health Care Policy

Electives from Other UW Oshkosh Programs

The following courses from other UW Oshkosh graduate programs can also be considered elective courses toward the MPA program only if applicable to students' professional careers and only with the department chair's consent:

Business Administration

700 3 Accounting Foundations

762 3 Organization Reward Systems

763 3 Employee Relations

Economics

704 3 Basic Economic Theory

Education and Human Services

729 3 Dialogues in Social Justice

730 3 Introduction to Leadership in Educational Systems

Nursing

701 3 Translational Scholarship

702 3 Health Care Systems Policy and Advocacy

Geography

540 3 Mapping and Visualization

541 3 Spatial Analysis in GIS

641 3 Advanced GIS

Health Care Management Certificate (15 credits)

For students who wish to enhance their skills as health care managers, supervisors, or leaders to function effectively in today's complex health care environment.

Students must complete three courses (9 credits) from Category A and 2-4 courses (6 credits) from Category B.

Category A

9 credits from:

MPA

729 3 Health Care Organization and Management

762 3 Health Care Administration Law

773 3 Health Care Policy

Category B

6 credits from:

MPA

750 3 Strategic Planning

Business

769 1 Communicating for Success: Making Workplace Communication Work

769 2 Health Care Human Resources and Organizations

769 2 Health Information Technology Management

*769 2 Health Care Finance and Economics

769 2 Health Care Organization and Delivery

Nursing

746 2 Quality Improvement and Safety

783 3 Health Care Informatics

*Students who have never studied microeconomics must take the online course Econ 704 before enrolling in Business 769 Healthcare Finance and Economics. The one-credit prerequisite course will not count toward the 6-credit electives.

COURSE OFFERING(S)

Master of Public Admin 711

3 (crs.)

Introduction to Public Administration

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.

Master of Public Admin 715

3 (crs.)

Leadership and Ethics

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. Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 718

3 (crs.)

Revisiting Bureaucracy

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. Prerequisite: Master of Public Administration 711 or consent of instructor

Master of Public Admin 721

3 (crs.)

Public Policy Analysis

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.

Master of Public Admin 723

3 (crs.)

Organization Theory and Practice

Survey of classical and contemporary approaches to the study of organizations, with emphasis on structure, leadership, communication, conflict, and organizational change and development.

Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 726

3 (crs.)

State and Local Government

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.

Master of Public Admin 727

3 (crs.)

Municipal Management

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. Prerequisite: Master of Public Administration 711, 723 or consent of instructor.

Master of Public Admin 729

3 (crs.)

Health Care Organization and Management

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. Prerequisite: Master of Public Administration 711, 723 or consent of instructor.
Master of Public Admin 730

3 (crs.)

Privatization and Public-Nonprofit Partnerships

The purpose of this course is to expose the student to the background, theories, complexities and results of the use of private entities to administer programs traditionally associated with the public sector, including waste management, welfare, and education. Particular emphasis will be placed on the often-competing goals of fiscal austerity and program effectiveness. Prerequisites: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 732

3 (crs.)

Analytic Methods in Public Administration

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. Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 734

3 (crs.)

Applied Economics for Public Administration

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.

Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 738

3 (crs.)

Intergovernmental Management

This course is designed to provide an understanding of the dynamics of and inter-relationships among and between the federal, state, and local levels of government. It will also analyze the origins, evolution, controversies, and prospects for survival of the American federal system. Every major domestic policy problem debated and decided through our nation's history has involved important intergovernmental aspects. Moreover, intergovernmental management in the United States is now facing many new challenges caused by the myriad economic, technological and demographic trends of the new millennium. All of these trends will continue to have a significant and direct effect on the fiscal capacity of the different levels of government in the United States. Master of Public Administration or consent of instructor.

Master of Public Admin 742

3 (crs.)

Human Resource Management in the Public Sector

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. Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 744

3 (crs.)

Nonprofit Management and Leadership

This graduate seminar examines the role of the nonprofit sector in the United States, and identifies the knowledge, skills abilities, and other characteristics that managers working in it need to possess. Prerequisite: Master of Public Administration 711, 723 or consent of instructor.

Master of Public Admin 747

3 (crs.)

Labor Management Relations in Public and Nonprofit Organizations

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. Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 750

3 (crs.)

Strategic Planning in Public and Non-Profit Organizations

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. Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 751

3 (crs.)

Program Evaluation

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. Prerequisites: Master of Public Administration 711, 732 or consent of instructor.

Master of Public Admin 752

3 (crs.)

Public Budgeting and Finance Management

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. Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 755

3 (crs.)

Managing Economic Development

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. Prerequisite: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 760

3 (crs.)

Administrative Law

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.

Master of Public Admin 762

3 (crs.)

Health Care Administration Law

Review of basic federal and state laws affecting hospitals, health care professions, and patients. Current legal issues in health care administration are also addressed.

Master of Public Admin 764

3 (crs.)

Fire and Emergency Service Administration

This course is designed to build upon the experiential knowledge of the firefighter who is seeking to become a member of the executive management or administration. The course demonstrates the importance of the knowledge and skills necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century. Topics covered will include the responsibilities and role of the executive team, accountable budgeting, anticipation of future changes and challenges, and specific management tools for analyzing and solving problems.

Master of Public Admin 765

3 (crs.)

Supervisory Skills for Fire & Emergency Personnel

In this course, you will learn about the skills necessary to supervise other staff, how to handle various situations, (personnel, scheduling, communication, listening, fiscal management, etc.) We will be discussing what administration is, how to lead change, defining customer service, ethics, government regulations and the public policy analysis skills needed when you are in a position of leadership or supervision.

Master of Public Admin 766

3 (crs.)

Multicultural & Diversity Strategies for the Fire Service

In this course, students will discuss and learn about multicultural and diversity strategies that today's fire and emergency services use. Students will explore and define race, culture, and ethnicity and how they shape fire and emergency services now and in the future. We will address questions such as "How do race, culture, and ethnicity shape my department and community? What training is needed to understand and bridge cultural differences? How does one understand and communicate cultural practices of diverse groups and approach specific cultures when handling a fire or emergency situation?"

Master of Public Admin 767

3 (crs.)

Crisis Management & Leadership

This course will introduce students to the process of crisis management, including reviewing the stages of crisis management and developing the necessary skills and knowledge to effectively handle organizational crisis and prepare for the future. The course will include the review of case studies, lessons learned from each crisis, and management strategies adopted in each crisis.

Master of Public Admin 768

3 (crs.)

Strategic Planning for Fire Departments

This course will assist students in developing, reviewing and/or revising a strategic plan. We will review the components needed in a strategic plan and how to lay the foundation for organizational success. This will include reviewing present and future strategic plans and recommendations and how to close the "developmental gap."

Master of Public Admin 773

3 (crs.)

Health Care Policy

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.

Master of Public Admin 780

3 (crs.)

Capstone Experience

The Capstone is a culminating experience where students are expected to conduct a non-thesis, analytical research project designed to demonstrate knowledge and skills gained in the core MPA courses. The project must produce either a solution to a public management question, a policy problem or applied academic research question. Other forms of professional inquiry and analysis may be acceptable if approved by the instructor. Through the Capstone, students are expected to not only demonstrate administrative competencies, but also key Program learning outcomes such as the ability to analyze, think critically, evaluate, solve problems and make decisions in the public interest; demonstrate proficiency in oral and written expression; and demonstrate research skills through a selected method of inquiry. Prerequisite: All core MPA classes 711, 715, 721, 723, 732, 734, 742, and 752 or consent of instructor.

Master of Public Admin 790

3 (crs.)

Field Project

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. Prerequisites: completion of core requirements. Pass/Fail course.

Master of Public Admin 792

3 (crs.)

Public Administration Thesis

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.

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.

Master of Public Admin 795

3 (crs.)

Internship

The purpose of the public administration internship is to give students real-world experience in the public, nonprofit, or healthcare sector. Below are the goals of the internship:

- * Students will demonstrate broad-based knowledge of theory, research, and practice in public administration, leadership, and policy directly applicable at professional levels in public, nonprofit, and healthcare organizations.

- * Students will demonstrate well-developed critical thinking, problem solving, and research skills in addressing contemporary problems or issues in the public interest.

- * Students will demonstrate strong, positive interpersonal skills and ability to communicate effectively with a diverse constituency both individually and in group settings.

- * Students will have positive impressions of their experience.

This 3-credit elective course may be taken only once for credit toward an MPA degree.

Prerequisites: MPA 711 and consent of instructor.

Master of Public Admin 796

1 – 3 (crs.)

Independent Study

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.

Master of Public Admin 797

3 (crs.)

Seminar in Current Topics in Public Administration

Current topics in one area of Public Administration are offered. Course content is expected to vary offering to offering. Prerequisites: Master of Public Administration 711 or consent of instructor.

Master of Public Admin 799

0 (crs.)

Registration for Comprehensive Examination
Pass/Fail course.

SOCIAL WORK

PROGRAM CONTACT INFORMATION

Jon Hudson, Co-Program Coordinator

Mary Weeden, Co-Program Coordinator

Office: Swart Hall 230

Telephone: (920) 424-1419

Website: uwosh.edu/socialwork/masters-program

E-mail: mswinfo@uwosh.edu

FACULTY

Collien, Eggum, Hudson, Perales, Power, Weeden, Williams

PURPOSE

The UW Oshkosh MSW program prepares competent professionals to meet the health care and mental health care practice needs of the Fox Valley and beyond.

The UW Oshkosh MSW has four Goals:

Prepare advanced degree social workers to assume leadership roles in clinical/mental health care and health care settings in order to meet the growing needs of the Fox Valley and beyond.

Prepare professional social workers to engage in activities that will contribute to the development and improvement of social policy at local, regional, state, and national levels as it pertains to culturally relevant mental health and health care services.

Engage in collaborative partnerships with other academic units and degree programs at UW Oshkosh, as well as with organizational entities in the Fox Valley region in order to improve community well-being.

Engage in teaching, research, and evaluation activities that promote best practices in mental health and health care practice and encourage innovation and discovery to improve the well-being of those in need.

MSW students in the Foundation Curriculum will become competent in the 9 practice competencies mandated by the 2015 Council on Social Work Education-Educational Policy and Accreditation Standards. The MSW Program offers two concentrations in the Advanced Curriculum: Clinical/Mental Health Practice and Health Care Practice. Advanced coursework is interdisciplinary and allows students to take relevant elective courses in Public Administration, Counseling and Nursing, as well as Social Work. Graduates will be competent in the 9 CSWE Practice competencies and will have practice expertise specifically in mental health or health care practice.

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 three years for students entering at the foundation level or two years for students entering at the advanced level. To meet the needs of working students, most courses in the program are offered evenings and on Saturdays. Students also integrate and apply their classroom learning in a 450-hour field experience.

DEGREES/CERTIFICATES

Completion of the program will lead to the degree: Master of Social Work (M.S.W.)

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the POLICIES section of this Bulletin, the program has established the following policies and procedures for admission:

Admission Requirements

To be admitted to the 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. Complete the supplemental program specific application online. This application allows applicants to express in writing their career goals, understanding of the social work profession and to describe their relevant skills, experiences, and background. Applicants should be prepared to provide specific information about their relevant/related work and volunteer history. This information will be used to determine the applicant's readiness for the MSW program;
4. Provide contact information for three professional references (including one academic reference) who can evaluate the applicant's readiness for an MSW program;
5. Have completed coursework in: biology, statistics, research methods and lifespan development or submit plans (at least two of these courses must be completed prior to admission) for completing this work prior to taking the advanced curriculum in the program;
6. For advanced standing, have graduated from a CSWE accredited baccalaureate social work program within the last 8 years.

Applicants complete and submit the on-line UW System Graduate Admissions e-Application (apply.wisconsin.edu/) for the Office of Graduate Studies along with the \$56 nonrefundable graduate application for admission fee. Additionally, applicants must submit the required supplemental materials, which include: online supplemental application and all transcripts from previous colleges attended. These instructions are available at: uwosh.edu/socialwork/masters-program.

Areas of Emphasis

In addition to requiring a common foundation of courses, the MSW program offers two Practice Concentrations: Mental Health Care and Health Care. This curriculum prepares students for practice in community-based, and institutional mental health and health care settings. Graduates in the mental health care concentration will be prepared to seek the Licensed Clinical Social Worker credential in Wisconsin and will meet the Wisconsin state requirements for completion of a clinical concentration. Graduates in the health care concentration will be competent to work with elders, long-term care, in hospital settings and in community-based health care settings. These are both high demand practice settings.

Location of Classes

Courses are located at the UW Oshkosh Campus. Some summer courses may be offered at the Executive Business Center in Appleton. Many courses are offered in a hybrid, online format.

Field Hours

Students in the Foundation curriculum will complete a 450-hour Field internship with a

generalist focus. This internship is completed during the spring and summer terms over the course of 25 weeks and typically requires 18 hours per week at the placement. Students in the Advanced curriculum will complete a 459-hour Field Internship in a setting that is specific to the identified practice concentration. This internship is completed during the fall and spring terms over 34 weeks and typically requires 13.5 hours per week at the placement.

Accreditation

The program is accredited by the Council on Social Work Education (CSWE). The current accreditation for the MSW Program is valid through June 2018. This MSW program will be a candidate for accreditation beginning September 2016 and will be accredited by the Council on Social Work Education in October 2017.

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 Credit Requirements

1. For program applicants who do not have a BSW degree completed within the last eight years or all non-BSW students, 55 credits are required for graduation. This includes a 27 credit, three-semester foundation curriculum (fall, spring and summer) and a 28 credit, two-semester advanced curriculum (fall and spring).
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 19 credits of required advanced coursework. In addition, each concentration has a 3-credit required concentration-specific practice course. Students also complete six (6) credits of concentration-specific electives.

D. Admission to Candidacy

Students must satisfy fully the Office of Graduate Studies requirements for advancement to candidacy as stated in the POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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.

DEGREE REQUIREMENTS

Foundation Curriculum: 27 credits

The following courses are required for all students without a BSW degree earned within 8 years prior to enrollment.

Core Courses:

Social Work

701 2 Ethical Issues in Contemporary Social Work

702 3 Generalist Practice I: Individuals, Families, and Small Groups

703 2 Generalist Practice Lab: Interviewing

704 3 Generalist Social Work Practice II

707 3 Human Behavior in the Social Environment

708 2 Social Welfare Policy: Contemporary Approaches

709 5 Foundation Field and Seminar I
710 5 Foundation Field and Seminar II
720 2 Practice Competence in a Diverse Community

Advanced Curriculum: 19 credits

Core Courses:

Social Work

727 3 Psychopathology and Strengths-based Assessment
728 2 Advanced Social Work Policy Practice
729 5 Advanced Field and Seminar I
731 2 Program Evaluation, Practice Outcomes and Evidence-based Practice
733 5 Advanced Field and Seminar II
741 3 Qualitative Research Methods

In addition to requirements listed, students will choose a Practice Concentrations: Mental Health Care Practice or Health Care Practice

Mental Health Care Practice Concentration: 9 credits

Social Work

724 3 Advanced Practice Methods in Mental Health Care

6 Credits from the Following List:

571 3 Child and Family Welfare
575 3 Treatment and Mistreatment of Offenders
722 3 Social Work Management and Supervision in the Social Sciences
732 3 Field Research Project
737 3 Social Work and Crisis Intervention with Vulnerable Populations
757 3 Mental Health Theories
777 3 Legal Aspects of Social Work Practice
795 3 Special Topics
798 3 Independent Study

Professional Counseling

711 3 Life Span Development in Counseling
725 3 Trauma and Crisis Counseling
726 3 Wellness, Spirituality, and Mindfulness in Counseling
776 3 Addictions in Counseling

Health Care Practice Concentration: 9 credits

Social Work

723 3 Advanced Practice Methods in Health Care

6 Credits from the Following List:

722 3 Social Work Management and Supervision in the Social Sciences
732 3 Field Research Project
777 3 Legal Aspects of Social Work Practice
795 3 Special Topics
798 3 Independent Study

Public Administration

715 3 Leadership and Ethics
729 3 Health Care Organization and Management
762 3 Health Care Administrative Law
773 3 Health Care Policy

Nursing

702 3 Health Care Systems Policy and Advocacy

703 3 Clinical Prevention and Population Health

719 3 Roles in Advanced Nursing and Interprofessional Collaboration

746 3 Quality Improvement and Safety

783 3 Healthcare Informatics

COURSE OFFERING(S)

Social Work 571

3 (crs.)

Child & Family Welfare

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

Social Work 575

3 (crs.)

Treatment and Mistreatment of Offenders

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

Social Work 643

3 (crs.)

Family Practice in Systems Perspective

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. Prerequisite: Social Work 220 or consent of instructor.

Social Work 701

2 (crs.)

Ethical Issues in Contemporary Social Work

This course introduces the student to the framework of ethics in a diverse society for advanced generalist practice in health and mental health settings. To clarify ethical issues, social workers will need to use ethical concepts paired with social work knowledge, skills and values, when dealing with populations at risk. This course presents the student with basic philosophical theories and moral and ethical decision making models to prepare the student to fully understand the logic system of the client as well as one's own values and behaviors. (2 credits) Prerequisites: Admission to the MSW program. Special fees may apply.

Social Work 702

3 (crs.)

Generalist Practice I: Individuals, Families, and Small Groups

This course is one of two graduate foundation MSW courses, emphasizing the development of competency with engagement, assessment, intervention and evaluation with individuals, families and small groups at the master's level. Integrating theories, models, and methodologies used with evidenced based practice students incorporate the knowledge, values, ethics, and skills needed for competence reflected in a culturally diverse practice setting, applying a strengths-based approach. Developing an understanding of self, how one's values impact relationships with client systems through application of critical thinking, students will acquire an understanding of advanced-level generalist practice and the change process at all points using evidence-based practice models. (3 credits) Prerequisite: Admission to the UWOSH MSW Program. Special fees may apply.

Social Work 703

2 (crs.)

Generalist Practice Lab: Interviewing

In this lab course students will practice developing rapport, assessment and intervention skills with individuals and families. Students will be introduced to a range of skills required for effective practice, and will build on knowledge acquired in SW 702. This course focuses on interviewing methods of social work practice and outlines the change process model, which is taken from different theoretical perspectives. Students will learn about the use of self when establishing relationships, exploring issues, and implementing strategies for problem-solving. Students will practice effective termination of services in social work practice with individuals and families. Prerequisites: Admission to the MSW Program.

Social Work 704

3 (crs.)

Generalist Social Work Practice II

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.

Prerequisites: Admission to the MSW Program.

Social Work 705

1 (crs.)

Skills Lab with Large Groups and Communities

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. Prerequisites: Concurrent enrollment in Soc Work 704.

Social Work 706

3 (crs.)

Social Welfare Institutions

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. Prerequisites: Students enroll in this course during their first semester in the Program.

Social Work 707

3 (crs.)

Human Behavior in the Social Environment

This course will introduce students to the integration of theories and models examining the complexity of person/environment functioning with respect to the wide variety of social work practice contexts. Applying an ecological and strengths-based approach, the biological, cultural, psychological and social contexts of human behavior and functioning are examined. This approach prepares students with a theoretical foundation and multi-level understanding of client systems. Prerequisites: Admission to the MSW Program.

Social Work 708

2 (crs.)

Social Welfare Policy: Contemporary Approaches

This course prepares foundation year MSW students for competent generalist social work policy practice. Students will develop an understanding of Social Work's historical, contextual view of social welfare policy, commitment to human rights and social justice, access to services and resources and advocacy for evidence-based social service policies. Students will develop competent knowledge and skills for policy practice at the local, state, national and international levels. Prerequisite: Admission to the MSW Program.

Social Work 709

6 (crs.)

Foundation Field and Seminar I

This course facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice and prepare to move into an advanced area of practice concentration. This course prepares students to apply theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. Prerequisite: Admission to the MSW Program.

Social Work 710

4 (crs.)

Foundation Field and Seminar II

This course is a continuation of the SW 709 Foundation Field and seminar course and facilitates student application of classroom learning in a social service agency. Students will demonstrate their practice competency in all nine CSWE areas of social work practice competency. In this internship students will gain a generalist perspective of social work practice, enhance their professional social work skills, and prepare to move into an advanced area of practice concentration. This course prepares students to apply practice theories, models, and ethical principles in a specific social service delivery system. Emphasis is placed on promoting competence through strength-based, culturally competent, generalist practice. Prerequisite: Complete and pass SW 709.

Social Work 720

2 (crs.)

Practice Competence in a Diverse Community

Ethical and proficient social work practice requires that program graduates be able to "understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal

sovereign status.” Taught from a decolonizing social work perspective, this course contributes to the development of such proficiency and preparation for advanced level social work practice for MSW students. Prerequisite: Admission to the MSW Program

Social Work 721

3 (crs.)

Multi-Level Family Intervention

Advanced social work practice techniques for direct practice students working with families of many types and in varied settings. Prerequisites: Completion of Soc Work 720 and 731; concurrent enrollment in Soc Work 729.

Social Work 722

3 (crs.)

Social Work Management & Supervision in the Social Services

Advanced social work practice of management and supervision methods for students working in management positions at any level in social service agencies. Prerequisites: Completion of Soc Work 720 and 731; concurrent enrollment in Soc Work 729

Social Work 723

3 (crs.)

Advanced Practice Methods in Health Care

This course prepares students in the Health Care concentration for interprofessional practice in health care service settings. Students will learn to apply the strengths-based model, and incorporate theory and evidenced based practice. Focusing on a collaborative, interprofessional approach to health care, students advance intervention skills in working with a broad, diverse population. The course facilitates knowledge regarding policy, advocacy, direct client care, and service leadership. Students will implement strategies that foster a team approach in health care services. Prerequisite: Admission to the Advanced MSW Curriculum. Special fees may apply.

Social Work 724

3 (crs.)

Advanced Practice Methods in Mental Health Care

This strengths-based Clinical Mental Health course uses an in-depth analytical framework for teaching students mental health theories, diagnosis, evidence-based practice, and a collaborative and exploratory approach to clinical mental health in Social Work. Particular attention is paid to cultural diversity in mental illness prevention, diagnosis, and effective treatment. Students develop therapeutic skills to work with individuals, families, and groups. This course is designed to facilitate student ability to carry out leadership roles in the mental health system, work within multidisciplinary teams, and help maintain the clients’ ability to cope in society from social, psychological, and physical perspectives. Prerequisite: Admission to the Advanced MSW Curriculum. Special fees may apply.

Social Work 727

3 (crs.)

Psychopathology & Strength-Based Assessment

This course examines mental health and mental illness from a strengths-based social work perspective. Cultural and community factors defining these issues are addressed. Prerequisites: Admission to the Advanced MSW Curriculum or instructor permission.

Social Work 728

2 (crs.)

Advanced Social Work Policy Practice

This course prepares advanced year MSW students for competent policy practice in health care and mental health care practice contexts. Students will develop leadership skills to promote human rights and social justice, improve service access and delivery and evaluate policy outcomes. Students will engage in policy practice at the local, state, national and international levels. Prerequisites: Advanced standing admission to the MSW program or completion of Foundation Curriculum.

Social Work 729

5 (crs.)

Advanced Field and Seminar I

This course is part of the MSW capstone experience. Students apply their knowledge and skills in this advanced, concentration specific, field practicum. Students integrate and apply the material learned in the classroom and in the foundation internship/BSW Internship. Students are afforded the opportunity to demonstrate all nine practice competencies and behaviors in the Advanced field internship. The Field Seminar offers students the opportunity to address questions and challenges experienced in the social work agency field placement, and integrate practice, policy and research. Students will develop their capacity as leaders in the field and contribute to the welfare of the agency through integration of advanced practice methods.

Prerequisites: Admissions to the MSW Program with Advanced Standing status or complete and pass SW 710. Special fees may apply.

Social Work 731

2 (crs.)

Program Evaluation, Practice Outcomes and Evidence-based Practice

This course prepares students to engage in practice-informed research and research informed practice. Students will critically evaluate practice interventions and determine if theory-based, best/evidence-based practices are being employed in the practice setting. Students will be equipped to suggest evidence-based service delivery improvements. This course will prepare students to evaluate practice with individuals, families, groups, organizations and communities and to apply quantitative research methodologies in mental health and health care practice settings. Prerequisite: Admission to the Advanced MSW curriculum. Special fees may apply.

Social Work 732

3 (crs.)

Field Research Project

Students work independently with the instructor to complete a social work research project related to their Advanced Concentration Field Internship or social service employment. The instructor provides technical assistance, advice, and problem-solving regarding research question development, IRB proposals, participant recruitment, data collection and management, data analysis and report development. Students obtain IRB approval, collect and analyze project data and write a final report. Prerequisites: Admission to the Advanced MSW Curriculum or instructor permission. This course was previously required and will now be an elective.

Social Work 733

5 (crs.)

Advanced Field and Seminar II

This course is a continuation of the SW 729 course and is part of the MSW capstone experience. Students continue to develop, broaden, and sharpen their knowledge and skills in their practice concentration. In the final semester of the MSW Field internship students integrate and apply the material learned in the classroom and in prior Field practicum experiences. Students are expected

to demonstrate competence in all nine areas of practice in the Advanced Field internship. In the integrative seminar students will address issues in the social work field placement, and integrate practice, policy and research. Students will complete an agency-based program evaluation in this course and demonstrate their capacity as professional leaders. Prerequisite: Complete and pass SW 729.

Social Work 735

3 (crs.)

Emerging Issues in Child Welfare

Advanced standing elective course considering major new issues in child welfare practice, administration, funding and research. Prerequisites: Completion of foundation requirements or advanced standing.

Social Work 737

3 (crs.)

Social Work & Crisis Intervention with Vulnerable Populations

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. Prerequisites: Students must have a BSW degree, or have completed the MSW Foundation Curriculum.

Social Work 741

2 (crs.)

Qualitative Research Methods

This course introduces Advanced MSW students to qualitative methods for social work practice and research. The purpose of the course is twofold. The first purpose is to help students expand their understanding of qualitative methods and their implications for practice and research. The second is to help students understand the importance of context and the social justice implications of voice and story in social work research and practice. Prerequisite: Admission to the Advanced MSW curriculum.

Social Work 747

3 (crs.)

Mental Health

This course examines the current mental health theories influencing social work direct practice. Prerequisites: Admission to a UWOSH graduate program, or special student status with MSW degree.

Social Work 777

3 (crs.)

Legal Aspects of Social Work Practice

This course provides students with the understanding of the field of forensic social work practice, which includes both criminal and civic issues. Students will learn to conduct forensic assessments, write court reports, act as expert and fact witnesses and facilitate guardianships. The course covers practice knowledge and skills in a variety of contexts, including: child welfare and juvenile justice, adult corrections, victim/witness services, health/long-term care, mental health, domestic abuse and disability services. Students will apply knowledge to ethical

dilemmas encountered in the legal system and learn to advocate on behalf of clients. Completion of MSW Foundation Courses or Advance Standing.

Social Work 795

3 (crs.)

Special Topics

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. Prerequisites: Completion of foundation requirements or advanced standing.

Social Work 798

1 – 3 (crs.)

Independent Study

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. Prerequisites: Approved program plan and consent of instructor.

SERVICE COURSES (COLLEGE OF LETTERS AND SCIENCE)

ANTHROPOLOGY

COURSE OFFERING(S)

Anthropology 562

1 – 8 (crs.)

Field Work in Archaeology

Students will be allowed to repeat this course for credit (although only 8 units (crs.) can be counted toward the 34 unit (cr.) minimum required for the Anthropology Major or the 24 unit (cr.) minimum required for the Minor). Prerequisite: Anthropology 250 or consent of instructor.

ART

COURSE OFFERING(S)

Art 510

3 (crs.)

Art History, Ancient Art

Topics in ancient painting, sculpture, architecture, and allied arts. 310/510

Art 511

3 (crs.)

Art History, Medieval Art

Topics in medieval painting, sculpture, architecture, and allied arts. 311/511

Art 513

3 (crs.)

Art History, Italian Renaissance Art

Selected topics in Italian Renaissance painting, sculpture, architecture, and allied arts. 313/513

Art 514

3 (crs.)

Northern Renaissance Art

This course will explore art and culture in Northern Europe (primarily the Netherlands and Germany) between 1300 and 1700. While concentrating on the visual arts (primarily painting, sculpture and the graphic arts), the course will also include a broader investigation of the arts of the Renaissance in the relation to contemporary, literature, politics, religion, society and patronage. The course will closely examine the works of the great artists of the Renaissance period in the North-Jan van Eyck, Hieronymus Bosch, Albrecht Durer, Hans Holbein the Younger and Pieter Bruegel the elder and their contemporaries-in the context of their lives and environment. Prerequisites: Art 209, Art 210; or permission of instructor.

Art 515

3 (crs.)

Art History, European Baroque and Rococo Art, Seventeenth and Eighteenth Centuries

Topics in Seventeenth and Eighteenth century painting, sculpture, architecture, and allied arts. 315/515

Art 517

3 (crs.)

Art History, Art of India, China and Japan

Historical development of the indigenous and religious arts of India, China, and Japan. 317/517

Art 520

3 (crs.)

Art History, European Art, Nineteenth Century

Selected topics in Nineteenth century painting, sculpture, architecture and allied arts. 320/520.

Art 521

3 (crs.)

Art History, Modern

Selected topics in modern painting, sculpture, architecture and allied arts. 321/521.

Art 522

3 (crs.)

Art History, Contemporary

Selected topics in contemporary painting, sculpture, architecture, and allied arts. 322/522

Art 523

3 (crs.)

Art History, American Art

Selected topics in American painting, sculpture, architecture, and allied arts.

Art 659

3 (crs.)

Lithography

Advanced work in graphics-lithography. This course may be repeated for credit as needed.

Prerequisite: Art 359 or proficiency determined by portfolio. Special fees may apply. 459/659.

Art 660

3 (crs.)

Intaglio

Advanced work in graphics-etching. This course may be repeated for credit as needed.

Prerequisite: Art 360 or proficiency determined by portfolio. Special fees may apply. 460/660.

Art 661

3 (crs.)

Woodcut

Advanced work in graphics-woodcut. This course may be repeated for credit as needed.

Prerequisite: Art 361 or proficiency determined by portfolio. Special fees may apply. 461/661.

Art 662

3 (crs.)

Serigraphy

Developmental continuation of the techniques and expressive potential of serigraphy. Emphasis will be placed upon individual development of artistic expression. Prerequisite: Art 362 or proficiency-determined by portfolio. May be repeated for credit as needed. Special fees may apply. 462/662.

Art 663

3 (crs.)

Art Metal

Course designed to give the student experience in advanced art metal construction, casting and metal smithing techniques and to reinforce design and craftsmanship. Prerequisite: Art 363 or proficiency determined by portfolio. May be repeated for credit as needed. Special fees may apply. 463/663.

Art 671

3 (crs.)

Ceramics

Student is expected to foster a more individual approach toward form and to develop a personal philosophy in regard to the total ceramic process, especially in the area of glaze chemistry forming methods, kiln building, firing and ceramic history. Prerequisite: Art 371 or proficiency determined by portfolio. May be repeated for credit as needed. Special fees may apply. 471/671.

Art 767

3 (crs.)

Sculpture

Advanced work in sculpture stressing individual development towards professional competence. May be repeated for credit as needed. Prerequisite: Art 467 or proficiency determined by portfolio. Special fees may apply.

Art 791

3 (crs.)

Art Seminar

A seminar which will introduce the student to the areas of potential research in the arts. The seminar includes directed readings, methods of conducting research, and the preparation of thesis, seminar paper, or exhibition catalog.

CHEMISTRY

COURSE OFFERING(S)

Chemistry 503

3 (crs.)

Biochemistry I: Clinical Emphases

Topics include: amino acids, proteins, nucleic acids, bioenergetics, carbohydrates, lipids, hormones, vitamins, electrolytes, and xenobiotics. Clinical correlations will be presented which emphasize: biochemistry, pathophysiology, and quantification of body fluid constituents.

Prerequisite: Chemistry 335 with a grade of C or better. 303/503 (Fall)

Chemistry 504

1 (crs.)

Biochemistry I: Clinical Emphases Laboratory

Laboratory experiences are correlated to topics presented in Chemistry 303/503. Techniques include aspects of spectrophotometry, electrophoresis, chromatography, immunoassays, fluorescence, and computer applications. A significant amount of writing is expected.

Prerequisite: Completion of or concurrent enrollment in Chemistry 303 or 503. 304/504 (Fall)

Chemistry 510

1 – 3 (crs.)

Chemistry Workshop for K-12 Teachers

This course is intended to be a workshop in chemistry for K-12. The focus will be on activities to improve the effectiveness of the classroom teacher. The course does not apply to any graduate degree program at the University of Wisconsin Oshkosh.

Chemistry 535

4 (crs.)

Organic Chemistry II

A continuation of Chemistry 235 which includes a discussion of alcohols, phenols, ethers, carbonyl-containing compounds, amines, anilines, carbohydrates and proteins. Particular emphasis is placed on the mechanistic and theoretical aspects of the various topics covered. Infrared, nuclear magnetic resonance, and mass spectrometers are discussed in a qualitative manner. Laboratory includes advanced synthesis work and introductory, qualitative organic analysis emphasizing modern spectral techniques. Prerequisite: Chemistry 235 with a grade of C or better. 335/535 (3+3)

Chemistry 560

1 – 3 (crs.)

Special Topics

A chemistry course on a topic not covered in the department's curriculum. This course may be repeated with different content. Each time it is offered, the topic will be announced in the class schedule. This course will not offer topics which are covered by existing courses. Graduate students will be required to do an extra project or paper. Prerequisites: Consent of instructor.

360/560

Chemistry 635

3 (crs.)

Interpretive Spectroscopy

The application of spectral methods to the characterization of the structure of inorganic and organic compounds will be presented. Specific topics will include infrared, Raman, ultraviolet and nuclear magnetic resonance spectrometers and mass spectrometry. The laboratory will involve the use of these techniques to identify the structure of unknown samples. Prerequisite: Chemistry 335/535 or consent of instructor and completion of or concurrent enrollment in Chemistry 370 435/635 (2+3)

COMMUNICATION

COURSE OFFERING(S)

Communication 537

3 (crs.)

Foundations of Speech Communication Theory

A chronological survey of the major rhetorical treatises of Greece and Rome. A concentration on the rhetorical doctrines of Isocrates, Plato, Aristotle, Longinus, Cicero, Quintilian. Fundamental to all subsequent rhetorical theory. 337/537

Communication 622

3 (crs.)

History of American Public Address

The course will consist of an analysis of congressional, religious, juridical, educational and industrial speakers and speeches. 422/622

Communication 627

3 (crs.)

Rhetorical Criticism

Classical and modern criteria of speech criticism with emphasis on the description, analysis and evaluation of speech performance. Prerequisite: Communication 111. 427/627

Communication 643

3 (crs.)

Organizational Communication

The course deals with the basic content of organizational communication: theory of communication, small groups, interpersonal communication, conflict, communication variables. Attempts to draw the link between the theoretical perspective and the pragmatic application of the topic. 443/643

CRIMINAL JUSTICE

COURSE OFFERING(S)

Criminal Justice 540

3 (crs.)

Police Administration

Organizational functions, structures, processes and behavior as they relate to law enforcement agencies (esp. local police). Particular focus is on theoretical principles as they relate to practice in complex organizations. Attention is also given to the interrelationship of police, courts and correctional facilities as administrative units. Prerequisite: consent of instructor. 340/540

Criminal Justice 553

3 (crs.)

Convict Criminology

Convict Criminology explores a new way of thinking about crime and corrections. This course examines the emerging field of convict criminology that consists primarily of essays and empirical research conducted and written by convicts, or ex-convicts, on their way to completing or already in possession of a Ph.D., or by enlightened academics who critique existing literature, policies, and practices, thus contributing to a new perspective in criminology, criminal justice, corrections, and community corrections. Prerequisite: Criminal Justice 103 and junior standing.

FOREIGN LANGUAGES AND LITERATURE

COURSE OFFERING(S)

Foreign Lang & Lit All 535

1 – 3 (crs.)

Introduction to Foreign Language Education Technology

This course targets instructors of foreign languages and is an introduction to the integration of technology into foreign language education. Some topics would include an overview of technology such as the use of audio and video materials, equipment and teaching techniques, the incorporation of authentic language materials, the development of lessons using authentic materials from the WWW, the use of web-based lessons and tutorials, the use MUDs, MOOs, and MUSHs, and Email exchanges as a means of live communication in the foreign language. May be repeated once every 5 years for full credit. Prerequisites: Foreign language teaching certification or approval of the department chair.

Foreign Lang & Lit All 540

1 – 3 (crs.)

Learning & Teaching Languages with the WWW

This course targets instructors of foreign languages and provides an introduction to the theory and practice of Computer-Assisted Language Learning (CALL). Course topics include theoretical bases for CALL; current trends and issues of CALL research; language teachers; roles in CALL environments; the development and use of CALL applications such as multimedia/hypermedia materials and Internet tools; and strategies for integrating CALL into second language programs. Finally, how to propose, plan, design, produce, and assess distance-learning courses as well as how DL functions in the worlds of corporate training and education/non-profit organizations. May be repeated once every 5 years for full credit.

Prerequisites: Foreign language teaching or approval of the department chair.

Foreign Lang & Lit All 545

1 – 3 (crs.)

Language, Hypertext and Multimedia

This course targets instructors of foreign languages and is designed to build new understandings of hypertext concepts and programming through invention and the implementation of ideas via the computer. Topics will include, but are not limited to Multimedia Literature, Applied Interactive Writing, Visible/Visual Language, Electronic Intertextuality/Layering, Cybertext Theory, Electronic Publishing, Contemporary Graphic Art and according to the University's Repeat Policy Organization. May be repeated once every 5 years for full credit. Prerequisites: Foreign language teaching certification or approval of the department chair.

Foreign Lang & Lit All 550

1 – 3 (crs.)

Practicum in Call Development

This course targets instructors of foreign languages and is a supervised independent study involving development of computer-assisted language learning (CALL) software. In this course students should apply information and resources from previous classes in a practical way demonstrated by creating a larger, involved Multimedia application for Foreign/Second Language, and by writing a detailed thesis describing the process, objectives and benchmarks. May be repeated once. Prerequisites: Completion of DFLL 535, DFLL 540, DFLL 545, or of another approved course, are required for registration in this course. Contact the instructor (or designated individual) for approval to register for this course.

Spanish 525

3 (crs.)

Latin American Literature of the 19th and 20th Centuries

This course focuses on the critical reading and interpretation of Latin American literatures of the nineteenth and twentieth centuries considered within the socio-historical and national contexts in which they were produced. The course will include: short story, novelette, essay, poetry as well as theoretical readings, musical and filmic works pertinent to the study of the literature. Since this is a graduate course a high level of student participation will be expected. Prerequisites: Consent of department.

GEOGRAPHY

COURSE OFFERING(S)

Geography 540

3 (crs.)

Mapping and Visualization in GIS

This course introduces the basic concepts and techniques for manipulation, graphic representation, and basic analysis of spatial information. Lectures and labs examine the processing, compilation, and symbolization of spatial data and the application of related statistical techniques. Emphasis is placed on the technology of mapping-particularly computer mapping and visualization within the context of Geographic Information Science. 340/540 (3+2)

Geography 541

3 (crs.)

Spatial Analysis in GIS

Geographic Information Systems (GIS) are computer programs and instruments designed to obtain, store, analyze, and display geographic data. This course provides an introduction to the

fundamentals of FIS and the utilization of spatial data for solving geographic problems. Both theoretical concepts and practical applications of GIS will be examined.

Geography 582

3 (crs.)

Remote Sensing of the Environment

The focus is on the interpretation and application of data obtained by major remote sensing techniques to the detection and monitoring of the physical and cultural landscape. Includes orbital and suborbital photography, electronic sensing in the ultraviolet, thermal, passive and active microwave and multispectral. Prerequisite: Geography 381 or Geography 391 or consent of instructor.

Geography 614

3 (crs.)

Natural Resource Management

Examines techniques for the biophysical and socio-economic analysis of natural environments. The course will emphasize the variety of perspectives from which environmental management policies and modeling tools can be developed. Prerequisite: Geography 314. 414/614

Geography 619

3 (crs.)

Natural Hazards and Disaster Planning

Examination of various atmospheric and geologic events which threaten human activities. The physical characteristics of the threats, human perceptions of the threats, and various hazard mitigation measures (including structural adjustments, land use planning, and evacuation preparations) will be studied. Prerequisite: 8 credits of Physical Geography or Geology. 419/619

Geography 641

3 (crs.)

Advanced GIS

This course examines advanced concepts and techniques of Geographic Information Systems (GIS). Topics include introductory level algorithm development, applications survey and readings, and advanced spatial analysis. Students are expected to develop individual, problem-driven projects which incorporate the knowledge, tools, and techniques that are developed in this course.

Geography 651

3 (crs.)

Advanced Topics in Human Geography

This course examines a specific topic in human geography of interest to faculty and students. 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. Prerequisites: Geography 102, Geography 111 and consent of instructor. 451/651

Geography 661

3 (crs.)

Advanced Topics in Physical Geography

This course examines a specific topic in physical geography of interest to faculty and students. 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. Prerequisites: Geography 121, Geography 122 and consent of instructor. 461/661

Urban Planning 500

3 (crs.)

Introduction to Urban Planning

An overview of urban and regional planning including the history of planning, major types of planning techniques and theory, values of planners, and strategies for planning effectiveness.

Prerequisites: Urban Planning 131 with a grade of C or better and 45 credits earned. 300/500

Urban Planning 517

3 (crs.)

Land Use Regulation

An overview of the purposes, theoretical and legal issues, tools, and techniques of land use planning and regulation. 317/517

Urban Planning 520

3 (crs.)

Housing

An overview of urban housing including its recent history, the nature of the housing market, the impact of housing on society, government regulation and assistance, and new housing patterns.

Prerequisites: Urban Planning 300/500 (may be taken concurrently with Urban Planning 320/520) 320/520

GEOLOGY

COURSE OFFERING(S)

Geology 506

1 (crs.)

X-Ray Mineralogy

Principles of X-ray diffraction and their application to mineral studies using powder methods.

Prerequisite: Geology 205. 306/506 (0+2)

Geology 507

3 (crs.)

Optical Mineralogy

Theory and practice of mineral identification using the petrographic microscope. Prerequisite:

Geology 206. 307/507 (2+3)

Geology 508

3 (crs.)

Petrology

The character and origin of igneous and metamorphic rocks. Laboratory examination of thin sections of igneous and metamorphic rocks with a petrographic microscope. Prerequisite:

Geology 205. 308/508 (2+2) (Spring-odd years)

Geology 511

3 (crs.)

Stratigraphy and Basin Analysis

Application of stratigraphic concepts to the study of basin evolution and the genesis and architecture of sedimentary rock successions. Discussion of the tectonic evolution of basins, principles of stratigraphic correlation, interpretation of terrestrial and marine depositional systems, sequence stratigraphy, event stratigraphy, stratigraphic modeling, and hydrocarbon

systems. Laboratory experiments with outcrop sample suites, core and subsurface geophysical data sets. Field trips to describe and interpret local sedimentary rock succession. Prerequisite: Geology 206. 311/511 (2+2) (Spring-odd years)

Geology 514

3 (crs.)

Sedimentology

Analysis and interpretation of sediments and sedimentary rocks. Prerequisite: Geology 206.

314/514 (2+2) (Fall)

Geology 515

1 (crs.)

Sedimentary Petrology

Description, classification and interpretation of sedimentary rocks in hand specimen and thin section. Prerequisites: Geology 314. 315/515 (0+3) (Spring-odd years)

Geology 522

3 (crs.)

Mineral Deposits

Principles that govern the accumulation of the metallic ores. Consideration of the geology and genetic processes associated with a variety of metallic ore deposits. A field trip to one of several mining areas and/or areas currently being explored for mineral deposits in the Lake Superior area is required. Prerequisite: Geology 206. (2+2) 322/522 (Fall odd years)

Geology 526

3 (crs.)

Geophysics & Geotectonics

Application of principles of physics to the study of the earth. Discussion of plate tectonics theory, and nature and distribution of regional scale tectonic features of the earth, such as mountain belts. Laboratory use of certain geophysical instruments, field trips, and problems involving reduction and interpretation of geophysical data. Prerequisites: Mathematics 108 or equivalent; Geology 102 or 110 or 150. Strongly recommended: Geology 331. Special fees may apply. 326/526 (2+2) (Spring-even years)

Geology 528

3 (crs.)

Oceanography

Basic phenomena and conditions of the oceans, development of the science of oceanography, structure of the ocean basins, chemistry and physics of sea water, circulation of oceans, life in the sea and the deposits on the floor of the sea. Prerequisite: Eight units (crs.) of lab science. (3+0) 328/528 (Spring)

Geology 531

3 (crs.)

Structural Geology & Tectonics

Introduction to principles of rock deformation, description and interpretation of geologic structures, and geotectonic processes. Laboratory exercises using methods for structural analysis. Field trip required. Prerequisites: Mathematics 106 or 108 or equivalent; Geology 206. 331/531 (2+2) (Spring)

Geology 535

3 (crs.)

Glacial Geology

The origin, movement, and decay of glaciers; landforms developed by glaciers; the glacial succession and associated environmental changes; and the economic aspects of glaciation. One field trip required. Prerequisite: Geology 102 or Geology 110 or Geology 150. 335/535 (2 + 2) (Fall-odd years)

Geology 555

3 (crs.)

Geology of Wisconsin

The Precambrian, Paleozoic and Pleistocene history of Wisconsin and surrounding area, emphasizing the nature and chronology of geological processes which have formed the rocks. Field trips to selected areas illustrate a variety of geological features. Prerequisite: Consent of instructor. 355/555 (As scheduled)

Geology 560

1 – 3 (crs.)

Field Course in Geology

Formal classroom study of an area of geologic interest followed by field study of the area. Study areas change from year to year, but have included the Florida reef tract, coastal North Carolina, the Catskills, the Grand Canyon, the Guadalupe Mountains, Big Bend National Park, the Gulf Coast, and central Coahuila, Mexico. A final examination follows the trip. May be taken for credit more than once. Special sections may be arranged to accommodate students with differing backgrounds in geology. Prerequisite: Consent of instructor. Contact instructor for information regarding special course fees. 360/560 (1+2) (Spring)

Geology 565

3 (crs.)

Physical Hydrogeology

This course explores various aspects of the water cycle. Major topics include evaporation, precipitation, surface water hydrology, occurrence of soil moisture and groundwater, properties of aquifers, principles of groundwater flow, groundwater flow to wells, and the geologic settings of groundwater supplies. Laboratory exercises will familiarize students with sources of hydrologic data and with mathematical and graphical methods of analyzing those data to solve applied problems. Prerequisites: Geology 102, 110, or 150; Mathematics 108 or equivalent; or consent of instructor. (2+2) (Fall-odd years)

Geology 566

3 (crs.)

Chemical Hydrogeology

This course provides the background necessary to address groundwater contamination problems. Major topics include 1) the chemistry of natural waters and the important reactions affecting groundwater chemistry, 2) an introduction to the physical and chemical processes affecting solute transport, 3) the characteristics of common groundwater contaminants, and 4) methods of site characterizations and remediation. Laboratory sessions will be a mix of case studies, demonstrations, and exercises that will familiarize students with sources of hydrogeologic and hydrogeochemical data and with mathematical and graphical methods of analyzing those data to solved applied problems. Prerequisites: Geology 365/565 and Chemistry 106. 366/566 (2+2) (Spring, even years)

Geology 570

2 (crs.)

Field Methods in Hydrogeology I

This field course is designed to provide students with the range of field skills needed by the practicing hydrogeologist to characterize subsurface geology and aquifer properties. Topics to be covered include drilling methods, geophysical techniques, well installation, determination of groundwater flow direction, and aquifer testing. The course includes lecture, lab, and field components. For each topic there will be an introductory lecture followed by a field exercise designed to give students experience with data collection. Lab time will be used for data analysis. Field exercises will make use of the wells located on the UWO campus, however there will also be a day-long field trip to off-campus locations. Prerequisite: Pre or Corequisite in Physical Hydrogeology (365/565) or consent of instructor. Special fees may apply. 370/570 (Fall, odd years)

Geology 571

1 (crs.)

Field Methods in Hydrogeology II

This field course is designed to provide students with the range of field skills needed by the practicing hydrogeologist. Topics to be covered include collection of water samples, characterization of natural water quality, and methods of characterizing the presence and extent of groundwater contamination. The course includes both a lecture component and an extensive field component. For each topic there will be an introductory lecture followed by a field exercise designed to give students experience with data collection and analysis. Field exercises will make use of the wells located on the University of Wisconsin Oshkosh campus; however, there will also be field trips to off-campus locations some of which may require overnight stays. See instructor for special course fees. Prerequisites: Chemical Hydrogeology (Geology 366/566) or consent of instructor. 371/571 (Spring Interim, even years)

Geology 598

1 – 3 (crs.)

Geology Workshop

A workshop on special topics of interest to teachers. This course may be repeated for credit with different topics. Prerequisite: consent of instructor. The course credit does not apply to any graduate degree program at the University of Wisconsin Oshkosh. 398/598 (As scheduled)

Geology 599

3 (crs.)

Geology of Wisconsin – Field Course

A multi-institutional, team-taught field trip throughout Wisconsin. The trip will provide an opportunity to study some of the exposures on which the geological history of Wisconsin has been interpreted. Undergraduates will take three exams; graduates will take the exams and do small mapping projects. Prerequisite: Geology 206 and consent of instructor. See instructor for special course fees. 399/599 (0+6) (As scheduled)

Geology 660

1 – 3 (crs.)

Topics in Geology

The study of selected topics in geology. Topics may be of current interest or may expand on material covered in other courses. The topic will be announced in the timetable when the course is offered. The course may be repeated for credit only if the content is different. Prerequisites: Geology 206, consent of instructor, and a GPA in geology of 3.0 or higher. (1, 2, or 3+0)

460/660

HISTORY

COURSE OFFERING(S)

History 790

3 (crs.)

Special Topics: Optional Content

Selected topics in history. This course may be offered with different content. With a different subtitle, it may be taken more than once with the signature of the department chair.

History 796

1 – 3 (crs.)

Independent Study

As defined in conjunction with instructor. Each registration with maximum accumulation of 6 credits. See independent study under Academic Policies for general course description, general prerequisites, and proper contract form requirements. Major in History.

INTERDISCIPLINARY STUDIES

COURSE OFFERING(S)

Interdisciplinary Studies 501

1 – 3 (crs.)

Workshop for Pre College Teachers

This course will introduce participants to the relationship between science, mathematics, technology, society and literature. It will be taught as a series of independent modules, each intended to reinforce the idea that science literacy is critical to being able to assess current social issues. Incorporation of state and national state science standards into lesson plans for elementary and secondary grades will be stressed. Possible topics will include space and matter, life science (including environmental systems/ecology, genetics, animals, plants and microbiology), chemistry, astronomy, and geoscience. Participants will be expected to share ideas and design lesson plans in addition to meeting more traditional evaluation criteria. 301/501 (1+3)(+0+2)

Interdisciplinary Studies 715

3 (crs.)

Content Exploration in the Social Sciences

A graduate seminar relating to new research and content in the area of the Social Sciences (Economics, Geography, History, Political Science, Psychology, and Sociology). The theme of the course will vary frequently but will focus on current research, trends, problems and discoveries in these areas. The course may be taken repeatedly with different subtopics upon approval of Department Chair or Graduate Coordinator. Prerequisites: Minimum of 6 credits in one of the Social Science disciplines.

INTERNATIONAL STUDIES

COURSE OFFERING(S)

International Studies 508

3 (crs.)

Revolution and Development

Analysis of socio-cultural diversity, economic underdevelopment, and political instability as problems in nation-building in Asia, Latin America, and Africa. Formulation of strategies to promote national integration and development. Case studies and role playing. Prerequisite:

International Studies 205 and Economics 204 or consent of instructor. 308/508

International Studies 541

3 (crs.)

Multinational Corporations in the International System

A study of the role of multinational corporations in the modern world economy, their operating methods, and the effect of these corporations on home and host countries. Particular emphasis will be placed on the role of such companies in the development process in the Third World, employing case studies and role playing to provide practical experiences. Prerequisite: (Choose

1) International Studies 205, Economics 204 or Political Science 101, or consent of instructor.

341/541

JOURNALISM

COURSE OFFERING(S)

Journalism 710

1 – 3 (crs.)

Current Issues in Journalism and Technology

A series of discussions by faculty and guest lecturers on current trends, issues, problems and services in journalism and technology followed by class discussion and hands-on activities.

Theme will vary frequently. May be repeatable up to 3 credits. Course may be taken three times provided the subject of the course is not repeated. Prerequisite: Bachelor's Degree.

MUSIC

COURSE OFFERING(S)

Music 701

3 (crs.)

Music in Contemporary Culture

Selected masterpieces representing the various cultures which are part of our musical heritage. (A foundation course: not open to students with 12 or more undergraduate credits in music.)

Music 746

1 – 2 (crs.)

Advanced Applied Music

Individual instruction at the graduate level is offered to qualified students on the following instruments: Brass, Keyboard, Percussion, Strings, Voice and Woodwinds.

Music 777

2 (crs.)

Advanced Percussion Section Methods

Advanced Percussion Methods will update the music educator in performance and ensemble pedagogical techniques for the percussion section in band, orchestra, and percussion ensemble settings. Advanced performance problems such as found in the music of the Wisconsin School Music Association (WSMA) Festival list, in representative middle and high school performance repertoire, and those expressed by the students based on their teaching experience will be explored. Prerequisite: Degree in music education/music, instrumental music certification.

Instrumental music teaching experience is strongly recommended.

Music 796

1 – 3 (crs.)

Independent Study in Music

Individualized study for advanced students in the MA Humanities with specialization in Music. Prerequisite: Independent Study Topic and Instructor Approval Form must be filed at or prior to registration. 1-3 cr. with maximum accumulation of 6 cr.

PHYSICS/ASTRONOMY

COURSE OFFERING(S)

Physical Science 501

1 – 5 (crs.)

Waves and Fields for Teachers

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. Prerequisite:

Permission from the instructor.

Physical Science 505

1 – 5 (crs.)

Optics for Teachers

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. Prerequisite: Permission from the instructor.

Physical Science 510

1 – 5 (crs.)

Classical Mechanics for Teachers

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. Prerequisite: Permission from the instructor.

Physics/Astronomy 505

3 (crs.)

Electronic Circuits and Devices

DC and AC circuit theory with emphasis placed on the external electrical properties of analog electronic devices and their practical applications. Prerequisite: Physics 108 or Physics 110 or instructor's permission. 305/505 (2+2)

Physics/Astronomy 507

3 (crs.)

Physical Optics

Review of geometrical optics, interference, diffraction, polarization, double refraction, electromagnetic theory of light, introduction to quantum optics and lasers. Prerequisite: Physics 110 and Mathematics 172. 307/507 (3+0)

Physics/Astronomy 511

4 (crs.)

Digital Instrumentation

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. Prerequisite: Previous physics or electronics course, Mathematics 122 or consent of instructor. 311/511 (3+2)

Physics/Astronomy 519

3 (crs.)

Digital Signal Processing

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)

Physics/Astronomy 533

3 (crs.)

Our Changing View of the Physical Universe

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)

Physics/Astronomy 535

3 (crs.)

Demonstration and Laboratory Techniques in Physics

A laboratory course to provide the high school physics teacher with opportunities to handle the physical apparatus used in modern physics curricula. Prerequisite: A two-semester sequence in General Physics. 335/535 (1+3)

Physics/Astronomy 608

3 (crs.)

Statistical Physics and Thermodynamics

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. Prerequisite: Physics 320. 408/608 (3+0)

Physics/Astronomy 615

3 (crs.)

Microprocessor Applications

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.

Prerequisite: Physics 211 or 311, and Computer Science 310. 415/615 (2+2)

Physics/Astronomy 617

3 (crs.)

Electricity and Magnetism

An advanced treatment of important topics in electricity and magnetism. Prerequisite: Physics 320. 417/617 (3+0)

Physics/Astronomy 618

3 (crs.)

Analytical Mechanics

Advanced treatment of important topics in classical mechanics. Prerequisite: Physics 320. 418/618 (3+0)

Physics/Astronomy 619

3 (crs.)

Introductory Quantum Mechanics

Development of quantum mechanics principles and application to important simple physical systems. Prerequisite: Physics 320. 419/619 (3+0)

Physics/Astronomy 649

3 (crs.)

Quantum Physics: Nuclei and Solids

Quantum physics applied to nuclei and elementary particles, special relativity, statistics of particles and physics of solids. Prerequisite: Physics 320. 449/649 (3+0)

Physics/Astronomy 670

3 (crs.)

Solid State Physics

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. Prerequisite: Physics 109 and 110. 470/670 (3+0)

Physics/Astronomy 746

1 – 3 (crs.)

Workshop on Current Topics

A workshop in special topics of interest. This course may be repeated for credit with different topics. Prerequisite: Consent of instructor.

Physics/Astronomy 771

2 (crs.)

Theory of Atomic Structure

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 momentum and the Wigner-Eckart Theorem. Prerequisite: Physics 419/619. (2+0)

Physics/Astronomy 772

3 (crs.)

Magnetic Resonance

Techniques and theory of electron paramagnetic resonance and nuclear magnetic resonance as applied to the properties of solids and liquids. Prerequisite: Modern physics course or consent of instructor. (3+0)

Physics/Astronomy 773

3 (crs.)

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. Prerequisite: Physics 519 or consent of instructor. (3+0)

Physics/Astronomy 775

2 (crs.)

Atomic Collision Theory

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.

Prerequisite: Physics 619. (2+0)

Physics/Astronomy 776

3 (crs.)

Seismology

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)

Physics/Astronomy 777

3 (crs.)

Advanced Physics Microcomputer Instrumentation

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)

Physics/Astronomy 778

3 (crs.)

Advanced Electronics Topics

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)

Physics/Astronomy 791

1 (crs.)

Graduate Seminar

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. Prerequisite: Graduate standing.

Physics/Astronomy 795

1 – 6 (crs.)

Physics Thesis

Each registration with maximum accumulation of 6 cr. Registration for Physics students for thesis credit. Prerequisite: Thesis Proposal and Advisor Approval Form must be filed with Graduate Office prior to registration. Pass/Fail course.

Physics/Astronomy 796

1 – 3 (crs.)

Independent Study in Physics

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. Prerequisite: Independent Study Topic and Instructor Approval Form must be filed at or prior to registration.

THEATRE

COURSE OFFERING(S)

Theatre 589

3 (crs.)

Creative Drama

Study of the creative processes by which children, under the guidance of an adult leader, are engaged in an improvised, non-exhibitional form of drama. 389/589

Theatre 663

1 – 3 (crs.)

Play Production Seminar

Focus on specialized problems in directing, design, technical theatre and stage management. May be repeated three times for up to 12 credits provided the topic varies. 463/663

URBAN PLANNING

COURSE OFFERING(S)

Urban Planning 500

3 (crs.)

Introduction to Urban Planning

An overview of urban and regional planning including the history of planning, major types of planning techniques and theory, values of planners, and strategies for planning effectiveness.

Prerequisites: Urban Planning 131 with a grade of C or better and 45 credits earned. 300/500

Urban Planning 517

3 (crs.)

Land Use Regulation

An overview of the purposes, theoretical and legal issues, tools, and techniques of land use planning and regulation. 317/517

Urban Planning 520

3 (crs.)

Housing

An overview of urban housing including its recent history, the nature of the housing market, the impact of housing on society, government regulation and assistance, and new housing patterns.

Prerequisites: Urban Planning 300/500 (may be taken concurrently with Urban Planning 320/520) 320/520

WOMEN'S AND GENDER STUDIES

COURSE OFFERING(S)

Women's & Gender Studies 539

3 (crs.)

Sociology of the Family

The course examines the family system in the U.S. and elsewhere, including the ways family structures both reinforce and challenge gender roles. Sociological and gender-based theories of

the family are explored as well as the complex relationships among marriage, parenting, work, and family. Varieties of family experience are considered, with special attention given to issues concerning competing definitions of the family. Cross-listed: Women's and Gender Studies 339/539/Sociology 339/539. Students may receive credit for only one of the two cross-listed courses. Prerequisites: Sociology 101 or 151, or 203 or consent of instructor. 339/539 Women's & Gender Studies 550

3 (crs.)

Women, Race and Class

Explores how women's lives are shaped by the intersections of the major socially-constructed systems of differentiation and power: race, class, gender and sexual orientation. Examines how women of color have shaped feminist thought and how all of us can participate together in feminist and anti-racism work. Fulfills Ethnic Studies general education requirement.

Prerequisite: Women's and Gender Studies 201 or consent of instructor.

Women's & Gender Studies 566

1 – 3 (crs.)

Service Learning Field Study

In this course, students will apply their Women's Studies education in service activities in the community related to women's issues, under the supervision of an individual at the site and a member of the faculty or academic staff. Students will volunteer for a certain number of hours per week depending upon the number of credits they will receive. Students will also write reflective papers that connect their service experiences with relevant readings. Additional work is required for graduate credit. Prerequisites: Instructor permission and 6 hours of Women's and Gender Studies course credit. (NOTE: The general prerequisites for Independent Study/Related Readings are waived for this course.)

Women's & Gender Studies 595

3 (crs.)

Special Topics

A course on a topic not normally covered in the curriculum. Each time it is offered, the topic will be announced in the timetable. May be repeated with different content.

COLLEGE OF NURSING

PROGRAM CONTACT INFORMATION

Brent MacWilliams

Director: Post-Licensure Programs

Office: Clow Graduate Suite-230 F

Telephone: (920) 424-2106

Website: uwosh.edu/con/graduate/

Email: congrad@uwosh.edu

Bonnie Nickasch

Director: BSN-DNP-Family Nurse Practitioner Emphasis

Office: Clow Graduate Suite-230 E

Telephone: (920) 424-2227

Website: uwosh.edu/con/graduate/bsn-to-dnp-program/

Email: congrad@uwosh.edu

Kathy Wren

Director: BSN-DNP-Nurse Anesthesia Emphasis

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Telephone: (920) 424-2121

Website: uwosh.edu/con/graduate/bsn-dnp-crna-emphasis/

Email: concrna@uwosh.edu

FACULTY

Allar, Ausloss, Bailey, Basler, Brands, Collier, Condit, Cooley, Edwards, Elertson, Englund, Friess, Gobis, Gutman, King, Lehr, Lynch, MacWilliams, McNiel, Menet, Mott, Nickasch, Olson, Park, Pascarella, Pichlemeyer, Pitsch, Schmidt, Schmitt, Smolinski, Strojny, Strube, Walrath, Westphal, K. Wren, T. Wren, Veltus

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 Master of Science in Nursing (MSN) and Doctor of Nursing Practice (DNP) degrees. MSN emphases include the Nurse Educator and Clinical Nurse Leader. The DNP emphases include the Family Nurse Practitioner (FNP) and Nurse Anesthesia. The Bachelor of Science in Nursing (BSN) to DNP FNP emphasis prepares FNPs with a primary care focus. The BSN to DNP Nurse Anesthesia emphasis prepares students to provide anesthesia services to a diverse population. The Master's 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. The MSN to DNP with FNP emphasis prepares nurses who have master's degrees in another area of nursing to become FNPs. There are also post-MSN Clinical Nurse Leader and Nurse Educator Certificate Programs and a post-baccalaureate Healthcare Informatics Certificate Program.

DEGREES/CERTIFICATES

Completion of the program will lead to the degrees: Master of Science in Nursing (M.S.N.) or Doctor of Nursing Practice (D.N.P.)

Completion of specific courses will lead to the certificate:

Clinical Nurse Leader

Nurse Educator

Healthcare Informatics

ADDITIONAL ADMISSIONS REQUIREMENTS INFORMATION

In addition to the requirements of the Office of Graduate Studies specified in the POLICIES 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 for applicants with a GPA of 2.70-2.99.

Master's to DNP and MSN to DNP with FNP emphasis: A GPA of 3.50 in graduate studies is required.

Written Screening

Applicants are asked to provide a written response to a practice-focused question that focuses on professional aspects related to the chosen graduate emphasis.

Interview

Qualified applicants may be interviewed after application materials and the written screening are evaluated. Due to the competitive nature of admission processes, applicants should understand that meeting the minimum standards does not guarantee admission into a program. Also, applicants will be screened and the most qualified individuals will be invited for an interview.

Resume

Applicants must submit a professional resume including certification(s) held and professional affiliations and activities. Master's 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 ACEN (formerly 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 ACEN (formerly NLNAC) accredited program and licensure as a registered nurse in the state of residence and be eligible for Wisconsin licensure. For FNP emphasis nursing practice is helpful but not required. For the Nurse Anesthesia emphasis, 1 year of current full time (or part time equivalent) critical care nursing experience in the United States, its territories or a US military hospital is required. Two years of critical care experience and CCRN certification are preferred. Applicants for the Nurse Anesthesia emphasis must also possess a current, unencumbered Wisconsin license to practice as a registered nurse.

Master's to DNP: Applicants must hold a Master's degree from an accredited program, RN licensure in the state of residency and be eligible for Wisconsin licensure, and hold national certification as an Advanced Practice Nurse or advanced nurse administrator.

MSN to DNP with FNP emphasis: Applicants must hold a Master's degree from an accredited program, RN licensure in the state of residency and be eligible for Wisconsin licensure.

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 an undergraduate 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 an undergraduate three (3) credit introductory statistics course that includes both descriptive and inferential statistics within five years of admission to the program. For the Nurse Anesthesia emphasis, applicants must have completed 8 credits of anatomy and physiology with labs, 8 credits of inorganic and organic chemistry, 3-4 credits of microbiology, and 3-4 credits of pharmacology.

Master's to DNP: Applicants must have earned a B or higher in an undergraduate three (3) credit introductory statistics course that includes both descriptive and inferential statistics within five years of admission to the program. 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.

MSN to DNP with FNP emphasis: Applicants must have earned a B or higher in an undergraduate three (3) credit introductory statistics course that includes both descriptive and inferential statistics within five years of admission to the program.

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 students' UW Oshkosh account. Technology requirements for UW Oshkosh students can be found at: it.uwosh.edu/students/

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. Nurse Anesthesia emphasis students must possess current BLS, ACLS, and PALS certifications. 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 in the Nurse Educator, Clinical Nurse Leader, and FNP emphases, enrolled and engaged in the curriculum for all clinical practicum experiences. Contact the Graduate Nursing Office for questions related to liability insurances for programs not listed above.

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 FNP emphasis 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 BSN to DNP Nurse Anesthesia emphasis is comprised of courses that lead to a doctoral degree in nursing practice and an advanced practice nursing specialty as a Nurse Anesthetist.

The Master's to DNP Program is comprised of courses that lead to a doctoral degree in nursing practice.

The MSN to DNP Program with FNP emphasis is comprised of courses that lead to a doctoral degree in nursing practice and an advanced practice nursing specialty as a Family Nurse Practitioner.

Program requirements must be completed within a five-year period, starting with the first course taken that counts toward the degree, regardless of the 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 – Nurse Educator

Nursing – MSN – Clinical Nurse Leader

Nursing – BSN to DNP Family Nurse Practitioner emphasis

Nursing – BSN to DNP Nurse Anesthesia emphasis

Nursing – Master's to DNP

Nursing – MSN to DNP with FNP emphasis

Certificate – Post-MSN Clinical Nurse Leader; Post-MSN Nurse Educator; Post-Baccalaureate Healthcare Informatics.

C. Minimum Credit Requirements

The minimum credit requirements:

MSN Nurse Educator – 37 credits

MSN Clinical Nurse Leader – 37 credits

BSN to DNP Family Nurse Practitioner emphasis – 74 credits

BSN to DNP Nurse Anesthesia emphasis- 74 credits

Master's to DNP – 30 credits

MSN to DNP with FNP emphasis – variable credits depending on prior MSN coursework

Post MSN Clinical Nurse Leader Certificate – 12 credits

Post MSN Nurse Educator Certificate – 11 credits

Post-baccalaureate Healthcare Informatics Certificate – variable credits depending on healthcare background.

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 POLICIES section of this Bulletin. Students must confer with their program coordinator/advisor 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

Completion of a clinical paper, DNP Scholarly Project, 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 a Master's degree. For eligible students, audit status is open on a space-available basis and with permission of the Post Licensure Programs Director and the course instructor. Students (i.e., admitted to a graduate program at another institution) classified as Special Students at UW Oshkosh, will be allowed to enroll for graduate theory courses after permission from the Post Licensure Programs 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 Special 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. One course may be repeated if a grade lower than a B is earned without a formal appeal. A second course with a grade lower than a B requires appeal to the Graduate Program Committee.

Course offerings are dependent on adequate course enrollment.

DEGREE REQUIREMENTS

Master of Science of Nursing (MSN)

The MSN curriculum for Clinical Nurse Leaders and Nurse Educators is comprised of components modeled after guidelines from the American Association of Colleges of Nursing Masters Essentials of Nursing Education and Clinical Nurse Leader Competencies, the National League of Nursing Nurse Educator Core Competencies, and the Quality and Safety Education for Nurses Graduate Competencies.

MSN Graduate Core Courses:

Nursing

701 3 Translational Scholarship

702 3 Health Care Systems Policy and Advocacy

703 3 Clinical Prevention and Population Health

704 3 Pathophysiology for Advanced Nursing Roles

709 3 Pharmacotherapeutics for Advanced Nursing Roles

719 3 Foundations of Advanced Nursing Roles and Interprofessional Collaboration

745 2 Advanced Health Assessment for Clinical Nurse Leaders and Nurse Educators

746 2 Quality Improvement and Safety

783 3 Healthcare Informatics

MSN Specialty Courses for Clinical Nurse Leader Emphasis

Nursing

757 2 Clinical Nurse Leader Practicum II

759 3 Clinical Leader Immersion Practicum

761 2 Clinical Nurse Leader Practicum I

762 2 Leadership in the Clinical Nurse Leader Role

763 3 Quality in the Clinical Nurse Leader Role

Graduates are eligible to sit for the Commission on Nurse Certification Clinical Nurse Leader Certification Examination.

MSN Specialty Courses for Nurse Educators

Nursing

736 3 The Education Process in Nursing

737 1 Nurse Educator Practice Advancement

738 4 Advanced Educator Practicum

748 3 Assessment and Evaluation Strategies in Nursing Education

793 1 Culminating Experience

Graduates are eligible to sit for the National League for Nursing Nurse Educator Certification Examination.

Doctor of Nursing Practice (DNP)-BSN to DNP

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, and the Council on Accreditation Practice Doctorate Standards for Accreditation of Nurse Anesthesia Programs.

BSN-DNP Core Courses:

Nursing

- 701 3 Translational Scholarship
- 702 3 Health Care Systems Policy and Advocacy
- 704 3 Pathophysiology for Advanced Nursing Roles
- 709 3 Pharmacotherapeutics for Advanced Nursing Roles
- 729 3 Advanced Health Assessment
- 800 3 Foundations of the DNP Role and Interprofessional Collaboration
- 801 3 Philosophical, Theoretical and Ethical Foundations for Advanced Nursing Practice
- 803 3 Advanced Epidemiology and Biostatistics for Population Health
- 804 1 DNP Scholarly Project I
- 805 3 Clinical Scholarship for Advanced Nursing Practice
- 806 1 DNP Scholarly Project II
- 808 1 DNP Scholarly Project III
- 810 1 DNP Scholarly Project IV
- 809 3 Organizational Leadership and Health Policy for Advanced Nursing Practice
- 883 3 Healthcare Informatics

DNP Specialty Courses for Family Practitioner Emphasis:

Nursing

- 700 3 Advanced Diagnostics and Reasoning
- 703 3 Clinical Prevention and Population Health
- 716 3 Clinical Management and Pharmacology I
- 717 3 Clinical Management and Pharmacology II
- 718 3 Clinical Management and Pharmacology III
- 720 1 Pediatric Seminar for the APN
- 722 2 Diversity Practicum
- 726 2 FNP Practicum I
- 727 4 FNP Practicum II
- 728 4 FNP Practicum III
- 730 3 Clinical Practice Management
- 829 6 DNP Residency

Graduates are eligible to sit for the American Nurses Credentialing Center or American Association of Nurse Practitioners FNP Certification Examination.

DNP Specialty Courses for Nurse Anesthesia Emphasis* in addition to the Core:

Biology

- 729 1 Anatomy
- 730 4 Advanced Human Physiology

Nursing

- 830 3 Pharmacotherapeutics for Advanced Nursing Roles II
- 831 3 Basic Principles of Anesthesia and Lab

- 832 3 Advanced Principles of Anesthesia I
- 833 3 Advanced Principles of Anesthesia II
- 834 3 Advanced Principles of Anesthesia III
- 835 3 Physics, Equipment and Technology, and Adv. Chemistry Concepts for the Nurse Anesthetist
- 836 1 Professional Aspects of Nurse Anesthesia Practice
- 837 1 Professional Aspects of Nurse Anesthesia Practice II
- 838 1 Professional Aspects of Nurse Anesthesia Practice II
- 839 1 Clinical Practica I
- 840 1 Clinical Practica II
- 841 1 Clinical Practica III
- 842 2 Clinical Practica IV
- 843 2 Clinical Practica V
- 844 2 Clinical Practica VI
- 845 2 Clinical Practica VII

Graduates are eligible to sit for the National Board of Certification and Recertification for Nurse Anesthetists National Certification Examination.

*Emphasis will be offered pending accreditation approval from the Council on Accreditation of Nurse Anesthesia Educational Programs.

Doctor of Nursing Practice (DNP)-MSN to DNP with FNP Emphasis

The MSN to DNP with FNP emphasis curriculum is comprised of components modeled after guidelines from the American Association of Colleges of Nursing Essentials for Doctoral Education for Advanced Nursing Practice, the National Task Force on Quality NP Education, and the National Organization of Nurse Practitioner Faculties.

MSN to DNP with Family Nurse Practitioner (FNP) Emphasis

Nursing

- 704 3 Pathophysiology for Advanced Nursing Roles*
- 709 3 Pharmacotherapeutics for Advanced Nursing Roles*
- 729 3 Advanced Health Assessment*
- 800 3 Foundations of the DNP Role and Interprofessional Collaboration
- 801 3 Philosophical, Theoretical & Ethical Foundations for Advanced Nursing Practice
- 803 3 Advanced Epidemiology and Biostatistics for Population Health
- 804 1 DNP Scholarly Project I
- 805 3 Clinical Scholarship for Advanced Nursing Practice
- 806 1 DNP Scholarly Project II
- 808 1 DNP Scholarly Project III
- 809 3 Organizational Leadership and Health Policy for Advanced Nursing Practice
- 810 1 DNP Scholarly Project IV
- 883 3 Healthcare Informatics

DNP Specialty Courses for MSN to DNP with FNP Emphasis

Nursing

- 700 3 Advanced Diagnostics and Reasoning
- 716 3 Clinical Management and Pharmacology I
- 717 3 Clinical Management and Pharmacology II
- 718 3 Clinical Management and Pharmacology III
- 720 1 Pediatric Seminar for the APN

722 2 Diversity Practicum
726 2 FNP Practicum I
727 4 FNP Practicum II
728 4 FNP Practicum III
730 3 Clinical Practice Management
829 6 DNP Residency
883 3 Healthcare Informatics

* Requirements may be included depending on prior master's level coursework

Graduates are eligible to sit for the American Nurses Credentialing Center or the American Association of Nurse Practitioner Certification Examination

Doctor of Nursing Practice (DNP)-Master's to DNP

The Master's to DNP curriculum is comprised of components modeled after guidelines from the American Association of Colleges of Nursing Essentials for Doctoral Education for Advanced Nursing Practice.

Master's to DNP for Certified Advanced Practice Nurses and Advanced Administrators Nursing

800 3 Foundations of the DNP Role and Interprofessional Collaboration
801 3 Philosophical, Theoretical & Ethical Foundations for Advanced Nursing Practice
803 3 Advanced Epidemiology and Biostatistics for Population Health
805 3 Clinical Scholarship for Advanced Nursing Practice
809 3 Organizational Leadership and Health Policy for Advanced Nursing Practice
821 4 DNP Seminar & Practicum I
822 5 DNP Seminar & Practicum II
883 3 Healthcare Informatics
890 3 DNP Scholarly Project

Graduate Certificate Programs

Post MSN Clinical Nurse Leaders Certificate Program*

Nursing

746 2 Quality Improvement and Safety
757 2 Clinical Nurse Leader Practicum II
759 3 Clinical Leader Immersion Practicum
761 2 Clinical Nurse Leader Practicum I
762 2 Leadership in the Clinical Nurse Leader Role
763 3 Quality in the Clinical Nurse Leader Role

*Requirements may include coursework in Advanced Physical Assessment, Advanced Pharmacology, and Advanced Pathophysiology depending on prior master's level coursework. Graduates are eligible to sit for the Commission on Nurse Certification Clinical Nurse Leader Certification Examination.

Post MSN Nurse Educator Certificate Program*

Nursing

736 3 The Education Process in Nursing
737 1 Nurse Educator Practice Advancement
738 4 Advanced Educator Practicum
748 3 Assessment and Evaluation in Nursing Education

*Requirements may include coursework in Advanced Physical Assessment, Advanced Pharmacology, and Advanced Pathophysiology depending on prior master's level coursework.

Graduates are eligible to sit for the National League of Nursing Nurse Educator Certification. Admission Requirements for Post-MSN Clinical Nurse Leader and Nurse Educator Certificate Programs

Master's degree in nursing from an ACEN (formerly NLNAC) CCNE accredited program. MSN coursework must show evidence of courses in Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology. Individual consideration may be given to graduates of graduate nursing programs that were not accredited at the time of graduation. Students will apply to the program using the online application system for the graduate program. The Office of Graduate Studies will evaluate transcripts and send a recommendation to the College of Nursing Graduate Office related to meeting the minimum GPA requirement. Current licensure as a registered nurse in the state of residence.

Two letters of reference from professional and/or work related sources.

Nursing practice experience recommended.

A personal interview

Post Baccalaureate Healthcare Informatics Certificate Program*

Nursing

768 3 Data Systems, Analysis and Design

769 3 Project Management and Methodology

777 3 Health Information Integration

778 2 Healthcare Informatics Capstone Project

783 3 Healthcare Informatics

Students without a healthcare background will also take:

Nursing

767 2 Introduction to the Healthcare Environment

Students not working in a healthcare informatics related field will also take:

Nursing

779 1-4 Healthcare Informatics Capstone

*Credits (14-19) and course load are variable dependent upon student's prior background in healthcare and desire for certification.

Nursing students are eligible to sit for the American Nurses Credentialing Center Nursing Informatics Certification Examination.

Admission Requirements for Post-baccalaureate Healthcare Informatics Certificate program.

Minimum of a bachelor's degree from an accredited program (it is not necessary to have a degree in nursing, but those who seek to be certified in Nursing Informatics must have a bachelor's degree in nursing).

Minimum 3.0 GPA in undergraduate program.

Students will apply to the program using the online application system for the graduate program.

The Office of Graduate Studies will evaluate transcripts and send a recommendation to the College of Nursing Graduate Office related to meeting the minimum GPA requirement.

Two letters of reference attesting to ability to complete graduate level courses (same reference form used for College of Nursing graduate student applicants).

The College of Nursing Graduate Program Director will evaluate admission materials and make recommendations to the Graduate Program Committee and the Dean.

Non-Degree CHOICES and Requirements

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

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.

Current licensure as a registered nurse in Wisconsin.

Three letters of reference from professional and/or work related sources.

Nursing practice experience recommended.

A personal interview

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.

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)

Nursing

700 3 Advanced Health Assessment

703 3 Health Promotion in Advanced Nursing

704 3 Pathophysiology for the APN

707 2 Epidemiology

709 3 Pharmacotherapeutics for the APN

716 2 Clinical Management and Pharmacology I

717 3 Clinical Management and Pharmacology II

718 3 Clinical Management and Pharmacology III

726 2 FNP Practicum I (Clinical)

727 4 FNP Practicum II (Clinical)

728 4 FNP Practicum III (Clinical)

Young Family Track (12 credits in track; other GAP credits required.)

Nursing

750 6 Primary Healthcare for the Young Family I

751 6 Primary Healthcare for the Young Family II

Mature Family Track (12 credits in track; other GAP credits required.)

Nursing

752 6 Primary Healthcare for the Mature Family I

753 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.

COURSE OFFERING(S)

Nursing 700

3 (crs.)

Advanced Diagnostics and Reasoning

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. Prerequisites: Nursing 605 and 704. (2+1)

Nursing 701

3 (crs.)

Translational Scholarship

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. Pre or Co requisite: Nursing 719 or Nursing 800.

Nursing 702

3 (crs.)

Health Care Systems Policy and Advocacy

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.

Nursing 703

2 – 3 (crs.)

Clinical Prevention and Population Health

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.

Nursing 704

3 (crs.)

Pathophysiology for Advanced Nursing Roles

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

2 (crs.)

Research in Nursing – Methods

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.

Nursing 706

2 (crs.)

Research in Nursing – Design

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. Prerequisite: Nursing 705 or consent of the instructor.

Nursing 707

2 (crs.)

Epidemiology

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.

Nursing 708

2 (crs.)

Ethics in Advanced Nursing Practice

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.).

Nursing 709

3 (crs.)

Pharmacotherapeutics for Advanced Nursing Roles

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. Prerequisite: Dependent on program.

Nursing 710

2 (crs.)

Theoretical Basis for Family Nursing

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 contexts. 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.

Nursing 711

2 (crs.)

Theory in Nursing

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.

Nursing 716

3 (crs.)

Clinical Management and Pharmacology I

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. Prerequisites: Nursing 700, 704 and 709. Co-requisite:

Nursing 726.

Nursing 717

3 (crs.)

Clinical Management and Pharmacology II

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. Prerequisites: Nursing 716 and 726. Corequisite: Nursing 727.

Nursing 718

3 (crs.)

Clinical Management and Pharmacology III

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. Prerequisites: Nursing 717 and 727. Corequisite: Nursing 728.

Nursing 719

3 (crs.)

Foundations of Advanced Nursing Roles and Interprofessional Collaboration

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. Special fees may apply.

Nursing 720

1 (crs.)

Pediatric Seminar for Advanced Practice Nurses

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. Prerequisites: Nursing 716

Nursing 722

2 (crs.)

Diversity Practicum

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) Prerequisites: Nursing 709 and 726. Special fees may apply.

Nursing 726

2 (crs.)

Family Nurse Practitioner Practicum I

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) Prerequisite: Nursing 700 and 704 and 709. Special fees may apply.

Nursing 727

4 (crs.)

Family Nurse Practitioner Practicum II

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) Prerequisites: Nursing 726. Special fees may apply.

Nursing 728

4 (crs.)

Family Nurse Practitioner Practicum III

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 is 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) Prerequisites: Nursing 727. Special fees may apply.

Nursing 729

3 (crs.)

Advanced Health Assessment

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. Special course fees may apply.

Nursing 730

3 (crs.)

Clinical Practice Management

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. Prerequisite: Nursing 702

Nursing 736

3 (crs.)

The Education Process in Nursing

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. Prerequisites: Acceptance into the Graduate Nursing Program Educator emphasis or consent of instructor.

Nursing 737

1 (crs.)

Nurse Educator Practice Advancement

In this course, nurse educator students will expand their clinical practice knowledge and experiences beyond the baccalaureate level. Students develop their clinical expertise in a selected area of specialty practice including hospital, clinic, or community settings. Special fees may apply.

Nursing 738

1 – 4 (crs.)

Advanced Educator Practicum

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)

Prerequisites: Nursing 736 and 748. Special fees may apply.

Nursing 740

3 (crs.)

Information Systems: Patient Care Technology

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. 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

2 (crs.)

Advanced Health Assessment for CNLs and NEs

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. Special course fees may apply.

Nursing 746

2 (crs.)

Quality Improvement and Safety in Advanced Nursing

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.

Prerequisite: None

Nursing 748

3 (crs.)

Assessment and Evaluation Strategies in Nursing Education

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. Prerequisite: Acceptance into the Graduate Nursing Program Educator emphasis or consent of instructor.

Nursing 750

6 (crs.)

Primary Health Care for the Young Family I

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.

Prerequisite: Admission to Program.

Nursing 751

6 (crs.)

Primary Health Care for the Young Family II

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.

Prerequisite: Nursing 733.

Nursing 752

6 (crs.)

Primary Health Care for the Mature Family I

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. Prerequisite:

Admission to the Program.

Nursing 753

6 (crs.)

Primary Health Care for the Mature Family II

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. Prerequisite: Nursing 731.

Nursing 754

2 (crs.)

Advanced Practice Nursing Practicum I

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. Prerequisite: Nursing 700.

Corequisite: Nursing 709 and 764.

Nursing 755

4 (crs.)

Advanced Practice Nursing Practicum II

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. Prerequisite: Nursing 709 and 764.

Corequisite: Nursing 765.

Nursing 756

4 (crs.)

Advanced Practice Nursing Practicum III

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. Prerequisite: Nursing 755 and 765. Corequisite: Nursing 766.

Nursing 757

2 (crs.)

Clinical Nurse Leader Practicum II

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) Prerequisites or Corequisites: Completed Nursing 761, Clinical Nurse Leader Role; completed or concurrent enrollment in Nursing 762, Leadership in the Clinical Nurse Leader Role. Special fees may apply.

Nursing 758

2 (crs.)

Clinical Nurse Leader Clinical Practicum III

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) Prerequisite or Corequisites: Nursing 707, Epidemiology; Nursing 757, CNL Practicum II; Nursing 760, Healing Care.

Nursing 759

1 – 5 (crs.)

Clinical Nurse Leader Immersion Practicum

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.) Prerequisites: All CNL specialty courses must be completed prior to Immersion Practicum. Special fees may apply.

Nursing 760

3 (crs.)

Healing Care

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/alterative/complementary (NAC) practices. Prerequisites: Nursing 700, Adv. Health Assessment; Nursing 704, Pathophysiology. Prerequisites/corequisites: Nursing 709, Pharmacotherapeutics.

Nursing 761

2 (crs.)

Clinical Nurse Leader Practicum I

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.) Prerequisites or Corequisites: Nursing 763: Quality in the CNL Role. Special fees may apply.

Nursing 762

2 (crs.)

Leadership in the Clinical Nurse Leader (CNL) Role

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. Prerequisites or Corequisites: Completed Nursing 761, Clinical Nurse Leader Practicum I; Nursing 763, Quality in the Clinical Nurse Leader role.

Nursing 763

3 (crs.)

Quality in the Clinical Nurse Leader Role

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.

Nursing 764

2 (crs.)

Adult Clinical Management and Pharmacology I

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.

Prerequisite: Nursing 700, 703, and 704. Corequisite: Nursing 709 and 754

Nursing 765

2 (crs.)

Adult Clinical Management and Pharmacology II

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. Prerequisite: Nursing 709, 754 and 764. Corequisite: Nursing 755.

Nursing 766

2 (crs.)

Adult Clinical Management and Pharmacology III

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. Prerequisite: Nursing 755 and 765. Corequisite: Nursing 756.

Nursing 767

2 (crs.)

Introduction to Healthcare Environment

This course focuses on the American healthcare system with an overview of reimbursement and regulatory issues. Healthcare terminology is introduced following an overview of bodily systems. Key elements of the electronic health record are addressed, including health history and physical, diagnosis, and treatment. The concepts of evidence-based practice and meaningful use are introduced. Prerequisite: Accepted into Healthcare Informatics Certification Program or consent of instructor.

Nursing 768

3 (crs.)

Data Systems, Analysis and Design

In this course, database theory, database design, and administration are addressed. Database systems are studied in the context of their use in clinical information systems and infrastructures for electronic health records. This will include design, development, administration, and use of database systems to support information systems and decision-making. In addition, monitoring related to healthcare quality and patient-centered outcomes are addressed for various settings in order to enhance care processes and monitoring. Prerequisite: Accepted into Healthcare Informatics Certificate Program or consent of instructor.

Nursing 769

3 (crs.)

Project Management and Methodology

This course focuses on leadership principles to navigate change within complex healthcare organizations. Organizational behavior is addressed along with motivational strategies for communication, teamwork, and conflict management and resolution. Students learn strategies associated with Project Management Body of Knowledge (PMBOK). Students also learn successful strategies for creating request for proposals and evaluation of vendor responses. Graduate student standing or consent of instructor.

Nursing 770

1 (crs.)

Introduction to Natural Alternative Complementary (NAC) Health Care

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.

Nursing 771

2 (crs.)

Alternative Health Care Systems

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. Prerequisite: Nursing 770 (or Co-Requisite)

Nursing 772

2 (crs.)

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. Prerequisite: Nursing 770 (or Co-requisite)

Nursing 773

1 (crs.)

Biologic Based Therapies

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. Prerequisite: Nursing 770 (or Co-requisite)

Nursing 774

1 (crs.)

Manipulative and Body Based Methods

Manipulative and body-based methods module provides an overview of massage modalities and basic principles of chiropractic and osteopathy. Prerequisite: Nursing 770, (or Co-requisite)

Nursing 775

1 (crs.)

Energy Therapies

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 qi gong, 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. Prerequisite: Nursing 770, (or Co-requisite)

Nursing 776

2 (crs.)

NAC Therapies Field Project & Seminar

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. Prerequisites: Nursing 770, 771, 772, 773, 774, and 775.

Nursing 777

3 (crs.)

Health Information Integration

This course focuses on integrating informatics within healthcare systems and organizations along with the complexity associated with health information exchange. Key elements of legal, ethical, and regulatory standards are addressed. Security threats, risks, and policies to protect stakeholders are addressed. Concepts related to business and finance are included, building on knowledge of project management. Accepted into Healthcare Informatics Certification Program or consent of instructor.

Nursing 778

2 (crs.)

Healthcare Informatics Capstone Project

Students apply informatics knowledge to complete a culminating project which includes application to a practical problem and critical evaluation of the project. Goals will be developed and outcomes measured related to applicability to the healthcare setting. Accepted into Health Care Informatics Certificate Program or consent of instructor.

Nursing 779

1 – 4 (crs.)

Healthcare Informatics Practicum

Nursing students who will sit for Informatics Certification will jointly plan a practicum experience with the course instructor, and qualified preceptor, to complete one of the following practice hour requirements to meet certification requirements:

Have practiced a minimum of 2,000 hours in informatics nursing within the last 3 years.

Have practiced a minimum of 1,000 hours in informatics nursing in the last 3 years and completed a minimum of 12 semester hours of academic credit in informatics courses that are part of a graduate-level informatics nursing program.

Have completed a graduate program in nursing informatics containing a minimum of 200 hours of faculty-supervised practicum in informatics. Prerequisite: Completed all Healthcare Informatics Certificate courses (N767) (if needed), N783, N768, N769, N777). Can be concurrently enrolled in N 778.

Nursing 783

2 – 3 (crs.)

Health Care Informatics

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. Prerequisite: Graduate student standing or consent of instructor.

Nursing 793

1 (crs.)

Clinical Paper

The culminating experience provides students an opportunity to synthesize and apply theoretical knowledge and practicum experiences gaining in their area of specialization. Additional fees may be associated with enrollment in this course if culminating experience is not completed upon completion of all other MSN coursework. Department consent required. Pass/Fail course.

Nursing 794

0 (crs.)

MSN Culminating Experience Continuation Course

The course is linked to the MSN culminating experience course (N793 MSN Culminating Experience) taken by graduate students as they work on their culminating project for degree completion. Students must be continuously enrolled in the course once they have completed all coursework but are still working to complete the MSN culminating project. This is a 0-credit course with an associated fee comparable to one graduated credit. Prerequisite: Completion of coursework and continued enrollment ("In Progress") in Nursing 793.

Nursing 795

1 – 6 (crs.)

Nursing Thesis

Each registration with a maximum accumulation of 6 cr. A culminating experience option in the master's program. Prerequisite: Thesis Proposal and Advisor Approval Form must be filed with the Graduate School. Pass/Fail course.

Nursing 796

1 – 3 (crs.)

Independent Study

Each registration with maximum accumulation of 6 cr. Individualized study in area of interest with the direction of a faculty member. Open to master's program students who submit Independent Study Topic and Instructor Approval Form at or prior to registration.

Nursing 797

1 – 3 (crs.)

Seminar on Current Topics in Primary Health Care Nursing

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.

Nursing 799

0 (crs.)

Registration for Comprehensive Examination

Pass/Fail course.

Nursing 800

3 (crs.)

Foundations of the DNP Role and Interprofessional

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. Prerequisite: None. Special fees may apply.

Nursing 801

3 (crs.)

Philosophical, Theoretical & Ethical Foundations for Advanced Nursing Practice

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.

Prerequisite: Dependent on program.

Nursing 803

3 – 4 (crs.)

Advanced Epidemiology and Biostatistics for Population Health

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. Prerequisite: Dependent on program.

Nursing 804

1 (crs.)

DNP Scholarly Project I

This is the first in a series of four courses that will guide the student in the completion of the DNP scholarly project. During this course, the student will identify and work with their DNP scholarly project chair to form a DNP scholarly project committee, refine the PICO (T) question, and problem statement that will be addressed in the DNP scholarly 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) Prerequisite: Nursing 701.

Nursing 805

3 – 4 (crs.)

Clinical Scholarship for Advanced Nursing Practice

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. Prerequisite: Nursing 800; Dependent on program.

Nursing 806

1 (crs.)

DNP Scholarly Project II

This is the second in a series of four courses focused on the developing and implementing the DNP scholarly project. During DNP Scholarly Project II, students develop the proposal for the DNP scholarly 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 Scholarly Project II, students submit their proposals to their DNP scholarly project committee for approval. (Minimum 56 practice hours) Prerequisite: Nursing 804 DNP Scholarly Project I.

Nursing 808

1 (crs.)

DNP Scholarly Project III

This is the third in a series of four courses focused on the implementation of the DNP scholarly project. During this course, students will work with their scholarly project committee to conduct their project. DNP Scholarly Project III will focus on implementation of the Capstone project within a practice setting. (Minimum 56 practice hours). Prerequisite: Nursing 806 DNP Scholarly Project II

Nursing 809

3 (crs.)

Organizational Leadership and Health Policy for Advanced Nursing Practice

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. Prerequisite: Dependent on program.

Nursing 810

1 (crs.)

DNP Scholarly Project IV

This is the final course in a series of four courses in which students finalize and disseminate their DNP scholarly project. During this course, students will work with their DNP scholarly project committee to complete the project, evaluate project outcomes and disseminate results. (Minimum 56 practice hours) Pass/Fail course. Prerequisite: Nursing 808.

Nursing 821

4 (crs.)

DNP Seminar & Practicum I

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). Prerequisites: Nursing 809, co-requisite; Nursing 803, and Nursing 883 or consent of instructor. Special course fees may apply.

Nursing 822

5 (crs.)

DNP Seminar & Practicum II

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). Prerequisites: Nursing 821, DNP Seminar & Practicum I. Special course fees may apply.

Nursing 829

6 (crs.)

DNP Residency

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) Prerequisite Nursing 718. Special fees may apply.

Nursing 830

3 (crs.)

Pharmacotherapeutics for Advanced Nursing Roles II

In this course students will evaluate pharmacology and corresponding physiology pertinent to the delivery of anesthetic care. Selected categories of drugs commonly used for the induction and maintenance of anesthesia, as well as additional adjunct drugs used for cardiopulmonary support and pain control are analyzed. Prerequisite: Nursing 709

Nursing 831

3 (crs.)

Basic Principles of Anesthesia and Lab

In this course students will examine a variety of basic concepts needed to begin to assess patients pre-operatively for an anesthetic, and manage their care intra-operatively and post-operatively. The lab will complement the lectures.

Nursing 832

3 (crs.)

Advanced Principles of Anesthesia I

In this course students will demonstrate the administration and management of anesthesia to patients requiring special considerations. Anatomy and physiology principles that relate to the practice of anesthesia, as well as other important areas requiring knowledge in the administration of anesthesia, will be analyzed and applied. Principles of anesthetic management outside of the operating room (endoscopy, MRI, EP lab, ECT, ICU, cancer treatment, interventional radiology), burns, eye surgery, anaphylaxis/immunosuppressed patients, the elderly, patients with rare co-existing diseases, neuromuscular disorders, malignant hyperthermia, robotics, and trauma will be explored. Labs will complement the lecture material. Prerequisites: Nursing 831 and Nursing 835.

Nursing 833

3 (crs.)

Advanced Principles of Anesthesia II

In this course students will examine fundamental concepts essential to clinical anesthesia practice in the obstetric and pediatric populations and the theoretical and practical aspects of acute and chronic pain management. Prerequisite: Nursing 832.

Nursing 834

3 (crs.)

Advanced Principles of Anesthesia III

In this course students will examine the administration and management of anesthesia to the neurosurgical patient. The renal, hepatic and endocrine systems as they relate to the practice of anesthesia will be reviewed, as well as other important areas requiring knowledge in the

administration of anesthesia. Principles of anesthetic management outside of the operating room and trauma will be examined. Prerequisite: Nursing 833

Nursing 835

3 (crs.)

Physics, Equipment and Technology, and Advanced Chemistry Concepts for the Nurse Anesthetist

In this course students will examine the basic chemistry and physics essentials to the safe delivery of anesthetic care. Additional emphasis is placed on the understanding of the functioning and relevant physical laws governing the use of the equipment required in the delivery of anesthesia.

Nursing 836

1 (crs.)

Professional Aspects of Nurse Anesthesia Practice I

In this course students will examine the importance of personal wellness and stress management for the nurse anesthesia student and the practicing CRNA. The student will become familiar with complementary and alternative modalities used to create wellness and balance. Students will demonstrate an understanding of the multiple factors related to chemical dependency and substance abuse in the profession. Students will also explore the importance of cultural sensitivity and diversity in healthcare. Prerequisite: Admission into the CRNA emphasis.

Nursing 837

1 (crs.)

Professional Aspects of Nurse Anesthesia Practice II

In this course students will analyze the business practice of anesthesia, legal aspects, the professional association and councils, and policies as they relate to the practice of anesthesia.

Prerequisite: Nursing 836.

Nursing 838

1 (crs.)

Professional Aspects of Nurse Anesthesia Practice III

In this course students will examine wellness and chemical dependency as it relates to the issues faced by anesthesia providers. Prerequisite: Nursing 837.

Nursing 839

1 (crs.)

Clinical Practica I

This course is the first of seven practicum courses in the CRNA emphasis. Students will focus on administration of anesthesia for selected patients. Emphasis is on the application of basic principles of general anesthesia; patient assessment; preparation of anesthesia equipment and drugs; development of patient-specific anesthesia care plans; and basic airway management in supervised settings. Prerequisites: Nursing 709 and 729, Co-requisites: Nursing 830 and 831.

Nursing 840

1 (crs.)

Clinical Practica II

This course is the second of seven practicum courses in the CRNA emphasis. Students will focus on achieving increased responsibility in planning, managing, and implementing patient specific anesthesia care plans for difficult procedures. Prerequisite: Nursing 839.

Nursing 841

1 (crs.)

Clinical Practica III

This course is the third of seven practicum courses in the CRNA emphasis. Students will focus on specialty rotations in obstetrics, pediatrics, and neurology. Students begin taking call and assume increased responsibility for anesthetic management for patients with higher acuity.

Prerequisite: Nursing 840.

Nursing 842

2 (crs.)

Clinical Practica IV

This course is the fourth of seven practicum courses in the CRNA emphasis. Students will focus on specialty rotations in cardiac, obstetric, and pediatric anesthesia. Students demonstrate progress towards achieving the terminal objectives for entry-level competency in anesthesia practice. Prerequisite: Nursing 841.

Nursing 843

2 (crs.)

Clinical Practica V

This course is fifth of seven practicum courses in the CRNA emphasis. Students will focus on specialty rotations in cardiac, obstetric and pediatric anesthesia. Focus is on internalization of theoretical concepts in applying and managing all types of patients and procedures, and achieving the terminal objectives for entry-level competency in anesthesia practice. Prerequisite:

Nursing 842.

Nursing 844

2 (crs.)

Clinical Practica VI

This course is the sixth of seven practicum courses in the CRNA emphasis. Students will focus on internalization of theoretical concepts in applying and managing all types of patients and procedures, and achieving the terminal objectives for entry-level competency in anesthesia practice. Prerequisite: Nursing 843.

Nursing 845

2 (crs.)

Clinical Practica VII

This course is the final of seven practicum courses in the CRNA emphasis. Students will continue to focus on internalization of theoretical concepts in applying and managing all types of patients and procedures, and achieving the terminal objectives for entry-level competency in anesthesia practice. Prerequisite: Nursing 844.

Nursing 883

2 – 3 (crs.)

Health Care Informatics

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. Prerequisite: Graduate student standing or consent of instructor.

Nursing 890

3 (crs.)

DNP Scholarly Project

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 DNP scholarly 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) Prerequisites: Nursing 801, 803, 805 and 809.

Nursing 892

0 (crs.)

DNP Scholarly Project Continuation

This is a continuation of 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 DNP scholarly 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. Prerequisite: Nursing 890 DNP Scholarly Project or Nursing 810 DNP Scholarly Project IV

Nursing 896

1 – 3 (crs.)

Independent Study in Nursing

Each registration with maximum accumulation of 3 credits. Individualized study in area of interest with the direction of a faculty member. Open to doctoral program students who submit Independent Study Topic and Instructor Approval form at or prior to registration. Department Consent Required.