GRADUATE SCHOOL BULLETIN 2002-2004

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30 North LaSalle Street, Suite 2400

30 North LaSalle Street, Suite 2400 Chicago, Illinois 60602-2504 312-263-0456/800-621-7440

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National Association of Schools of Public Affairs and Administration

National Organization of Nurse Practitioner Faculties

Society for Industrial and Applied Mathematics

Teacher Education Council of State Colleges and Universities

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The University of Wisconsin Oshkosh

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The Graduate School

UW Oshkosh
Dempsey Hall 337, 800 Algoma Blvd.
Oshkosh, WI 54901
920-424-1223
www.uwosh.edu/grad_school
gradschool@uwosh.edu

Note to Readers

THE GRADUATE FACULTY invites your attention to the numerous degree 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 Graduate School may be found regionally, nationally, and worldwide in positions of leadership and responsibility. We are proud to present this edition of the Bulletin.

This Bulletin does not establish or constitute a contract between the University of Wisconsin Oshkosh and students enrolled at this institution. The Bulletin provides descriptive and summary information that outlines University rules, regulations, course listings, degree programs, and fee schedules which are in effect at the times of publication. The University retains the exclusive right to change, modify, or interpret, at any time, the descriptions contained in 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 retains the right to change fees and to add, modify, or withdraw courses or degree programs at any time. The student is responsible for verifying the information contained herein.

The University of Wisconsin Oshkosh is committed to a policy of fairness and equal opportunity for all. A diverse student body, faculty, and staff, which reflect the variety of pluralism of society, is desired and encouraged. Moreover, equal access to benefits, programs, services, employment, and 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, membership in the Military Reserves or National Guard, and arrest or conviction record, ancestry, creed, disability, sexual orientation or other protected class or status. Inquiries regarding University compliance with equal opportunity/affirmative action laws and regulations may be directed to the University Director of Affirmative Action, 920-424-2296 or 920-424-0330.

Graduate students entering University of Wisconsin Oshkosh graduate programs during the period Summer, 2002, through Spring, 2004, are expected to assume full responsibility for the contents of this Bulletin.

Safety and Health Policy

The University of Wisconsin System will provide and maintain adequate facilities for a safe and healthy learning environment. It is the University's responsibility to work with faculty and staff so that they are equipped to educate their students on practices and procedures that ensure safety for all members of the university. Employees with instructional responsibilities are expected to comply with state and federal safety laws and regulations in their institutional areas. Certain courses and research projects require that the student work with hazardous materials while engaging in academic studies. Instructors of these courses and research projects shall inform and train students on procedures that will maintain the students personal health and safety and provide them with information on the hazards of specific chemicals that will be used during their course of study. Furthermore, instructors will enforce and follow safety policies. Prior to use of hazardous materials and equipment, the student shall review the procedures and information, and discuss any associated concerns with the instructor.

Hazardous Water and Chemical Exposure

Any persons present near chemicals (including hazardous water) should realize that they are voluntarily exposing themselves to these substances. Precautions such as changing routes so as not to pass near the hazardous exposure areas or delaying enrolling or not enrolling in a class may be necessary. These precautions are especially important for people with sensitive medical conditions, which could make exposure to the substances mentioned above particularly dangerous. Women who are in their first trimester of pregnancy should avoid exposure.

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2002-2004 ACADEMIC CALENDAR

The University of Wisconsin Oshkosh calendar makes it possible for students often to choose the type and length of course they prefer. The seventeen-week Fall and Spring semesters are divided into terms of fourteen, seven and three weeks. The majority of courses are offered during a fourteen-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 offered during the last three weeks are tuition-free to students enrolled for at least nine graduate units (crs.) during the semester. This calendar is designed to allow students more choice in selecting their schedules and to encourage the development of the participation in new educational alternatives.

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

- **1.** Choices of courses offered for fourteen-, seven- or three-week periods within each total seventeen-week Fall and Spring semester.
- 2. Choices as to the number of courses to carry at any one time and still take a full load, during either a four-teen-week or full seventeen-week period.
- **3.** Choices to begin and finish courses at different times during the year to conform to work schedules, vacation plans, field studies, or other personal preferences.

- **4.** Choices to carry a full load of fourteen-week or fourteen-plus seven-week courses and are able to add three-week courses enabling earlier graduation.
- 5. Choices to enroll in summer in an eight-week session or either of two four-week sessions.

Important Graduate Program Deadlines

- **1.** Apply for Admission to Candidacy between 9 units (crs.) and 21 units (crs.).
- **2.** Complete graduation application and pay fee (\$20) by the end of the fourth week of the semester or the first week of the summer session in which graduation is intended.
- **3.** Register for comprehensive examination no later than the 10th day of semester of graduation (if program requires an examination).
- **4.** File thesis/clinical paper/field project/field report proposal by mid-term before the semester of graduation.
- **5.** Obtain format approval of theses, clinical papers, field projects, and field reports at least three weeks prior to 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 4-week summer term for summer graduation.
- **6.** File final thesis/clinical paper/field project by end of 14-week semester or by end of summer session in which the student intends to graduate (if applicable to program).

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

TENTATIVE 2002-2004 CALENDAR

| Summer Semester 2002 | | | |
|---|-----------|----|---|
| Monday | June | 17 | Classes begin |
| Friday | July | 12 | End of 1st 4-week term |
| Monday | July | 15 | Classes begin 2nd 4-week |
| Friday | August | 9 | 8-week and 2nd 4-week terms end |
| | | | Fall Semester 2002 |
| Wednesday | September | 4 | Classes begin 14-week and 1st 7-week terms |
| Tuesday | October | 22 | End of 1st 7-week |
| Wednesday | October | 23 | Classes begin 2nd 7-week |
| Tuesday | November | 26 | Thanksgiving recess begins after evening classes |
| Monday | December | 2 | Classes resume |
| Friday | December | 13 | End of 14-week and 2nd 7-week terms |
| Saturday | December | 14 | GRADUATION CEREMONY |
| Monday*** | January | 6 | Classes begin 3-week term |
| Monday | January | 20 | Legal holiday, Martin Luther King, Jr. Day - no classes |
| Friday | January | 24 | End of 3-week term - official Graduation Date |
| ***During Fall Interim classes will meet on January 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 21, 22, 23, 24. | | | |

| Spring Semester 2003 | | | |
|--|---------------------|-----------|--|
| Monday February 3 Classes begin 14-week and 1st 7-week terms | | | |
| Friday | March | 28 | End of 1st 7-week term |
| Saturday | March | 15 | Spring recess begins |
| Monday | March | 24 | Classes resume |
| Monday | March | 31 | Classes begin 2 nd 7-week term |
| Friday | May | 16 | End of 14-week and 2nd 7-week term |
| Saturday | May | 17 | GRADUATION CEREMONY |
| Monday**** | May | 19 | Classes begin 3-week term |
| Monday | May | 26 | Legal holiday, Memorial Day - no classes |
| Friday | June | 6 | End of 3-week term |
| Friday | June | 6 | End of semester - official Graduation Date |
| ****During Spri | ng Interim classes | s will me | et on May 19, 20, 21, 22, 23, 27, 28, 29, 30, June 2, 3, 4, 5, 6. |
| | | | Summer Semester 2003 |
| Monday | June | 16 | Classes begin |
| Friday | July | 11 | End of 1st 4-week term |
| Monday | July | 14 | Classes begin 2nd 4-week term |
| Friday | August | 8 | 8-week and 2nd 4-week term end |
| | | | Fall Semester 2003 |
| Wednesday | September | 3 | Classes begin 14-week and 1st 7-week terms |
| Tuesday | October | 21 | End of 1st 7-week term |
| Wednesday | October | 22 | Classes begin 2nd 7-week terms |
| Tuesday | November | 25 | Thanksgiving recess begins after evening classes |
| Monday | December | 1 | Classes resume |
| Friday | December | 12 | End of 14-term and 2nd 7-week term |
| Saturday | December | 13 | GRADUATION CEREMONY |
| Monday ***** | January | 5 | Classes begin 3-begin term |
| Monday | January | 19 | Legal holiday, Martin Luther King, Jr. Day no classes |
| Friday | January | 23 | End of 3-week term - end of semester - Official Graduation Date |
| *****During Fal | l Interim classes v | vill meet | on January 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 20, 21, 22, 23. |
| | | | Spring Semester 2004 |
| Monday | February | 2 | Classes begin 14-week and 1st 7-week terms |
| Saturday | March | 13 | Spring recess begins |
| Monday | March | 22 | Classes resume |
| Friday | March | 26 | End of 1st 7-week term |
| Monday | March | 29 | Classes begin 2nd 7-week term |
| Friday | May | 14 | End of 14-week and 2nd 7-week term |
| Saturday | May | 15 | GRADUATION CEREMONY |
| Monday***** | May | 17 | Classes begin 3-week term |
| Monday | May | 31 | Legal holiday, Memorial Day no classes |
| Friday | June | 4 | End of 3-week term |
| Friday | June | 4 | End of semester - Official Graduation Date |
| ******During Sp | oring Interim class | es will m | neet on May 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, June 1, 2, 3, 4. |

The Calendar is subject to change without notice. For current details, refer to the Timetable, which is published each term and available in the Advisement/Registration Center, Dempsey 130, 800 Algoma Blvd., Oshkosh, WI 54901, 920-424-3454.

ACADEMIC ADMINISTRATION

Board of Regents - University of Wisconsin System

Jay L. Smith - President Middleton Gerard A. Randall, Jr. -Vice President Milwaukee Roger E. Axtell Janesville Jonathan B. Barry Mount Horeb Patrick G. Boyle Madison JoAnne Brandes Sturtevant Elizabeth Burmaster Madison Alfred S. De Simone Kenosha

Guy A. Gottschalk Wisconsin Rapids Gregory L. Gracz Milwaukee Tommie L. Jones, Jr. Whitewater James R. Klauser Madison Phyllis M. Krutsch Washburn Toby E. Marcovich Superior Frederic E. Mohs Madison Jose A. Olivieri Milwaukee Lolita Schneiders Menomonee Falls

Central Administration - University of Wisconsin System

Katharine C. Lyall......President

Cora B. Marrett Senior Vice President for Academic Affairs David W. Olien Senior Vice President for Administration

Deborah A. DurcanVice President for Finance

Linda Weimer......Vice President for University Relations

Administration - University of Wisconsin Oshkosh

Richard H. Wells Chancellor

Thomas W. Keefe President of the Foundation and Executive Director of Advancement

Craig R. Fiedler...... Associate Vice Chancellor (Interim)

Academic Deans - University of Wisconsin Oshkosh

Merritt E. Knox Dean, College of Nursing

Graduate School and Research - University of Wisconsin Oshkosh

Nancy J. Kaufman...... Assistant Vice Chancellor, Graduate School and Research

Gregory B. Wypiszynski Director of Graduate Admissions and Records

UNIVERSITY OF WISCONSIN OSHKOSH

ORGANIZATION

The University of Wisconsin Oshkosh is both a major undergraduate and a regional graduate campus in the statewide University of Wisconsin System, which ranks among the top education systems in the nation; it is one of 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 1925, and upon the approval of curricula in the liberal arts in 1949, became Wisconsin State College, Oshkosh. Recognizing the growth in enrollment and programs and the inauguration of several graduate degrees, the college was designated as Wisconsin State University Oshkosh in July of 1964. Upon the merger of the Wisconsin State University and University of Wisconsin systems, the campus became the University of Wisconsin Oshkosh in 1971.

THE CAMPUS

The University of Wisconsin Oshkosh is located in the city of Oshkosh in the heart of the Fox River Valley, a thriving business, manufacturing, and cultural center. Situated in the near northwest section of the city, the modern campus of more than 35 buildings is arranged along a central mall and boulevard and bordered on the west by the Fox River.

GOVERNING IDEAS FOR THE UNIVERSITY OF WISCONSIN OSHKOSH

ABRIDGED SELECT MISSION STATEMENT*

In sum, the Select Mission of the University of Wisconsin Oshkosh is to serve **people** by:

Providing **students** with access to a high-quality, affordable, comprehensive education that enables them to develop their general intellectual capacities, specific interests, and abilities through academic programs and personalized student development services.

Fostering the scholarly activities of **faculty**, **students**, **and staff** related to teaching, research, intellectual activities, creative expression, and service.

Sharing its intellectual and specialized capabilities with individuals, organizations, and communities in our Wis-

consin region and beyond in a way that is responsive to the needs of the people we serve.

* The Abridged Select Mission Statement would be **added** to the existing Select Mission statement.

SELECT MISSION OF THE UNIVERSITY OF WISCONSIN OSHKOSH

In addition to the system and core missions, UW Oshkosh has the following select mission**:

Ours is a comprehensive public university with unique ties to both urban and rural environments. We have a tradition of strong programs in the arts and sciences and in select professional career fields. Our faculty and staff are united in believing that the fundamental purpose of a university education is to develop thinking men and women capable of independent growth and adaptation in all roles of life. Accordingly, our select mission as a university is:

- a. To acquire, preserve, and disseminate knowledge.
- b. To provide undergraduate course-work designed to develop learning proficiencies and to cultivate the values and perspectives of educated citizens--in particular, respect for human dignity and cultural diversity, commitment to personal excellence, and the habit of taking thought.
- c. To challenge students to develop their talents, intellectual interests, and creative abilities; to promote an appreciation for both continuity and change; to provide the impetus for a lifelong commitment to, and enthusiasm for, learning; and to prepare persons for critical evaluation and decision making.
- d. To 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 special mission.
- e. To provide a broad range of undergraduate degree programs in the arts and sciences, business administration, education, and nursing.
- f. To offer an array of master's and specialist level graduate programs which grow clearly from areas of undergraduate strength and meet the emerging needs of the regions which we serve.
- g. To develop and offer programs and services responding to the needs of the people, institutions, and communities which we serve.
- ** The existing Select Mission as adopted by the Board of Regents of the University of Wisconsin System.

THE UNIVERSITY OF WISCONSIN OSHKOSH VISION: ENGAGING PEOPLE AND IDEAS

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

Enrichment and Leadership that emphasizes intellectual, civic, ethical, and personal development for students, faculty, and staff.

The Centrality of the Student-Faculty Relationship that is distinguished by active learning, mutual respect, and collaborative scholarship.

Teaching Excellence that is characterized by diversity, discovery, engagement, innovation, dialogue, and dissemination.

Scholarly Achievement that furthers new knowledge through diverse methods of inquiry and is applicable to multiple audiences.

Partnerships that mutually serve, stimulate, and shape the University and the broader public.

SIX SETS OF CORE VALUES

The University of Wisconsin Oshkosh community values:

- Knowledge and Continuous Learning. We believe that the pursuit of knowledge, understanding, meaning, and personal development should be encouraged across all stages of life.
- Diversity and Inclusivity. We believe that a university community connects the perspectives and backgrounds of diverse social and academic groups of people. To meet this aim, a university community must be inclusive in its composition and support a civil atmosphere and a tolerant environment for learning.
- Quality and Achievement. We believe that the university should provide a wide range of high-quality educational and scholarly opportunities that stimulate activity and recognize achievement by students, faculty, and staff.
- Freedom and Responsibility. We believe that members of a university community must be free to pursue academic, artistic, and research agendas that are essential to the University Mission, while contributing to an open and collegial environment that promotes reasoned inquiry, intellectual honesty, scholarly competence, and the pursuit of new knowledge.
- Engagement and Support. We believe the vitality of ideas is supported by mutually reinforcing relationships that involve students, faculty, staff, administrators, and the broader community. The student-faculty relationship is the most central relationship in the university. This spirit of engagement must also extend beyond the borders of our campus as we seek to stimulate, serve, and shape our society.

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

FIVE STRATEGIC DIRECTIONS

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

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

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

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

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

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

4. Expand Regional Outreach and Domestic and International Partnerships.

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

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

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

SHARED PRINCIPLES TO GUIDE INTERACTIONS AMONG MEMBERS OF THE UNIVERSITY COMMUNITY

The purpose of this document is to provide a framework of beliefs to promote respectful relationships among all members of the University of Wisconsin Oshkosh community. Wherever possible, existing policies have been referenced to demonstrate translation of beliefs into practice.

The University of Wisconsin Oshkosh is a community of scholars whose members include students, faculty, academic staff, classified staff and administrators. The mission of UW Oshkosh is to discover and disseminate knowledge and to extend the application of knowledge beyond the university for the betterment of society; to develop in its members heightened intellectual, cultural, and humane sensitivity; to enhance its members' scientific, professional and technological expertise and capacity for critical judgment; and to inspire in its members a passion for learning and a sense of values and purpose. Each individual plays an integral role in this common enterprise, and, therefore, has a responsibility to ensure that UW Oshkosh fulfills its mission of providing the best education possible.

Achievement of these goals requires that all members of the UW Oshkosh University community understand and respect their mutual obligations. All members of the university have a responsibility to promote and a right to expect:

- a shared commitment to education as a dynamic learning process
- a deep respect for the individuality of each member of the university community...and the preservation of each member's dignity and privacy
- the highest standards of personal integrity in all interactions within and beyond the university
- the widest possible range of free inquiry and expression
- an environment that is free of harassment and free of insulting and demeaning comments and epithets based on race, ethnicity, gender, religion, sexual orientation, age, disability, military status, socioeconomic status, family status, or political views; and consistently enforces federal, state, and university protections against discriminatory treatment yet is free from any official speech codes.

The Graduate School

Beginning in 1962 the University of Wisconsin Oshkosh introduced graduate study to northeast Wisconsin. There are currently 14 master's degree programs with a variety of degree emphases, elective areas or research areas. Courses are regularly scheduled during late afternoon and evening hours enabling a student to pursue most graduate degree programs while working full time.

The Graduate School Mission Statement

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

The Graduate Faculty

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

The Graduate Council

The University of Wisconsin Oshkosh Graduate Council is a representative body which is responsible for the formulation of policies concerning graduate programs of the University. The Council serves as an advisory body to the Assistant Vice Chancellor, Graduate School and Research and is concerned with the implementation of Graduate School 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 Assistant Vice Chancellor, Graduate School and Research on matters related to planning and coordination of graduate education.
- **3.** Request that the Assistant Vice Chancellor, Graduate School and Research direct specific studies to be undertaken on matters of concern to the Council.
- 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 interinstitutional agreements for program offerings.
- Serve as an appellate body for exceptions to Graduate School policy.

GRADUATE PROGRAMS

The University of Wisconsin Oshkosh offers a wide array of graduate degree programs on campus as well as at other University of Wisconsin System institutions through cooperative agreements. Of the degree programs, there are six with sub-majors available. Each of these graduate education opportunities is briefly outlined here; individual program requirements are discussed later in this Bulletin.

Graduate Degree Programs

There are 14 graduate degree programs providing a variety of areas of study by the University. Those available on the Oshkosh campus are:

| Biology | MS |
|------------------------------|-----|
| (Botany/Zoology) | |
| (Microbiology) | |
| Business Administration | MBA |
| Counseling | MSE |
| (School Counselor) | |
| (Community Counselor) | |
| (Student Development) | |
| Curriculum and Instruction | MSE |
| Educational Leadership | MS |
| English | MA |
| Information Systems | MS |
| Mathematics Education | MS |
| Nursing | MSN |
| (Family Nurse Practitioner) | |
| (Adult Health and Illness) | |
| Physics | MS |
| Psychology | MS |
| (Experimental) | |
| (Industrial/Organizational) | |
| Public Administration | MPA |
| (General Administration) | |
| (Health Care) | |
| Reading | MSE |
| Special Education | MSE |
| (Cross Categorical-ED/CD/LD) | |
| (Early Childhood) | |
| (Non-licensure) | |

Graduate Achievement Programs (GAP)

Some academic departments at the University of Wisconsin Oshkosh have been approved to offer Graduate Achievement Programs (GAP):

GAP Area Academic Department

Career Counselor Counselor Education

Family Nursing Practitioner Nursing

Reading Education

For more information about these programs refer to the academic section of this Bulletin.

GAP requirements include:

- 1. ALL GAPS require appropriate master's degrees.
- **2.** The GAP shall consist of a minimum of fifteen semester hours of graduate units (crs.), including at least nine units (crs.) earned in courses open to graduate students only (700-level).
- 3. The GAP must be completed within four consecutive years.
- **4.** Satisfactory academic performance includes at least a "B" average on all work taken within the requirements for the GAP with no more than one "C" or "BC" grade permitted
- 5. All students must complete the core of courses required for the GAP
 - **a.** The core of courses required of all persons consists of at least six hours of graduate units (crs.) only.
 - **b.** The remaining courses required to complete the minimum of 15 units (crs.) 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).
- **6.** Upon admission to the Graduate Achievement Program, an approved Program of Study form shall be filed with the Graduate School for each student.
- 7. GAP transfer credits from other institutions will be limited to three.
- **8.** GAP students must apply for graduation in the same manner as Masters Degree candidates (See Graduation).

Cooperative Graduate Degree Programs

In addition to on-campus programs, the University of Wisconsin Oshkosh has established written cooperative agreements with the University of Wisconsin campuses at Madison, Whitewater, Green Bay and Stevens Point to offer several graduate degree programs. The degree programs and their unique characteristics are summarized here:

Business Administration (MBA): Cooperative program with the University of Wisconsin Stevens Point where the University of Wisconsin Oshkosh has the degree entitlement.

This regional graduate program is based on an existing University of Wisconsin Oshkosh program. However, in order to satisfy the needs of students throughout Northeast and Central Wisconsin, all the courses necessary for obtaining a degree are offered in Oshkosh, Stevens Point and the Green Bay area. The availability of all required courses at each campus location provides maximum convenience to students in the program who are primarily working adults earning a graduate degree part time.

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

Counselor Education (MSE): Cooperative Program with the University of Wisconsin Stevens Point where the University of Wisconsin Oshkosh has the degree entitlement.

This program is based on an existing University of Wisconsin Oshkosh program but is available, in part, at the Stevens Point campus. Some University of Wisconsin Stevens Point courses may be taken as required or elective program courses. The University of Wisconsin Oshkosh faculty also offer courses at the Stevens Point campus.

For more details on the cooperative features of the program, contact Dr. Margaret Olson, Counselor Education Department, University of Wisconsin Oshkosh, or Dr. Jay Price, College of Professional Studies, University of Wisconsin Stevens Point. 715-346-2040/4403.

Educational Administration (MS): Cooperative Program with the University of Wisconsin Madison with the University of Wisconsin Madison holding degree entitlement.

39 graduate units (crs.) are required for the degree and School Principalship certification. The University of Wisconsin Oshkosh offers 21 units (crs.) toward this program; the University of Wisconsin Madison at the Oshkosh campus offers 18 units (crs.). All coursework is offered on the University of Wisconsin Oshkosh campus. Successful students will receive the Master of Science-Education Administration degree from the University of Wisconsin Madison and will be eligible for recommendation to the Department of Public Instruction for licensure in the School Principalship. Director of Instruction and Director of Pupil Service and Special Education licensure are also available through this cooperative program.

For more details, contact Dr. Scherie Enderlin Lampe, Ph.D., of the Department of Human Services and Professional Leadership at the University of Wisconsin Oshkosh.

Special Education (MSE) - Early Childhood: Cooperative Program with the University of Wisconsin Stevens Point where the University of Wisconsin Oshkosh has degree entitlement.

The EC program is designed to provide most of the advantages of a combined program and to eliminate as many of the disadvantages as possible.

Students enroll on the campus, which is most convenient to them. This allows for a variety of experiences in a wide geographical region, as well as offering all courses at each institution. This is one of the few programs in Wisconsin, which culminates in licensure to teach handicapped children in non-categorical preschool classes.

NOTE: Participation in this cooperative program is currently suspended.

Master's of Public Administration: Cooperative Program with the University of Wisconsin Whitewater where the University of Wisconsin Oshkosh has the degree entitlement.

In order to provide more course opportunities for MPA students residing in Southeastern Wisconsin, the University of Wisconsin Oshkosh has established a cooperative program that enables students to take up to 12 units (crs.) of the 36 units (crs.) required for the MPA degree at the University of Wisconsin Whitewater. Courses at the University of Wisconsin Whitewater, which are appropriate for the MPA degree, have been jointly determined by the participating faculty.

For further information, please contact the MPA Program Coordinator at the University of Wisconsin Oshkosh.

Reading (MSE): Cooperative Program with the University of Wisconsin Green Bay where the University of Wisconsin Oshkosh has the degree entitlement.

The purpose of the cooperative program is to provide a coordinated set of the University of Wisconsin Oshkosh and the University of Wisconsin Green Bay offerings on the Green Bay campus allowing students to complete requirements for the MS-Reading degree and to fulfill licensure needs. Students may take up to 12 University of Wisconsin Green Bay graduate units (crs.) in their programs of study. The admission, advisement, licensure, and degrees are based in and handled by the University of Wisconsin Oshkosh. At least one half of all the units (crs.) earned and applied toward a license or toward the MS must be from the University of Wisconsin Oshkosh.

Further information can be obtained by contacting the Reading Education Department Chair at the University of Wisconsin Oshkosh or the Education Program Coordinator at the University of Wisconsin Green Bay.

FEES

FEES AND PAYMENT INFORMATION

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

Residency Determination

Section 36.27 of the Wisconsin Statutes sets forth the conditions under which a student qualifies as a resident of Wisconsin for tuition purposes. Students are classified as residents or non-residents at the time of admission. Non-residents are notified of their residency status at the time of acceptance. This determination remains unchanged until such time as the student may qualify as a resident under Chapter 36.27 of the Wisconsin Statutes.

A change in residence classification is <u>not an automatic procedure</u>. The student requesting a change must file the necessary forms and provide satisfactory proof of bona fide residency in Wisconsin. The required forms and information can be obtained by contacting the Graduate School office, Dempsey Hall 337.

University Fees

The following fee information applies to Fall, 2001. When determined and released by the Board of Regents (after press time), new fee information for 2002-03 and 2003-04 will be available in the Academic Advisement/Registration Center, Dempsey Hall 130 and Student Accounts Office, Dempsey Hall 236. For further information, call 920-424-1332.

| 001 Semeste | r Fees | | |
|--|--|--|--|
| nsin | Non- | | |
| ent | Resident | | |
| 35.85 \$ | 7,147.85 | | |
| 91.85 \$ | 7,403.85 | | |
| Part-Time per Unit (Cr.) Fees | | | |
| 49.64 \$ | 795.44 | | |
| 78.09 \$ | 823.89 | | |
| AUDIT UNITS (CRS.) | | | |
| | | | |
| 68.00 \$ | 385.00 | | |
| Unit (cr.) and audit units (crs.) - per unit (cr.) | | | |
| 49.64 \$ | 795.44 | | |
| ֡ | 91.85 \$ 49.64 \$ 78.09 \$ CRS.) 68.00 \$ eer unit (cr.) | | |

Notes:

1. One dollar and thirty-five cents of assessed charges is a mandatory fee collected for the United Council of the University of Wisconsin Student Governments. Students taking only off-campus courses are exempt from this fee. Students wishing to receive a refund of this fee may request it from: United Council of the University of Wisconsin Student Governments, Room 203, 8 W. Mifflin Street, Madison, WI 53703. United Council, consisting of representatives from all the University of Wisconsin schools, lobbies on behalf of students and works for the Systemwide improvement of student life and services.

- 2. Wisconsin residents meeting certain conditions and receiving Federal Old Age Survivors and Disability insurance benefits (OASDI) are not charged fees for auditing courses. Proof of benefits must be provided to Student Accounts, Dempsey Hall, Room 236.
- **3.** Additional mandatory special course fees are listed below by the respective course number.

Special Course Fees

(Non-Refundable, Subject to Change without Notice)

Art

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

Education (Curriculum and Instruction)
Ed Ldrsp 602 \$10.00

Music

In addition to regular academic fees, an applied music instruction fee of \$90.00 per unit (cr.) hour may be charged to all non-music major students enrolled for private lessons in vocal or instrumental music. This fee will also be assessed to music majors who elect to take additional lessons beyond the major degree requirements.

When class and teacher times are available, class voice, piano, and guitar may be elected by non-music majors. A fee of \$35.00 per unit (cr.) will be charged. Permission of the department Chairman is necessary for enrollment in the following courses: Music 173, Music 179 and Music 183.

Housing and University Dining Fees

(based on 2001-2002 per semester costs)

| Room | Room Cost: | Meal Plan: | Meal Plan Cost: |
|-----------------------------|--|---------------------------------|--------------------|
| Double Single Stewart | \$1,008.00 \$1,336.00 \$1,388.00 | 14 or 21 meal | \$900.00 |
| | . , | Titan Dollars | \$911.00 |
| | | 145 meal block 90 meal block | \$911.00 |
| O.1. = | | (commuter) | \$495.00 |

Other Fees

Application Fee

The application fee for admission to each graduate program is \$45.00. This is a non-refundable fee and cannot be waived.

Graduation Fee - Graduate

The application for graduation form is obtained from the Cashier's Office, Dempsey Hall 232, upon payment of a \$20.00 fee (\$25.00 effective Spring 2003). Completed application forms must be returned to the Graduate School, Dempsey Hall 337. Consult the "Degree Conferral Policy" section of the Graduate Bulletin for deadlines and policy on graduation.

Transcript Fee

One official transcript will be issued without charge upon receipt of a graduate degree from the University of Wisconsin Oshkosh. This transcript will be mailed to the student with the diploma. Same-day transcript service costs \$7.00;

three to five day transcript service costs \$5.00 per copy. The appropriate fee for the number of transcripts requested must be paid at the time the request is made to the Academic Advisement/Registration Center, Dempsey Hall 130.

Library Fees

Library charges are levied for overdue and lost books.

Residence Hall Fees

Each hall government's programs and events are funded by a voluntary activity fee (currently \$15.00) collected during initial check-in.

PAYMENT INFORMATION

(Subject to change without notice)

Payments of all fees are due on the established dates specified in the scheduling timetable for the semester. Students on the partial payment plan may pay less than full fees as specified in the installment agreement.

Payments may be made by cash, MasterCard, Visa or check (payable to the University of Wisconsin Oshkosh). Payments may be mailed, deposited in the wall depository next to the Cashier's Office or made in person at the Cashier's Office. The Cashier's Office is located in Dempsey Hall 232, 800 Algoma Blvd., Oshkosh, WI 54901.

Mail payments should be sent to: University of Wisconsin Oshkosh, Firstar Lock Box 336, Milwaukee, WI 53278-0336.

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

FEE REFUNDS

(Subject to change without notice)

Refund of fees is based on the date of official drop or withdrawal. The refund schedule below covers academic fees and applies to withdrawing students or students dropping courses below the full-time level.

| Course Length | | Week of Course and % of Refund | | | |
|------------------|------|-----------------------------------|-----|-----|----|
| | 1 | 2 | 3 | 4 | 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 will be responsible for the difference. If you are in this category, consult the Student Accounts Office, Dempsey 236, or call 920-424-1332 for the appropriate schedule.

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

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

Appeals

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

Administrative Charges

(Subject to change without notice)

Board of Regents fee policy requires prompt payment of all University fees. A required administrative fee is assessed in the following circumstances:

When payment is made after the established due date, a \$75.00 administrative charge could be assessed.

Courses may be withdrawn if fees are still outstanding after the established due date. Withdrawal refers only to your registration; the amount unpaid may still be due.

Cash Handling Procedures Related to University Transactions

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

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

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

FINANCIAL AID

ELIGIBILITY

A graduate student must be admitted to master's degree program or be earning a teaching certification in order to be eligible for financial assistance. Non-degree master's students are not eligible for financial aid.

Expenses at the University of Wisconsin Oshkosh

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

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

By completing and submitting the Free Application for Federal Student Aid (FAFSA), the student provides the Financial Aid Office (www.uwosh.edu/fin_aids) 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 - http://fafsa.ed.gov/index.htm) to be considered for the Advanced Opportunity Fellowship Program (AOFP) Grants, Federal Work Study, Federal Perkins Loan, or for Federal Stafford Loans (subsidized or unsubsidized) and Native American Grants. The FAFSA should be completed and submitted to the federal processor as early as possible after January 1 for consideration for the following academic year.

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

Notification

Financial aid award letters are mailed to applicants when processing is completed, starting approximately June 1 prior to the academic year for which the student has requested financial aid. Only the following types of aid are included on the award letter: Federal Work Study, Federal Perkins Loan, Federal Stafford Loan and Federal Unsubsidized Stafford Loan. Other forms of financial assistance, although included in the calculation of an aid package, will have separate notification processes.

The Aid Package

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

Scholarships

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

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

Employment

Graduate Assistantship Employment

The Board of Regents for the University of Wisconsin System provides resources for a number of academic graduate assistantships. The employing units have job descriptions on file in the Graduate School office. Graduate assistantships are for the 17-week semester or academic year and are either full-time (20 hours/week), three-quarter time (15 hours/ week), or half-time (10 hours/week). Non-resident graduate assistants who are hired for 13.5 or more hours per week are eligible for out-of-state fee remissions. Graduate assistants are limited to a maximum course load of 12 units (crs.) per semester.

Qualifications for a grduate assistantship are that the:

- 1. student has been admitted in full standing to a graduate degree program at the University of Wisconsin Oshkosh;
- 2. student is endorsed by the degree program coordinator;
- 3. student is enrolled for at least 6-graduate degree units (crs.) each semester, or otherwise qualifies as a full-time student.

Application forms are available from the Graduate School. Applicants are urged to return the completed forms to the Graduate School as soon as possible.

Federal Work-Study Employment

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

Student Assistant Employment

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

Grants

Advanced Opportunity Fellowship Program (AOFP)

The Advanced Opportunity Fellowship Program is a University of Wisconsin System program of financial support for students of color. Applicants must be United States citizens or permanent residents, must qualify for admission into a graduate degree program at the University of Wisconsin Oshkosh, and be in full standing. 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. Financial need and academic achievement are considered in granting awards. Submission of an application form (available from the Graduate School) and FAFSA are required.

Indian Grant

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

Native American students who are Wisconsin residents may also apply for the Wisconsin Native American Student Grant using the Indian Scholarship Application. Eligibility is need-based.

Another source of information on graduate fellowships for American Indian and Alaskan Native students is:

American Indian Graduate Center 4520 Montgomery Blvd NE, Suite 1-B Albuquerque, NM 87109-1291

Minnesota-Wisconsin Reciprocity Program

This arrangement permits an eligible Minnesota resident to attend the University of Wisconsin Oshkosh and pay the established reciprocity fees. Interested Minnesota residents should request information by writing to Higher Education Coordinating Commission, 400 Capitol Square Building, 500 Cedar Street, St. Paul, Minnesota 55101.

International Student Partial Tuition Waiver

A limited number of these awards, up to the amount of non-resident tuition, are available to international students who have financial need. Recipients are selected by a committee. Inquiries from new students should be directed to the Director of Graduate Admissions and Records. Cotinuing students should contact the International Students advisor in the Dean of Students Office.

Loans

Perkins Loan

Loans are provided on the basis of student's financial need and availability of loan funds. Repayment and accrual of 5% annual interest begin 6 months (9 months if new borrower) after the borrower ceases to be at least a half-time student, with a repayment period of up to 10 years. Borrower must be an U. S. citizen or permanent resident. Recipients must enroll on at least a half-time basis (4.5 units (crs.) per semester for graduate students).

Stafford Loan (Subsidized and unsubsidized)

Students must apply for financial aid and must be enrolled at least halftime. Graduate students may borrow up to the difference between the cost of education and any other financial assistance received for the term. Program maximums for this loan or \$8,500 subsidized and \$10,000 unsubsidized per year. Interest rate currently is variable and repayment begins 6 months after borrower drops below half-time enrollment.

Short-Term Loan

A limited amount of short-term ("Emergency") no interest loan money is available to the 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.

Other Sources of Financial Assistance Non-Resident Tuition Waiver

International students may request a non-resident tuition waiver. This waiver may cover all or a portion of the difference between non-resident and resident tuition. The student is still responsible for all other associated expenses as described above in "Expenses at the University of Wisconsin Oshkosh." Contact the Graduate School for more information.

Veterans Administration

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 are also eligible for benefits. Inquiries should be directed to the regional office of the Veterans Administration or the University of Wisconsin Oshkosh Veterans Advisor, Dempsey Hall 130, telephone 920-424-1804.

FURTHER INFORMATION

It should be noted that because of the number and complexity of financial aid programs only basic descriptions of the various sources of aid could be provided here. No attempt is made here 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 to a given student depends upon both the student's eligibility and the availability of funds. If funds are exhausted, eligibility is meaningless. As funds are often insufficient to meet the need, the importance of early application cannot be overemphasized. For further information contact the Financial Aid Office, 104 Dempsey Hall, telephone 920-424-3377.

FORREST R. POLK LIBRARY

Polk Library supports the curricular needs of the University through a core collection of traditional library materials, a wide range of electronic information, numerous library services and several specialized collections. Traditional collections include 425,000 books, 1,800 current periodical subscriptions, 10,000 multimedia titles and more than two million microforms. The library provides access to many forms of electronic information such as full text periodical articles, electronic books, the library's online catalog, catalogs of other libraries, periodical indexes, and the World Wide Web. The library is normally open 110 hours a week and provides services including reference, library

instruction, circulation/reserve, and interlibrary loan and photocopying. A new service, electronic reserve, allows students to access reserve readings for courses from any Internet-connected workstation on or off campus. Areas such as the Educational Media Collection, Government Documents, University Archives and the Wisconsin Area Research Center maintain and service important, specialized collections for students.

Useful computer facilities within the library include 31 workstations in the Reference Room, which provide access to all the library's electronic resources with convenient laser printing for full text articles. Also, a general computer access lab is located in Polk 118 for other computer needs such as word processing. The library also provides remote access to its databases for currently registered students, faculty and staff.

For more information, call **Polk Library** 920-424-3320, or visit the website at www.uwosh.edu/library.

ACADEMIC POLICIES

GRADUATE SCHOOL POLICIES

Graduate School policies have been designed and have evolved with 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 School policies described herein and as they affect him/her. Every effort will be made by Graduate School staff, program coordinators and staff, and advisors to aid the student while attending graduate school.

Appeals Process

Any Individual who wishes to appeal a non-academic decision with which they disagree or regarding Graduate School policy, should request the <u>Graduate School Appeals Procedures</u> (revised Spring 1998) from the Graduate School.

Student Complaints Against Faculty and Academic Staff

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

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

Should the student be unsure as to the choice of procedure (1 versus 2 above), it is advisable to discuss the matter with the Director of Graduate Admissions and Records in the Graduate School, Dempsey 337, 920-424-1223, or staff in the Dean of Students office 920-424-3100.

GRADUATE COURSE NUMBERS

The University of Wisconsin Oshkosh graduate course numbers use a combination alpha/numeric identifier. The alpha characters identify the department or program offering the course. The 3-digit number is the catalog number and is assigned to courses according to the following key:

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

Some courses, called dual-level courses, are open to undergraduate as well as graduate students. In these cases, two catalog numbers are used; e.g., ART 317/517. Students enrolled in a dual-level course for graduate units (crs.) must meet requirements beyond those required for undergraduate units (crs.). In dual-level courses, the graduate student requirements must be qualitatively more challenging and lead students to deeper and broader intellectual contact with topics and methods in their field. The graduate students learning activities are not merely additional work of the same type expected from undergraduates. To earn graduate unit (cr.), students must perform work that derives from expectations unique to graduate-level work.

In the College of Education and Human Services, students must have prior permission of their program coordinator to include SRVC CRS courses in their degree plan.

The department/program codes for course numbers are assigned according to the following key:

| 11 | General Education | SRVC CRS |
|----------|---------------------------------|--------------------|
| 12 | Educational Foundations | ED FOUND |
| 13 | | ELEM ED |
| 14 | Curriculum and Instruction | SEC ED |
| 15 | Reading Education | READING |
| 16 | Special Education | SPEC ED |
| 17 | Human Services and Professional | |
| 4.0 | Leadership | ED-LDRSP |
| 18 | Human Services and Professional | |
| 24 | Leadership | HUMAN SV ANTHRO |
| 21 22 | Anthropology Art | ART |
| 26 | Biology and Microbiology | BIOLOGY |
| 28 | Business Administration | BUSINESS |
| 29 | | CNSLR ED |
| 31 | Bachelor of Liberal Studies | LIB STDS |
| 32 | Chemistry | CHEM |
| 34 | Computer Science | COMP SCI |
| 35 | Criminal Justice | CRIM JUS |
| 36 | Economics | ECON |
| 38 | English | ENGLISH |
| 37 | Environmental Studies | ENV STDS |
| 41 43 | French German | FRENCH GERMAN |
| 43 | Japanese | JAPANESE |
| 47 | Portuguese | PRTGUESE |
| 48 | Russian | RUSSIAN |
| 49 | Spanish | SPANISH |
| 50 | Geography | GEOG |
| 51 | Geology | GEOLOGY |
| 57 | History | HISTORY |
| 59 | International Studies | INTRNT'L |
| 61 | Journalism | JOURNAL |

| 67 68 70 71 73 74 76 | Medical Technology Military Science Nursing Collaborative Program Music Nursing | MATH MED TECH MIL SCI NURS-CNP MUSIC NURSING PHIL |
|--|---|---|
| 77 | Physical Education and Health | |
| | Promotion | PHYS ED |
| 80 | Physical Science | PHYS SCI |
| 81 | Public Affairs | PUB ADM |
| 82 | Physics/Astronomy | PHYS/AST |
| 83 | Master of Public Administration | MPA |
| 84 | Political Science | POLI SCI |
| 85 | Practical Arts | PRAC ART |
| 86 | Psychology | PSYCH |
| 87 | Religious Studies | RELSTDS |
| 92 | Sociology | SOC |
| 93 | Social Work | SOC WORK |
| 94 | Interdisciplinary Studies | INTRDSCP |
| 96 | Communication | COMM |
| 98 | Women's Studies | WOM STDS |
| 99 | Urban and Regional Studies | URB/REG |

Course descriptions are found in each department's section of the Graduate School Bulletin. The course number (department/program alpha code plus catalog number) is followed by the number of course units (crs.). If the course is offered for a variable number of units (crs.), a range of units (crs.) (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 duallevel, the undergraduate and graduate catalog numbers will be listed (e.g., 317/517). If the course if offered only during a specific term, i.e., spring or fall, this will be indicated after the course description.

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

COURSE ATTENDANCE

Policies for attendance and punctuality are under the control of each instructor. Generally speaking:

- 1. Students are expected to attend each scheduled class.
- 2. Instructors are expected to announce their attendance policy to each class.
- 3. Students may only attend courses/sections for which they are registered.

RELIGIOUS ACCOMMODATION

It is the policy of the Board of Regents that students' sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. The Board of Regents adopts this charter in

order to ensure that all institutions of the University of Wisconsin System have in place appropriate mechanisms for ensuring the reasonable accommodation of students' sincerely held religious beliefs, and for appeals related to these matters.

- 1. A student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where there is a scheduling:
 - **a.** conflict between the students' sincerely held religious beliefs and taking the examination or meeting the academic requirements; and
 - **b.** The student has notified the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses), of the specific days or dates on which he or she will request relief from an examination or academic requirement.
- 2. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement.
- 3. Instructors shall accept, at face value, the sincerity of students' religious beliefs.
- **4.** Student notification of instructors and requests for relief under 1. above shall be kept confidential.
- 5. Complaints of failure to provide reasonable accommodation of a student's sincerely held religious beliefs as required by this rule may be filed according to institutional complaint and grievance procedures. See above under "Student Complaints Against Faculty and Academic Staff" in this Bulletin.

REPEATED COURSES

Graduate courses may be repeated, without additional unit (cr.), 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 of the program coordinator is obtained.
- **3.** The student registers for the course as a "repeat." Some courses may only be repeated one time.

Courses attempted for undergraduate unit (cr.) may not be repeated by graduate students for graduate unit (cr.) unless preapproved 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. Registration for a repeated course cannot be earlier than 30 days before the course begins.

UNIT (CR.) LOAD DEFINITIONS

The following are considered full-time graduate students:

1. Students registered for 9 or more graduate units (crs.) in a semester, or 5 or more units (crs.) in a summer session and who are not graduate assistants:

- **2.** Graduate Assistants registered for 6 or more graduate units (crs.) in a semester or 3 or more units (crs.) 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 units (crs.). However, their advisor must assure they are working on their thesis. This policy may not satisfy certain Financial Aid requirements and students may not be eligible for certain student services, e.g. use of the Health Center.
- 4. Counseling Intern students enrolled in CNSLR ED 786 and CNSLR ED 787 are also considered full-time students.

A graduate student is considered half time with a semester registration of 4.5 or more units (crs.) or of 3 or more units (crs.) during a summer session.

The following are the maximum units (crs.) a graduate student admitted to an academic program may enroll for in a specified term, except graduate assistants:

| 17 week term | 18 units (crs.) |
|--------------|-----------------|
| 14 week term | 15 units (crs.) |
| 3 week term | 3 units (crs.) |
| 8 week term | 8 units (crs.) |
| 4 week term | 4 units (crs.) |

Anything which exceeds these limits requires approval of the graduate program coordinator and the Assistant Vice Chancellor, Graduate School and Research.

Special students, students on academic probation and students with incompletes, should not expect to carry maximum loads.

TRANSFER / WAIVER OF COURSES

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

Students who have been admitted to a graduate program at the University of Wisconsin Oshkosh and wish to take course work at another institution, should enroll as a guest student (if appropriate) at that institution and secure prior approval from the University of Wisconsin Oshkosh Graduate Program Coordinator for courses to be substituted in the University of Wisconsin Oshkosh graduate degree program.

The following are criteria for evaluating credits taken outside the University of Wisconsin Oshkosh. Certain of these criteria may not apply when evaluating "distance education" courses:

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

- 2. Course is acceptable in a graduate degree program at the transfer institution.
- **3**. Course syllabus is available with objectives, evaluation methods and bibliography.
- 4. Course has formal meeting times and complies with the normal rule of no more than one course credit earned per week and 14 contact hours (60 minutes each) per semester credit.
- 5. Course is offered at a location close to a university (professional) library.
- 6. The academic program and/or institution are appropriately accredited.
- 7. Seven-year time limit is applicable for all courses to be part of a master's degree (5-year limit for Nursing).
- 8. 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 Assistant Vice Chancellor, Graduate School and Research.

No letter grade below B will be accepted in transfer.

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

Credits accepted in transfer will be annotated on a student's academic record. No transfer grades will be recorded on the record and transfer grade values will not be included in the computation of the UW Oshkosh graduate grade point average.

INDEPENDENT STUDY

All departments offering graduate degree programs have course listings for Independent Study. These listings provide 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 in full standing in a degree program or have earned a master's degree.
- 2. Each unit (cr.) earned for Independent Study should represent the equivalent of at least 50 clock hours of work. The written proposal for independent study should include developed study objectives, specific references to be used, and outcomes of academic work.
- 3. Registration for independent study must be accompanied by an Independent Study contract form and proposal. The contract form requires the signature of the instructor, the Graduate Program Coordinator, Associate College

Dean (as appropriate) and the Assistant Vice Chancellor, Graduate School and Research. The contract form and the proposal must be presented at the time of registration along with a registration form or add card.

- **4.** Only one independent study (3 unit (cr.) maximum) contract is permitted per student in a term. A 3 unit (cr.) independent study is not allowed during three week interims.
- **5.** No more than 6 units (crs.) of independent study and/or other "atypical" units (crs.) may apply to a degree.
- **6.** Registration for independent study is subject to the same drop/add policies as other courses.

COURSE GRADE DESIGNATIONS

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

| Grade Points |
|----------------|
| Per Unit (Cr.) |
| 4.00 |
| 3.50 |
| 3.00 |
| 2.50 |
| 2.00 |
| 0.00 |
| |

Several other grade designations are assigned to courses in special circumstances, as follows:

Pass (P)/Fail (F)

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 grade.)

Pass units (crs.) are recorded as units (crs.) earned. However, these units (crs.) are not considered as units (crs.) attempted in computing the semester and cumulative graduate grade point averages.

Grades of Failure (F) in a Pass/Fail course are considered as units (crs.) attempted in computing the semester and cumulative grade point averages.

Withdraw (W)

Withdraw may be assigned for courses that the student officially dropped after the No Record drop period. Courses from which the student withdraws during the No Record drop period are not entered on the student's permanent record. Courses in which a "W" is assigned count as part of the semester unit (cr.) load, but are not included in graduate grade point computations.

Incomplete (I)

The designation of "Incomplete" is assigned when a student is unable to complete the course work because of illness, injury, or other extenuating circumstances. "I" designations may also 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 through which the Incomplete can be removed within the next 17-week semester.

These arrangements must be described in full on a "Work Incomplete" form or appropriate written documentation to be filed with the department chairperson (Dean in the Colleges of Business Administration and Nursing) before the official grade list is completed. Courses for which an Incomplete has been assigned are included as part of the semester unit (cr.) load. Incomplete designations are not included in any grade point computations prior to graduation.

Incomplete designations that have not been changed to appropriate course letter grades through instructor action 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 instructor of these impending grade lapses before they are made. Extensions of time may be arranged by submitting written requests to the Graduate School. The request for extension should state the reason why work is still incomplete, the expected date of completion and include the instructor's recommendation regarding the extension.

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

Not Reported (NR)

Not reported is assigned when an instructor has not filed an official grade by the time that the grade request is prepared.

Audit (AU)

A course being audited carries no degree unit (cr.) and is not counted in the grade point average. It is considered part of a student's semester unit (cr.) load. Students who audit courses are expected to attend class regularly, but need not take examinations or do course work, which would require evaluation by the instructor. Auditing students may receive a grade of "W" for non-attendance. Audit-only fees are assessed when a student's enrollment is only in audit courses. Full degree-credit fees are assessed when units (crs.) are taken in conjunction with degree program units (crs.). Full Special Course Fees will be assessed, if applicable. Student may change from audit to unit (cr.) during the first 5 class days of a 14-week, 17-week, 8-week, or 7-week term, or during the first 2 class days of a 3-week or 4-week term. Students may change from unit (cr.) to audit after these times during the official drop period of a term, provided they have obtained the instructor's signature on the change card.

Audit courses may not satisfy unit (cr.) requirements for "full-time" or "half-time" status for financial aid purposes, or for eligibility for certain student services.

Students changing from unit (cr.) to audit after the first week of a term will be charged the full per unit (cr.) fee for the course.

In Progress (IP)

The IP designation is noted for theses, field projects and clinical papers not completed in the term of registration. The IP designation is replaced by the P (Pass) designation by the Graduate School upon completion and when the thesis is submitted and approved by the Graduate School. The IP designation is not used in any cumulative computation

Full Standing, Probation, and Suspension

Each student is regarded as having one of three academic standings: full, probationary, or suspension.

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 graduate grade point average in the first full term of enrollment or its equivalent (i.e., 9 graduate units (crs.)).

A student is on probation when:

- 1. The student has been admitted on probation and has completed less than one full term or its equivalent (i.e., 9 graduate units (crs.)).
- 2. The student 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 units (crs.) attempted/earned.

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 9-unit (cr.) probation period. Some programs have a more restrictive academic standing policy. Please consult the program for their requirements.
- 2. The student has been denied Admission to Candidacy and has completed 18 graduate units (crs.) normally acceptable in the degree program.
- **3.** The student is classified as a Special, Guest, or Non-degree-seeking and the cumulative graduate grade point average is below 3.0.

Suspension Appeal

The Graduate School will place an enrollment service indicator (stop) on the records of students who are placed on suspension. Students placed on suspension may have their record reviewed by their degree program and the Graduate School following one full semester of suspension and upon written appeal of the suspension. Students should initiate the written appeal and direct it to the program coordinator. The program faculty will make a written recommendation to the Graduate School regarding the request to appeal the suspension. If the faculty recommend granting the appeal, a written recommendation should contain a rationale for al-

lowing the student to return to classes and any conditions a student must meet in future enrollment periods. The Assistant Vice Chancellor, Graduate School and Research will make the final decision on granting the appeal and communicate the decision to the students and to the program.

Special, Guest, or Non-degree students should appeal in writing directly to the Assistant Vice Chancellor, Graduate School and Research, following the semester of suspension

ADMISSION PROCEDURES

The Graduate School Admissions and Records Office

UW Oshkosh Dempsey Hall 337, 800 Algoma Blvd. Oshkosh, WI 54901 920-424-1223

Website: www.uwosh.edu/grad_school E-mail: gradschool@uwosh.edu

Admission to a Degree Program for Domestic Students

The student should complete an application for admission, available from the Graduate School, and forward it directly to the Graduate School. An on-line application is available on the web at http://apply.wisconsin.edu/osh/graduate. A \$45 non-refundable, non-waivable application fee per program is required. Transfer of application processing to another program requires a separate fee and application. Reevaluation of an application for a subsequent term is done without additional charge provided the reevaluation is within two years of the original application to the same program.

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 sent directly to the Graduate School. If the student is a University of Wisconsin Oshkosh graduate or a former student, submission of an application is authorization for the Graduate School to request the University of Wisconsin Oshkosh transcript from the Records Office.

Submit with the application, if required, at least three names (not relatives) and addresses of references who can assess your ability to do graduate work.

If applying to the MBA or MSIS degree program, submit a GMAT score and current resume.

If applying to the Biology, English, or Psychology degree program, submit official GRE scores. The GRE is also required of applicants to the Counselor Education program if the baccalaureate grade point average is less than 3.00.

Certain programs may have additional admission requirements and application deadlines. Please consult the appropriate section of this Bulletin, the program office, or the Graduate School for more information about these requirements and deadlines.

Admission to a Degree Program for International Students

The student should complete an application for admission available from the Graduate School, and forward it directly to the Graduate School. An on-line application is available

on the web at http://apply.wisconsin.edu/osh/graduate. A \$45 non-refundable, non-waivable application fee is required.

Forward original or certified/attested transcripts from the undergraduate institution(s) or a foreign credential evaluation report with a qualitative rating of each course, credits, and degree completion.

Submit evidence of English language proficiency. This can be demonstrated by having attended a US college or university more than a year, having received undergraduate instruction from a foreign institution where English is the language of instruction, having resided in the US for more than a year, or by submitting on official TOEFL score report with a minimum score of 550 paper-based, or 213 computer-based. For TOEFL information, contact TOEFL/TSE Services, PO Box 6151, Princeton, NJ 08541, USA, 1-609-771-7000 or on the web at www.toefl.org.

Request 3 letters of recommendation be sent to the Graduate School from people who can attest to student's ability to do graduate-level work.

Forward a notarized Confidential Declaration of Financial Resources which shows ability to finance two years of graduate education at the University of Wisconsin Oshkosh.

If applying to the MBA or MSIS degree program, submit official GMAT scores. Letters of recommendation are not required for MBA/MSIS applicants. If applying to the Biology, English, or Psychology program, submit official GRE scores. The GRE is also required of applicants to the Counselor Education program if the baccalaureate grade point average is less than 3.00.

A report of medical history and examination of international students is required unless they have been in the U.S. for at least one year.

NOTE: The processing time for international applications may take as long as six months. Applicants are encouraged to begin their application one-year before the desired admission date. I-20 forms will be issued only after the applicant has met all the admissions requirements for full standing in a degree program. Probationary or part-time admission is not available to international applicants.

Application Processing

The Admission File

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

Reference letters submitted as part of a degree program application might also be inspected if all of the following conditions have been met:

- 1. The student has been admitted to the degree 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 materials submitted as part of a graduate application become the property of the University and cannot be returned to the applicant or forwarded to a third party. However, inspection of materials by the applicant/student can be granted or <u>copies</u> of some materials may be forwarded to a third party only after the applicant/student submits a signed and dated written request specifying:

- **a.** The records he or she wishes to be released.
- **b.** The purpose of the disclosure.
- **c.** The party or class of parties to whom disclosure may be made.

Individuals who are denied admission to a program are not entitled to have access to materials relating to the denied application. This applies even if the individual is subsequently admitted into and enrolled in another course of study as an auditor.

The Graduate School, in many instances, is not permitted to make copies of any other university transcripts for release to the student, or for any university office other than the student's academic department. It is recommended students request copies of transcripts from other institutions directly from that university/college.

For more information about FERPA contact the Student Affairs Office (920-424-3000) or the Graduate School, or consult the current UW Oshkosh Student Handbook or any printed UW Oshkosh Timetable (Schedule of Classes).

Admission Evaluation Summary

When the application file is complete, the Graduate School makes an evaluation to determine if the applicant meets the minimum admissions requirements. (See Admissions Criteria below.) If the applicant does not meet the minimum requirements of the Graduate School, admission to the degree program may be denied. The applicant will receive a copy of the summary evaluation and an explanation of the denial. The appropriate graduate program coordinator will also receive a copy of the summary evaluation.

Review by Graduate Program Coordinator

If the applicant is eligible for admission, the file and summary evaluation are sent to the appropriate graduate program coordinator for review and a recommendation on the applicant's potential to succeed in the degree program. This recommendation is based primarily on the applicant's academic program record. No applicant is admitted to a degree program without a favorable recommendation from the pro-

gram coordinator. If the application is denied, the applicant will receive a copy of the explanation of the denial.

Review by the Graduate School

The Director of Graduate Admissions and Records reviews the program coordinator's recommendation. If the recommendation is favorable, the applicant is accepted into the degree program and assigned an admitted student classification.

Academic Advisement

Generally, each graduate student who has been admitted to a graduate degree program is assigned an advisor within the program at the time of admission. The advisor should be consulted before a student enrolls. Each degree program has a program coordinator who may be contacted for advice and information.

Special, Guest, and Non-degree students are not assigned advisors, but may seek advice from the program faculty or Coordinator of Graduate Studies.

Admissions Classifications and Criteria

Full Standing

Admission with full standing to a graduate degree program generally requires that applicant meet all of the following minimum requirements:

- 1. A baccalaureate degree from a regionally accredited institution;
- 2. An undergraduate grade point average of at least 2.75 (4.00 scale) over a minimum of 90 graded units (crs.); or an average of at least 2.90 during the last one-half (approximately 60 units (crs.)) of the undergraduate work;
- **3**. Background experiences as required by the particular program (e.g., satisfactory score on an admissions exam, major in a given field, teacher licensure, appropriate experience).

Note: Some programs have more stringent requirements. See the appropriate section of this Bulletin or contact the program.

Probationary

Applicants who do not meet standards for full standing may be admitted on probation if they have an undergraduate grade point average of at least 2.25 (4.00 scale) over a minimum of 90 graded units (crs.) and at least 2.50 (4.00 scale) in their last one-half (approximately 60 units (crs.)) of the undergraduate work. Applicants may be expected to submit additional evidence of their ability to do graduate work. This evidence might take the form of prior completed graduate course work, a score on an admissions test, or additional letters for reference. Prior graduate courses are not included as part of the last 60 units (crs.) GPA calculation.

With Deficiencies

Applicants who do not have all of the backgrounds normally completed at the undergraduate level may be admitted with deficiencies. These deficiencies will be noted by the program coordinator and must be made up before admission to candidacy. No units (crs.) earned in making up deficiencies may be counted as part of the candidacy program. However, grades earned in those courses (including undergraduate units (crs.)) are considered when determining academic standing.

With Conditions

Applicants who meet the Graduate School full standing criteria but have not taken required tests or met other specific program admission requirements may be admitted conditionally. Usually this involves taking a standardized test, completing an interview, or providing a degree conferral transcript. After the requirement(s) is/are met, the student will be reclassified as being admitted and will be assigned probationary or full standing status.

Special Circumstances

Applicants whose baccalaureate grade point average falls below the 2.25 required for probationary admission may be admitted by providing qualifying evidence of ability to be successful in the intended program. This evidence must be agreed upon by the program coordinator and the Assistant Vice Chancellor, Graduate School and Research. 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 6 or more units (crs.) of graduate coursework with grades of B or higher at a regionally accredited college or university.

Final Term Senior

A final term senior at the University of Wisconsin Oshkosh or another accredited college or university may be permitted to register for graduate course work 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 units (crs.) of undergraduate work remaining in a semester nor more than three units (crs.) 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 a degree program with the exception of the baccalaureate degree requirement. Final term seniors are limited to a total undergraduate and graduate load of 12 units (crs.) in a semester or six units (crs.) in a summer session. Graduate unit (cr.) earned in this status may not apply to baccalaureate requirements.

Admission Start

Students apply for and are admitted to begin graduate work in a specific term. Usually the admission will be considered valid for the succeeding semester and summer session. The time period in which admission is valid will vary among programs. Students who are unable to begin graduate work in the term of admission but who wish to begin at a later time must contact the Graduate School to change the original entrance term date.

Resumption of Course Work after Period of Non-Enrollment

Once course work begins, registration in each successive semester (excluding summer) for admitted students is expected. However, special 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 Graduate Program Coordinator to determine how to proceed.

In all cases, the maximum period allowed without enrollment is 24 months. Students are eligible to restart, within the 24-month maximum, simply by registering and successfully completing program courses, based upon current program 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 qualifying experience to demonstrate currency in the program might be required. This experience will be determined with and approved by the program coordinator. Any period of non-continuous course work is still considered part of the total time toward degree completion.

REGISTRATION PROCEDURES

Non-Degree Student Classifications

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

Special Student - Enrolled for up to 12 graduate units (crs.) without being admitted to a degree program. No more than 12 units (crs.) 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 units (crs.), 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 units (crs.) to his/her home institution.

Non-Degree Student - Completed 12 units (crs.) 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. Units (crs.) earned in this category may not apply to a degree.

Registration for Graduate Classes

- 1. TitanWeb registration is the primary method to register for classes (http://titanweb.uwosh.edu/titanweb/index2.htm). Logon to access the system and use the tutorials, FAQs, and on-line HELP for instructions on how to operate this registration system. Also, check the UW Oshkosh home page (www.uwosh.edu) under "UW Oshkosh Features" for periodic announcements about TitanWeb registration items. Or registration forms may be obtained from the Graduate School, Dempsey Hall 337, 920-424-1223 or the Academic Advisement/ Registration Center, Dempsey Hall 130, 920-424-3454. Registration forms can be either mailed or dropped-off for processing.
- 2. Some students are required to have signature approval on the registration form to enroll. Primary signature is obtained from the Program Coordinator (advisor). Courses such as thesis, field projects, field reports, clinical papers, independent study, and comprehensive examination also require Assistant Vice Chancellor, Graduate School and Research approval.

Thesis, clinical paper, field project, and field report registration is open only to students who have filed an approved proposal with the Graduate School 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 Assistant Vice Chancellor, Graduate School and Research.

Some students may be required to obtain permission from the Assistant Vice Chancellor, Graduate School and Research to register. Among those are persons who have not satisfied conditions specified at the time of the original enrollment and those who have specific restrictions associated with a probationary and/or readmission status. Other registration "stops" may include non-payment of fees, overloads, etc.

Faculty/Staff Registration

The University of Wisconsin Oshkosh faculty and academic staff members may enroll in graduate courses for unit (cr.) or audit and should use the enrollment procedure for registered students.

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

Adding a Course

A student may add courses as follows:

| 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 | week | 5th day | 20th day |
| 7 | week | 5th day | 10th day |
| 3 | week | 2th day | 5th day |
| 8/10 | week | 5th day | 10th day |
| 4 | week | 2th day | 5th day |

A student wanting to add courses after the deadlines "with course instructor signature required" must complete a REQUEST FOR LATE ADD FORM describing relevant extenuating circumstances. This form is available in the Academic Advisement/Registration Center, Dempsey Hall 130 and must be approved by the Assistant Vice Chancellor, Graduate School and Research before any course can be added. The above add policies also apply to thesis, clinical paper, field project, field report, and independent study.

Dropping a Course

A student may drop courses as follows:

| Course length: | | Course drops are allowed allowed to the end of class day: | |
|-------------------|------|---|--|
| 14/17 | week | 20th day | |
| 7 | week | 10th day | |
| 3 | week | 5th day | |
| 8/10 | week | 10th day | |
| 4 | week | 5th day | |

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

A student wanting to drop a course after the above deadlines must complete a REQUEST FOR LATE DROP FORM describing relevant extenuating circumstances. This form is available in the Academic Advisement/Registration Center, Dempsey Hall 130 or through a graduate program office, and must be approved by the Assistant Vice Chancellor, Graduate School and Research.

Some course drops approved through the late drop appeal procedure may be reflected by a "W" (withdrawal) on the student's transcript

NOTE: Students who have already completed a course during the semester and wish to leave the University should DROP remaining courses rather than withdraw. Total withdrawal from the University automatically assigns a "W" to all courses for the semester.

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

Students should consult the Fee/Refund Schedule for refunds and charges, as fee policy does not coincide with academic policy. Questions should be referred to Student Accounts, Dempsey Hall 236, Telephone: 920-424-1332.

Withdrawal from the University

Withdrawal is a complete severance of attendance from the University. A student may request withdrawal after the opening day of classes in any semester by completing a SEMESTER WITHDRAWAL FORM, available in the Academic Advisement/Registration Center, Dempsey Hall 130, during the following withdrawal periods:

| se th: | Withdrawals are allowed with advisor's signature to the end of class day: |
|-----------|---|
| week | 40th day |
| week | 20th day |
| week | 10th day |
| week | 25th day |
| week | 15th day |
| | week week week week week |

Students seeking to withdraw after these periods must complete a SEMESTER WITHDRAWAL FORM and a REQUEST FOR LATE DROP FORM for approval by the appropriate Program Coordinator and the Graduate School Office. If the request is not approved, grades will be placed on the student's record as assigned by instructors.

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

GRADUATE DEGREE REQUIREMENTS

Minimum Degree Units (Crs.)

The student must have earned a total of at least 30 semester units (crs.) of graduate level work from institutions with accredited graduate programs. At least 21 of these units (crs.) must be earned from the University of Wisconsin Oshkosh or from institutions having formal cooperative agreements with the University of Wisconsin Oshkosh.

Second Master's Degree

Students who have an earned master's degree from any accredited institution may apply for another graduate program at the University of Wisconsin Oshkosh. Some units (crs.) earned as part of the first master's degree program may be accepted toward the second master's degree. Such units (crs.) (nine maximum) will be governed by transfer policies.

Applicants to a graduate program may petition for acceptance of up to nine units (crs.) earned before admission, including units (crs.) that applied to another master's degree. The units (crs.) involved in the petition will be evaluated by those designated to make the admission decision about the applicant. The result of the credit evaluation will be communicated to the student by the Graduate School.

Minimum Grade Point Average

At least a cumulative B average (3.00) must be earned on all work attempted as a graduate student and also on all work which applies to the master's degree.

No more than two courses with grades of C (not to exceed 6 units (crs.)), or one C and two BC grades (not to exceed 9 units (crs.)), or three BC grades (not to exceed 9 units (crs.)) may apply to a master's degree. Some programs will not allow grades less than "B" on required or degree courses. Also check with the individual program as some have other requirements.

Graduate Only Courses

At least half of all graduate units (crs.) being applied to a master's degree must be graduate-only courses (700-level). Consult with the individual program(s) for what constitutes half of the master's degree units (crs.).

Atypical Course Unit (Cr.)

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

Admission to Candidacy

Students must be admitted to candidacy after having earned a minimum of 9 but no more than 21 degree units (crs.) (varies by program). Admission to Candidacy requires a student be in good standing, have completed all deficiencies and file an Application for Admission to Candidacy form (formal plan of study). Changes in the plan of study are made by filing a Candidacy Program Modification form and receiving approval from the program advisor, coordinator and Assistant Vice Chancellor, Graduate Studies and Research.

Culminating Experience/Research

Each student must successfully demonstrate proficiency to integrate the knowledge of the discipline. The nature of this experience is determined by individual colleges or departments subject to approval by the Graduate Council. Examples of experiences which may meet this requirement include: thesis, oral or written comprehensive examination, clinical paper, field project, field report, national exam, and integrative course. Programs may require more than one of the above experiences.

NOTE: All research which deals with human and/or animal subjects must have the approval of the University Institutional Review Board (IRB) for Protection of Human Participants and/or Institutional Animal Care and Use Committee (IACUC) prior to the actual conduct of the research. See policy statements below.

1. Use of Human Participants

The University encourages and supports free investigation by faculty, academic staff, and students into any general area of knowledge. The University's Institutional Review Board (IRB) for Protection of Human Participants has the responsibility to assist investigators in ensuring that the rights and welfare of human participants are adequately protected. The IRB reviews all projects that involve human participants, including but not limited to extramural grant proposals, Faculty Development support requests, master's degree theses submitted through the Graduate School, and independent study courses-graduate and undergraduate.

It is the responsibility of each investigator to submit an application to the IRB review process at the appropriate time so as not to delay or endanger their proposed activity. While the IRB review process typically is completed within 2 weeks, it may take longer if the IRB needs to request additional information because the application is incomplete or unclear.

The IRB application packet, which contains the federal guidelines governing the use of human subjects, is available from the Office of Grants, Dempsey Hall 337.

2. Care and Use of Animals

The University encourages and supports free investigation by faculty, academic staff and students into any general area of knowledge. The University's Institutional Animal Care and Use Committee (IACUC) assists investigators and classroom instructors to ensure all animals used for teaching, research or other activities at this university shall be carried out according to the principles stated in the current

"Guide for the Care and Use of Laboratory Animals" (DHHS-NIH) and the Animal Welfare Act (PL-89-544) and amendments, regardless of the species or source of funds used to conduct teaching, research and other activities. The IACUC reviews all projects and teaching protocols involving animals, including extramural grant proposals, Faculty Development proposals, graduate student research and independent study courses.

Each investigator must initiate the IACUC animal use protocol review process at the appropriate time to avoid delay. Animal use protocol forms are available from the Departments of Psychology and Biology/Microbiology or the L & S Deans Office, NE 101.

Thesis

The student should select a committee chair (UW Oshkosh faculty) and two graduate faculty (with appropriate terminal degrees) designated to advise the thesis, and submit a proposal to the faculty members briefly describing what is proposed and how it will be accomplished. Research proposal forms are available in the Graduate School. The thesis committee and graduate program coordinator review the proposal, assign the number of units (crs.) to be earned for the thesis (3 to 6 units (crs.)), and indicate its approval or rejection. Five copies are forwarded to the Graduate School for approval. The thesis proposal should be submitted midterm prior to the term of graduation. Thesis registration is open only to students who have filed an approved thesis proposal with the Graduate School and have been admitted to candidacy. A thesis is formal written work and should follow the standards as established in the University of Wisconsin Oshkosh Graduate Thesis Format Policy and Style Manual, available in the Graduate School.

Note to department chairs, graduate program coordinators and faculty: If other than graduate faculty are to be thesis committee members, please submit curricular vitae with the proposal.

The degree candidate will defend the thesis in an open, public oral examination. The members of the thesis committee will conduct the examination.

Two copies of the completed thesis bearing the signatures of the members of the thesis committee on the approval page, must be approved by the Assistant Vice Chancellor, Graduate School and Research by the end of the 14th week of the semester in which the student intends to graduate (by the end of the 8th week of a summer session). The thesis committee is responsible for attesting to the quality, accuracy, and content of the work.

A binding fee will be charged at the time the student deposits the thesis in the Graduate School. A check payable to the bindery must be sent with the thesis. Mailing and wrapping fees will also be paid at this time by the student.

Clinical Paper

The College of Nursing graduate program requires a clinical paper or thesis. Procedures for preparation of the clinical paper may be obtained from the Nursing Graduate Program Coordinator. Approval forms are available in the Graduate School. Proposals and due dates are similar to thesis (see above).

Field Project

A field project is an option in the MPA program. Specific procedures for this type of experience are available in the Public Affairs Department. Approval forms are available in the Graduate School. Proposals and due dates are similar to thesis (see above).

Format Approval -- Thesis, Clinical Paper, and Field Project

Format approval is verification that the thesis/clinical paper/field project meets the Graduate School's requirement for style and form. The student should contact the Graduate School for a copy of the current Format Policy and Style Manual.

The student must provide a complete draft of the thesis/clinical paper/field project to the Graduate School for format approval. The deadline for submission of the complete draft is as follows:

- 1. Three weeks prior to the last day of the 14-week fall term for fall graduation.
- 2. Three weeks prior to the last day of the 14-week spring term for spring graduation.
- **3**. Three weeks prior to the last day of the second four weeks of the summer term for summer graduation.

Assessment of Student Achievement

The North Central Association (NCA) which accredits institutions of higher learning in the Midwest is requiring its institutions to assess student academic achievement for the purpose of program improvement. As a result, the 15 graduate degree granting programs have developed assessment plans which are integrated into a university assessment plan that has been approved by NCA. Implementation of assessment began in the 1995-96 academic year.

Assessment includes the following features:

- 1. Student learning outcome goals in the areas of a) knowledge or subject matter, b) competency or skill goals and c) affective goals.
- 2. Multiple instrument/measures such as exams, portfolios, theses and surveys which are the sources of the data for determining student achievement of the goals (actual student learning outcomes).
- **3.** Evaluation criteria for comparing the actual and expected student learning outcomes for the purpose of defining acceptable levels of achievement of the goals.
- **4.** Feedback mechanisms for program improvement if student achievement of the goals is not at a level which is acceptable to program faculty.
- **5.** A multi-year timetable is showing the sequence for implementation of assessment.

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

Graduation

Application and Fee

A graduation fee of \$20 (\$25 effective Spring 2003) must be paid at the Cashier's Office, in-person or by mail. Applications for graduation may be picked up at the cashier's office in Dempsey 232. Applications can be mailed to students from the Cashiers Office (920-424-1338) once fee payment is made. A completed application is then submitted to the Graduate School. 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. The application process and fee apply to Graduate Achievement Programs (GAP) as well as master's degree programs. The application to graduation fee is required regardless of whether or not the student intends to participate in commencement ceremonies. GAP recipients do not take part in commencement.

Graduation Check

A graduation check will be completed in the Graduate School when all grades for the semester of intended graduation 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) or who fail to meet degree requirements will be considered for graduation in a subsequent semester. These applications for graduation will be automatically moved to subsequent semesters for up to two years. Afterward they will be inactivated.

Subsequent reactivation requires contacting the Graduate School. Payment of another graduation fee is not required.

Transcript and Diploma Processing

Degree conferral review and posting of the degree to the transcript may take up to six weeks after the official end of the semester. The degree diploma will be mailed approximately 8-10 weeks after the official graduation date of the 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. The time begins with the beginning date of the term in which the first course toward the degree was taken. The term admitted to a program does not necessarily determine the beginning of the seven-year time limit. The seven-year time ends with the date the final requirement is completed. Any request for extension of time to degree completion should be made to the Graduate Program Coordinator and may require condition(s) or qualifying experience(s) to receive extension approval.

Commencement

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

1. Participate the following December:

Applications for graduation are due by the end of the first week of the summer session.

2. Participate the preceding May:

Applications for graduation are due by the end of the fourth week of the spring semester.

COLLEGE OF BUSINESS ADMINISTRATION

INFORMATION SYSTEMS

George C. Philip, MSIS Program Director

Office: Clow Faculty 207

Telephone: 920-424-3152 or 800-633-1430

Website: www.uwosh.edu/colleges/coba/Academics/msis/

E-mail: mba@uwosh.edu

I. FACULTY

Arbaugh, Bandy, Cross, DeDee, Desai, Dishaw, Dunn, Eierman, Feinauer, Frederickson, Griepentrog, Gudmundson, Hagen, Hart, Hartenian, Hartman, Hegedus, Huffman, Hungerford, Iversen, Kunkel, Lang, Makar, Marks, Moon, Niendorf, Patten, Philip, Schellenger, Sibley, Simons, Sridhar, Tatikonda, L., Tatikonda, R., Tippens, Tower, Turman, Wresch

II. PURPOSE

The graduate program in information systems is aimed at working adults who want to move into the information technology field or want to update their knowledge in IT. The MSIS is a first, not advanced, degree in MIS. The objective of the MSIS is to prepare students for positions in information systems development, particularly leadership positions. Examples of such positions are: Systems Analyst, Database Administrator, IS Manager, Network Administrator, Programmer, and Project Manager.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

In addition to the requirements of the Graduate School specified in the first section of this Bulletin, the Program has established the following policies and procedures for admission:

Common Body of Knowledge:

Applicants are required to have a common body of business knowledge equivalent to the foundation course requirements. Normally, this requirement is satisfied if applicants have earned an undergraduate business degree and completed undergraduate course equivalents from AACSB accredited or other approved business programs, with a C or better.

Applicants who have completed courses but cannot satisfy all of the above criteria will be required to demonstrate a current competency level in those areas. Applicants without an undergraduate business degree and who lack adequate course preparation in business may be admitted to the MSIS program but will be expected to take appropriate foundation courses or their equivalents. Units (crs.) earned in these courses are not applicable to the 30 units (crs.) required for the graduate degree and must be completed prior to taking MSIS core courses. A proficiency option is also available for all foundation course requirements.

Foundation Courses:

Subject

| Catalog # | Units (ci | rs.) Title |
|--------------------|------------|---------------------------------|
| Business Ad | lministrat | tion |
| 700 | 3 | Accounting Foundations |
| 710 | 1.5 | Foundations of Information Sys- |
| | | tems |
| 712 | 1.5 | Foundations of Statistic |
| 730 | 1.5 | Finance Foundation |
| 740 | 1.5 | Foundations of Production man- |
| | | agement |
| 750 | 1.5 | Organizational Foundations |
| 770 | 1.5 | Marketing Foundations |

Testing:

Admission in Full Standing is based on an undergraduate grade point average (UGPA) of at least 2.75 (4.0 scale), or an average of at least 2.90 during the last half of undergraduate work; <u>AND</u> a satisfactory score on the GMAT (Graduate Management Admission Test), 450 or higher, taken within the last five years; <u>AND</u> a composite index, comprised of the UGPA and GMAT score, which meets the condition:

(UGPA x 200) + GMAT \geq 1050; <u>OR</u> (Last half UGPA x 200) + GMAT \geq 1100.

Therefore, if an undergrad GPA is 3.0 or higher, a minimum GMAT score of 450 is needed for Full Standing admission. If an undergrad GPA is below 3.0, a minimum GMAT score of greater than 450 is needed for Full Standing admission.

Undergraduate Major

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

V. SUMMARY

A. Structure

The program is comprised of core courses and electives.

B. Academic Plans of Study

Information Systems is the description for the Information Systems plan of study.

C. Minimum Unit (Cr.) Requirements

30 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students in the Program.

D. Admission To Candidacy

Students must satisfy fully the Graduate School requirements for advancement to candidacy, stated in the first section of this Bulletin.

E. Graduation RequirementsNo more than six (6) units (crs.), regardless of the number of courses, with grades of below B may apply to an Information Systems master's degree.

VI. DEGREE REQUIREMENTS

Core Courses:

| Su | | |
|----|--|--|
| | | |
| | | |
| | | |

| Catalog # | Units (cr | rs.) Title |
|--------------------|------------|--|
| Business Ad | lministrat | ion |
| 781 | 3 | Systems Analysis and Design |
| 782 | 3 | Data and Database Systems |
| 783 | 3 | Seminar in Information Systems |
| 784 | 3 | Software Design |
| 785 | 3 | Networking and Data Communication |
| 786 | 3 | Distributed Information Systems |
| 787 | 3 | Information Resources Management, Strategy, and Policy |

Business Management Courses:

| 758 | 1.5 | Project Management |
|-----|-----|----------------------------------|
| 788 | 1.5 | Personal and Professional Devel- |
| | | opment |
| 790 | 1.5 | Organization Leadership and |
| | | Change |

Electives:

Choose one course from the following:

Subject

| Catalog # | Units (c | rs.) Title |
|--------------------|--------------------|-------------------------------|
| Business Ad | Iministra t | tion |
| 731 | 3 | Financial Management |
| 741 | 3 | Operations and Process Man- |
| | | agement |
| 752 | 3 | Cost Management |
| 759 | 1.5 | Advanced Topics in Cost Man- |
| | | agement |
| 761 | 3 | Human Resource Management |
| 769 | 1.5 | Seminar in Management Topics: |
| | | E-Commerce to E-Business |
| 771 | 3 | Marketing Strategy |
| 792 | 1.5 | International Business |
| 793 | 1.5 | Business Environments |
| | | |

BUSINESS ADMINISTRATION

Donald R. Simons, MBA Program Director

Office: Clow Faculty Building 122

Telephone: 920-424-3472 or 800-633-1430

Website: www/uwosh.edu/colleges/coba/Academics/mba/

E-mail: mba@uwosh.edu

I. FACULTY

Arbaugh, Bandy, Beck, Cross, DeDee, Desai, Dishaw, Dunn, Eierman, Feinauer, Frederickson, Godfrey, Griepentrog, Gudmundson, Hagen, Hart, Hartenian, Hartman, Hegedus, Huffman, Kunkel, Lilly, Makar, Marks, Moon, Niendorf, Philip, Schellenger, Sibley, Simons, Sridhar, Tatikonda, L., Tatikonda, R., Tippens, Tower, Turman, Wresch

II. PURPOSE

The graduate program in business administration is designed to qualify the graduate for broad managerial responsibility in business, government, educational institutions, health care and other organizations. Courses comprising the Master of Business Administration program are offered at Green Bay and Stevens Point, as well as Oshkosh. With classes offered during the early evening hours, it is possible to pursue the MBA degree on either a full-time or a part-time basis.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

In addition to the requirements of the Graduate School specified in the first section of this Bulletin, the Program has established the following policies and procedures for admission:

Common Body of Knowledge:

Applicants are required to have a common body of business knowledge equivalent to the foundation course requirements. Normally, this requirement is satisfied if applicants have earned an undergraduate business degree and completed undergraduate course equivalents from AACSB accredited or other approved business programs, with a C or better.

Applicants without an undergraduate business degree and who lack adequate course preparation in business may be admitted to the MBA program but will be expected to take appropriate foundation courses or their equivalents. Units (crs.) earned in these courses are not applicable to the 30-33 units (crs.) required for the graduate degree and must be completed prior to taking MBA core courses. A proficiency option is also available for all foundation course requirements.

Foundation Courses:

Subject

| Catalog # | Units (c | rs.) Title |
|--------------------|----------|---------------------------------|
| Business Ad | ministra | tion |
| 700 | 1-3 | Accounting Foundations |
| 710 | 1.5 | Foundations of Information Sys- |
| | | tems |
| 712 | 1.5 | Foundations of Statistic |
| 730 | 1.5 | Finance Foundation |
| 740 | 1.5 | Foundations of Production man- |
| | | agement |
| 750 | 1.5 | Organizational Foundations |
| 770 | 1.5 | Marketing Foundations |
| Economics | | |
| 704 | 1-3 | Basic Economic Theory |
| | | |

Testing:

Admission in Full Standing is based on an undergraduate grade point average (UGPA) of at least 2.75 (4.0 scale), or an average of at least 2.90 during the last half of undergraduate work; <u>AND</u> a satisfactory score on the GMAT (Graduate Management Admission Test), 450 or higher, taken within the last five years; <u>AND</u> a composite index, comprised of the UGPA and GMAT score, which meets the condition:

(UGPA x 200) + GMAT > 1050; OR

(Last half UGPA x 200) + GMAT \geq 1100.

Therefore, if an undergrad GPA is 3.0 or higher, a minimum GMAT score of 450 is needed for Full Standing admission. If an undergrad GPA is below 3.0, a minimum GMAT score of greater than 450 is needed for Full Standing admission.

Undergraduate Major:

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

V. SUMMARY

A. Structure

The program is comprised of core courses and electives.

B. Academic Plans of Study

Business Administration is the description for the Business Administration plan of study.

The curriculum code for the business administration program is MBA.

C. Minimum Unit (Cr.) Requirements

30-33 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students in the Program.

D. Admission to Candidacy

Students must satisfy fully the Graduate School requirements for advancement to candidacy, stated in the first section of this Bulletin.

E. Graduation Requirements

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

VI. DEGREE REQUIREMENTS

Core Courses:

| Oci C Course | , | | |
|--------------|--------------|-------|--|
| Subject | | | |
| Catalog # | Units (crs.) | Title | |

A. Management Core

| Business | Administration | on |
|-----------------|----------------|----------------------------------|
| 788 | 1.5 | Personal and Professional Devel- |
| | | opment |
| 790 | 1.5 | Organizational Leadership and |
| | | Change |
| 792 | 1.5 | International Business |
| 793 | 1.5 | Business Environments: Law, |

Regulation and Ethics

Strategic Management

B. Functional Core

794

Business Administration

3

| 731 | 3 | Financial Management |
|-----|---|----------------------------------|
| 741 | 3 | Operations and Process Man- |
| | | agement |
| 752 | 3 | Cost Management |
| 754 | 3 | Information Systems in Organiza- |
| | | tions |
| 761 | 3 | Human Resources Management |
| | | or |
| 771 | 3 | Marketing Strategy |

Electives

Students may consult with the program adviser in selecting electives from the following offerings:

Subject

| Catalog # | Units (crs | .) Title | | | |
|-------------------------|------------|--|--|--|--|
| Business Administration | | | | | |
| 608 | 3 | Advanced Accounting | | | |
| 622 | 3 | Business Law II | | | |
| 694 | 3 3 | International Business Study Tour | | | |
| 702 | 3 | Advanced Cost Management | | | |
| 709 | 1-3 | Topics in Accounting (see course description) | | | |
| 720 | 3 | Legal Aspects of Business | | | |
| 722 | 3 | Planning for Management in the Future | | | |
| 732 | 3 | Investment Analysis and Portfolio Management | | | |
| 733 | 3 | Money and Capital Markets | | | |
| 734 | 3 | International Financial Management | | | |
| 735 | 1-3 | Current Topics in Finance (see course description) | | | |
| 741 | 3 | Operations and Process Management | | | |
| 742 | 3 | Quantitative Analysis Introduction Management | | | |
| 743 | 3 | Topics in Operations Management | | | |
| 758 | 3 | Project Management | | | |

| 759 | 3 | Advanced Topics in Project Management |
|-----|-----|---------------------------------------|
| 762 | 3 | Organizational Reward Systems |
| 763 | 3 | Labor Relations |
| 765 | 3 | Venture Management |
| 767 | 1-3 | Advanced Human Resource Top- |
| | | ics (see course description) |
| 769 | 1-3 | Seminar in Management Topics |
| 772 | 3 | Research for Marketing Decisions |
| 773 | 3 | International Marketing Manage- |
| | | ment |
| 774 | 1-3 | Seminar in Marketing Topics |
| 777 | 3 | Consumer Behavior |
| 781 | 3 | Systems Analysis and Design |
| 782 | 3 | Data and Database Systems |
| 783 | 3 | Seminar in Information Systems |
| 784 | 3 | Software Design |
| 785 | 3 | Networking and Data Communi- |
| | | cations |
| 786 | 3 | Distribted Information Systems |
| 795 | 6 | Business Administration Thesis |
| 796 | 1-3 | Independent Study in Business |
| | | Administration |
| 798 | 1.5 | Advanced Interpersonal Skills |

Other Requirements

Completion of Business Administration 794 during the last 9 units (crs.) of graduate study.

Comments

A thesis may be submitted in lieu of 6 units (crs.) of electives. Thesis requires the approval of the director of graduate programs of the College of Business Administration.

VII. COURSE DESCRIPTIONS

Please see the College of Letters and Science Graduate Service Courses section of this Bulletin for description of the following course:

Subject Catalog # Units (crs.)

| <u> Catalog II</u> | Office | vio. | , 1100 |
|--------------------|--------|------|-----------------------|
| Economics | | | |
| 704 | 1-3 | ı | Basic Economic Theory |
| | | | |

Titla

Business Administration 608 3 units (crs.) Advanced Accounting II

Advanced accounting theory and practice placing emphasis upon the areas of partnerships, business combinations and consolidated statements, branch accounting and fund accounting. Prerequisite: Business Administration 308, 408/608

Business Administration 622 3 units (crs.) **Business Law II**

This course primarily involves an in-depth study of commercial paper (e.g. promissory notes and checks), agency law, general and limited partnerships, corporate law, secured transactions, bankruptcy and accountant's legal liability. Articles III, IV and IX of the Uniform Commercial Code are applied in this course. Secondarily, this course covers some government regulation of business areas and international law. Prerequisite: Business Law I. 422/622 (Spring)

BUSINESS ADMINISTRATION

Business Administration 694 International Business Study Tour

3 units (crs.)

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. Undergraduate credit, consent of the instructor, for graduate credit, admission to full standing in the MBA program and consent of the instructor. 494/694

Business Administration 700 Accounting Foundations

1-3 units (crs.)

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 Administration 702 Advanced Cost Management

3 units (crs.)

Analysis of underlying concepts and techniques of cost accounting and reporting systems, including recent developments, and management control systems in manufacturing, service, and nonprofit organizations. Prerequisite: Business Administration 752.

Business Administration 709 Topics in Accounting

1-3 units (crs.)

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.

Business Administration 710 Foundations of Information Systems

1-3 units (crs.)

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 Administration 712 Foundations of Statistics

1-3 units (crs.)

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

Business Administration 720

3 units (crs.)

Legal Aspects of Domestic and International Business **Transactions**

This course involves a study of the legal rights and duties arising from business transactions. It covers the

requirements for an enforceable contract, contract defenses, and breach of contract. This course also examines various statutes that apply to commercial transactions regarding the execution of the contact, obligations of the parties, and payment or financing. International conventions and/or treaties affecting business transactions, licenses for international business, and exporting and importing are also studied.

Business Administration 722

1-3 units (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.

Business Administration 730 Finance Foundations

1-3 units (crs.)

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

Business Administration 731

3 units (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 Administration 730.

Business Administration 732 3 units (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 supplement traditional portfolio approaches. Prerequisite: Business Administration 730.

Business Administration 733 Money and Capital Markets

3 units (crs.)

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. Prerequisite: Business Administration 730.

Business Administration 734

International Financial Management and Investments International Financial Management and Investments 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: Business Administration 730.

Business Administration 735 Current Topics in Finance

1-3 units (crs.)

Current Topics in Finance 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 because different topics will be covered in different semesters.

Business Administration 740 1-3 units (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. Prerequisite: Business Administration 712.

Business Administration 741 3 units (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 good and services. Topics include the following: 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; justin-time (JIT); project management; product service and process design; quality improvement; manufacturing strategies; and location. Prerequisite: All foundation courses.

Business Administration 742 3 units (crs.) **Quantitative Analysis in Production Management**

Emphasizes forecasting and computer assisted production and inventory control systems. Forecasting applications include topics from qualitative analysis, time series analysis, causal factors and control systems. The computer assisted production and inventory control systems emphasize material requirements planning (MRP), including capacity planning, master scheduling, shop floor control and production economics. Emphasis is on case studies and applications. Prerequisite: Business Administration 740. Department Consent Required.

Business Administration 743 1-3 units (crs.) Topics in Operations Management

Study of selected topics within the field of operations management. Topics vary by semester. Prerequisite: Business Administration 740.

Business Administration 750 1-3 units (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 Administration 752 Cost Management

3 units (crs.)

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.

Business Administration 753 Managerial Problem Solving

3 units (crs.)

A quantitative approach to solving management problems by employing innovative statistical and operations research techniques. Prerequisite: Business Administration 712.

Business Administration 754 Information Systems in Organizations

3 units (crs.)

The focus of this course is upon the interrelationships among the functional organization information flows with a view towards improving these interrelationships and the decision-making processes within the total organization; the concepts of data base management systems are investigated, and the principal available systems are evaluated; plans for implementation of a common data base are developed. Prerequisite: All foundation courses.

Business Administration 758 Project Management

1.5 units (crs.)

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.

Business Administration 759 1.5 units (crs.) Advanced Topics in Project Management

This course is oriented toward the more experienced project manager 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 Administration 758.

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Business Administration 761 Human Resources Management

3 units (crs.)

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 to prepare of successfully managing 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.

Business Administration 762 Organizational Reward Systems

1-3 units (crs.)

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 Administration 761 or consent of instructor.

Business Administration 763 Labor Relations

3 units (crs.)

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 on working, in human resource management or general management.

Business Administration 765 Venture Management

3 units (crs.)

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.

Business Administration 767 1-3 units (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 which 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 Administration 761 or consent of instructor.

Business Administration 769 Seminar in Management Topics

1-3 units (crs.)

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.

Business Administration 770 Marketing Foundations

1-3 units (crs.)

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 Administration 771 Marketing Strategy

3 units (crs.)

functionally integrated approach to planning, implementing and controlling marketing strategies and tactics. Emphasis is placed upon the use of marketing systems, modeling, information 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 Case studies and business Prerequisite: Business Administration 770.

Business Administration 772 Research for Marketing Decisions

3 units (crs.)

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: Business Administration 712 and 770.

Business Administration 773 International Marketing Management

3 units (crs.)

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 proved opportunities for applying marketing principles. Prerequisite: Business Administration 770 and 792.

Business Administration 774 Seminar in Marketing Topics

1-3 units (crs.)

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: Business Administration 770 or consent of instructor.

Business Administration 777 Consumer Behavior

3 units (crs.)

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: Business Administration 770.

Business Administration 781 Systems Analysis and Design

3 units (crs.)

Students will learn the theory of the information systems development process. The course will focus on tools and techniques used in the analysis and design of information systems. Emphasis will be placed in the use of classical and structured tools for describing data flow, data structure, process flow, file design, input and output design, and program specifications in the development and maintenance of information systems. The course will survey important skills required in systems analysis such as fact-finding, project management, and cost-benefit analysis. Prerequisite: Business Administration 710 or equivalent, and one programming course.

Business Administration 782 Data and Database Systems

3 units (crs.)

Students will learn and apply data modeling theory and databases technologies, including SQL and maagement issues such as security, privacy, backup and recovery. Prerequisite: Business Administration 710 or equivalent, and one programming course.

Business Administration 783 Seminar in Information Systems

3 units (crs.)

Study of selected topics within the field of Management Information Systems. Topics vary by semester. Prerequisite: Business Administration 754.

Business Administration 784 Software Design

3 units (crs.)

Study of the theory and practical application of software design for business applications. Students will learn the principles of software and development using an event-driven programming language. Topics include procedural and event-driven programming, software design for maintainability and reusability, and GUI design. Prerequisite: Business Administration 781 and 782.

Business Administration 785 Network and Data Communication

3 units (crs.)

Networking technologies offer tools that can extend the reach of an organization as well as facilitate the implementation of new and redesigned processes. Students completing this course will gain an understanding of the theory of network technology, its uses, and management. Students will gain experience in the configuration of networks, including LAN based and Internet based systems.

Business Administration 786 Distributed Information Systems

3 units (crs.)

The objective of the Distributed Information Systems Projects course is to develop student knowledge and skills in the design and development of distributed, or client/server, information systems. A secondary objective is to develop project management and life-long learning skills. Students enrolled in the course will manage the development of distributed information system projects using various development tools. Students are expected to manage their learning of these tools. Prerequisite: Business 781, 782 and 785.

Business Administration 787 3 units (crs.) Information Resource Management, Strategy, and Policy

Students will understand how to manage information (development, management resources. project operations), pricing decisions, maintenance. and evaluation of system alternatives, and utilizing specific approaches, methods, and tools for directing technology projects. In addition, the course will acquaint students with the issues, procedures, and opportunities associated with the use of information technology in organizations with the management of the IS functions. Prerequisite: Business 781, 782, 785; six credits of Business Management courses; and taken in the last 9 credits of the MSIS program.

Business Administration 788 1.5 units (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 where 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. (To be taken during the first nine hours of program.)

Business Administration 790 1.5 units (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: Business Administration 788 or consent of instructor.

Business Administration 792 International Business

1.5 units (crs.)

This course will analyze the increasing impact that international business has on our domestic well-being and will stress the significant rewards which can accrue from the penetration of international markets. The challenges

BUSINESS ADMINISTRATION

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.

Business Administration 793 1.5 units (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 be able 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.

Business Administration 794 1-3 units (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. Prerequisite: Must be taken in last nine hours of MBA program.

Business Administration 795 Business Administration Thesis

1-6 units (crs.)

MBA students may register for 6 credits of thesis after securing the approval of the thesis topic and advisor from the Director of Graduate Programs of the College and after filing the thesis topic and Advisor Approval Form in the Graduate Office. Pass/Fail course. Department Consent Required.

Business Administration 796 1-3 units (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. Department Consent Required.

Business Administration 798 Advanced Interpersonal Skills

1.5 units (crs.)

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 skill at making formal presentations. Prerequisite: Business 788.

COLLEGE OF EDUCATION AND HUMAN SERVICES

COUNSELOR EDUCATION

Margaret Olson, Department Chairperson and Program

Coordinator

Office: Nursing/Education 1 Telephone: 920-424-1475

Website: www.coehs.uwosh.edu/counselored/

E-mail: Kryzan@uwosh.edu

I. FACULTY

Barnes, Hargis, Havens, Olson, A. Saginak, Urofsky, Wilson

II. PURPOSE

The Graduate Program in Counseling is designed to prepare counselors for schools (K-12), for higher education settings, and for community counseling agencies.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/ INFORMATION

In addition to the requirements of the Graduate School specified in the first section of this Bulletin, the Program has established the following policies and procedures for admission:

Grade Point Average

A minimum undergraduate grade point average of 3.00 overall or 3.25 in the last one-half. If the grade point average is between 2.75 and 3.00, additional evidence may have to be presented. The additional evidence may consist of:

- 1. Graduate Record Exam
- 2. Statement of educational achievements and goals not reflected in grade point average.
- 3. Relevant experience

If the Grade Point Average is below 2.75, additional evidence may be required. This may include:

- 1. Graduate Record Exam
- **2.** Statement of educational achievements and goals not reflected in grade point average.
- 3. Two additional letters of reference from individuals that present further evidence of ability to do graduate work.

4. Presentation of graduate units (crs.) of qualifying course work.

References:

Two letters of reference to address specifically the applicant's academic and interpersonal skills.

Experience:

Preference will be given to applicants who have two years or equivalent of paid or unpaid experience in the human services area.

A typed response to the questions contained in the Counselor Education Application Supplement is required. Responses are reviewed to ascertain the applicant's goals, experience, commitment, writing skills, and interpersonal characteristics as they relate to the counseling profession.

Interview to Assess Interpersonal Qualities

If the applicant is recommended for admission by the department's Admissions Committee, the final step is a group and/or individual interview with the department faculty. The purpose of the interview is to assess the applicant's interpersonal qualities and understanding of the counseling profession; also to clarify any concerns raised by the Admissions Committee.

Application Deadlines

The first deadline for admission to a following fall term is **September 1** of the preceding year. By this date, the Graduate School must receive a completed application form and paid application fee. The **second** deadline for a following fall admission is **November 1**. In addition to the completed application form and paid fee, by this date the Graduate School must have two letters of reference, all transcripts, a completed supplement and disclosure form, and any additional evidence if applicable.

The **first** deadline for admission to a following spring term is **February 1** of the preceding year. By this date, the Graduate School must receive a completed application form and paid application fee. The **second** deadline for a following spring admission is **April 1**. In addition to the completed application form and paid fee, by this date the Graduate School must have two letters of reference, all transcripts, a completed supplement and disclosure form, and any additional evidence if applicable.

V. SUMMARY

A. Structure

The Program is comprised of core, emphasis, and elective courses. The Program offers a choice of 3 emphases. These are: (1) Community Counselor, (2) School Counselor, and (3) Student Affairs and College Counseling.

B. Academic Plans of Study

The following are the descriptions for the Counselor Education plan(s) of study:

Counseling (School)
Counseling (Community)
Counseling (Student Development)
GAP (Career Counselor)

COUNSELOR EDUCATION

C. Minimum Unit (Cr.) Requirements

48 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students in the Program.

D. Admission to Candidacy

Students must satisfy fully the Graduate School requirements for Admission to Candidacy, stated in the first section of the Graduate Bulletin. In addition, they must complete a minimum of 15 units (crs.) which must include Counselor Education 701, Theoretical Foundations in Counseling, 3 units (crs.) with a grade of 3.0 (B) or higher, Counselor Education 702, Counseling Process, 3 units (crs.) with a grade of 3.0 (B) or higher, and Counselor Education 705, Counseling Techniques for Personal Growth, 1 unit (cr.). Transfer units (crs.) are not included in the minimum 15 units (crs.). Students must complete Admission to Candidacy no later than 24 units (crs.) into the program or they will not be allowed to attend future courses. Students must be admitted to Candidacy prior to enrollment in Counselor Education 794, Counseling Practicum. Student qualifications are discussed in department faculty meetings. Approval or denial for Admission to Candidacy is determined by department faculty vote.

Additional criteria is outlined in the Department's student handbook.

VI. DEGREE REQUIREMENTS

Core Courses:

Subject

| Catalog # | Units (d | ers.) Title |
|-------------------------|----------|---|
| Counselor Ed | | |
| 700 | 2 | Professional Orientation in Counseling |
| 701 | 3 | Theoretical Foundations of Counseling |
| 702 | 3 | Counseling Process |
| 704 | 3 | Assessment Techniques in Counseling |
| 705 | 1 | Counseling Techniques for Personal Growth |
| 708 | 3 | Career Development |
| 711 | 3 | Life Span Development in Counseling |
| 731 | 3 | Group Counseling Process |
| 744 | 1 | Consultation in Counseling |
| 788 | 3 | Social and Cultural Foundations of Counseling |
| 794 | 5 | Counseling Practicum |
| 797 | 3 | Counseling Internship I |
| 798 | 3 | Counseling Internship II |
| Educational Foundations | | |
| 770 | 3 | Foundations of Educational Research |

Emphases

In addition to the Core Courses:

Subject

| , | | |
|-----------|--------------|-------|
| Catalog # | Units (crs.) | Title |

A. Community Counselor Counselor Education

| Couriscio | Luucation | |
|------------|------------|--------------------------------|
| 729 | 3 | Community Counseling |
| 730 | 3 | Mental Health Counseling |
| One of the | following: | |
| 776 | 3 | Chemical Dependency Counseling |
| 784 | 3 | Seminar in Family Counseling |

B. School Counselor Counselor Education

| Counseion | Luucation | |
|------------|------------|--|
| 733 | 3 | School Counseling |
| 735 | 3 | Counseling with Children and Adolescents |
| One of the | following: | |
| 776 | 3 | Chemical Dependency Counseling |
| 784 | 3 | Seminar in Family Counseling |

C. Student Affairs and College Counseling Counselor Education

| 709 | 3 | Student Affairs and College |
|------------------|--------|--|
| 745 | 3 | Counseling Student Development and the College Environment |
| One of the follo | owing: | ŭ |
| 776 | 3 | Chemical Dependency Counseling |
| 784 | 3 | Seminar in Family Counseling |
| =1 41 | | |

Electives

Students must consult with their advisor in selecting recommended electives from the following offerings:

Subject

| 0.4.1 | | · |
|-------------|------------|----------------------------------|
| Catalog # | Units (cre | s.) Title |
| Counselor E | ducation | |
| 724 | 1-3 | Current Issues in Counseling |
| 727 | 1-3 | Dynamics of Substance Abuse in |
| | | the Family |
| 728 | 3 | Grief Counseling |
| 751 | 3 | Eating Disorders: Family Systems |
| | | Concepts |
| 752 | 3 | Counseling Abusive Families |
| 776 | 3 | Chemical Dependency Counsel- |
| | | ing |
| 778 | 4 | Practicum in Career Counseling |
| 779 | 3 | Field Work Experience in Career |
| | | Counseling |
| 780 | 3 | Career Development Theories |
| | | and Practices |
| 784 | 3 | Seminar in Family Counseling |
| 790 | 3 | Group Counseling Practicum |
| 792 | 3 | Professional Development Semi- |
| | | nar |
| 795 | 3-6 | Counselor Education Thesis |
| 796 | 1-3 | Independent Study |
| | | |

| Educational | Foundat | tions |
|----------------|---------|--|
| 543 | 3 | The Adult Learner |
| 550 | 3 | Adolescent Psychology |
| 607 | 3 | Education and Diverse Popula- |
| | | tions |
| 705 | 2-3 | Child Psychology |
| 706 | 3 | Multicultural Education |
| 713 | 3 | Principles of Appraisal and |
| | | Evaluation in Education |
| Secondary E | ducatio | n |
| 607 | 3 | Alcohol, other Drug Prevention Policies |
| 704 | 3 | Curriculum Foundations in the |
| | | Secondary School |
| Special Educ | ation | |
| 710 | 3 | Conferencing Techniques for |
| | | Special Educators |
| 552 | 3 | Child and Youth With Disabilities |
| Psychology | | |
| 503 | 3 | Psychology of Abnormal Behavior |
| 665 | 3 | Psychology of Personality |
| 681 | 3 | Introduction to Counseling |
| Sociology | | |
| 513 | 3 | Rural Sociology |
| 521 | 3 | Social Psychology |
| 537 | 3 | Industrial Psychology |
| 539 | 3 | Sociology of the Family |
| 553 | 3 | Juvenile Delinquency |
| Social Work | _ | a |
| 571 | 3 | Child and Family Welfare |
| 575 | 3 | Treatment and Mistreatment of Offenders |
| 615 | 3 | Community Organization Theory and Practice |
| 643 | 3 | Dynamics of Family Systems |
| 668 | 3 | Social Welfare Policy |
| Interdisciplin | ary Stu | |
| 625 | 3 | Aging: Dimensions and Processes |
| 626 | 3 | Aging: Needs, Services and Issues |
| 760 | 3 | Aging Policy |

Other Requirements

Culminating Experience

The culminating experience is the Counseling Internship II course (Counselor Education 798). Students may also elect the thesis in addition to the Counselor Education 798

VII. LICENSURE AS A SCHOOL COUN-SELOR IN WISCONSIN

Students must complete the following requirements established by the Wisconsin Department of Public Instruction (WDPI) for licensure as a school counselor (966, School Counselor) in Wisconsin.

A Master's Degree in School Counseling from a DPI approved program (UW Oshkosh School Counseling Program is approved).

And one of the following:

- minumum of two years of PK-12 teaching experience as a licensed teacher.
- 2. one year (2 academic semesters) postmaster's paid School Counseling Internship. UW Oshkosh conducts a DPI approved School Counseling Internship Program. Students interested in this licensing option should contact the coordinator of the School Counseling Program for details.
- complete two years of successful post-3. master's school counseling experience with a 3-year limited license. The Counselor Education Department is approved by the DPI to endorse students for this 3-year limited license. Students interested in this option should contact the coordinator of the School Counseling emphasis for details.

Students who do not possess or qualify for a Wisconsin teaching license are required to complete additional courses by the DPI. Students should contact the coordinator of the School Counseling emphasis for details.

VIII.GRADUATE ACHIEVEMENT PROGRAM (GAP)

The Graduate Achievement Program: Career Counselor program is designed for students who wish to improve their career counseling knowledge and skills.

Admission Requirements:

Students must possess a Master's degree in counseling or a related area from an accredited institution and have consent of the program director.

Program Requirements

Subject

| Catalog # | Units (cr | rs.) Title |
|-------------|-----------|---------------------------------|
| Counselor E | ducation | · |
| 708 | 3 | Career Development |
| 778 | 4 | Practicum in Career Counseling |
| 779 | 3 | Field Work Experience in Career |
| | | Counseling |
| 780 | 3 | Career Development Theories |
| | | and Practices |
| Electives | 3 | |

These courses toward the GAP cannot count toward both a master's degree and a GAP. The GAP must be 16 units (crs.) of additional course work beyond the master's.

COUNSELOR EDUCATION

IX. COURSE DESCRIPTIONS

Please see the Graduate Service Courses section of this Bulletin for descriptions of the following course(s):

Subject

| Catalog # | Units (crs | s.) Title |
|-------------|------------|--------------------------------|
| Educational | Foundatio | ns |
| 770 | 3 | Foundations of Educational Re- |
| | | search |

Counselor Education 680 Introduction to Counseling

3 units (crs.)

This course is designed to give an overview of counseling theories, helping skills, and the counseling profession to non-counselor education majors. It is designed to serve as an introduction/overview to the field of counseling. 480/680

Counselor Education 700 **Professional Orientation in Counseling**

2 units (crs.)

This course provides students with an overview of issues in the ethical practice of professional counseling in schools, community agencies, and higher education settings. Topics addressed will include ethical decisionmaking; professional credentials and affiliations; and standards of practice, research, and training in counseling.

Counselor Education 701 Theoretical Foundations of Counseling

3 units (crs.)

This course introduces students to the theory, knowledge and skills which 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. Prerequisite: Consent of instructor.

Counselor Education 702 **Counseling Process**

3 units (crs.)

An introduction to the process and techniques involved in developing an effective counseling relationship. The course is designed to aid the student to gain insight into the counseling relationship particularly for his/her personhood as a variable in the counseling process. Prerequisite: Counselor Education 701 (may be taken concurrently). Open to Counselor Education Majors only. Department Consent Required.

Counselor Education 704

3 units (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. Prerequisite: Counselor Education 701 (may be taken concurrently).

Counselor Education 705 **Counseling Techniques for Personal Growth**

1 unit (cr.)

Explores and develops needs and concerns of self in relation to the counseling profession by experiencing openness, trust, risk-taking, and feedback and examining the relationship between the cognitive and affective self. Prerequisite: Counselor Education 701 (may be taken concurrently). Open to Counselor Education Majors only. Pass/Fail course. Department Consent Required.

Counselor Education 708 **Career Development**

3 units (crs.)

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, decisionmaking, and implementation; job satisfaction/stress and lifestyle management; career development theories; career counseling services, assessment, and occupational information resources including computer 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.

Counselor Education 709

3 units (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 today. Discussion and activities are directed toward examining the continual challenges with which higher education is faced today, and the challenges encountered in meeting them.

Counselor Education 711 Life Span Development in Counseling

3 units (crs.)

This course provides students with an overview of human growth and development based on a life-span approach from infancy through the aged, with an emphasis on the developmental theories as a basis for understanding counseling theories. It presents strategies for working with clients from a developmental perspective and provides opportunities for students to examine their own developmental processes. The course includes a focus on addressing developmental issues in schools, community agencies, and higher education settings with an emphasis on ethical considerations.

Counselor Education 723 Career Education for the Handicapped

3 units (crs.)

Provides basic career education theory as well as methodology to incorporate career education into daily instruction and Individual Education Plans for mild to moderately handicapped students from kindergarten to post-secondary levels. Prerequisite: Special Education 552 or consent of instructor.

Counselor Education 724 **Current Issues in Counseling**

1-3 units (crs.)

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 Counseling. Prerequisite: Consent of instructor.

Counselor Education 726 Substance Abuse Prevention

1-3 units (crs.)

A course designed to aid participants to conceptualize and develop strategies of alcohol and drug abuse prevention in school setting. Prerequisite: Consent of instructor.

Counselor Education 727 1-3 units (crs.) Dynamics of Substance Abuse in the Family

This course examines the effects of chemical abuse on the family and identifies strategies for aiding mental health professionals to work with dysfunctional family systems. Prerequisite: Consent of instructor.

Counselor Education 728 Grief Counseling

3 units (crs.)

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, community agencies, and higher education settings.

Counselor Education 729 Community Counseling

3 units (crs.)

This course focuses on issues and concerns specific to the area of community counseling. Course content includes community counseling models, community couselors' roles and functions, types of community systems, and issues commonly addressed by community counselors. Prevention programming, crisis intervention, consultation, advocacy, outreach, and program development and management will be addressed as well as the impact of social and cultural variables on community counseling. Prerequisite: Counselor Education 700 and 701. Open to Counselor Education majors only.

Counselor Education 730 Mental Health Counseling

3 units (crs.)

An overview of the study of psychopathology, this course is designed to address etiology, assessment, diagnosis, and treatment and interventions with persons with maladaptive behaviors and mental disorders. Applications and limitations of diagnostic systems will be considered as well as the role of diagnosis, case conceptualization, and the nature of treatment from a variety of theoretical orientations. Prerequisite: Counselor Education 700, 701 and 729. Open to Counselor Education majors only.

Counselor Education 731 Group Counseling Process

3 units (crs.)

An examination of traditional and new counseling and guidance groups with particular emphasis on effective counselor skills and techniques for group work. Prerequisite: Counselor Education 702 and 705. Open to Counselor Education Majors only. Department Consent Required.

Counselor Education 733 School Counseling

3 units (crs.)

This course provides an overview of comprehensive school counseling and guidance programs. It will include the historical background, theories, knowledge and skills to prepare the student to implement and integrate a program

of counseling and guidance in the education setting. Prerequisite: Counselor Education 701 (may be taken concurrently). Open to Counselor Education Majors only.

Counselor Education 735 Counseling With Children and Adolescents

3 units (crs.)

Counseling with Children and Adolescents is designed for students who intend to counsel in elementary, middle, and high schools. It also is open to Community Counseling students. The course provides students with knowledge and practice in counseling strategies appropriate for children and adolescents. Prerequisite: Counselor Education 733. Open to Counselor Education majors only.

Counselor Education 744 Consultation in Counseling

1 unit (cr.)

This course provides students with an understanding of the theory and practice of consultation and collaboration. Emphasis is placed on the consultation process and students' development of a personal model of consultation and collaboration. Detailed exploration of organizational, higher education, mental health, behavioral, and schoolbased consultation and collaboration including legal and ethical considerations, and professional trends and issues. Prerequisite: Counselor Education 700, 701 and 702

Counselor Education 745

3 units (crs.)

Student Development and the College Environment
This course is designed to familiarize students with major

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 outcomes. Students are provided with the opportunity to design and implement needs and outcomes assessments that reflect specific theoretical perspectives.

Counselor Education 751 Eating Disorders: Family Systems Concepts

3 units (crs.)

This course focuses on characteristics of eating disorder clients and how the family system supports the development of eating disorders. Family systems concepts such as triangulation, enmeshment, communication, homeostasis, multigenerational issues, and life cycle development will be addressed in the context of families with eating disorders. Therapeutic strategies and interventions will also be presented.

Counselor Education 752 Counseling Abusive Families

3 units (crs.)

A course designed to assist counselors in the prevention, intervention and treatment of abuse within families. Particular attention will be given to spouse abuse, sexual abuse of children, physical abuse of children, physical neglect of children, and abuse of the elderly.

Counselor Education 776 Chemical Dependency Counseling

3 units (crs.)

An examination of the dynamics of substance abuse including physical and emotional effects. Review of

COUNSELOR EDUCATION

traditional and contemporary treatment modalities with major focus on counseling approaches. Prerequisite: Counselor Education 702, Psychology 686 or consent of instructor.

Counselor Education 778 Practicum in Career Counseling

4 units (crs.)

Supervised career counseling practice and related activities in structured school or non-school settings and the Education Diagnostic Service Center. Emphasis is upon demonstrated integration of theory, skills and techniques into an effective counseling posture dealing with career concerns. Prerequisite: Counselor Education 708, 780 and consent of instructor. Department Consent Required.

Counselor Education 779 3 units (c) Field Work Experience in Career Counseling

A course designed as a requirement of the Graduate Achievement Program (GAP): Career Counselor. Focuses on new techniques and materials in career counseling with individuals or groups, assessment techniques, career information and career education, evaluation and research, and current issues in the field. Prerequisite: Counselor Education 708 and consent of Instructor.

Counselor Education 780 3 units (crs.) Career Development Theories and Practices

A course designed as a requirement of the Graduate Achievement Program (GAP): Career Counselor. Focuses on new techniques and materials in career counseling with individuals or groups, assessment techniques, career information and career education, evaluation and research, and current issues in the field. Prerequisite: Counselor Education 708 and consent of instructor.

Counselor Education 784 Seminar in Family Counseling

3 units (crs.)

An introductation 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. Prerequisite: Counselor Education 731 or consent of instructor. Open to Counselor Education Majors only. Department Consent Required.

Counselor Education 785 Field Work Experience

3 units (crs.)

Supervised field experiences in a college student development, community/agency setting, or school (K-12) setting. Department Consent Required.

Counselor Education 786 School Counselor Internship I

8 units (crs.)

This course is a post master's degree course designed to meet Wisconsin Department of Public Instruction requirements for licensure as a school counselor in Wisconsin. The course requires a full school year of experience in a public or parochial elementary or secondary school performing the functions of a school counselor under supervision of a licensed school counselor and a University supervisor. Only those individuals who have the approval of the Department may enroll for this course. Prerequisite: Consent of Department.

Counselor Education 787 School Counselor Internship II

8 units (crs.)

The second one-half of the full year counseling experience described under Counselor Education 786. Prerequisite: Counselor Education 786. Department Consent Required.

Counselor Education 788

3 units (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: Counselor Education 701. Open to Counselor Education majors only.

Counselor Education 790 Group Counseling Practicum

3 units (crs.)

Experience in group counseling to include developmental processes with groups. Supervision through individual and group critiques by use of audio and visual taping. Prerequisite: Counselor Education 731, 794 and consent of instructor. Open to Counselor Education Majors only. Department Consent Required.

Counselor Education 791

3 units (crs.)

Community Field Work Experience

Supervised counseling and program development experiences in community counseling settings or personnel offices in business or industry. Experiences directed toward competencies in counseling, supervision, administration, and in-service education. Students will be required to work at least one day per week at a field placement site, as well as meet in a weekly class setting. Prerequisite: Counselor Education 797. Department Consent Required.

Counselor Education 794 Counseling Practicum

5 units (crs.)

Supervised counseling practice and related activities in structured counseling setting and in the Department's Counseling Laboratory. Emphasis in the course is upon demonstrated integration of counseling and development theory, skills, and techniques into an effective counseling style. Students are responsible for their professional conduct. Prerequisite: Counselor Education 701, 702, 704, 708, 731 and admission to candidacy. Department Consent Required.

Counselor Education 795 Counselor Education Thesis

1-6 units (crs.)

Each registration with maximum accumulation of 6 cr. Registration for thesis credit for MSE Counseling students who have submitted an approved Thesis Proposal and Advisor Appointment Form to the Graduate Office. Pass/Fail course. Department Consent Required.

Counselor Education 796 Independent Study

1-3 units (crs.)

Each registration with maximum accumulation of 6 cr. Registration for advanced students who want to pursue a topic under the direction of Counselor Education Faculty. Prerequisite: Independent Study Topic and Instructor

Approval Form must be filed at or before registration. Department Consent Required.

Counselor Education 797 Counseling Internship I

3 units (crs.)

This course focuses on providing site-based counseling and related services in settings that are consistent with an emphasis in school, student development in higher education, or community counseling. Student counselors 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 clock hours to include 120 hours of direct client services. Prerequisite: Counselor Education 794 with a grade of B or better. Open to Counselor Education majors only. Repeatable for credit for up to 9 credits.

Counselor Education 798 Counseling Internship II

3 units (crs.)

A continuation of Counselor Education 797 Counselor 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: Counselor Education 797 with a grade of B or better. Open to Counselor Education majors only. Repeatable for credit up to 9 credits.

Counselor Education 799

0 units (crs.)

Registration for Comprehensive Examination

Pass/Fail course. Department Consent Required.

CURRICULUM AND INSTRUCTION

Elementary Education/Secondary Education

Ava L. McCall, Chair

Linda K. Christian-Smith, Program Coordinator

Office: Education 208A Telephone: 920-424-2477

Website: www.coehs.uwosh.edu/ci

E-mail: candi@uwosh.edu

I. FACULTY

Christian-Smith, Erdman, Fast, Hankes, Henn-Reinke, Hones, Lemberger, McCall, Rose, Wineberg

II. PURPOSE

The Master of Science in Education: Curriculum and Instruction Degree 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 education, in analyzing curriculum in various subject areas, for interpreting and formulating educational research, for engaging in scholarly writing, for expanding professional knowledge in education, and for reflecting on one's practice.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

In addition to the requirements of the Graduate School specified in the first section of this Bulletin, the Program has established the following policies and procedures for admission:

Licensure

Applicants must hold teacher licensure or have eligibility for the same. 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.

A photocopy of any current teaching licenses is required as part of the documentation for admission to the program.

Undergraduate Major

Most often, the baccalaureate will have been taken in Early Childhood or Elementary Education, Middle School Education, or related fields.

Application Deadlines

The Graduate School and Research must receive the completed application and paid fee by April 1 for admission to the following fall semester, and by September 1 for the following spring and summer semesters.

V. SUMMARY

A. Structure

The Program is comprised of core courses, foundation courses and, teaching emphases courses. Teachers seeking additional licensure will need to fulfill any remaining undergraduate deficits.

B. Academic Plans of Study

Curriculum & Instruction is the description for the Curriculum & Instruction plan of study.

C. Minimum Unit (Cr.) Grade Requirements

36 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students. Only those courses with a grade of "B" or higher will count for the Masters Degree in Curriculum and Instruction.

D. Admission to Candidacy

Students must satisfy fully the Graduate School requirements for advancement to candidacy as stated in the first section of this Bulletin. Students must meet with the program coordinator.

Students should apply for Admission to Candidacy immediately after completing 15-21 units (crs.), including at least two of the three following courses: Elementary Education/Secondary Education 723 Issues in Connecting the Curriculum, Elementary Education/Secondary Education 734 Classroom Assessment and Curriculum and Instruction, Educational Leadership 325/525 Instructional Technology. Students with questions should contact the program coordinator.

E. Enrollment Restrictions

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

VI. DEGREE REQUIREMENTS

Subject

Catalog # Units (crs.) Title

A. Core - 15 units (crs.) required

Educational Foundations

770 3 Foundations of Educational Research

Elementary Education/Secondary Education

723 1-3 Issues in Connecting the Curriculum
734 3 Classroom Assessment and Curriculum and Instruction

Elementary Education/Secondary Education

792 3 Seminar in Curriculum and Instruction(take final Spring semester evening)

Educational Leadership

325/525 3 Instructional Technology

Recommended Course: Elementary Education/Secondary
Education 720, Curriculum, Instruction & Action Research

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

B. Foundations - Two of the following (6 units (crs.)):

One of the following not taken in the Foundation Section or not taken in undergraduate course content:

Educational Foundations

| 703 | 3 | Education and the Making of | |
|------------------------|---|-----------------------------|--|
| | | American Society | |
| 706 | 3 | Multicultural Education | |
| Educational Leadership | | | |
| 735 | 3 | Legal Aspects in Education | |

C. Teaching Emphasis: Choose One

1. Early Childhood (non-licensure) (PK-3) (15 units (crs.))

Elementary Education

| 711 | 3 | Early Childhood Education PreK-3 |
|-----|---|----------------------------------|
| 713 | 1 | Early Childhood Education Topics |
| | | (Fall) |

At least two of the following: Elementary Education

| 722 | 3 | Science in Early Childhood, Ele- mentary and Middle School |
|-----|---|---|
| 724 | 3 | Language Arts in Early Childhood, |
| | | Elementary, and Middle School |
| 726 | 3 | Social Studies Elementary and |
| | | Middle School |
| 729 | 3 | Mathematics in the Elementary |
| | | School |
| | | |

Reading Education

| 620 | 3 | Literature, Language Develop- |
|-----|---|-------------------------------|
| | | ment and the Young Child |

Electives - 5 units (crs.) individually planned with coordinator

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

2. Elementary Education (non-licensure) (1-6) (15 units (crs.))

Elementary Education

716 3 Issues in Elementary Education

At least three of the following: Elementary Education

| 3 | Science in Early Childhood, Ele- mentary and Middle School |
|---|---|
| 3 | Language Arts in EC, Elementary, and Middle School |
| 3 | Social Studies in Elementary and Middle School |
| 3 | Mathematics in the Elementary School |
| | 3 |

Reading Education

705 3 Reading in the Elementary School

Electives - 3 units (crs.) individually planned with coordinator

Recommended Courses: Elementary Education 730, Cognitively Guided Mathematics; Reading Education 610, Assessment and Planning for Literarcy Instruction

3. Middle School (non-licensure) (5-8) (15 units (crs.)) Secondary Education

| 732 | 3 | Middle School Education |
|-----|---|--------------------------------|
| 713 | 1 | Middle School Education Topics |
| | | (Spring) |

At least two of the following: Elementary Education

| 722 | 3 | Science in Early Childhood, Ele- mentary and Middle School |
|-----|---|---|
| 724 | 3 | Language Arts in EC, Elementary and Middle School |
| 729 | 3 | Mathematics in the Elementary School |
| 726 | 3 | Social Studies in the Elementary and Middle School |

Reading Education

| 640 | 3 | Reading/Language in the Content |
|-----|---|---------------------------------|
| | | Δreas |

Electives - 5 units (crs.) individually planned with coordinator

Recommended Courses: Secondary Education 736, Science Curriculum; Reading Education 610, Assessment and Planning for Literacy Instruction

4. ESL (licensure minor)(1-6, 1-9, 6-12 or K-12)(26 units (crs.))

Elementary Education/Secondary Education

| 346/546 | 3 | Methods of Teaching ESL |
|---------|-----|-------------------------------------|
| 348/548 | 3 | Principles of Billingual Education |
| 351/551 | 3 | Authentic Assessment for ESL |
| | | Bilingual Education |
| 352/552 | 3 | ESL and Multicultural Materials |
| 353/553 | 4 | Hmong Language, Culture, and |
| | | Learning |
| 794 | 1-4 | Practicum |
| English | | |
| 583 | 3 | Introduction to English Linguistics |
| | | |

Electives - 6 units (crs.) individually planned with the coordinator. Available to most teachers already licensed in WI. See coordinator for additional course requirements for licensure.

5. Bilingual/Bicultural Education (Spanish) (licensure minor)(1-6, 1-9, 6-12 or K-12)(22 units (crs.)) Elementary Education/Secondary Education

| 346/546 | 3 | Methods of Teaching ESL |
|---------|---|-------------------------------------|
| 348/548 | 3 | Principles of Billingual/Bicultural |
| | | Education |
| 349/549 | 3 | Content Area Instruction in Bilin- |
| | | gual Education |

CURRICULUM AND INSTRUCTION

| 351/551 | 3 | Authentic Assessment for |
|---------|-----|-------------------------------------|
| | | ESL/Bilingual Education |
| 352/552 | 3 | ESL and Multicultural Materials |
| 794 | 1-4 | Practicum |
| English | | |
| 383/583 | 3 | Introduction to English Linguistics |

Electives – 9 units (crs.) induviduall planned with the coordinator. Available to most teachers already licensed in WI. See coordinator for additional course requirements for licensure.

6. Bilingual/Bicultural Education (Hmong) (licensure minor)(1-6, 1-9, 6-12 or K-12) (26 units (crs.)) Elementary/Secondary Education

| Licincinal y/C | cconaai | y Eddodiion |
|----------------|---------|-------------------------------------|
| 346/546 | 3 | Methods of Teaching ESL |
| 348/548 | 3 | Principles of Bilingual/Bicultural |
| | | Education |
| 349/549 | 3 | Content Area Instruction in Bilin- |
| | | gual Education |
| 351/551 | 3 | Authentic Assessment for |
| | | ESL/Bilingual Education |
| 352/552 | 3 | ESL and Multicultural Materials |
| 353/553 | 4 | Hmong Language, Culture and |
| | | Learning |
| 794 | 1-4 | Practicum |
| English | | |
| 383/583 | 3 | Introduction to English Linguistics |

Electives – 9 units (crs.) individually planned with the coordinator. Available to most teachers already licensed in WI. See coordinator for additional course requirements for licensure.

7. Individually Planned Non-Licensure (15 units (crs.))

Available to classroom teachers interested in improving their teaching whose needs are not met by other teaching emphasis, 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 and who also desires Foundations and Pedagogy courses; the middle school English teacher who selects several English courses from the UW Oshkosh MS English who also desires Foundations and Pedagogy courses.

8. PK-3 Licensure (15 credits)

Limited to currently licensed special education teachers and to licensed elementary 1-6 & 4-8 teachers seeking to add PK licensure.

Elementary Education

| ioiiioiitai y | | |
|---------------|-----|---------------------------------|
| 514 | 3 | Organization and Administration |
| | | of Pre-School Programs in Early |
| | | Childhood Education |
| 711 | 3 | Early Childhood Education |
| 713 | 1 | Early Childhood Topics |
| 794 | 1-4 | Practicum |

Educational Leadership

| 502 | 3 | Literature for Children |
|---------------------|-------|--|
| Special Educ | ation | |
| 520 | 3 | Introduction to the Young Child with Disabilities (elementary education teachers only) |

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

Educational Foundations

| 3 | Education and the Making of | | |
|------------------------|-----------------------------|--|--|
| | American Society | | |
| 3 | Multicultural Education | | |
| Educational Leadership | | | |
| 3 | Legal Aspects in Education | | |
| | 3 Leaders | | |

Electives - Sufficient to constitute a minimum of 15 units (crs.) to complete the teaching emphasis, drawn from the PK-3 non-licensure teaching emphasis

Additional Requirements

See coordinator regarding additional undergraduate course requirements and student teaching for licensure.

9. Elementary Education 1-6 Licensure (15 credits)

Limited to currently licensed special education teachers and to licensed PK-3 teachers seeking to add 4-6 licensure.

Educational Leadership

| 502 | 3 | Literature for Children (special |
|-----|---|----------------------------------|
| | | education teachers only) |

Elementary Education

794 1-4 Practicum

Educational Foundations

| 703 | 3 | Education and the Making of |
|-----|---|-----------------------------|
| | | American Society |
| 706 | 3 | Multicultural Education |

Additional requirements

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

VII. OFF-CAMPUS PROGRAM

The Graduate Program is offered at the University of Wisconsin Sheboygan, Sheboygan, Wisconsin.

Program Requirements

A. Core: 15 units (crs.) required Educational Foundations

| 770 | 3 | Foundations of Educational Re- |
|-----|---|--------------------------------|
| | | search |
| | | _ |

Elementary/Secondary Education

| 723 | 3 | Connecting the Curriculum |
|-----|---|----------------------------------|
| 734 | 3 | Classroom Assessment and Cur- |
| | | riculum & Instruction |
| 792 | 3 | Seminar in Curriculum & Instruc- |
| | | tion |

Educational Leadership

| 609 | 3 | Classroom Microcomputer Appli- |
|-----|---|--------------------------------|
| | | cations |

B. Foundations: 6 units (crs.) required

| 703 | 3 | Education and the Making of |
|-----|---|-----------------------------|
| | | American Society |
| 706 | 3 | Multicultural Education |

C. Teaching Emphasis: 15 units (crs.) required

| 546 | 3 | Methods of Teaching ESL |
|-----|---|----------------------------------|
| 716 | 3 | Issues in Elementary Education |
| 725 | 3 | The Teaching of Writing |
| 726 | 3 | Social Studies in the Elementary |
| | | and Middle School |
| 730 | 3 | Cognitively Guided Mathematics |
| | | Instructions |

Electives - 3 units (crs.) may be substituted for Elementary/Secondary 726

Comments

This is a specific program of studies. Contact the Program Coordinator for information and a listing of courses offered at the University of Wisconsin Sheboygan site.

VIII. LICENSURE REQUIREMENTS

(Extending Elementary or Early Childhood Licensure)

Certification is now referred to as licensure by Wisconsin Department of Public Instruction.

Requirements:

Applicants must hold teacher licensure or have eligibility for the same in Early Childhood, Elementary, or Middle 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 course work requirements. Students who do not 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.

VIII. COURSE DESCRIPTIONS

Please see the appropriate Graduate Program entry in this Bulletin for descriptions of the following course(s):

| Subject | Catalog # |
|-------------------------|---------------|
| Educational Leadership | 735 |
| Reading Education | 620, 705, 712 |
| Educational Foundations | 703, 706, 770 |
| Secondary Education | 732 |

Electives may also be taken from Elementary Education, (XXX) and Secondary Education (XXX). See Secondary Education course listings.

Elementary Education

Elementary Education 500 0 units (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. Same as: SEC ED 500.

Elementary Education 514 3 units (crs.) Organization and Administration of Pre-School Programs in Early Childhood Education

Different organizational plans of Head Start, day care, and other preschool programs. These include staffing, housing, admissions, nutrition and health policies, school records, budgeting, community resources, family-community-agency involvement and relationships, and school-community relations with particular emphasis on State of Wisconsin accreditation and licensing requirements. Prerequisite: Elementary Education 312/512 or consent of instructor. 314/514

Elementary Education 546 3 units (crs.) Methods of Teaching English as a Second Language

In this course we will: review developments in second language theory and practice, explore ways to teach, and integrate 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, and to create community among second language learners and to build bridges between schools and diverse linguistic and cultural communities. We will address the needs of second language learner assessment and classroom management. 346/546 Same as: SEC ED 546.

Elementary Education 548 3 units (crs.) Principles of Bilingual/Bicultural Education

In this course we will: explore historical and political dimensions of bilingual/bicultural education, often from comparative perspectives; examine theoretical assumptions and recent research findings about learning through first and second languages; and discuss practical implications of critical theory and research for those who work with bilingual/bicultural children, adolescents, families and communities. 348/548 Same as: SEC ED 548.

Elementary Education 549 3 units (crs.) Content Area Instruction Bilingual Education

In this course we will: explore the theories, practices, and possibilities for bilingual education across content areas. We will examine the teaching of content area subjects to bilingual children and adolescents in both bilingual (first language) classrooms as well as mainstream classrooms. Students will thus have the chance to prepare for content area teaching in English as well as Hmong or Spanish. 349/549 Same as: SEC ED 549.

Elementary Education 551 3 units (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. 351/551 Same as: SEC ED 551.

CURRICULUM AND INSTRUCTION

Elementary Education 552

3 units (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 Same as: SEC ED 552.

Elementary Education 553 Hmong Language, Culture & Learning

4 units (crs.)

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 communitites will be discussed, school achievements and especially 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 Same as: SEC ED 553.

Elementary Education 710 Foundations of Curriculum Planning

3 units (crs.)

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. Same as: SEC ED 710.

Elementary Education 711 Early Childhood Education

3 units (crs.)

The needs and interests of preschool ages; methods, curriculum issues and trends in Early Childhood Education with special emphasis on nutrition, and home, school, community, and agency relations. Designed to give teachers of young children a basic knowledge of early childhood education and to meet state guidelines for Licensure. Prerequisite: Education Foundations 235 or consent of instructor.

Elementary Education 713 Early Childhood Education Topics

1 unit (cr.)

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 715 1-3 units (crs.) Current Trends in Curriculum and Instruction

A course relating to specific concerns of curriculum and instruction educators. The theme of the course will vary

frequently but will focus on current problems, trends, and research in curriculum and instruction. The course may be taken repeatedly with different sub-topics upon approval of department chair or graduate coordinator. Same as: SEC ED 715.

Elementary Education 716 Issues in Elementary Education

3 units (crs.)

Examination of current critical issues in education on the local, state, national, and international levels, with particular reference to the elementary schools and consideration of public and private educational institutions.

Elementary Education 718 Curriculum in the Elementary School

2-3 units (crs.)

Consideration of basic concepts of curriculum development; the relation of foundation areas to the problems of curriculum. Assistance to the individual teacher in understanding procedures and plans for bringing about curriculum changes at the local level. Opportunity to put theory into practice with guidance from the instructor.

Elementary Education 720

1-3 units (crs.)

Curriculum, Instruction and Action Research

Class participants will study readings about action research and analyze reports of completed action research projects. Participants will develop and carry out individual or collaborative projects in their schools which focus on the improvement of their practice, their understanding of their practice, or the situations in which they work. Class readings will include information about action research, examples of research studies conducted by teachers and other school practitioners, and readings focusing on the major areas addressed by the research projects. The course may be taken repeatedly with students registering for part one during the summer semester and part two during the spring semester. Same as: SEC ED 720.

Elementary Education 722 3 units (crs.) Science in Early Childhood, Elementary and Middle School

Designed to familiarize teachers with recent trends in elementary science, including a study of objectives and related methods of evaluation, the nature of the child, the psychological bases for curriculum development, curricular patterns and programs, instructional strategies, and the facilities and equipment appropriate for teaching science in the elementary classroom.

Elementary Education 723 Issues in Connecting the Curriculum

1-3 units (crs.)

Part one: Frameworks for Connecting Curriculum. Participants will examine the historical and contemporary settings for making curriculum connections, 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. Participants' questions important to connected curriculum about working with colleagues and parents, rubrics and grading. 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 will to attend all Connecting the Curriculum meetings in addition to course participation. (Similar arrangement as 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 & 3. Students will an exploratory interest in CTC and limited time may register for 1 credit and attend Part 1. Students who register for less than three credits will agree on an attendance and assignment plan prior to the first class meeting. Same as: SEC ED 723.

Elementary Education 724 3 units (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 3-4 units (crs.) Teaching of Writing

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 Secondary Education 725 and English 725. (Summer) Same as: SEC ED 725.

Elementary Education 726 3 units (crs.) Social Studies in the Elementary and Middle School

Latest trends and issues in social studies curriculum of elementary/middle school. Evaluation of different strategies for teaching and developing curriculum. Stresses action research. (Summer, even years)

Elementary Education 727 1-3 units (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. Same as: SEC ED 727.

Elementary Education 729 3 *units (crs.)* **Mathematics in the Elementary School**

Designed to familiarize teachers with recent trends in elementary school mathematics, including mathematical learning theory, methods of teaching mathematics, and mathematics curriculum materials for grades K-8.

Elementary Education 730 1-3 units (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 II (2 credits) includes 18 hours of implementation/reflection sessions during the school year. Part I will be scheduled for 30 hours during a one-week summer session. Same as: SEC ED 730.

Elementary Education 731 1 unit (cr.) 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 regarded mathematics reform 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. Same as: SEC ED 731.

Elementary Education 734 3 units (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. Same as: SEC ED 734.

Elementary Education 792 3 units (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. Same as: SEC ED 792.

Elementary Education 794 1-4 units (crs.) Practicum

Supervised experiences in an educational setting structured to meet the needs of the graduate student. Consent of Department Chair required. Department Consent Required. Same as: SEC ED 794.

Elementary Education 795 1-6 units (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 Advisor Form in the Graduate Office. Pass/Fail course. Department Consent Required.

CURRICULUM AND INSTRUCTION

Elementary Education 796 Independent Study

1-3 units (crs.)

The amount of credit allowed for independent study may not exceed one registration except with the approval of the student's advisor 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 advisor, the department chair, and the associate dean. Independent study may not be used for collecting information for the thesis. Department Consent Required.

Secondary Education

Secondary Education 500 Bilingual Language Fluency Assessment

0 units (crs.)

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. Same as: ELEM ED 500.

Secondary Education 546

3 units (crs.)

Methods of Teaching English as a Second Language In this course we will: review developments in second language theory and practice, explore ways to teach, and integrate 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, and to create community among second language learners and to build bridges between schools and diverse linguistic and cultural communities. We will address the needs of second language learner assessment and classroom management. 346/546 Same as: ELEM ED 546.

Secondary Education 548 3 units (crs.) Principles of Bilingual/Bicultural Education

In this course we will: explore historical and political dimensions of bilingual/bicultural education, often from comparative perspectives; examine theoretical assumptions and recent research findings about learning through first and second languages; and discuss practical implications of critical theory and research for those who work with bilingual/bicultural children, adolescents, families and communities. 348/548 Same as: ELEM ED 548.

Secondary Education 549 3 units (crs.) Content Area Instruction Bilingual Education

In this course we will: explore the theories, practices, and possibilities for bilingual education across content areas. We will examine the teaching of content area subjects to bilingual children and adolescents in both bilingual (first language) classrooms as well as mainstream classrooms. Students will thus have the chance to prepare for content area teaching in English as well as Hmong or Spanish. 349/549 Same as: ELEM ED 549.

Secondary Education 551 3 units (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. 351/551 Same as: ELEM ED 551.

Secondary Education 552 3 units (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 Same as: ELEM ED 552.

Secondary Education 553 Hmong Language, Culture & Learning

4 units (crs.)

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 communitites 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 Same as: ELEM ED 553.

Secondary Education 704 3 units (crs.) Curriculum Foundations in the Secondary School

Principles and concepts of curriculum development in the secondary school, with consideration of the factors basic to planning, the aims of the secondary school, the organization of the curriculum, current developments and elements desirable in the curricula of secondary schools.

Secondary Education 710 3 units (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. Same as: ELEM ED 710.

Secondary Education 713 1 unit (cr.) Middle School Education Topics

A seminar course relating to specific topics in middle school education. The theme of the course will vary frequently but will focus on current problems, trends and research in middle school education. The proposed course must be taken concurrently with the annual UW Oshkosh Conference - Middle School Education.

Secondary Education 715

1-3 units (crs.)

Current Trends in Curriculum and Instruction

A course relating to specific concerns of curriculum and instruction educators. The theme of the course will vary frequently but will focus on current problems, trends, and research in curriculum and instruction. The course may be taken repeatedly with different sub-topics upon approval of department chair or graduate coordinator. Same as: ELEM ED 715.

Secondary Education 720 1-3 units (crs.) Curriculum, Instruction and Action Research

Class participants will study readings about action research and analyze reports of completed action research projects. Participants will develop and carry out individual or collaborative projects in their schools which focus on the improvement of their practice, their understanding of their practice, or the situations in which they work. Class readings will include information about action research, examples of research studies conducted by teachers and other school practitioners, and readings focusing on the major areas addressed by the research projects. The course may be taken repeatedly with students registering for part one during the summer semester and part two during the spring semester. Same as: ELEM ED 720.

Secondary Education 723 1-3 units (crs.) Issues in Connecting the Curriculum

Part one: Frameworks for Connecting Curriculum. Participants will examine the historical and contemporary settings for making curriculum connections, 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. Participants' questions important to connected curriculum about working with colleagues and parents, rubrics and grading. 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 will to attend all Connecting the Curriculum meetings in addition to course participation. (Similar arrangement as 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 & 3. Students will an exploratory interest in CTC and limited time may register for 1 credit and attend Part 1. Students who register for less than three credits will agree on an attendance and assignment plan prior to the first class meeting. Same as: ELEM ED 723.

Secondary Education 725 Teaching of Writing

3-4 units (crs.)

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 Secondary Education 725 and English 725. (Summer) Same as: ELEM ED 725.

Secondary Education 727

1-3 units (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. Same as: ELEM ED 727.

Secondary Education 730

1-3 units (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 II (2 credits) includes 18 hours of implementation/reflection sessions during the school year. Part I will be scheduled for 30 hours during a one-week summer session. Same as: ELEM ED 730.

Secondary Education 731

1 unit (cr.)

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. Same as: ELEM ED 731.

Secondary Education 732 Middle School Education

3 units (crs.)

Coverage of the goals, objectives, and curriculum of the middle school/intermediate school. Explores the unique educational and social needs of boys and girls 10-15 years of age who are in grades 5-9. The nature of children in this age group is analyzed in terms of changing times and trends.

Secondary Education 733 English/Language Arts Curriculum

3 units (crs.)

Trends and perspectives in the teaching of English. A consideration of recent research and developments in the area of reading, writing, speaking, listening, and observing. Comprehensive reading in professional literature and scholarship in the fields of linguistics, literature, and communicative arts. Attention to materials, units of study, and processes of evaluation.

CURRICULUM AND INSTRUCTION

Secondary Education 734 3 units (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. Same as: ELEM ED 734.

Secondary Education 736 Science Curriculum

3 units (crs.)

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 737 Social Studies Curriculum

3 units (crs.)

Current problems, research, and trends in social studies curricula and methods of teaching. Particular attention to the supervisory role in curriculum development and improvement of instruction.

Secondary Education 739 Mathematics Curriculum

3 units (crs.)

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 743 1-3 units (crs.) Curriculum Development in Specified Middle and Secondary School Areas

For teachers and/or supervisors interested in developing new programs and courses within a given school subject or area. Through this course, the university will provide instructional assistance within which curriculum developments, consistent with a given school's philosophy, could be designed, implemented, and evaluated according to a cooperatively planned timetable. Schools can contract with the university for curriculum development assistance in the areas of curriculum design; construction and/or selection of programs and materials; and program implementation and evaluation. These areas can be taken as separate 1 credit courses or compositely for up to 3 credits. Prerequisite: Teaching experience and contractual agreement with a school system.

Secondary Education 792 Seminar in Curriculum and Instruction

3 units (crs.)

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. Same as: ELEM ED 792.

Secondary Education 794 Practicum

1-4 units (crs.)

Supervised experiences in an educational setting structured to meet the needs of the graduate student. Consent of Department Chair required. Same as: ELEM ED 794.

Secondary Education 796 Independent Study

1-3 units (crs.)

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. Department Consent Required.

EDUCATIONAL LEADERSHIP

Perry Rettig, Program Coordinator Office: Nursing/ Education 612 Telephone: 920-424-1490

Website: www.coehs.uwosh.edu/hspl/EdLeadership.html

E-mail: rettig@uwosh.edu

I. FACULTY

Cramer, Frisch, Garcia, Hagen, Hawkins, Kisubi, Lampe, Muench, Rettig, Winterfeldt

II. PURPOSE

The graduate program in Educational Leadership is designed to prepare professionals for leadership and changeagent roles in various educational and helping settings. The program attempts to meet individual needs by providing wide latitude in student/advisor program planning consistent with the career goals and needs of the clientele served by the program. The program attracts persons from public and private/parochial school settings, vocational technical institutions, persons from the clergy and helping agencies, and persons engaged or interested in the educational and training components of business and industry.

Upon completion of the MS Educational Leadership degree program students will be able to develop: (1) leadership, decision making, and change agent skills; (2) written, oral, technological, and interpersonal communication skills; (3) understanding of and appreciation for individuality with respect to race, culture, ethnicity, gender, learning style, learning preferences, ability, social class, and socioeconomic status; (4) professional practice based on sound knowledge of the history, current issues, and future trends in education and guided by theory and research; (5) requisite skills and attitudes to become critical thinkers capable of assessing and comparing different forms and sources of information to come to a reasoned conclusion; and (6) caring which involves stepping out of one's own personal frame of reference into the others.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

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

Interview

Qualified applicants will be contacted to arrange for an admission interview.

References

Three reference letters are required.

V. SUMMARY

A. Structure

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

B. Academic Plans of Study

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

Educational Leadership (General)
Educational Leadership (Library Science)
Educational Leadership (Tech)
MS Cooperative Program with Madison

C. Minimum Unit (Cr.) Requirements

36 units (crs.) applicable to the graduate degree constitute the minimal requirement for students who choose to write a thesis.

36 units (crs.), applicable to the graduate degree, constitute the minimal requirement for students who choose to complete 17-794, Seminar in Educational Leadership. Students expecting to enroll in their final seminar course (17-794) should meet with their adviser during the semester prior to enrollment to discuss possible topics and seminar course procedures. Students must enroll for the Comprehensive Exam (Educational Leadership 799) when enrolling in Seminar.

VI. DEGREE REQUIREMENTS

Core Courses (15 units (crs.):

Subject

| Units (c | rs.) Title | |
|-------------------------|-------------------------------------|--|
| Educatio | n | |
| 3 | Foundations for Curriculum Plan- | |
| | ning | |
| Leadersl | hip | |
| 3 | Foundations for Curriculum Plan- | |
| | ning | |
| 3 | Supervision of Instruction | |
| 3 | Organization and Administration | |
| | of Educational Systems | |
| 3 | Multicultural Education for Lead- | |
| | ers | |
| Educational Foundations | | |
| 3 | Foundations of Educational Re- | |
| | Educatio 3 Leaders 3 3 3 3 Foundat | |

Emphases/Research Areas

In addition to the Core Courses; 15-18 units (crs.); select one:

search

Curriculum

- 1. K-12 Theme
- 2. Adult Education
- 3. Specialty Area Theme

EDUCATIONAL LEADERSHIP

Library Media

- Initial Instructional Library Media Specialist (Initial DPI 5 Licensure 901)
- Instructional Library Media Specialist (DPI Licensure 902)
- Instructional Library Media Supervisor (DPI Licensure 91)

Supervision

- 7. Adult Supervision
- 8. Director of Instruction (License 10)

Technology/Computer

- 9. Integration of Technology into Classrooms
- 10. Technology Leadership Specialist

At the initial interview with the Program Coordinator, students will identify an area of emphasis, or theme, which will provide direction in planning course work beyond the core.

Students in K-12 school settings may earn additional State of Wisconsin licensure as Director of Instruction, Instructional Library Media Specialist, Instructional Library Media Supervisor, or Instructional Technology Specialist by taking that Department of Public Instruction approved program as their area of emphasis.

Students desiring licensure as principal in the State of Wisconsin should discuss, with the Program Coordinator, entry into the Cooperative Program in Educational Administration, offered in cooperation with the University of Wisconsin Madison. See information in first part of this Bulletin.

Electives

Students are expected to consult with the Program Coordinator in selecting recommended electives.

Culminating Experience

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

Thesis (3-6 units (crs.))

Seminar Course (3 units (crs.))

Additionally each student must successfully complete the comprehensive examination and develop a portfolio demonstrating program learnings.

Comments

Students in K-12 school settings already holding the Master's degree may be able to obtain licensure for Director of Instruction, Instructional Library Media Specialist, Instructional Library Media Supervisor, or Instructional Technology Specialist, without obtaining another Master's degree. Eligible students should discuss this option with the Program Coordinator.

VII. LICENSURE REQUIREMENTS

Degree requirements may exceed licensure requirements.

A. Director of Instruction (DPI License 10)

Subject

| Catalog # | Units (cr | s.) Title |
|-------------|-----------|-----------------------------------|
| Educational | Leadersh | ip |
| 641 | 3 | Instructional Strategies |
| 714 | 3 | Leadership for Curriculum Devel- |
| | | opment |
| 720 | 3 | Supervision of Instruction |
| 723 | 3 | Leadership for Staff Development |
| 730 | 3 | Organization and Administration |
| | | of Educational Systems |
| 731 | 3 | Educational Leadership |
| 732 | 3 | Multicultural Education for Lead- |
| | | ers |
| 733 | 3 | Effective Communication for |
| | | Leaders |
| 735 | 3 | Legal Aspects in Education |
| 770 | 3 | Research Methods in Educational |
| | | Administration |
| 782 | 3 | Administration and Supervision of |
| | | Special School Programs |
| 793 | 3 | Internship in Educational Admini- |
| | | stration |

B. Instructional Library Media Specialist (901)

This is a five-year only, non-renewable license. To continue as a Library Media Specialist, you must complete the 902 within five years of receiving the 901. Must also hold a Non-Library/Media license as a teacher in Wisconsin.

Educational Leadership

| | | ···• |
|---------|---|--------------------------------|
| 302/502 | 3 | Literature for Children |
| 303/503 | 3 | Literature for Young Adults |
| 308/508 | 3 | Multimedia Design and Produc- |
| | | tion I |
| 317/517 | 3 | Classification and Cataloging |
| 321/521 | 3 | Building Library Collections |
| 325/525 | 3 | Instructional Technology |
| 329/529 | 3 | General Reference |
| 334/534 | 3 | Administration of the School |
| | | Media Center |
| 724 | 3 | Practicum in Educational Lead- |
| | | ership |

C. Instructional Library Media Specialist (902) Must hold a 901 license

| nast noia a | 301110 | C113C |
|-------------|--------|-----------------------------------|
| 304/504 | 3 | Methods of Bibliographic Instruc- |
| | | tion |
| 420/620 | 3 | The Internet as an Instructional |
| | | Tool |
| 714 | 3 | Leadership for Curriculum De- |
| | | velopment |
| 741 | 3 | Computers in the Library and |
| | | Media Center |
| 752 | 3 | Multimedia Design and Produc- |
| | · | tion II |
| | | tion ii |

| 358/558 | 3 | Multicultural Education Materials for Children and Young Adults |
|---------|---|---|
| OR | | OR |
| 705 | 3 | Recent Trends in Literature for Children and Young Adults |

D. Instructional Library Media Supervisor (91)

Must have eligibility to hold the Instructional Library Media Specialist (902) certification, hold a master's degree, and have three years school experience.

Educational Leadership

| 720 | 3 | Supervision of Instruction |
|-----|---|--|
| 724 | 3 | Practicum in Administration and Supervision |
| 730 | 3 | Organization and Administration of Ed Systems |
| 740 | 3 | Supervision of the School Media |
| 794 | 3 | Center and Systems Seminar in Educational Leader- ship |

VIII. TECHNOLOGY EMPHASIS AREA

Educational Leadership with emphasis in Integrating Technology into the Schools (MS Educational Leadership, 36 units (crs.)

Educational Leadership

| 714 | 3 | Leadership for Curriculum Devel- |
|-----|---|-----------------------------------|
| | | opment |
| 720 | 3 | Supervision of Instruction |
| 730 | 3 | Organization and Administration |
| | | of Educational Systems |
| 732 | 3 | Multicultural Education for Lead- |
| | | ers |

Educational Foundations

| 770 | 3 | Foundations of Educational Re- |
|-----|---|--------------------------------|
| | | search |

Educational Leadership

| 508 | 3 | Multimedia Design and Produc- |
|-----|---|------------------------------------|
| | | tion I |
| 641 | 3 | Instructional Strategies |
| 752 | 3 | Multimedia Design and Produc- |
| | | tion II |
| 754 | 3 | Integrating Technology into Class- |
| | | rooms |

Select any 2 of the following: Educational Leadership

| aucationai | LCaacis | iiip |
|------------|---------|-----------------------------------|
| 609 | 3 | Classroom Computer Applications |
| 620 | 3 | Internet as an Instructional Tool |
| 723 | 3 | Leadership for Staff Development |
| 731 | 3 | Educational Leadership |
| 735 | 3 | Legal Aspects in Education |
| 756 | 3 | Funding and Managing Educa- |
| | | tional Technology |
| 758 | 3 | Networking Schools |

Choose one:

Educational Leadership

| 724 | 3 | Practicum in Educational Leader- |
|-----|-----|----------------------------------|
| | | ship |
| 794 | 3 | Seminar in Educational Leader- |
| | | ship |
| 795 | 3-6 | Thesis |
| | 0 0 | |

IX. EDUCATIONAL ADMINISTRATION AND DISTRICT TECHNOLOGY COORDINATOR (MS EDUCATIONAL LEADERSHIP) 42 UNITS (CRS.)

Educational Leadership

| 508 | 3 | Multimedia Design and Production I |
|-----|---|--|
| 641 | 3 | Instructional Strategies |
| 714 | 3 | Leadership for Curriculum Development |
| 720 | 3 | Supervision of Instruction |
| 730 | 3 | Organization and Administration of Educational Systems |
| 732 | 3 | Multicultural Education for Lead- ers |
| 752 | 3 | Multimedia Design and Production II |
| 754 | 3 | Integrating Technology into Class- rooms |
| 756 | 3 | Funding and Managing Educa- tional Technology |
| 758 | 3 | Networking Schools |
| 770 | 3 | Research Methods in Educational Administration |

Select any 2 of the following: Educational Leadership

| 609 | 3 | Classroom Computer Applications |
|-----|---|-----------------------------------|
| 620 | 3 | Internet as an Instructional Tool |
| 723 | 3 | Leadership for Staff Development |
| 731 | 3 | Educational Leadership |
| 735 | 3 | Legal Aspects in Education |
| | | |

Choose one:

| 724 | 3 | Practicum in Educational Leader- |
|-----|---|----------------------------------|
| | | ship |
| 794 | 3 | Seminar in Educational Leader- |
| | | ship |

X. COURSE DESCRIPTIONS

Educational Leadership 502 3 units (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 I for PEP Students. 302/502.

EDUCATIONAL LEADERSHIP

Educational Leadership 503 Literature for Young Adults

3 units (crs.)

Criteria for evaluation and aids for selection of materials for young people aged thirteen to eighteen as well as extensive reading of the literature. Reading, listening and viewing guidance techniques appropriate for the classroom and for the school and public library. 303/503

Educational Leadership 504 Methods of Bibliographic Instruction

3 units (crs.)

Preparing the librarian to teach students the use of books and libraries through the study of the aims, organization and methods of library instruction. 304/504

Educational Leadership 508 Multimedia Design and Production I

3 units (crs.)

A direct experience in the development and production of multimedia materials. Focus will be on students' needs and objectives related to their professional fields; education, library, business, health fields, etc. Prerequisite: Educational Leadership 325/525, 409/609 or consent of instructor. Special fee: \$10.00. 308/508

Educational Leadership 517 Classification and Cataloging

3 units (crs.)

Theory and principles of library classification. Practical problems in classifying by the Dewey Decimal system; main entry of personal authors, practice in constructing unit cards. 317/517

Educational Leadership 521 Building Library Collections

3 units (crs.)

Principles of selecting collections in school media centers; investigation of selection aids, reviewing tools with acquisition procedures; and with sources of order information. 321/521

Educational Leadership 525 Instructional Technology

3 units (crs.)

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 I for PEP students. 325/525

Educational Leadership 529 General Reference

3 units (crs.)

Study of basic titles in a general reference collection. Organization by type of material: encyclopedias, dictionaries, yearbooks, indexes, and electronic data bases. Theory, current trends, and future prospects of reference service libraries. 329/529

Educational Leadership 534 3 units (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. Prerequisite: Educational Leadership 317/517 and 321/521, 334/534

Educational Leadership 558

3 units (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 575

1-3 units (crs.)

Current Issues in Technology and Media

A series of discussions by guest lecturers on current trends, issues, problems, and services in technology and media followed by class discussion. Theme will vary frequently. May be special topics course. Course may be taken three times provided the subject of the course is not repeated. 375/575

Educational Leadership 609 Classroom Microcomputer Applications

3 units (crs.)

Survey of contemporary instructional microcomputer applications, providing hands-on experiences with those applications most commonly used by classroom teachers. Students develop operational proficiency with drill and practice, tutorial, simulation, and word processing programs, and learn how to appropriately integrate each of these courseware types into classroom practice. No previous experience with computers is required. 409/609

Educational Leadership 620

3 units (crs.)

The Internet as an Instructional Tool

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 consent of instructor. 420/620

Educational Leadership 641 Instructional Strategies

3 units (crs.)

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 Field Tour of Libraries

1-3 units (crs.)

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 686 The Library Story Hour

3 units (crs.)

Storytelling and survey of literary sources with emphasis on folk literature. Principles of selection, methods of adaptation, techniques of presentation, and planning story hour programs. Prerequisite: Educational Leadership 502. 486/686

Educational Leadership 705 3 units (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. Prerequisite: Educational Leadership 502 and/or 503.

Educational Leadership 714 3 units (crs.) Leadership for Curriculum Development

This course is designed to develop skills for leading staff in the planning, implementation, and evaluation of the curriculum.

Educational Leadership 715

1 unit (cr.)

The Microcomputer as an Instructional Tool

An introduction to the use of the microcomputer in education. Hands-on experience with a variety of microcomputers. Examination of educational courseware. Introduction to word processing, database and spreadsheets for teachers. Applications of microcomputers in the classroom. The major emphasis is on computer awareness and developing student confidence in using a microcomputer as a learning/teaching aid. (This course cannot be taken for graduate credit if credit was earned in Educational Leadership 205 or equivalent course.)

Educational Leadership 719 1-3 units (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 Supervision of Instruction

3 units (crs.)

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 Leadership for Staff Development

3 units (crs.)

Course considers the purposes of staff development, critical attributes of effective staff development programs, and various staff development formats. Participants will develop skills in the planning, implementation, and evaluation of staff development programs. Skills needed to lead a staff development team and facilitate needed change will be developed.

Educational Leadership 724 Practicum in Educational Leadership

3 units (crs.)

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 units (crs.)

Evaluation of Educational Programs

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

Educational Leadership 730 3 units (cr Organization and Administration of Educational 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 Educational Leadership

3 units (crs.)

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 Multicultural Education for Leaders

3 units (crs.)

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 Effective Communication for Leaders

3 units (crs.)

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 comunication 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

Educational Leadership 735 Legal Aspects in Education

3 units (crs.)

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 The Principalship

3 units (crs.)

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 739 2 units (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 units (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: 901 certification.

Educational Leadership 741 3 units (crs.) Computers in the Library and Media Center

This course is an introduction to the use of the computer in the library and media center. During the course a variety of computers and media center related computer programs will be studied and evaluated. The course will also examine how database management, word processing, and spreadsheet programs can be utilized in the management of the media center.

Educational Leadership 746 Teaching the Gifted Individual

3 units (crs.)

Teaching methods for maximum growth of the accelerated child; curriculum modifications; classroom and administrative modifications; teacher characteristics and achievement of the gifted; grouping for learning; the gifted child in the peer group; ways in which parents may meet the challenge. Prerequisite: Consent of instructor.

Educational Leadership 750 3 units (crs.) Team Building Approaches in a Learning Organization

This course will explore motivation theories and concepts in organizational change and group dynamics that are requisite to the establishment of a learning community. It will provide the learner with an opportunity to develop an understanding of self-efficacy and empowerment in the workplace through an enriched understanding of participative and democratic principles inherent within the Quality environment.

Educational Leadership 751 1-3 units (crs.) Continuous Quality Improvement with Curriculum Applications

The course's focus will be on authentic applications of Continuous Quality Improvement (CQI) concepts in appropriate settings. Teachers will work in teams to brainstorm issues concerning curriculum problems or other academic issues. CQI philosophies and tools will be learned, discussed, debated, and demonstrated in several learning environments. One learning opportunity will be in a workshop setting, another will be conducted in the individual teacher's classroom or staff person's place of work and another will take place in a large group session consisting of teams of participants. The course may be repeated because the course content will be changed every time it is offered.

Educational Leadership 752

3 units (crs.)

Multimedia Design and Production II

A basic course in the selection and utilization of multimedia and computers in the teaching-learning process. Multimedia technology is studied as a means of enhancing and improving learning. Prerequisite: Educational Leadership 308/508 or consent of instructor.

Educational Leadership 754

3 units (crs.)

Integrating Technology into Classrooms

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

Educational Leadership 756 3 units (crs.) Funding and Managing Educational Technology

This course will focus upon 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. Prerequisite: Consent of instructor.

Educational Leadership 758 Networking Schools

3 units (crs.)

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. Prerequisite: Consent of instructor.

Educational Leadership 760 Teaching from a Distance

3 units (crs.)

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. Prerequisite: Consent of instructor.

Educational Leadership 770 3 units (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. Prerequisite: Graduate standing.

Educational Leadership 782 3 units (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.

3 units (crs.)

Educational Leadership 783 Politics of 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 responsiblity 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 units (crs.) Field Research Designs and Methodologies in Educational Adminstration

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. Prerequisite: Consent of instructor.

Educational Leadership 785 3 units (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 units (crs.)

Applied Research in Educational Administration

Supervised applied research on topics in the administration of elementary and secondary education, vocational, technical, higher and/or special education at state, local, or national levels. Prerequisite: Consent of instructor.

Educational Leadership 787 The School Superintendency

3 units (crs.)

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 mjor 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 793 3 units (crs.) Internship in Educational Administration

The Administrative Internship is a field experience under the supervision of a successful, practicing school administrator that gives the interning student practical experience in day-to-day school operations. The field experience requires the student to perform as an acting assistant principal, director of instruction, or pupil services administrator in a school or district setting. It is intended to bridge the gap between academic studies and actual practice of educational administration. Normally, the student chooses the internship location and local supervisor, subject to approval by the University of Wisconsin Oskosh professor. The internship should provide students with practical administrative experience under the direct guidance of a practicing educational administrator. This experience should prepare the student to assume the position for which he/she is gaining It is designed and intended to be certification. individualized to insure a wide breadth of experiences, especially in areas where the student has not had extensive prior study or experience.

Educational Leadership 794 3 units (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. Prerequisite: Educational Leadership 714, 720, 730, 732 and 770. (This course is to be taken in the final semester of the student's graduate program). Pass/Fail course.

Educational Leadership 795 3-6 units (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. Department Consent Required.

EDUCATIONAL LEADERSHIP

Educational Leadership 796 Independent Study

1-3 units (crs.)

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. Department Consent Required.

Educational Leadership 799

0 units (crs.)

Registration for Comprehensive Examination

Registration in the final term for applicants for the Master of Science - Educational Leadership degree. Pass/Fail course. Department Consent Required.

READING EDUCATION

Judy C. Lambert, Department Chairperson and

Program Coordinator Office: Education 208 Telephone: 920-424-4444

Website: www.coehs.uwosh.edu/reading

E-mail: reading@uwosh.edu

I. FACULTY

Genisio, Lambert, Scanlan, Shearer, Simmons

II. PURPOSE

The graduate program in reading provides certified teachers with the opportunity to develop expertise in reading. The program is designed for those who wish to be licensed as reading teachers or who wish to prepare for service as reading specialists.

Upon completion of a M.S.E. in Reading Education, students will demonstrate knowledge and the skill and ability to apply that knowledge, of: elementary school reading programs and the students they serve; secondary school reading programs and the students they serve: literacy assessment techniques applicable to individual students and classroom groups; interactive literacy intervention techniques; educational research methodology; research in the area of reading education; and the administration and supervision of K-12 reading programs. They will provide leadership in the field of reading; and as life-long learners, stay up-to-date about literacy instruction and assessment. They will demonstrate knowledge of and use current technology in appropriate situations and display appropriate and effective oral and written communication skills. They will strive to have a positive impact on the literacy development of their students. They will maintain a positive personal attitutde about the value of reading and display a professional attitude and related behaviors. They will show a commitment to belonging to a community of learners and display an ability to effectively work with others.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

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

Interview

Qualified applicants will be contacted to arrange for interview.

Licensure

Applicants must hold licensure, or have eligibility for same.

References

3 reference letters are required.

Undergraduate Major

The baccalaureate degree must have been taken in teacher education.

Prior Coursework

If the candidate has not completed the following courses in prior work, they must be taken as part of the program:

- 1. The Learning Disabled Child
- 2. Child or Adolescent Literature

V. SUMMARY

A. Structure

The program is comprised of core courses and electives.

B. Academic Plans of Study

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

Reading Education Reading Education - Cooperative GAP (Reading Education)

C. Minimum Unit (Cr.) Requirements

36 units (crs.) applicable to the graduate degree constitute the minimal requirement for students who elect to complete a thesis and for those who elect not to complete a thesis.

D. Admission to Candidacy

Students must satisfy fully the Graduate School requirements for advancement to candidacy, stated in the first section of this Bulletin. Those selecting a thesis must also submit a thesis proposal.

VI. DEGREE REQUIREMENTS

Core Courses

Subject

| Cotolog # | Lloito (o | ro \ Title |
|-------------|-----------|-----------------------------------|
| Catalog # | Units (c | ers.) Title |
| Reading Edu | cation | |
| 705 | 3 | Reading in the Elementary School |
| 720 | 3 | Interactive Literacy Intervention |
| 721 | 3 | The Readers'/Writers' Workshop |
| | | Approach Secondary Level |
| 735 | 3 | Reading in Secondary School |
| 765 | 3 | Literacy Assessment |
| 780 | 3 | Administration and Supervision of |
| | | Reading Programs (for students |
| | | seeking Reading Specialist Licen- |
| | | sure) |
| 785 | 3 | Practicum in Reading (for stu- |
| | | dents seeking Reading Specialist |
| | | Licensure |
| 790 | 3 | Seminar in Reading Research |
| 798 | 0 | Registration for Reflective Jour- |
| | | ney of a Reading Educator |
| 799 | 0 | Registration for Comprehensive |
| | | Examination |

READING EDUCATION

Educational Foundations

770 3 Foundations of Educational Research

Electives

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

Subject

| Cabjoot | | |
|-------------|------------|------------------------------------|
| Catalog # | Units (crs | s.) Title |
| Reading Edu | ıcation | |
| 612 | 3 | Holistic School Reading Programs |
| 620 | 3 | Literacy and Language Develop- |
| | | ment in Young Children |
| 635 | 3 | Reading in Secondary Schools |
| 640 | 3 | Reading and Language Arts in the |
| | | Content Areas |
| 713 | 3 | Sustaining Change in Holistic |
| | | Literacy Programs |
| 715 | 3 | Issues in Reading: (Annual Sym- |
| | | posium Theme) |
| 762 | 3 | Reading for Gifted Students |
| 764 | 1-3 | Exemplary Practices in Reading |
| | | Programs |
| 770 | 3 | Functional and Recreational |
| | | Reading |
| 772 | 3 | Psycholinguistics and Reading |
| 778 | 3 | Implementing Reading Programs |
| | | in Middle, Junior, and Senior High |
| | | Schools |
| 782 | 3 | Problems in the Evaluation of |
| | | Reading |
| 792 | 3 | Theoretical Foundations of Read- |
| | | ing |
| 795 | 3-6 | Thesis |
| 796 | 1-3 | Independent Study |
| | | |

Other Requirements

Students who submit a thesis must orally defend the thesis.

Students must complete Reading Education 798, "Reflective Journey of a Reading Educator." A major paper is required in Reading Education 790.

Comments

Students must obtain approval of their advisor prior to registering for courses.

With approval of the advisor, elective courses may be taken in related areas outside Reading Education.

Students enrolled in the M.S.E.-Reading Cooperative Program with the University of Wisconsin Green Bay may take up to 12 graduate units (crs.) from the University of Wisconsin Green Bay in their plan of study. A list of appropriate and applicable courses to be used as required or elective courses has been developed.

VII. GRADUATE ACHIEVEMENT PROGRAM (GAP) AND CERTIFICATION REQUIREMENTS

Graduate Achievement Program

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

Admission Requirements

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

Program Requirements

The Graduate Achievement Program in Reading is designed as an issues-centered curriculum that is an individually designed sequence of 18 units (crs.).

1. Required courses: 9 units (crs.) from the following courses (not taken in the master's program) selected in cooperation with advisor:

Reading Education

| 713 | 3 | Sustaining Change in Holistic |
|-----|-----|-----------------------------------|
| | | Reading Programs |
| 715 | 3 | Issues in Reading |
| 764 | 1-3 | Exemplary Practices: Special |
| | | Focus |
| 780 | 3 | Administration and Supervision of |
| | | Reading Programs |
| 782 | 3 | Problems in the Evaluation of |
| | | Reading |
| 785 | 3 | Practicum in Reading |
| 790 | 3 | Seminar in Reading Research |
| 792 | 3 | Theoretical Foundations of Read- |
| | | ing |
| | | |

2. Electives: 9 units (crs.) taken with consent of advisor.

Comments

A specific program of studies planned by student and advisor is filed with the Graduate School during the first semester of enrollment.

No units (crs.) other than those which may be taken from within the cooperative reading program will be accepted in transfer.

The culminating experience is an oral examination in the semester of the final enrollment.

LICENSE REQUIREMENTS

1. Reading Teacher License (316)

To be recommended for this license, (K-12) the student must be admitted in a graduate program and complete 18 units (crs.) as follows:

Core Courses:

Subject

| Catalog # | Units (crs | s.) Title |
|-------------|------------|-----------------------------------|
| Reading Edu | cation | |
| 705 | 3 | Reading in the Elementary School |
| 720 | 3 | Interactive Literacy intervention |
| 721 | 3 | The Readers'/Writers' Workshop |
| | | Approach Secondary Level |
| 735 | 3 | Reading in Secondary School |
| 765 | 3 | Literacy Assessment |

The following courses are needed for 316 certification and if not completed previously, must be included in the program.

- a. The Learning Disabled Child
- b. Child or Adolescent Literature

2. Reading Specialist License (317)

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

Subject

| Catalog # | Units (| crs. |) Title |
|-------------|---------|------|--|
| Reading Edu | cation | | |
| 780 | 3 | | Administration and Supervision of Reading Programs |
| 785 | 3 | ı | Practicum in Reading |

Comment

At least 9 of the required units (crs.) for licensure (316 or 317), including Reading Education 720, must be taken at the University of Wisconsin Oshkosh.

VIII. COURSE DESCRIPTIONS

Please see the Graduate Service Courses section of this Bulletin for descriptions of the following course(s):

Subject

| Catalog # | Units (crs | .) Title | | |
|--------------------------------|------------|--------------------------------|--|--|
| Educational Foundations | | | | |
| 770 | 3 | Foundations of Educational Re- | | |
| | | search | | |

Reading Education 610 3 units (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: Reading Education 305. 410/610

Reading Education 612 3 units (crs.) Holistic School Reading Programs: Issues and Implications

This course is designed to provide students with an opportunity to explore in depth issues and ideas related to school reading programs influenced by holistic theories and beliefs. 412/612

Reading Education 620 3 units (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. Prerequisite: Reading Education 305 or Elementary Education 311. 420/620 (Fall)

Reading Education 635 3 units (crs.) Secondary Reading Methods and Programs

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

Reading Education 640 3 units (crs.) Reading and Language Arts in the Content Areas

A course designed to provide practical guidelines for those who are or will be elementary, middle school, or secondary content area teachers to assist them in using reading, writing, speaking, and listening as complementary learning processes for the content area. Students of this course bring their expertise of the subject to be taught (such as English, social studies, science, mathematics, music, art, etc.), and the course assists students in dealing with the language component of the content area. Students will be given experience in producing study, pattern, and concept guides, techniques for effectively presenting vocabulary, and in using reading, writing, speaking, and listening to facilitate learning in content areas. 440/640

Reading Education 701 1 unit (cr.) Overview of School Reading Programs

This course is intended for non-teaching school personnel. It will provide an overview of school reading programs and allow students to become aware of current methods, materials, and strategies used for effective reading instruction.

Reading Education 705 3 units (crs.) Reading in the Elementary School

Prepares teachers in the components of an elementary school reading program, including the role of language in literacy development, contextually-appropriate phonics instruction and strategic practices in all aspects of literacy instruction. Classroom organization, individualization, materials and assessment, and the role of the family are considered.

Reading Education 713 3 units (crs.) Sustaining Change in Holistic Literacy Programs

This course invites inservice teachers influences by the whole language philosophy to reflect on their beliefs and

READING EDUCATION

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 the literacy programs within their district, school and classrooms.

Reading Education 715 3 units (crs.) Issues in Reading: (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. (Summer)

Reading Education 720 3 units (crs.) Interactive Literacy Intervention

This course enables teachers of reading to provide intervention experiences for elementary-aged children. After using a variety of assessment strategies including observations, students develop an individualized instructional plan and create lessons that are based on the strengths and needs of the child. A clinical experience is provided. Prerequisite: Reading Education 705 and 765. (Fall)

Reading Education 721 3 units (crs.) The Readers'/Writers' Workshop Approach: Secondary

A supervised laboratory experience in reading/writing instruction with middle and high school students for teachers seeking 316 and/or 317 licensure. This course provides structured individual and group activities with students of all ability levels, from grades 5 through 12. Instruction will focus on reading, writing, and study strategies to be used with trade books and textbooks. Prerequisite: Reading Education 635 or 735. (Spring)

Reading Education 723 Reading Recovery 1

3 units (crs.)

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 invervention 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.

Reading Education 724 Reading Recovery II

3 units (crs.)

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.

Reading Education 735 Reading in the Secondary School

3 units (crs.)

Students will explore, analyze, and critique research in reading, theories of reading, issues and problems in reading and the relationship of other disciplines to reading in the context of the secondary school and their own interest and research. Implications of recent trends in reading, such as the current interest in content area reading and reading comprehension, are also concerns of this course.

Reading Education 762 Reading for Gifted Students

3 units (crs.)

A course designed to identify the special needs and problems involved in teaching gifted students in the area of reading, with specific teaching methods discussed. Existing services and resources available for gifted students in the area of reading will also be identified. Prerequisite: One graduate course in reading.

Reading Education 764 Exemplary Practices in Reading Programs

1-3 units (crs.)

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

Reading Education 765 Literacy Assessment

3 units (crs.)

Causes and types of reading problems are considered and procedures for working with reading problems are examined. Laboratory experiences in administering and interpreting standardized and informal tests are provided. Prerequisite: Reading Education 635, 705, 735 or consent of the instructor.

Reading Education 770 Functional and Recreational Reading

3 units (crs.)

A consideration of content, methods, and materials to be used in developing appreciation and specialized reading skills in various functional and recreational reading pursuits.

Reading Education 772 Psycholinguistics and Reading

3 units (crs.)

A descriptive introduction to psycholinguistics and in-depth study of a number of aspects of reading in the light of psycholinguistics. Topics developed will be concerned with the nature of reading emerging from the functioning of human intellect and the instruction of reading.

Reading Education 778 3 units (crs.) Implementing Reading Programs in the Middle, Junior and Senior High Schools

The articulation and implementation of a reading program for grades six through twelve including the nature of evolving models, participant roles and pertinent research evidence. Prerequisite: Reading Education 635 or 735. Department Consent Required.

Reading Education 780

3 units (crs.)

Administration and Supervision of Reading Programs

A study of the basic principles and functions of administration and supervision as they apply to reading programs, analyses of the roles of superintendent, principals, curriculum directors, supervisors, reading consultants, and reading teachers in the reading program. Prerequisite: Reading Education 705, 721, 720, 735 and 765. (Fall) Department Consent Required.

Reading Education 782

3 units (crs.)

Problems in the Evaluation of Reading

Problems in the evaluation of reading achievement and reading problems. Formal and informal tests in reading. Planning a reading evaluation. Theoretical and practical considerations. Prerequisite: Reading Education 765 or equivalent.

Reading Education 785 Practicum in Reading

3 units (crs.)

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: Reading Education 705, 720, 721, 735 and 765. (Spring) Department Consent Required.

Reading Education 790 Seminar in Reading Research

3 units (crs.)

Research applications to reading. Criticism and evaluation of research in reading. Preparing, conducting, and reporting research in reading. Prerequisite: Education Foundations 770 or equivalent. (Spring)

Reading Education 792

3 units (crs.)

Theoretical Foundations of Reading

This course examines the process of reading from various theoretical views and research findings. Models of reading and related issues are analyzed. Prerequisites: At least 12 credits in reading.

Reading Education 795 Reading Thesis

3-6 units (crs.)

Registration for MSE-Reading students who have filed a Thesis Proposal and Advisor Approval Form. Pass/Fail course. Department Consent Required.

Reading Education 796 Independent Study

1-3 units (crs.)

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

Reading Education 798

0 units (crs.)

Reflective Journey of a Reading Educator

Registration required in final term for applicants for the MSE-Reading degree. Pass/Fail course.

Reading Education 799

0 units (crs.)

Registration for Comprehensive Examination

Registration required in final term for applicants for the MSE-Reading degree. Pass/Fail course. Department Consent Required.

SPECIAL EDUCATION

SPECIAL EDUCATION

Berttram Chiang, Coordinator Office: Nursing/Education 508 Telephone: 920-424-3421

Website: www.coehs.uwosh.edu/departments/

special_education/index.html E-mail: chiang@uwosh.edu

I. FACULTY

Chiang, Cimera, Clark, Fiedler, Fischer, Kitz, Marchel, Rylance, Stiver, Swanger

II. PURPOSE

The graduate program in Special Education is designed to provide a master's degree. The degree can include teaching licensure in the elective portion of the program.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIREMENTS/ INFORMATION

In addition to the requirements of the Graduate School 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 units (crs.) in general professional licensure requirements.

Admission for Licensure

Admission to Graduate School 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 School.

Determination of Emphases

On the Application for Admission to Graduate School 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 Advisors

A faculty academic advisor will be assigned after admission to Graduate School.

V. SUMMARY

A. Structure

The program offers a choice of 3 elective emphases in combination with the M.S.E. degree. These are: (1) Non-licensure/Degree only, (2) Cross Categorical Special Education Licensure: Middle Childhood through Early Adolescence (Ages 6-13) and/or Early Adolescence through Adolescence (Ages 10-21), and (3) Early Childhood Special Education (Ages Birth through 8). The Cross Categorical Special Education licensure program prepares individuals to teach in a classroom serving students who are identified as having either learning disabilities (LD), emotional/behavioral disorders (ED), or mental retardation/cognitive disabilities (CD).

B. Academic Plans of Study

The following are the descriptions for the Special Education plan(s) of study:

Cross Categorical Special Education Licensure Early Childhood Special Education Non-licensure/degree only

C. Special Education Concentration Areas

In the Cross Categorical Special Education licensure program, students must complete a concentration in one of the disability categorical areas of (1) learning disabilities, (2) emotional/behavioral disorders, or (3) mental retardation/cognitive disabilities. This area of concentration work will be completed through a portfolio process interwoven throughout the Cross Categorical Special Education licensure course work.

D. Minimum Unit (Cr.) Requirements

30 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students.

E. Admission to Candidacy

Students must satisfy fully the Graduate School requirements for advancement to candidacy as stated in the first section of this Bulletin. Ordinarily, the candidacy application is filed while taking Special Education 781 Introduction to Advanced Studies in Special Education.

F. Culminating Experience

Students may choose Special Education 794 Field Report in Special Education or Special Education 795 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 advisor to keep abreast with course offering schedules, recommended course sequence and prerequisites.

H. Program Of Studies

An initial program of studies is prepared for the applicant at the time of admission to Graduate School. 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 sequences.

VI. DEGREE REQUIREMENTS

The M.S.E. degree program requires a minimum of 30 units (crs.) of which 15 units (crs.) are required and 15 units (crs.) are electives. At least 15 of the 30 total units (crs.) must be taken at the 700-level.

The option without licensure is designed to meet the needs of professionals in related fields; e.g., Elementary or Secondary Education, Occupational, Physical or Speech Therapy. In addition, special educators who already possess licensure and do not desire additional licensure can complete the M.S.E. degree program.

Core Courses

. . . .

| Subject | | |
|-------------------------|-----------|---|
| Catalog # | Units (cr | s.) Title |
| Special Educ | ation | |
| 705 | 3 | Administrative Organization, Collaboration, and Leadership in Special Education |
| 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 | OR |
| 795 | 3 | Thesis |
| Educational Foundations | | |
| 770 | 3 | Foundations of Educational Research |

VII. EMPHASES REQUIREMENTS

A. Non-Licensure Emphasis

A course on Children and Youth with Disabilities in General Education (Special Education 352/552) or an equivalent introductory Special Education course is required as a prerequisite. Units (crs.) earned in this course will not apply to the degree.

Courses Required

Course requirements for non-licensure emphasis include:

| Catalog # | Units (cr | s.) Title |
|--------------|-----------|-------------------------------------|
| Special Educ | cation | |
| 581 | 3 | Behavior Change and Manage- ment |
| 680 | 3 | Direct Instruction Strategies |

Non-Licensure Electives

All students are required to take 9 units (crs.) of electives. Students may choose elective units (crs.) from the following list as well as from licensure/specialty courses. Preapproval from graduate academic advisor is required for all electives.

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| Subject | |
|----------|-----------|
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| Catalog # | Units (c | rs.) Title |
|--------------|----------|------------------------------------|
| Special Educ | cation | |
| 553 | 3 | Characteristics of Children & |
| | | Youth with Disabilities |
| 580 | 3 | Curriculum & Instruction in Spe- |
| | | cial Education |
| 606 | 3 | Technology in Special Education |
| 612 | 3 | Assessment and Curriculum in |
| | | Early Intervention: Birth to Three |
| 613 | 3 | Assessment and Curriculum for |
| | | children and Youth with Disabili- |
| | | ties: Ages Three to Eight Years |
| 614 | 3 | Advocacy, Family Empowerment, |
| | | and Special Education Law |
| 623 | 3 | Direct Instruction Multisensory |
| | | Methods for Teaching Decoding |
| | | and Encoding |
| 631 | 3 | Adolescents with Learning and |
| | | Behavior Problems: Best Prac- |
| | | tices in Middle School and Sec- |
| | | ondary Settings |
| 663 | 3 | Teaching Students with Signifi- |
| | | cant Disabilities |
| 670 | 3 | Fundamentals in Special Educa- |
| | | tion Assessment |
| 671 | 3 | Assessment for Instructional |
| | | Planning in Special Education |
| 681 | 3 | Advanced Behavior Management |
| | | and Instruction |
| 767 | 1-4 | 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 course work (for the Cross Categorical Special Education license) OR Early Childhood Special Education and Early Childhood PK-3 course work (for the early childhood special education license).

A maximum of 15 units (crs.) 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.

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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 and 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 PPST scores.

Cross Categorical Special Education Licensure Requirements:

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

Cross Categorical Special Education Core Curriculum Requirements:

Subject

| Catalog # | Units (c | rs.) Title |
|--------------|----------|-----------------------------------|
| Special Educ | ation | • |
| 552 | 3 | Children and Youth with Disabili- |
| | | ties in General Education |
| 553 | 3 | Characteristics of Children and |
| | | Youth with Disabilities |
| 580 | 3 | Curriculum and Instruction in |
| | | Special Education |
| 581 | 3 | Behavior Change and Manage- |
| | | ment |
| 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 Signifi- |
| | | cant Disabilities |
| 670 | 3 | Fundamentals in Special Educa- |
| | | tion Assessment |
| 671 | 3 | Assessment for Instructional |
| | | Planning in Special Education |
| 680 | 3 | Direct Instruction Strategies |
| | | |

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

| Subject | | |
|--------------|-----------|---|
| Catalog # | Units (cr | s.) Title |
| Special Educ | cation | |
| 631 | 3 | Adolescents with Learning and Behavior Problems: Best Prac- tices in Middle School and Sec- ondary Settings |
| 681 | 3 | Advanced Behavior Management and Instruction |
| 685 | 1 or 2 | Seminar in Cross Categorical Special Education Teaching (Mid- dle Childhood through Early Ado- lescence, PK-9) |
| 686 | 5 or 10 | Student Teaching in Cross Categorical Special Education (Middle Childhood through Early Adolescence, PK-9) |
| 689 | 1 or 2 | Seminar in Cross Categorical Special Education Teaching (Early Adolescence through Adolescence, 6-12) |
| 690 | 5 or 10 | Student Teaching Cross Categorical Special Education (Early Adolescence through Adolescence, 6-12) |

For graduate students without any prior teaching license, a 10 unit (cr.) student teaching experience is required.

Early Childhood Special Education Licensure Requirements

Early childhood special education licensure prepares individuals to teach in classrooms serving children with disabilities ages birth through eight.

Early Childhood Special Education Core Curriculum Requirements:

Subject

| Cabjoot | | |
|--------------|----------|---------------------------------|
| Catalog # | Units (c | rs.) Title |
| Special Educ | cation | |
| 553 | 3 | Characteristics of Children and |
| | | Youth with Disabilities |
| 580 | 3 | Curriculum and Instruction in |
| | | Special Education |
| 581 | 3 | Behavior Change and Manage- |
| | | ment |
| 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 Signifi- |
| | - | cant Disabilities |
| 670 | 3 | Fundamentals in Special Educa- |
| 0.0 | Ū | tion Assessment |
| 680 | 3 | Direct Instruction Strategies |
| 200 | J | 2.100t indiadacin diratograd |
| | | |

Early Childhood PK-3 Requirements:

Subject

| Catalog # | Units (crs | s.) Title |
|-------------|------------|---------------------------------|
| ElementaryE | ducation | |
| 312 | 3 | Education in the Early Years |
| 313 | 3 | Preschool/Kindergarten Curricu- |
| | | lum and Techniques |
| 314 | 3 | Organization/Administration of |
| | | Preschool Programs |
| 318 | 2 | Assessment in Early Childhood |

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

Subject

| Catalog # | Units (cr | s.) Title |
|--------------|-----------|--|
| Special Educ | cation | |
| 612 | 3 | Assessment and Curriculum in Early Intervention: Birth to Three |
| 613 | 3 | Assessment and Curriculum for Children with Disabilities Ages 3 to 8 |
| Special Educ | cation | |
| 618 | 1 or 2 | Seminar in Early Childhood Special Education Teaching |
| 619 | 5 or 10 | Student Teaching in Early Child- hood Special Education |

For graduate students without any prior teaching license, a 10 unit (cr.) student teaching experience is required.

VIII. COURSE DESCRIPTIONS

Special Education 552 3 units (crs.) Children and Youth with Disabilities in General Education

This course is designed to provide a rigorous overview of current best practice in academic and behavioral methods for maintaining students with disabilities in general education settings. Particular emphasis is placed on high incidence disabilities such as learning disabilities, behavior disorders, cognitive disabilities, and language and speech disorders. Prerequisite: 2.75 GPA required. 352/552

Special Education 553

3 units (crs.)

Characteristics of Children and Youth with Disabilities This course primarily addresses three interrelated topics

regarding specific types of disabilities. Interrelated topic areas are: (1) criteria for identification, (2) characteristics of individuals, and (3) causes. Prerequisites: 2.75 GPA required. 353/553

Special Education 580

3 units (crs.)

Curriculum and Instruction in Special Education

Students will be introduced to factors that influence curriculum content, scope and sequence, preparation and evaluation of curricular strategies, and materials. A major focus of this course will be extensive student involvement curriculum development, implementation, evaluation. Prerequisite: Special Education 353/553. 380/580

Special Education 581 3 units (crs.) **Behavior Change and Management**

Theoretical and practical understanding of methods used in modifying behavior in general, and problem behavior in particular. Methods of controlling behavior will be drawn from research and applied to the classroom. Approaches are developed to anticipate, inhibit, redirect, and prevent problem behavior through techniques which have high probability of encouraging the total learning process. 381/581

Special Education 601 **Advanced Practicum Experience in Special Education**

2 units (crs.)

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 606

401/601

3 units (crs.)

Technology in Special Education

This course is to address uses of technology that are specifically related to special education, such as assistive technology, adaptive and and augmentative communication. It will address classroom arrangements for use of technology, uses of technology for content area instruction, and word processing technology for special learners. It will also address legal issues related to the provision of technology and methods of using technology to collaborate with other professionals and to gain information about special education. Prerequisite: Students must have completed Sophomore Practicum or equivalent coursework and Educational Leadership 325. 406/606

Special Education 612 3 units (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 familybased, 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; Sophomore Practicum or equivalent course work and PK-3 requirements (Elementary Education 312, 313, 314, 318). May be taken concurrently. 412/612

Special Education 613 3 units (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

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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; Sophomore Practicum or equivalent course work and PK-3 requirements (Elementary Education 312, 313, 314 and 318) may be taken concurrently. 314/613

Special Education 614 3 units (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 skills and strategies needed by special education professionals to effectively support, collaborate with, and empower families of students with disabilities, and (3) special education legal issues. 414/614

Special Education 618 1-2 units (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 419/619. Prerequisite: Admission to student teaching and Admission II.

Special Education 619 5-10 units (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, and concurrent enrollment in Special Education 418/618. 419/619

Special Education 623 3 units (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 units (crs.) Adolescents with Learning and Behavior Problems Best Practices in Middle School and Sec Settings

This course is designed to provide a rigorous overview of current best practice in assessment, curricula, instruction, and transition for students with learning and behavior problems in middle school and secondary settings. Course content will include the following topic areas as they relate to adolescents: legal issues and legislation, problems and issues, service delivery models, transition, academic and behavioral interventions, curricula, and assessment. 431/631

Special Education 658 3 units (crs.) Teaching Students with Disabilities in Regular Education Classrooms

Survey of special education children with central emphasis upon instructional provisions. Emphasis on appropriate educational programming for special education children within the framework of the regular class. Attention given to materials, resources, parent counseling, and psychological aspects. For non majors only. Prerequisite: Junior standing.

Special Education 663 3 units (crs.) Teaching Students with Significant Disabilities

This course examines functional curricula, instructional practices and functional behavioral assessment and support for students with severe disabilities. Additional topics include working collaboratively with related services personnel, the use of assistive technology in educational programming, supervising, paraprofessionals in the classroom, and teaching self-advocacy skills. 463/663

Special Education 665 1-2 units (crs.) Problems in Teaching Individuals with Mental Retardation/Cognitive Disabilities

Innovative programs and intervention strategies will be discussed and analyzed. Prerequisite: Admission to student teaching. Corequisite: Special Education 466/666. 465/665

Special Education 666 5-10 units (crs.) Student Teaching of Individuals with Mental Retardation/Cognitive Disabilities

Observation, participation, and responsible teaching experiences under supervision in a class of mentally retarded/cognitively disabled students. Prerequisite: Admission to student teaching. Corequisite: Special Education 465/665. 466/666

Special Education 667 1-2 units (crs.) Problems in Teaching Individuals with 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. 467/667

Special Education 668 5-10 units (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 467/667. 468/668

Special Education 670 3 units (crs.) Fundamentals in Special Education Assessment

This course deals with the appropriate selection, administration, and interpretation of assessment techniques and measures in order to identify students for special education. The course will familiarize the student with basic assessment terminologies and principles as well as various tests measuring achievement, aptitude, readiness, and social skills. The emphasis of this course is on making eligibility rather than instructional planning decision-making. 470/670

Special Education 671 3 units (crs.) Assessment for Instructional Planning in Special Education

This course provides students with hands-on experience in procedures assessment through observation. administration, and interpretation of formal and informal assessment measures, including curriculum-based Students will write IEPs and plan assessment. lessons with monitoring techniques. instructional Prerequisite: Special Education 353/553 and 470/670. 471/671

Special Education 680 3 units (crs.) Direct Instruction Strategies

This course presents a general approach to instructional strategies for special education. Topics covered will include principles of design, implementation, delivery and evaluation of effectiveness of direct instruction educational interventions. Prerequisite (undergraduate students only): Elementary Education 360, Reading 305; Sophomore Practicum or equivalent course work; Special Education 470/670 and 471/671 (may be taken concurrently). This course should be taken the last semester prior to student teaching. 480/680

Special Education 681 3 units (crs.) Advanced Behavior Management and Instruction

This course builds upon effective behavior management and instruction concepts, principles, and techniques covered in Special Education 381/581 and Special Education 480/680. Course emphasis is on understanding the process of behavioral change, instructional classroom management. self-management strategies. crisis intervention, social skills instruction, study organizational skills, and metacognitive strategies. Prerequisite: Sophomore Practicum or equivalent work. Special Education 480/680 should be taken prior or concurrent. (481/681)

Special Education 682 2 units (crs.) Practicum in Physical Education, Art, or Music for Special Education

Supervised field experience with special education students working within existing programs in area of

specialization. Designed for physical education, music, or art teachers seeking licensure for special fields special education. Prerequisite: Physical Education 482/682, Music 490/690, or Art 300/796; and consent of instructor. 482/682 (0+4)

Special Education 683 1-2 units (crs.) Problems in Teaching Individuals with Emotional/ Behavioral Disorders

This course will deal with the problems associated with teaching emotionally disturbed students. Innovative programs and intervention strategies will be discussed and analyzed. Prerequisite: Admission to student teaching. Corequisite: Special Education 484/684. 483/683

Special Education 684 5-10 units (crs.) Student Teaching of Individuals with Emotional/Behavioral Disorders

Observation, participation, and responsible teaching experiences under supervision in a class of emotionally/behaviorally disturbed students. Prerequisite: Admission to student teaching; concurrent registration with Special Education 483/683. 484/684

Special Education 685 1-2 units (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 and concurrent enrollment in Special Education 486/686. 485/685

Special Education 686 5-10 units (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 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, and concurrent enrollment in Special Education 485/685. 486/686

Special Education 689 1-2 units (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 learning disabled, emotionally/behaviorally disordered, and/or mentally retarded/cognitively disabled). Innovative programs and intervention strategies will be discussed and analyzed. The course is taken concurrently with Special Education 490/690. Prerequisite: Admission to student teaching and Admission II.

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Special Education 690 5-10
Student Teaching in Cross Categorical Special

Education (Early Adolesence 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, and concurrent enrollment in Special Education 489/689. 490/690

Special Education 705 3 units (crs.) Administrative Organization, Collaboration, and Leadership in Special Education

This course focuses on preparing graduate students for leadership and collaboration roles in special education and general education. Course content addresses special education organization and administration, supervision and evaluation, collaboration and consultation, and conflict resolution skills. Prerequisite (undergraduate students only): Admission II. This course should be taken just prior to or after student teaching.

Special Education 710 3 units (crs.) Conferencing Techniques for Special Educators

Lectures and simulation activities on techniques used for effective conferencing with parents and other teachers and professionals. Prerequisite: Special Education 352/552.

Special Education 711 Language Development Field Work

2 units (crs.)

5-10 units (crs.)

Supervised opportunity to remediate an identified expressive language lag within the developmental process in a school aged child. The student will work with the child's parents and train them to function as teachers of verbal behavior. Department Consent Required.

Special Education 730 3 units (crs.) Basic Instructional Strategies for Special Education

Acquisition, maintenance, and generalization of basic skills in problem learners will be covered. Theory and practice with students will be included in relation to reading, writing, arithmetic, spelling, and language.

Special Education 741 2 units (crs.) Behavior Management Laboratory and Practicum

Independently designed laboratory experience. Details to be arranged through Special Education department.

Special Education 751 3 units (crs.) Education Mentally Retarded/ Cognitively Disabled Post School Adult

Post-school opportunities for all levels of mentally retarded. Sheltered workshops, job placement, adult training, and adult recreational opportunities. Areas of financial support as they apply to the local level.

Special Education 761 2 units (crs.) Practicum in Teaching Communicative Disorders

Practicum in K-6 setting for graduate students in communicative disorders. Supervised observation, participation and responsible teaching experiences in communicative disorders. Prerequisite: 100 clock hours of clinical work under appropriate supervision, 3 credits of

clinical practice, completion of bachelors degree, education course prerequisites for student teaching, and recommendation of clinical instructor.

Special Education 762 2 units (crs.) Practicum in Teaching Communicative Disorders

Practicum in grades 7-12 setting similar to Special Education 761. Prerequisite: Same as for Special Education 761.

Special Education 765 1 unit (cr.) Practicum Seminar-Communicative Disorders

Must be taken in conjunction with Secondary Education 761 and Secondary Education 762 for K-12 certification. Designed to aid students to integrate remediation theories and techniques with problems which occur in teaching.

Special Education 767 2-4 units (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. Department Consent Required.

Special Education 769 4 units (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 units (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 Current Issues

1-3 units (crs.)

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 788 2-6 units (crs.) **International Seminar in Special Education**

On-site observation of provisions made by leading countries for the education and training of individuals with disabilities. Intensive evaluation of the programs by the student and small groups. Seminar groups directed by the instructor with local leading educators will supplement the visits. Prerequisite: Consent of instructor.

Special Education 790 3 units (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 791 2 units (crs.) Enrichment Practicum in Special Education

A practicum for additional experience related to teaching. Can be taken for a) remediation of deficit skills, b) experience in an additional major area of specialization, or c) varied experience within a major area of specialization. Prerequisite: Eligibility for or completion of one of the following required practice (Special Education 619, 666, 668 or 684) and consent of chairperson.

Special Education 794 3 units (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 units (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. Department Consent Required.

Special Education 796 Independent Study

1-3 units (crs.)

Registration open to those MSE Special Education students who have filed an independent study contract and instructor approval form. Department Consent Required.

COLLEGE OF EDUCATION AND HUMAN SERVICES

HUMAN SERVICES

Human Services 586 Drug Abuse and Behavior

1-3 units (crs.)

Surveys the psychological, sociological, medical, and legal facets of the drug use and abuse problem as it affects our society today. Emphasis upon societal presses which contribute to the problem, personality characteristics of drug abusers, the drugs most commonly abused. Prerequisite: Consent of instructor. 386/586.

SERVICE COURSES

Courses with the "SRVS CRS" subject heading are education service courses. Service Courses 500 and above carry graduate credit but the units (crs.) do not apply toward graduate degree programs unless prior approval is granted by the Assistant Vice Chancellor, Graduate School and Research. Other education graduate courses listed here may count towards a graduate degree with the favorable endorsement of the program coordinator and the approval of the Assistant Vice Chancellor, Graduate School and Research.

Service Courses in Education 600 Assessment of Dyslexia

1 unit (cr.)

This course is designed to prescribe the assessment procedures, both Norm and Criterion Referenced, that are needed to identify the presence of dyslexia in individuals 5 years of age through adulthood. Course participants will be required to do a "write up" on the administration of three assessment batteries. 400/600

Service Courses in Education 605 Survival in the Classroom

3 units (crs.)

This course is designed to help teachers identify and explore solutions to fundamental problems of instruction and discipline. 405/605

Service Courses in Education 621 1-3 units (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 **Contemporary Issues in Education**

1-3 units (crs.)

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 704 2 units (crs.) School Improvement in Elementary **Education: Elementary Education Institute**

This course is for participants in the Elementary Education Institute which is offered each summer. The course will examine results of elementary school curriculum and school improvement research. Working together as school teams, the participants will develop school improvement projects utilizing applicable research findings. The improvement projects will be implemented in the schools during the next year. Prerequisite: An EEI participant be a practicing professional elementary should teacher/administrator, have support from his/her school for a school improvement project designed by the school staff, and be accepted as a team member in the Elementary Education Institute program. Pass/Fail course.

Service Courses in Education 708 1 unit (cr.) The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, Level I

This course introduces participants to learning style theory. right/left information processing research, and the 4MAT System cycle of instructional design. The intended audience can be practicing teachers, graduate students, college/university faculty, and school administrators.

Service Courses in Education 709 2 units (crs.) The 4MAT System: Teaching to Learning Styles with Right/Left Mode Techniques, Level II

This course extends participants' understanding of the 4MAT System with an in-depth study of experiential learning theory, whole-brained knowing, the connection between 4MAT and modalities, the methodology behind concept-based 4MAT units, strategies for evaluating 4MAT units, and overview of 4MAT as a model to enhance understanding of the change process, and participant presentations of right/left information processing research, and the 4MAT System cycle of instructional design. The intended audience can be practicing teachers, graduate students, college/university faculty, and school administrators.

Service Courses in Education 729 1-3 units (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.

EDUCATIONAL FOUNDATIONS

Anthony Koyzis, Chairperson Office: /Education 605 Telephone: 920-424-1490

I. FACULTY

Adams, Koyzis, Leung, Meyerson, Parks, Paxton, Petronicolos

Educational Foundations 543

3 units (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 Adolescent Psychology

3 units (crs.)

A study of pre-adolescence and adolescence as a psychosocio-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 589 3 units (crs.) Education of Gifted and Talented Students

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

Educational Foundations 607 3 units (crs.) Education and Diverse Populations

This course deals with the educational needs of members of diverse populations (African-Americans, American Indians, Hispanic-Americans, Asian-Americans, disabled individuals, lower socio-economic and/or female persons) and related concerns they may face in the traditional educational setting. 407/607

Educational Foundations 635 2-3 units (crs.) Human Development & Education

Consideration of major theories, principles, problems, issues, and recent research findings on human development. Physical, intellectual, social, and personality development throughout the lifespan will be examined in the context of education. One emphasis will be on students' reflections of their own development and their observations of the development of others. A second emphasis, related to the first, is how these reflections and observations may contribute to the development of children and adolescents under their care as whole persons. Students may enroll for 2 or 3 credits at either the undergraduate or graduate level. Prerequisite: Bachelor's degree or consent of instructor. 435/635

Educational Foundations 671 Learning Processes in Children

2-3 units (crs.)

Reading and discussing a variety of new materials in the areas of early childhood learning and generating applications of research findings to working with children. Some areas discussed: learning in the newborn, learning to love and to fear, play, attitude conditioning, motivation for learning, self-concept development, Piaget, Montessori, cognitive growth, IQ change, approaches to teaching young children. Prerequisite: Educational Foundations 235 or equivalent. 471/671

Educational Foundations 702 Statistical Foundations in Education

3 units (crs.)

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 703 3 units (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 Foundations 704 3 units (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 units (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 706 Multicultural Education

3 units (crs.)

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. Prerequisite: Admission II (Professional Education Program).

Educational Foundations 708 3 *units (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 FOUNDATIONS

Educational Foundations 713 3 units (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 units (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 unit (cr.) 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 units (crs.) Piaget: Theory and Application

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

Educational Foundations 770 Foundations of Educational Research

3 units (crs.)

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 3 units (crs.) **Special Topics in Educational Psychology**

Focuses on a variety of special problems encountered by teachers and others interested in human behavior.

Educational Foundations 796 Independent Study

1-3 units (crs.)

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. Department Consent Required.

COLLEGE OF LETTERS AND SCIENCE

BIOLOGY AND MICROBIOLOGY

Stephen P. Bentivenga, Program Coordinator

Office: Halsey Science Center 111

Telephone: 920-424-7088

Website: www.uwosh.edu/departments/biology

E-mail: bentiven@uwosh.edu

I. FACULTY

Adler, Bentivenga, Cooper, Holton, Kallas, Kleinheinz, Kostman, Lammers, Lansman, McDermott, Pillsbury, Rainboth, Sandrin, Shors, Stelzer, Vaughan, Wise

II. PURPOSE

The Graduate Program in Biology/Microbiology is designed to provide the advanced training appropriate for professional competitiveness in public and private job sectors. It is particularly applicable to: a) persons employed in governmental agencies or private industries especially those dealing with health, agricultural or environmental issues; b) secondary school teachers and c) persons preparing to pursue a Ph.D. degree in biology, microbiology or a subdiscipline of these fields.

III. DEGREE

Completion of the Program will lead to the degree: Master of Science (MS).

IV. ADDITIONAL ADMISSIONS REQUIREMENTS/INFORMATION

In addition to the requirements of the Graduate School, specified in the first section of this Bulletin, the Program has established the following policies and procedures for admission:

Admission with Deficiencies

Applicants who lack adequate undergraduate preparation may be admitted with deficiencies and will be expected to take those courses specified by the Program. This requirement may be waived if the applicant has taken course work which is considered, by the candidacy committee, to be equivalent to the course(s) lacking.

Grade Point Average

A Grade Point Average of 3.00 in overall undergraduate program, or 3.25 during the last half (60 units (crs.)) of undergraduate work, is required for admission.

References and Test Score

Three reference letters and scores from the general Graduate Record Examination (GRE) are required.

Undergraduate Major

Normally, the baccalaureate will have been taken in Biology, Microbiology, Natural Science or related fields.

V. SUMMARY

A. Structure

The Program is comprised of emphases and electives.

The Program offers a choice of 2 emphases. These are: (1) Biology and (2) Microbiology

B. Academic Plans of Study

The following are the descriptions for the Biology/Microbiology plan(s) of study:

Biology (General - Botany) Biology (General - Zoology) Biology (Microbiology)

C. Minimum Unit (Cr.) Requirements

30 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students. At least 15 units (crs.) being applied to the M.S. degree must be in graduate-only courses (700 numbers).

D. Admission to Candidacy

Students must pass a written comprehensive examination and satisfy fully the Graduate School requirements for advancement to candidacy stated in the first section of this Bulletin. The exam is prepared and the results are evaluated by an Advancement to Candidacy Committee (of 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., during the second semester for most students).

VI. DEGREE REQUIREMENTS

All emphases require the following courses:

| Subject | | |
|----------------|-----------|---------------------------------------|
| Catalog # | Units (c | ers.) Title |
| Biology | <u> </u> | • |
| 2 units (crs.) | of gradua | ate seminar, from the following list: |
| 728 | 1 | Botany Seminar |
| 748 | 1 | Zoology Seminar |
| 768 | 1 | Microbiology Seminar |
| 2 units (crs.) | of resear | ch methods from the following list: |
| 709 | 2 | Introduction to Biological Re- |
| | | search |
| 769 | 2 | Introduction to Microbiological |
| | | Research |
| 4 units (crs.) | of Advan | ced Topics from the following list: |
| 765 | 2 | Advanced Topics in Microbiology |
| 766 | 2 | Advanced Topics in Biology |
| 6 units (crs.) | of Thesis | research: |
| 795 | 1-6 | Biology/Microbiology Thesis |

Other Requirements:

Writing of a thesis based on scientific research and an oral defense of thesis before a committee of at least three faculty.

Electives:

All course work 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 advisor and Admission to Candidacy Committee in selecting electives from the following list (or other appropriate courses):

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|----------|------|
| Sub | IDOT |
| oub | 100L |

| Catalog # | Units (cr | s.) Title |
|-----------|-----------|---------------------------------|
| Biology | , | |
| 504 | 3 | Plant Taxonomy |
| 508 | 5 | Comparative Anatomy |
| 511 | 3 | Animal Behavior |
| 512 | 2 | Medical Bacteriology Lecture |
| 513 | 3 | Medical Bacteriology Lab |
| 515 | 3 | Virology |
| 516 | 3 | Developmental Biology |
| 517 | 3 | Cell/Development Biology Lab |
| 519 | 5 | General Animal Physiology |
| 521 | 3 | Mycology |
| 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 | Industrial Microbiology |
| 541 | 3 | Immunology |
| 545 | 5 | Plant Physiology |
| 549 | 3 | General Ecology |
| 550 | 3 | Electron Microscopy |
| 552 | 3 | Biology of Aging |
| 553 | 3 | Introduction to Arachnology |
| 554 | 3 | Parasitology |
| 558 | 2 | Freshwater Invertebrates |
| 572 | 3 | Advanced Molecular and Cell |
| | | Biology |
| 573 | 2 3 | Biology Field Trip |
| 574 | 3 | Immunology/Virology Lab |
| 575 | 3 | Microbial Genetics |
| 576 | 3 | Population and Community Ecol- |
| | | ogy |
| 577 | 2 | Microbial Genetics Lab |
| 586 | 3 | Systems Ecology |
| 589 | 3 | Principles of Biotechnology |
| 590 | 2 | Biotechnology Lab |
| 650 | 5 | Microbial Physiology |
| 702 | 4 | Current Debates in Evolutionary |
| | | Biology |
| 765 | 2 | Advanced Topics in Microbiology |
| 766 | 2 | Advanced Topics in Biology |
| 796 | 1-3 | Independent Study in Biology/ |
| | | Microbiology |
| 799 | 0 | Registration for Comprehensive |
| | | Examination |
| 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 | Computer Cartography |
| 671 | 3 | Geographic Information Systems |
| 672 | 3 | Advanced Geographic Information |
| | | Systems |
| Geology | | • |
| 565 | 3 | Hydrogeology |
| 566 | 3 | Ground Water Hydrology |
| Mathematics | | , 0, |
| 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 for completion of the degree. Courses at this university for graduate credit are provided in most, but not all, 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 Chen

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

VII. COURSE DESCRIPTIONS

Biology 504

3 units (crs.)

Plant Taxonomy

Collection, identification and preservation of flowering plants; a consideration of biosystematic methods and study of evolutionary procedures: mechanisms. Prerequisite: One semester of general biology. 304/504 (2+2) (Fall)

Biology 508

5 units (crs.)

Comparative Anatomy

A comparative study of representative vertebrates. Prerequisite: One semester of general biology. 308/508 (3+4) (Spring-even years)

Biology 511 **Animal Behavior**

3 units (crs.)

An introduction to the behavior mechanisms of invertebrate and vertebrate animals emphasizing the ethological point of view. Prerequisite: Biology 340 or 343. 311/511 (2+2) (Spring)

Biology 512

2 units (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 units (crs.)

Medical Bacteriology(Lab)

Isolation study, identification and laboratory handling of pathogenic bacteria. Prerequisite: Biology 309 and 341/541. 313/513 (0+2) (Spring)

Biology 515 Virology

3 units (crs.)

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. 315 (3+0) (Spring)

Biology 516

3 units (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. Strongly recommended: Biology 343. 316/516 (3+0) (Spring)

Biology 517

3 units (crs.)

Cell/Development Biology Laboratory

This laboratory focuses on current techniques in cell and developmental biology. Students will perform experiments involving tissue culture, immunohistology and genetic engineering. Students will be given some of the responsibility for designing and executing experiments. Consequently students must be able to work in the lab outside of the scheduled hours. Prerequisite: Biology 343 and either 323/523 or 316/516 (may be taken concurrently). 317/517 (1+4)

Biology 519

5 units (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. Strongly recommended: Biology 105, 230 and 323.

Biology 521 Mycology

3 units (crs.)

A study of the fungi; characteristics, physiology, habits and laboratory identification of molds, yeasts, mushrooms and related organisms. Prerequisite: One semester of general biology. 321/521 (2+2)

Biology 522

1 unit (cr.)

Mushroom Identification

The collection and identification of mushrooms and other fleshy fungi. Prerequisite: Biology 321/521 (may be taken concurrently). 322/522

Biology 526 **Introductory Limnology**

3 units (crs.)

The physical, chemical and biological character of lakes and streams. Methods of field measurements, collection and analysis of water samples. Investigation of aquatic communities. Prerequisite: One semester of general biology, one year of general chemistry, and consent of instructor. 326/526 (2+2) (Fall)

Biology 527

3 units (crs.)

Microbial Ecology

A study of the activities of microorganisms in a variety of natural habitats and their relevance to the overall quality of the envirnoment. Emphasis will be on specific processes; transformations in biogeochemical cycles, symbiotic relationships, microbial relationships with other living organisms, hydrocarbon oxidations, and biotransformation of novel compounds. Prerequisite: Biology 231, 233, 309 or consent of instructor. 327/527 (2+3)

Biology 528 Ornithology

3 units (crs.)

An introduction to the systematics, evolution, anatomy, behavior, and ecology of birds of the world. Field Trips. Prerequisite: Biology 230. 328/528 (2+3) (Spring)

Biology 530 Ichthyology

3 units (crs.)

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. 330/530 (2+3) (Fall)

Biology 532 Entomology

3 units (crs.)

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 semester) is required. Prerequisite: One semester of general biology and Biology 230.

Biology 535 Systematic Biology

3 units (crs.)

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. 335/535 (2+2)

Biology 536 Fresh Water Algae

3 units (crs.)

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)

Biology 537 Plant Anatomy

3 units (crs.)

The structure of representative groups of ferns, fern allies and seed-bearing plants. Emphasis on structure/function relationships. Prerequisite: One semester of general biology required. Strongly recommended: Biology 231. 337/537 (Spring-odd years)

Biology 539

3 units (crs.)

Industrial Microbiology

A study of microorganisms and microbial processes important to a variety of industrial applications; special reference to food, biotechnical, and environmental processes and their applications. Prerequisite: Biology 309. 339/539

Biology 541 Immunology

3 units (crs.)

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. 341/541 (3+0) (Fall)

Biology 545 Plant Physiology

5 units (crs.)

An experimental study of plant growth, metabolism, nutrition, reproduction and response to environment. Prerequisite: One semester of general biology, Biology 231 and one year of general chemistry. 345/545 (4+3)

Biology 549 General Ecology

3 units (crs.)

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 (2+1)

Biology 550 Electron Microscopy

4 units (crs.)

Electron Microscopy is an intensive, hands-on course covering the practices, procedures and operational theories of Scanning Electron Microscopy (SEM) and Transmission Electron Micorscopy (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.

Biology 552 Biology of Aging

3 units (crs.)

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 units (crs.)

Introducation 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 Parasitology

3 units (crs.)

A look at the most common mode of life on earth. Emphasis will be placed on human parasites, but attention will be given to some of the more common and the more bizarre parasites of Wisconsin animals. Topics will include life histories, identification and diagnosis, parasitic diseases, host-parasite interactions, and parasite evolution. Prerequisite: One semester general biology and Biology 230. 354/554 (2+2) (Spring)

Biology 558

2 units (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. Prerequisite: An introductory biology course and consent of instructor. 358/558 (0+4)

Biology 567 Field Ornithology

2 units (crs.)

An intesive, highly field-oriented course intended to provide the practical "hands-on" experience essential to students interested in field biology. Field studies will emphasize identification and natural history of local avian species using a variety of field techniques. In addition to fieldwork, the course will involve lecture, specimen labs, and readings to examine important aspects of systematics, anatomy, physiology, behavior, ecology, and conservation as they apply to birds (Spring Interim at Pigeon Lake Field Station).

Biology 572 3 units (crs.) Advanced Molecular and Cell Biology

In-depth consideration of topics such as replication, transcription, translation and regulation of gene expression. Mechanisms that guide and drive cellular function and metabolism will be covered in detail. Studies of aberrant cell behavior (e.g. cancer and cell death) will be included. This course will emphasize scientific literature and quantitative problem-solving. Prerequisite: Biology 323, 343 and Chemistry 106. 372/572

Biology 573 Biology Field Trip

2 units (crs.)

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. 373/573 (Spring)

Biology 574 Immunology/Virology Laboratory

3 units (crs.)

Laboratory course integrating principles of immunology and virology. 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 used to study virus/host interactions; including microbiology, biology 374/574, and medical technology majors. Prerequisite: Biology 341/541 or 315/515 (may be taken concurrently).

Biology 575 Microbial Genetics

3 units (crs.)

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 units (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)

Biology 577

2 units (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). 377/577 (0+4) (Fall)

Biology 586 Systems Ecology

3 units (crs.)

An introduction to the study of ecosystems from the perspectives of biogeochemical cycles, energy budgets, and other emergent properties. Laboratory will focus on approaches to monitoring (e.g. field sampling, remote sensing) and modeling ecosystems at various scales of time and space (e.g. local, regional and global). Students will develop environmental sampling schemes and ecosystem models needed to study hypothetical scenarios and for projects of their own design. Prerequisite: Biology 349/549 or consent of instructor. 386/586 (2+2)

Biology 589 Principles of Biotechnology

3 units (crs.)

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. 389/589 (3+0) (Spring)

Biology 590 Biotechnology Laboratory

2 units (crs.)

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. 390/590 (0+4) (Spring)

Biology 644 Neurobiology

3 units (crs.)

Advanced study of the nervous systems of animals. Principles, techniques, development, pathology, research fron-tiers. Prerequisite: One year of chemistry, Biology 323 and a grade of C or better Biology 212, 319/519, Psychology 383 or equivalent. 444/644

Biology 650 Microbial Physiology

5 units (crs.)

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. 450/650 (3+4)

Biology 702 4 units (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 units (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 units (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.

Biology 728 1 unit (cr.) Botany Seminar

The student will review the literature and make a presentation and critical analysis of a current problem in plant science.

Biology 748 1 unit (cr.) Zoology Seminar

The student will review the literature and make a presentation and critical analysis of a current topic in animal science.

Biology 749 3 units (crs.) Field Zoology

Field trips, observing local animals; identification and study of collected species. Prerequisite: One year of biology.

Biology 751 4 units (crs.) Biochemical Genetics

DNA structure, replication of genetic material, mutation, and genetic exchange in various organisms with emphasis on procaryotes and viruses. Prerequisite: Biology 309 and 340. (2+2)

Biology 765 2 units (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)

Biology 766 2 units (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.

Biology 768 1 unit (cr.) Microbiology Seminar

The student will review the literature and make a presentation and critical analysis of a current problem in microbiology.

Biology 769 2 units (crs.) Introduction to Microbiological Research

Theory and applications of selected analytical methods widely used in biological research. (0+4)

Biology 780 4 units (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 units (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. Department Consent Required.

Biology 796 1-3 units (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. Department Consent Required.

Biology 799 *0 units (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.

ENGLISH

Ron Rindo, Director Office: Radford Hall 201 Telephone: 920-424-2252

Website: www.english.uwosh.edu/MAinEnglish/

E-mail: rindo@uwosh.edu

I. FACULTY

Baker, Benda, Boehler, Cannon, Dingledine, Dunckel, Feldman, Foss, Gemin, Helmers, Henson, Hill, Hodgell, Hostetler, Klemp, Landry, Lauter, Maguire, Mazzeo, Moore, Newson-Horst, Ngaboh-Smart, Nuernberg, Oberman, Quiring, Rindo, Roberts, Robson, Roth, Roy, Shaffer, Stearns, Tatonetti

II. PURPOSE

The Master of Arts in English Program is designed to fill the needs of individuals seeking a graduate degree entirely on a part-time basis. Most classes are offered in late afternoon or evening hours throughout the normal school year. Pending sufficient enrollment, summer courses also may be offered. It is possible to enroll on a full-time basis as well. Completion of the terminal degree of Master of Arts in English may enable persons in such professional areas as Education, Law, Government and Business to reaffirm and extend their commitment to such work activities or make a career change. In addition to providing a sense of personal satisfaction, the Master of Arts in English degree may also provide a foundation for continued studies elsewhere toward a Doctor of Philosophy in English or other closely-related fields in the Humanities.

III. DEGREE

Completion of the Program will lead to the degree: Master of Arts (M.A.).

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

In addition to the requirements of the Graduate School 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:

- 1. A baccalaureate degree from a regionally accredited institution
- 2. Official undergraduate transcript(s), documenting an undergraduate GPA of 3.0 (4.0 scale).
- **3.** Proficiency in reading, writing and speaking in Standard English form(s).

Probationary Admission

Applicants who show promise but lack adequate undergraduate preparation may, at the discretion of the Master of Arts Committee, be admitted on probationary status and will be expected to take and successfully complete 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 reentry. Contact the Graduate School for information about reapplication.

Conditional Admission

Applicants who meet the Graduate School 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 3.0 (4.0 scale).

References and Standardized Test Scores

Three professional and/or academic reference letters and official scores from the general Graduate Record Examination (GRE) are required.

Application Essay

In addition to the UW Oshkosh Graduate School application packet, those wishing to be considered for admission to the Master of Arts in English Program must submit an essay of 1,250 words which will enable the Master of Arts Committee to determine if candidates for admission have the requisite writing skills to successfully complete the program.

Undergraduate Major

Normally, the baccalaureate will have been taken in English or other English-language-based studies in the Humanities (e.g., History, Sociology, Psychology, Education, Government). Regardless of undergraduate major, proficiency in speaking, reading and writing in Standard English form(s) is required.

V. SUMMARY

A. Structure

The Program is comprised of a combination of required and elective courses, culminating in an Assessment Portfolio and either a Creative Writing Thesis or Critical Thesis. Students may arrange their own programs within scheduling options to emphasize literature, rhetoric and composition, creative writing or linguistics, but it will not be possible to work exclusively in any one of these areas.

B. Academic Plans of Study

English is the description for the English plan of study.

C. Minimum Credit Requirements

36 graduate-level credits including required English Department courses and elective courses (elective courses are to be taken within and outside the English Department for an interdisciplinary experience); an Assessment Portfolio and a Thesis. Of these 36 credits, 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.

ENGLISH

D. Admission to Candidacy

Students must be admitted to candidacy after having earned a minimum of 9 but no more than 21 degree credits. Admission to candidacy requires the student to be in full standing, to have completed all deficiencies (if applicable) and to file an Application for Admission to Candidacy form (formal plan of study). Students are expected to submit a prospectus for the Master of Arts in English Thesis (Creative Writing Thesis or Critical Thesis) within one semester after reaching the stage of candidacy.

VI. DEGREE REQUIREMENTS

The M.A. in English requires the following courses:

| Subject | | | |
|---------------|--------|--|--|
| Catalog # | ŧ Uı | its (crs.) Title | |
| 18 credits of | of 700 | level courses including: | |
| English | | - | |
| 703 | 3 | Seminar in Criticism: Optional Content | |
| 704 | 3 | Research Methods | |
| 795 | 3 | English Thesis | |
| | | - | |

Maximum of 15 credits from English Department dual-level graduate courses (500 or 600 level)

6 credits at the graduate level from at least one other department at the University of Wisconsin Oshkosh. If both these courses are dual-level courses, rather than 700-level courses, then the student must take a minimum of six 700-level courses in English, in order to comply with the rules of the Graduate School that 18 of the total 36 credits be at the 700 level. Optional content classes, with different subtitles and the signature of the department chair, may be taken twice.

Other Requirements

The Thesis Project

Each degree candidate will write a thesis of approximately sixty to eighty pages; it will be a substantial work of original research or empirical study in areas such as literature, linguistics, rhetoric, or creative writing.

The Portfolio

Students will gradually assemble a collection of writings that demonstrates progress in critical thinking and in writing. The portfolio will include an essay outlining the student's goals for graduate study (submitted as part of the admissions process), three graduate papers, and a thesis. The portfolio will be more than a collection of papers, however: it will be an expression of introspective personal intellectual development and expanding scholarly insight.

Electives

Students are expected to consult first with the program Coordinator, and later with their thesis advisor and Admission to Candidacy Committee in selecting electives from the following list (or other appropriate courses):

Elective 700-level English Department courses include:

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| Ou | v | ICLL |

| Catalog # | Units (cr | rs.) Title |
|-----------|-----------|---|
| English | • | • |
| 701 | 3 | Seminar in Literature: Optional Content |
| 702 | 3 | Language in Society: Optional Content |
| 708 | 3 | Contemporary American Poetry: Optional Content |
| 709 | 3 | Special Topics in Creative Writing: Optional Content |
| 710 | 3 | Seminar in Cultural Studies: Optional Content |
| 711 | 3 | Seminar in American Ethnic Writers: Optional Content |
| 712 | 3 | Seminar in Women Wrtiers: Optional Content |
| 796 | 3 | Independent Study |

Elective dual-level English Department courses include:

| biect | |
|-------|--|
| | |

| Catalog # | Units (crs | s.) Title |
|-----------|---------------------------------|-----------------------------------|
| English | | |
| 501 | 3 3 3 3 3 3 3 | Modern Grammars |
| 503 | 3 | Creative Writing: Fiction I |
| 504 | 3 | Advanced Fiction Writing |
| 505 | 3 | Creative Writing: Poetry I |
| 506 | 3 | Advanced Poetry Writing |
| 508 | 3 | Autobiography Theory & Practice |
| 517 | 3 | Technical Writing |
| 519 | 3 | African-American Literature: Op- |
| | | tional Content |
| 520 | 3 | Psycholinguistics |
| 522 | 3 | Theories of Writing |
| 529 | 3 | Playwriting I |
| 530 | 3 3 3 3 3 | Playwriting II |
| 531 | 3 | Contemporary Literature: Optional |
| | | Content |
| 532 | 3 | Early Women Writers: Optional |
| | | Content |
| 533 | 3 | Twentieth Century Poetry |
| 535 | 3 | Personal Narratives: Optional |
| | | Content |
| 536 | 3 | Bible as Literature |
| 537 | 3 3 3 | Early Twentieth Century Drama |
| 539 | 3 | Contemporary British & Continen- |
| | | tal Drama |
| 541 | 3 | History of the English Language |
| 542 | 3 | Literature of the Romantic Era: |
| | | Optional Content |
| 543 | 3 | Nature Writing |
| 544 | 3 3 3 3 3 | Milton |
| 546 | 3 | Chaucer and His Age |
| 547 | 3 | Shakespeare I |
| 550 | 3 | Literary Study Tour: Optional |
| | | Content |
| 551 | 3 | Medieval Literature: Optional |
| | | Content |
| 553 | 3 | The English Renaissance, 1485- |
| | | 1660 |
| 554 | 3 | Rhetoric, Culture & Travel |
| | | |

| 555 556 | 3 3 | Early British Drama Special Topics in Early British |
|------------|------------------|---|
| 557 | 3 | Drama: Optional Content Literature & Other Arts: Optional Content |
| 558 | 3 | Postcolonial African Literature: Optional Content |
| 561 | 3 | Asian-American Literature: Op- tional Content |
| 562 | 3 | British Literature of the Long 18th Century: Optional Content |
| 563 564 | 3 3 | Eighteenth Century English Novel Nineteenth-Century English Novel |
| 565 | 3 | Modern British Fiction: Optional Content |
| 567 | 3 | African Literature |
| 569 | 3 | Victorian Poetry and Prose |
| 570 | 3 | Native American Literature II: |
| F74 | 0 | Optional Content |
| 571 | 3 | African American Women Writers: |
| 572 | 3 | Optional Content |
| 372 | 3 | American Short Story: Optional Content |
| 573 | 3 | Colonial and Federalist Literature |
| 574 | 3 3 | American Romanticism |
| 575 | 3 | American Realism & Naturalism |
| 576 | 3 3 | 20th-Century Literature: Optional |
| 0.0 | Ü | Content |
| 577 | 3 | Major Figures in American Fiction 1800-1865: Optional Content |
| 578 | 3 | Modern American Novel: Optional Content |
| 579 | 3 | American Poetry: From Whitman to the Present |
| 580 | 3 | American Drama |
| 581 | 3 | Foundations of Literary Criticism |
| 582 | 3 | Contemporary Cultural Mythology: |
| | | Optional Content |
| 583 | 3 | Introduction to English Linguistics |
| 584 | 3 | Sociolinguistics |
| 586 | 3 3 3 3 | Rhetoric of Literature |
| 587 | 3 | Special Topics in Rhetoric & |
| =00 | • | Composition: Optional Content |
| 590 | 3 3 | Film and Literary Studies |
| 591 | 3 | Gay and Lesbian Literature: |
| 500 | 2 | Optional Content |
| 592 | 3 | Special Topics in Literature: |
| 605 | 3 | Optional Content Special Topics in Creative |
| 003 | J | Writing: Optional Content |
| 648 | 3 | Shakespeare II: Optional Content |
| 652 | 3 3 3 | Applied Linguistics |
| 682 | 3 | Recent Literary Criticism: Optional |
| | - | Content |

VII. COURSE DESCRIPTIONS

English 501 3 units (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 units (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 units (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 units (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 units (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 units (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 517 3 units (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 units (crs.)

African American Literature II: 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. 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 units (crs.) Psycholinguistics

An introduction to the study of mental processes involved in listening, speaking and learning language. Particular attention is given to language acquisition and development and the implications psycholinguistic findings have for the teaching of children who are learning to speak, read, and write. Prerequisite: English 301 or 383. 320/520

ENGLISH

English 522 **Theories of Writing**

3 units (crs.)

A study of cognitive, social, rhetorical, and historical influences on the writing process. This course will cover the major theoretical perspectives in the field of composition and their application to the teaching, learning, and practice of writing. 322/522

English 529

3 units (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 units (crs.)

Creative Writing: Playwriting II

An advanced workshop in playwriting focusing intensively on student writing with invited feedback from directors, designers, dramaturgs, 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 units (crs.)

Contempory 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 units (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 semester to semester, and may include such subjects as Ancient Women Writers, Medieval Women Writers, Renaissance Women Writers, Early American Women Writers, and Nineteenth-Century Women Writers. 332/532

English 533

3 units (crs.)

Twentieth-Century Poetry

A seminar focusing on the themes, technical innovations, and theories of influential early and mid-twentieth century poets. 333/533

English 535

3 units (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 units (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 537

3 units (crs.)

Early Twentieth-Century Drama

A study of Naturalist and Expressionist drama of the early 20th Century emphasizing English and Continental drama, and the Irish Renaissance. 337/537

English 539

3 units (crs.)

Contemporary British and Continental Drama

Contemporary British and Continental Drama, including Theatre of the Absurd, Theatre of Cruelty, Epic Theatre, Lyric Theater, Panic Theater. 339/539

English 541

3 units (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 units (crs.)

Literature of the Romantic Era: 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 figures, genres, and themes from the Romantic Era, 1798-1836, with special attention given to critical reading and analytical skills. 342/542

English 543

3 units (crs.)

Nature Writing

A course in reading and writing about the natural world. Writers discussed may include Henry David Thoreau, Aldo Leopold, Annie Dillard, and others. Student writing will represent a significant portion of the coursework. Writing assignments may include essays on natural history, journal entries, environmental advocacy pieces, eco-fiction, and others consistent with the focus of the course, 343/543

English 544 Milton

3 units (crs.)

Milton's major and minor poems and selected prose writings in relation to the background of the literature and his times. 344/544

English 546

3 units (crs.)

Chaucer and His Age

A study of the major works in medieval English literature with emphasis on Chaucer. 346/546

English 547 Shakespeare I

3 units (crs.)

Selected major plays in relation to dramatic conventions of the time and to modern productions. 347/547

English 550 3-4 units (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 units (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. Prerequisite: English 281. 351/551

English 553 3 units (crs.)

The English Renaissance, 1485-1660

A study of the significant plays, poetry, and prose with emphasis on More, Spenser, Marlowe, Jonson, Bacon, Donne, and upon the Cavaliers and the Metaphysicals. Excludes Shakespeare. 353/553

English 554 3 units (crs.) Rhetoric, Culture, and Travel

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 will be considered, as well as films, photographs, advertisements, and maps. 354/554

English 555 3 units (crs.) Early British Drama

A study of representative plays from the medieval, early modern, and/or Restoration periods. 355/555

English 556 3 units (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. 356/556

English 557 3 units (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 units (crs.)

Postcolonial African 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 African prose, poetry, and drama that constructs the literary tradition of newly independent African countries in the 20th century. Among topics to be covered are nationalism, identity, gender, and oral traditions. 358/558

English 561 3 units (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 units (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 units (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 units (crs.)

Nineteenth-Century English Novel

A study of the English novel from 1800 to 1900: Austen, Scott, Bronte, Thackeray, Dickens, Eliot, Meredith, and Hardy. 364/564

English 565 3 units (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.

English 567 3 units (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 units (crs.)

Victorian Poetry and Prose

365/565

A study of the major poets and prose writers of the Victorian era. 369/569

ENGLISH

English 570 3 units (crs.)

Native American Literature II: 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. Studies may include Native American literature of the 19th and 20th Centuries, oral tradition, poetry, and surrounding cultural materials. 370/570

English 571 3 units (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 units (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 Colonial and Federalist Literature

American writing from the beginning through the early years of the republic. 373/573

3 units (crs.)

3 units (crs.)

English 574 American Romanticism

A study of writers such as Emerson, Fuller, Thoreau, Irving, Cooper, Melville, Hawthorne, Stowe, and/or others. 374/574

English 575 3 units (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 units (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 units (crs.) Major Figures of American Fiction, 1800-1865: 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 this period, such as Irving, Cooper, Poe, Hawthorne, Melville, Stowe, and Melville. 377/577

English 578 3 units (crs.) Modern American Novel: Optional Content

This course may be offered with different content. With a different subtitle, it may 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 units (crs.)

American Poetry: From Whitman to the Present

A study of the development of American poetry from Whitman to Contemporary Poets. 379/579

English 580 3 units (crs.) American Drama

American drama from Eugene O'Neill to the present. 380/580

English 581 3 units (crs.) Foundations of Literary Criticism

An analysis of critical theories and their influence from the Greeks and Romans to the present; application of these theories to selected literary texts. 381/581

English 582 3 units (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 units (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 units (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 586 3 units (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 units (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 units (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 units (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 units (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 605 3 units (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 units (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 units (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 units (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 281 and 381. 482/682

English 701 3 units (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 a graduate program.

English 702 3 units (crs.)

Language in Society: Optional Content

An advanced course in Sociolinguistics concentrating on phenomena such as global languages, language shift, and language death, or billingualism, bi-dialectualism and identity. Optional content. With different subtitles and the signature of the department chair, it may be taken twice. Prerequisite: Admission to a graduate degree program.

English 703 3 units (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 a graduate degree program.

English 704 3 units (crs.) Methods of Research

Admission to graduate program or consent of instructor. 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.

English 708 3 units (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.

English 709 3 units (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.

ENGLISH

consent of instructor.

English 710 3 units (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 the Graduate Program or

English 711 3 units (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 the Graduate Program or consent of
instructor.

English 712 3 units (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.

English 725 3-4 units (crs.) Teaching of Writing

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. This course is also numbered as Elementary Education 725 and Secondary Education 725.

English 795 1-6 units (crs.) English Thesis

Each registration with maximum accumulation of 6 cr. Department Consent Required.

English 796 1-3 units (crs.) Independent Study

Each registration with maximum accumulation of 6 cr. Department Consent Required.

MATHEMATICS EDUCATION

John Koker, Program Coordinator

Office: Swart 110

Telephone: 920-424-1058/1333

Website: www.uwosh.edu/departments/mathematics/

msprog.htm

E-mail: koker@uwosh.edu

I. FACULTY

Bullington, Benzaid, Edwards, Eroh, Ganapathy, Gunawardena, Khosravani, Koker, McDougal, Moghadam, Moussavi, Muthuvel, Price, Ramanayake, Seaman, Szydlik, J., Szydlik, S., Winters, Zhang

II. PURPOSE

The graduate program in Mathematics Education is designed to enhance the professional expertise of the secondary and post secondary mathematics teacher. The program is structured to meet the needs of the individual graduate student.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

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

Admission with Deficiencies

Applicants who lack adequate undergraduate preparation may be admitted with deficiencies and will be expected to take mathematics courses specified by the program coordinator.

Grade Point Average

A grade point average of 2.75 in all undergraduate mathematics courses is required.

Undergraduate Course Work

The applicant must have taken 30 units (crs.) of Mathematics which should include: one year of calculus, two semesters of modern algebra, one semester of geometry and one semester of probability and statistics.

Undergraduate Major

Normally, the baccalaureate will have been taken in mathematics or related fields.

V. SUMMARY

A. Structure

The program is comprised of core courses and electives.

B. Academic Plans of Study

Mathematics Education is the description for the Mathematics Education plan of study.

C. Minimum Unit (Cr.) Requirements

A minimum of 30 approved graduate units (crs.), which must include at least 18 upper-level (700) units (crs.), are required for the degree.

D. Admission to Candidacy

Students must satisfy fully the Graduate School requirements for advancement to candidacy stated in the first section of this Bulletin.

VI. DEGREE REQUIREMENTS

Core Courses:

Subject

| Catalog # | Units (crs | s.) Title |
|-------------|------------|------------------------------|
| Secondary E | ducation | |
| 739 | 3 | Advanced Study in Curriculum |
| Mathematics | | |
| 720 | 2-3 | Combinatorial Mathematics |
| 730 | 2 | Advanced Coordinate Geometry |
| 731 | 2 | Transformation and Inversive |
| | | Geometry |
| 742 | 3 | Algebra |

Electives:

Students are expected to consult with the program coordinator in selecting recommended electives from the following offerings:

Subject

| Subject | | |
|-------------|---|---|
| Catalog # | Units (crs | s.) Title |
| Mathematics | | |
| 505 | 3 | Statistics for Quality and Produc- |
| | | tivity |
| 542 | 3 | Abstract Algebra |
| 546 | 3 3 | Linear Algebra |
| 549 | | Elementary Number Theory |
| 552 | 3 | Computing Mathematics with Applications |
| 555 | 3 | Introduction to Numerical Analysis |
| 556 | 3 | Linear Numerical Analysis |
| 575 | 3 3 3 3 3 3 3 3 3 | Applied Mathematical Analysis I |
| 576 | 3 | Applied Mathematical Analysis II |
| 581 | 3 | Stochastic Modeling |
| 585 | 3 | Applied Regression Analysis |
| 586 | 3 | Linear Statical Models |
| 601 | 3 | Mathematical Statistics I |
| 602 | 3 | Mathematical Statistics II |
| 667 | 3 | Advanced Calculus |
| 680 | 3 | Elementary Topology |
| 701 | 2 | Workshop in Computing Mathematics |
| 702 | 2-3 | Statistics Workshop |
| 712 | 3 | Problem Solving for Teachers |
| 718 | 3 | Historical and Philosophical |
| | | Foundations of Mathematics |
| 722 | 3 | Discrete Structures |
| 746 | 1-3 | Workshop on Current Topics |
| 757 | 2-3 | Advanced Topics in Mathematics |
| 793 | 1 | Mathematics Seminar |

MATHEMATICS EDUCATION

| 795 | 3 | Mathematics Thesis |
|-----|-----|--------------------------------|
| 796 | 1-3 | Independent Study in Mathemat- |
| | | ics |
| 799 | 0 | Registration for Comprehensive |
| | | Examination |

Other Requirements

A minimum of at least 18 units (crs.) in Mathematics which must include core courses in at least 2 of the following core areas: algebra, combinatorics and geometry. The respective courses in the above areas are:

Subject

| Catalog # | Units (c | rs.) Title |
|-------------|----------|------------------------------|
| Algebra Mat | | |
| 742 | 3 | Algebra |
| Combinatori | | ematics |
| 720 | 2-3 | Combinatorial Mathematics |
| Geometry M | athemati | cs |
| 730 | 2 | Advanced Coordinate Geometry |
| 731 | 2 | Transformation and Inversive |
| | | Geometry |
| | | |

All students must take Secondary Education 739 Advanced Study in Curriculum Mathematics (3 units (crs.)) and at least 3 additional units (crs.) in Computer Science and/or Education.

The remaining units (crs.) can be approved electives usually selected from:

Mathematics

Computer Science

Education

Thesis (3 units (crs.))

Completion of a comprehensive exam after all course work has been successfully completed or concurrent with last course to be completed in the program.

VII. CERTIFICATION REQUIREMENTS

Degree program approved for licensure by Wisconsin Department of Public Instruction.

VIII. COURSE DESCRIPTIONS

Please see the Curriculum and Instruction section of this Bulletin for descriptions of the following course(s):

Subject

| Subject | | |
|-------------|------------|------------------------|
| Catalog # | Units (crs | .) Title |
| Secondary E | ducation | |
| 739 | 3 | Mathematics Curriculum |

Course credit from the following courses does not apply to the MS-Mathematics Education graduate degree: Mathematics 317/517, 371/571, 413/613, 415/615

Mathematics 505

3 units (crs.)

Statistics for Quality and Productivity

Statistical process control charts including Shewart and Design of experiments including factorials, CUSUM. fractional factorials and designs to explore response surfaces. The roles of blocking, confounding and randomization. The course will be about 25% statistical process control and about 75% design of experiments. Prerequisite: Mathematics 302, 305/505

Mathematics 517 4 units (crs.) **Probability and Statistics for Elementary and Middle School Programs**

An introduction to probability and statistics emphasizing problem solving and communication. Topics include sample spaces, permutations and combinations, random variables, expected value, probability distributions, hypothesis testing and statistical inference. This course will employ technology and contain a historical component. Prerequisite: Mathematics 104 or equivalent, Mathematics 211 and 217 each with a grade of C or better. 317/517

Mathematics 542 Abstract Algebra I

3 units (crs.)

A survey course in modern algebra including such topics as: basic properties of the integers, a study of groups and their properties with examples and applications, other systems including rings and fields. Prerequisite: Mathematics 222. 342/542

Mathematics 546 Linear Algebra

3 units (crs.)

An introduction to finite dimensional vector spaces, linear transformations, matrices and determinants applications to systems of linear equations) characteristic values and characteristic vectors. Additional topics may include: advanced work involving characteristic values and characteristic vectors, Jordan canonical form, inner products, quadratic forms. Prerequisite: Mathematics 256 with a grade of C or better. 346/546

Mathematics 549

3 units (crs.)

Elementary Number Theory

Divisibility, primes, congruences, quadratic reciprocity, number theoretic functions, Diophantine equations, continued fractions, and selected topics. Prerequisite: Mathematics 222 with a grade of C or better. 349/549

Mathematics 552 **Computing Mathematics with Applications**

3 units (crs.)

An introduction to programming in Mathematica or a similar software package. The course begins by exploring the numerical, algebraic and graphical capabilities of the software. Topics include lists, functions and programming with applications to number theory, discrete mathematics, analysis and probability. Prerequisite: Mathematics 172. 352/552

Mathematics 555 **Introduction to Numerical Analysis**

3 units (crs.)

Topics in numerical computations selected from polynomial interpolation, solution of nonlinear equations, numerical integration, numerical solution of differential equations, and approximation. Prerequisite: Mathematics 273, Computer Science 221 or equivalent. 355/555

Mathematics 556

3 units (crs.)

Linear Numerical Analysis

Topics in numerical linear algebra selected from: Gaussian elimination, matrix inversion, eigenvector and eigenvalue

computations, error analysis, condition numbers and pivoting strategies. Prerequisite: Mathematics 273, Mathematics 256, Computer Science 221 or equivalent. 356/556 (Spring)

Mathematics 571 3 units (crs.) Differencial Equations

An introductory course treating ordinary differential equations of the first and second order; linear equations with constant coefficients; solutions using series, the Laplace transform, and numerical methods. Prerequisite: Mathematics 172, 371/571

Mathematics 575 3 units (crs.) Applied Mathematical Analysis I

Topics in mathematics applicable to the physical sciences: Vector analysis, Green's theorem and generalizations, analytic function theory. Prerequisite: Mathematics 273. 375/575

Mathematics 576 3 units (crs.) Applied Mathematical Analysis II

Topics in mathematics applicable to the physical sciences: Solutions of certain classical differential equations (ordinary and partial), Fourier methods, and applied linear algebra. Prerequisite: Mathematics 371/571. 376/576

Mathematics 581 Stochastic Modeling

3 units (crs.)

Conditional probability and conditional expectation, Markov Chains, Poisson Processes, Branching Processes and Population Growth. Prerequisite: Mathematics 256 and 301. 381/58

Mathematics 585 3 units (crs.) Applied Regression

A practical introduction to regression emphasizing applications rather than theory. Simple and multiple regression analysis, basic components of experimental design, and elementary model building. Both conventional and computer techniques will be used in performing the analyses. Prerequisite: Mathematics 256 and 301 or consent of instructor. 385/585

Mathematics 586 3 units (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. Prerequisite: Mathematics 256 and 302, 386/586

Mathematics 601 3 units (crs.) Mathematical Statistics I

Probability and combinatorial methods. Discrete and continuous, univariate and multivariate distributions, expected values, moments, normal distributions and derived distributions. Prerequisites: Mathematics 273 and 301 or consent of instructor. 401/601

Mathematics 602

3 units (crs.)

Mathematical Statistics II

Estimation, testing hypothesis, analysis of variance, comparison of means, least squares analysis, regression and correlation. Prerequisite: Mathematics 401. 402/602 (Spring)

Mathematics 613 4 units (crs.) Modern Algebra for Elementary and Middle School Programs

An intuitive and investigative study of selected mathematical structures (groups, rings, integral domains, fields and vector spaces), sets, operations and functions including historical aspects. Emphasis is on problem solving. Prerequisite: Mathematics 104 or equivalent, Mathematics 211 and 217 each with a grade of C or better. 413/613

Mathematics 615 4 units (crs. Modern Geometry for Elementary and Middle School Programs

An informal approach to geometry. Topics are chosen from transformational (motion) geometry (reflections, rotations, translations and glide-reflections), symmetry, fractal geometry, spatial visualization, topology and graph theory including historical aspects. Emphasis is on problem solving and reasoning using technology and math manipulative. The course will contain a historical component. Prerequisite: Mathematics 104, or equivalent, Mathematics 211 and 217 each with a grade of C or better. 415/615

Mathematics 667 3 units (crs.) Advanced Calculus

Real number properties and the topology of the real numbers. Limits, continuity, differentiation, and integration. Sequences and infinite series. Prerequisite: Mathematics 273 with a grade of C or better. 467/667

Mathematics 680 Introduction to Topology

3 units (crs.)

An introduction to the fundamental concepts of point set topology. Topics are chosen from: 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. Prerequisite: Mathematics 222 and 273, 480/680

Mathematics 701 2 units (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 Statistics Workshop

2-3 units (crs.)

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 EDUCATION

Mathematics 712 **Problem Solving for Teachers**

3 units (crs.)

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 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 the Department.

Mathematics 714

2 units (crs.)

Developing Problem Solving Focus TC

Developing a Problem Solving Focus Trial Course. Prerequisite: Mathematics 172.

Mathematics 718

3 units (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

2-3 units (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 **Discrete Structures**

3 units (crs.)

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 **Advanced Coordinate Geometry**

2 units (crs.)

A survey of geometric results using analytic techniques; cartesian, polar, oblique, complex, and homogeneous coordinate systems; applications of trigonometry, calculus, and field theory to geometric proof. Prerequisite: Consent of instructor.

Mathematics 731

2 units (crs.)

Transformation and Inversive Geometry

Introduction to geometric transformations; definitions, properties, compositions, equations, and applications of isometrics; similarities, inversions, and projectivities; circles and the isoperimetric problems. Prerequisite: Consent of instructor.

Mathematics 742

3 units (crs.)

Algebra

An advanced study of topics selected from groups, rings, and fields. Prerequisite: Mathematics 342 or consent of instructor.

Mathematics 746

1-3 units (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

2-3 units (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 793

1 unit (cr.)

Mathematics Seminar

Individual investigation and presentation by graduate students and faculty members of recent developments in mathematics. Prerequisite: Consent of instructor.

Mathematics 795

1-6 units (crs.)

Mathematics Thesis

Each registration accumulating to a maximum of 3 cr. Pass/Fail course. Department Consent Required.

Mathematics 796 **Independent Study**

1-3 units (crs.)

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. Department Consent Required.

Mathematics 799

0 units (crs.)

Registration for Comprehensive Examination

Pass/Fail course. Department Consent Required.

PHYSICS

Dennis Rioux, Program Coordinator Office: Halsey Science Center 337 Telephone: 920-424-4429/4433

Website: www.phys.uwosh.edu/masters.html

E-mail: rioux@uwosh.edu

I. FACULTY

Briley, Jambunathan, Kaltcheva, Knispel, Lattery, Rioux, Umlor

II. PURPOSE

The graduate program in Physics is designed to prepare students for positions in industry, education, or for advanced study in doctoral programs. Therefore, upon completing the program students will be able to: 1) demonstrate an increased ability to apply physical principles, analytic, computational, and experimental techniques appropriate to determining specified information about physical systems relevant to the individual program of the student; 2) demonstrate the ability to plan, implement, and complete an independent research project; and 3) demonstrate the ability to communicate results in written and oral form and to retrieve published or computer archived information.

III. DEGREE

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

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

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

Interview

An admissions interview (by telephone, if appropriate) is recommended to determine if the program matches the applicant's educational and career goals.

References

Three reference letters are required.

Undergraduate Major

Depending on the research area sought, the baccalaureate will normally have been taken in physics, broad field science, engineering or related fields.

V. SUMMARY

A. Structure

The core of the program is graduate research conducted in the thesis course Physics 795. Preparation for this research is gained in the required courses and in the approved elective courses appropriate for each of the three research areas.

B. Academic Plans of Study

Physics is the description for the Physics plan of study.

C. Minimum Unit (Cr.) Requirements

30 units (crs.) applicable to the graduate degree constitute the minimal requirement for all students in the program.

D. Admission to Candidacy

Students must satisfy fully the Graduate School requirements for advancement to candidacy as stated in the first section of this Bulletin. In addition, they must select a thesis topic approved by their advisory committee.

VI. DEGREE REQUIREMENTS

Core Courses:

0......

| Subject | | | |
|-----------|------------|----------------|--|
| Catalog # | Units (crs | s.) Title | |
| Physics | | | |
| 795 | 3-6 | Physics Thesis | |

RESEARCH AREAS

.

In addition to the thesis core, the following courses are required for each of the following research areas:

Subject

| Catalog # | Units (cr | s.) Litle |
|-------------|-----------|---------------------------------|
| A. Professi | onal | |
| Physics | | |
| 519 | 3 | Digital Signal Processing |
| 608 | 3 | Statistical Physics and Thermo- |
| | | dynamics |
| 617 | 3 | Electricity and Magnetism |
| 619 | 3 | Introductory Quantum Mechanics |
| 791 | 1 | Graduate Seminar |
| | | |

B. Instrumentation

| 3 | Electronic Circuits and Devices |
|---|---|
| 3 | Digital Instrumentation |
| 3 | Digital Signal Processing |
| 3 | Modern Instrumentation and Inter- facing |
| 3 | Microprocessor Applications |
| 1 | Graduate Seminar |
| | 3 3 3 |

C. Education

| Physics | | |
|---------|---|--|
| 511 | 3 | Digital Instrumentation |
| 535 | 3 | Demonstration and Laboratory Techniques in Physics |
| 605 | 3 | Modern Instrumentation and Inter facing |

Educational Foundations

| 770 | 3 | Foundations of Educational Re- |
|-----|---|--------------------------------|
| | | search |

Electives

By consulting with their thesis advisor, students should elect courses appropriate to their research area and to their individual interest and background from the following:

Subject

| Subject | | |
|-----------|-----------|------------------------|
| Catalog # | Units (cr | rs.) Title |
| Chemistry | | |
| 523 | 3 | Analytical Separations |
| 535 | 4 | Organic Chemistry II |

PHYSICS

| 536 | 1 | Advanced Organic Laboratory |
|---|--|--|
| 547 | 3 | Physical Chemistry I |
| 548 | 1 | Physical Chemistry laboratory I |
| | | |
| 549 | 3 | Physical Chemistry II |
| 551 | 1 | Physical Chemistry Laboratory II |
| 621 | 3 | Instrumental Analysis |
| 635 | 3 | Interpretive Spectroscopy |
| 652 | 3 | Polymer Science |
| 661 | 3 | Inorganic Chemistry |
| | | |
| 663 | 1 | Inorganic Laboratory |
| Computer S | cience | |
| 571 | 3 | Computer Graphics |
| 591 | 3 | Data Communication and Com- |
| | | puter Networks |
| 680 | 3 | Special Topics in Advanced |
| 000 | 9 | Computer Science |
| M = () = = (! = | _ | Computer Science |
| Mathematic | _ | |
| 542 | 3 | Abstract Algebra I |
| 546 | 3 | Linear Algebra |
| 549 | 3 | Elementary Number Theory |
| 552 | 3 | Computing Math with Applications |
| | | |
| 555 | 3 | Introduction to Numerical Analysis |
| 571 | 3 | Differential Equations |
| 575 | 3 | Applied Mathematical Analysis I |
| 576 | 3 | Applied Mathematical Analysis II |
| 581 | 3 | Stochastic Modeling |
| 585 | 3 | Applied Regression Analysis |
| | | |
| 586 | 3 | Linear Statistical Models |
| 601 | 3 | Mathematical Statistics I |
| 602 | 3 | Mathematical Statistics II |
| 667 | 3 | Advanced Calculus |
| 680 | 3 | Elementary Topology |
| | | Seminar in Mathematical Problem |
| | | |
| 685 | 2 | |
| | 2 | Solving |
| Physics | 2 | |
| | 3 | |
| Physics | 3 | Solving Electronic Circuits and devices |
| Physics 505 507 | 3 3 | Solving Electronic Circuits and devices Physical Optics |
| Physics 505 507 511 | 3 3 4 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation |
| Physics 505 507 511 519 | 3 3 4 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing |
| Physics 505 507 511 | 3 3 4 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physi- |
| Physics 505 507 511 519 533 | 3 3 4 3 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physical Universe |
| Physics 505 507 511 519 | 3 3 4 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physi- |
| Physics 505 507 511 519 533 | 3 3 4 3 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physical Universe Demonstration and Laboratory |
| Physics 505 507 511 519 533 | 3 3 4 3 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physical Universe Demonstration and Laboratory Techniques in Physics |
| Physics 505 507 511 519 533 | 3 3 4 3 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physical Universe Demonstration and Laboratory Techniques in Physics Modern Instrumentation and Inter- |
| Physics 505 507 511 519 533 535 605 | 3 3 4 3 3 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physical Universe Demonstration and Laboratory Techniques in Physics Modern Instrumentation and Interfacing |
| Physics 505 507 511 519 533 | 3 3 4 3 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physical Universe Demonstration and Laboratory Techniques in Physics Modern Instrumentation and Interfacing Statistical Physics and Thermo- |
| Physics 505 507 511 519 533 535 605 | 3 3 4 3 3 3 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physical Universe Demonstration and Laboratory Techniques in Physics Modern Instrumentation and Interfacing Statistical Physics and Thermodynamics |
| Physics 505 507 511 519 533 535 605 | 3 3 4 3 3 3 | Solving Electronic Circuits and devices Physical Optics Digital Instrumentation Digital Signal Processing Our Changing View of the Physical Universe Demonstration and Laboratory Techniques in Physics Modern Instrumentation and Interfacing Statistical Physics and Thermodynamics Microprocessor Applications |
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Other Requirements

Completion of research and thesis (3-6 cr.), including a satisfactory oral defense.

Comment

Required courses within each research area may be waived if they have been taken as an undergraduate student. Courses appropriate for the individual student's research area will be substituted with the approval of the admission committee.

VII. COURSE DESCRIPTIONS

Please see the Graduate Service Courses section of this Bulletin for descriptions of the following course(s):

Subject
Catalog #

Chemistry 523, 535, 536, 547, 548, 549, 551, 621, 635, 652,

661, 663 Computer Science 571, 591, 680

Please see the appropriate Graduate Program entry in this Bulletin for descriptions of the following course(s):

Subject

Catalog #

Educational Foundations

770

Mathematics

542, 546, 549, 552, 555, 571, 575, 576, 581, 585, 586, 601, 602, 667, 680, 685

Physics/Astronomy 505 3 units (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 110 or consent of instructor. 305/505 (2+2)

Physics/Astronomy 507 3 units (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 units (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 units (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 units (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 units (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 twosemester sequence in General Physics. 335/535 (1+3)

Physics/Astronomy 605

3 units (crs.)

Modern Instrumentation and Interfacing

Use, calibration and interfacing of transducers. Integrated use of computers and transducers for data acquisition and experimental control. Prerequisite: Physics 211, 305, 311 or consent of instructor. 405/605 (2+2)

Physics/Astronomy 608

3 units (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 **Microprocessor Applications**

3 units (crs.)

Hardware and software for input-output applications on microprocessors, use of polling and interrupts, and various microprocessors comparison of applications. Laboratory included. Prerequisite: Physics 211 or 311, and Computer Science 310. 415/615 (2+2)

Physics/Astronomy 617 **Electricity and Magnetism**

3 units (crs.)

An advanced treatment of important topics in electricity and magnetism. Prerequisite: Physics 320. 417/617 (3+0)

Physics/Astronomy 618 Analytical Mechanics

3 units (crs.)

Advanced treatment of important topics in classical mechanics. Prerequisite: Physics 320. 418/618 (3+0)

Physics/Astronomy 619

3 units (crs.)

Introductory Quantum Mechanics

Development of quantum mechanics principles and application to important simple physical Prerequisite: Physics 320. 419/619 (3+0)

Physics/Astronomy 649

3 units (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 **Solid State Physics**

3 units (crs.)

Introduction to the structure of solids, lattice vibrations, heat capacity, electrical conductivity of metals and semiconductors, 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 **Workshop on Current Topics**

1-3 units (crs.)

A workshop in special topics of interest. This course may be repeated for credit with different topics. Prerequisite: Consent of instructor.

Physics/Astronomy 771 **Theory of Atomic Structure**

2 units (crs.)

Methods of determining the atomic states in multi-electron atoms up to the rare earths. Hartree-Fock Hamiltonian and the single electron spherical harmonic wave functions. The multiple states, the term states and their energies are derived using perturbation theory, coupling of angular momenta and the Wigner-Eckart Theorem. Prerequisite: Physics 419/619. (2+0)

Physics/Astronomy 772 **Magnetic Resonance**

3 units (crs.)

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 **Advanced Signal Processing**

3 units (crs.)

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 **Atomic Collision Theory**

2 units (crs.)

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 Seismology

3 units (crs.)

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 units (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

Physics/Astronomy 778 Advanced Electronics Topics

3 units (crs.)

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 Graduate Seminar

1 unit (cr.)

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 Physics Thesis

1-6 units (crs.)

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. Department Consent Required.

Physics/Astronomy 796 Independent Study in Physics

1-3 units (crs.)

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. Department Consent Required.

PSYCHOLOGY

Lee I. McCann, Program Coordinator, Experimental

Psychology

Office: Clow Faculty 19 Telephone: 920-424-7169

Department Office: Clow Faculty 29 Department Telephone: 920-424-2300 Website: socsci.uwosh.edu/gradexp.htm

E-mail: bowman@uwosh.edu

Steve Jex, Program Coordinator, I/O Psychology

Office: Clow Faculty 12 Telephone: 920-424-7175

Web site: socsci.uwosh.edu/indorg/ioprog.htm

E-mail: bowman@uwosh.edu

I. FACULTY

Adams, Ansfield, Jex, Koch, McCann, McFadden, Perlman, Rauscher, Suesser

II. PURPOSE

The graduate program in Psychology is designed to allow preparation for (a) professional employment with a variety of specializations, or (b) continued graduate study leading to a doctoral degree at another institution.

III. DEGREE

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

IV. ADDITIONAL ADMISSION REQUIRE-MENTS/INFORMATION

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

References

Three reference letters are required from college or university psychology faculty.

Testing

Applicants are required to take the Graduate Record Examination (GRE) (General test). The GRE subject test in psychology is desired but not required.

Undergraduate Course Work

The applicant must have taken 10 units (crs.) of psychology to include statistics and experimental psychology or research methods. Applicants to the Industrial/Organizational emphasis must have completed an undergraduate course in that area.

Admission with Deficiencies

Applicants who lack adequate undergraduate preparation in psychology may be admitted with deficiencies and will be expected to complete, for undergraduate credit, at least 10 credits of psychology courses including statistics and experimental psychology or research methods.

Undergraduate Major

Normally, the baccalaureate will have been taken in psychology or a related field, but those who have majored in other areas may be accepted.

Notes

- 1. Admitted students are expected to be full-time (9 or more units (crs.) each semester).
- 2. Students in the Industrial/Organizational emphasis are required to submit a 2-3 page personal statement covering the origins of their interest in working in Industrial/Organizational Psychology, relevant experience (work or volunteer) in this field, and any other relevant personal information.
- 3. Students in the Experimental emphasis are required to submit a type-written personal statement at least a page in length, describing reasons for wanting to come to UW Oshkosh and areas of research interest. The admissions committee is particularly interested in details about research experience, including class projects, assistantships, presentations, etc. If there were any extenuating circumstances leading to low performance as an undergraduate or on GRE exams, it would be appropriate to comment on these.

V. SUMMARY

A. Structure

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

The program currently offers a choice of two emphases. These are: (1) Experimental; (2) Industrial/ Organizational.

B. Academic Plans of Study

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

a. Psychology (Experimental)

b. Psychology (Industrial/Organizational)

C. Minimum Unit (Cr.) Requirements

Unit (cr.) requirements are different for each emphasis. The minimum requirements applicable to the degree emphases are: Experimental, 30 units (crs.); Industrial/Organizational, 43-49 units (crs.).

D. Admission To Candidacy

Students must satisfy Graduate School requirements for advancement to candidacy stated in the first section of this Bulletin. In addition, they must complete at least 9 graduate units (crs.) in Psychology.

VI. DEGREE REQUIREMENTS

Core Courses:

Subject

Catalog # Units (crs.) Title

A. Experimental Psychology

712 3 Motivation and Emotion 722 1 Ethics in Psychology

PSYCHOLOGY

| 730 | 3 | Statistical Principles in Experimental Design |
|-----|---|---|
| 731 | 3 | Multivariate Statistical Methods |
| 775 | 3 | Learning |
| 777 | 3 | Biological Psychology |
| 795 | 6 | Psychology Thesis |

В.

| Industr | ial/Orga | nizational Psychology |
|---------|----------|-----------------------------------|
| 712 | 3 | Motivation and Emotion |
| 722 | 1 | Ethics in Psychology |
| 730 | 3 | Statistical Principles in Experi- |
| | | mental Design |
| 731 | 3 | Multivariate Statistical Methods |
| 775 | 3 | Learning * |
| 795 | 3-6 | Psychology Thesis |

Required by Each Emphasis

In addition to the Core Courses:

Subject

Catalog # Units (crs.) Title

A. Experimental Psychology (8 units (crs.) from the following)

| 772 | 3 | Experimental Psychology |
|-----|-----|---|
| 774 | 3 | Psychological Research |
| 789 | 3 | Animal Behavior |
| 790 | 3 | Seminar in Experimental Psy- chology |
| 796 | 1-3 | Independent Study in Psychology |

Or other courses approved by the student's advisory committee.

B. Industrial/Organizational Psychology

| 705 | 3 | Psychometrics |
|-----|---|--|
| 724 | 3 | Organizational Psychology |
| 726 | 3 | Personnel Psychology |
| 727 | 3 | Research Methods |
| 728 | 6 | Industrial/Organizational Psychology Practicum |
| 733 | 3 | Aging and Work |
| 746 | 3 | Seminar in Current Topics** |
| OR | | OR |
| 796 | 3 | Independent Study in Psychology OR Business Course |

Notes:

*Learning will be treated as a competency; i.e., if the student has had an upper-level undergraduate course in Learning (within the past 10 years and upon approval of the course syllabus) and has achieved a grade of B or above, the student may choose to take either Learning or Motivation and Emotion. Students who have not had an undergraduate Learning course which meets the above specifications must take Learning.

**If no seminar is offered, the students must take either a related graduate-level Business course or an Independent Study for 3 units (crs.).

Comments:

All students enrolled in the program are expected to behave in accordance with American Psychological Association Ethical Principles. Failure to do so may result in serious consequences including dismissal from the pro-

VII. COURSE DESCRIPTIONS

The following courses are not applicable to Psychology M.S. programs:

Psychology

503, 538, 567; 655, 664, 665, 673, 681

Psychology 503

3 units (crs.)

Psychology of Abnormal Behavior

A description and interpretation of behavior types considered deviant and/or maladaptive. Various methods of treatment including psychotherapy are considered. Prerequisite: 9 credits of psychology or consent of instructor. 303/503

Psychology 538

3 units (crs.)

Adult Development and Aging

A study of the developmental tasks of early, middle, and late adulthood. Work, marriage, parenthood, retirement, death, and other issues will be examined with regard to cognitive, emotional, motivational, and psycho-social functioning through the adult years. Prerequisite: Psychology 101, 104 or 110. 338/538

Psvchology 567

3 units (crs.)

Psychopharmacology

Overview of how the major classes of psychoactive drugs affect the brain and behavior. Topics include the biological mechanisms of drug action, neuroanatomy, neurophysiology, the development of tolerance and dependency, and clinical use of drugs. Prerequisite: 6 credits of Psychology and consent of instructor. 367/567

Psychology 655 **Sensation and Perception**

3 units (crs.)

A general discussion of the phenomenological and physiological principles and theories of sensation and perception. Prerequisite: 9 credits of Psychology to include Psychology 101, 104 or 110. 455/655

Psychology 664 **History of Psychology**

3 units (crs.)

An orientation course covering the historical antecedents and systems of psychology. Prerequisite: 15 credits of Psychology including Psychology 299, 371, and either 303 or 473 or consent of chairperson. 464/664

Psychology 665 **Psychology of Personality**

1-3 units (crs.)

A general course dealing with the description. development, and explanation of the human personality. Prerequisite: Consent of instructor. 465/665

Psychology 673 Theories of Personality

3 units (crs.)

An intensive study of the modern theories of personality such as: Freud, Jung, Erickson, Fromm, Rogers, and Bandura. Prerequisite: 9 credits of Psychology or consent of instructor. 473/673

Psychology 681 Introduction to Counseling

3 units (crs.)

A survey of the theories and techniques which are used in the practice of counseling and psychotherapy. The characteristics of the therapeutic relationship, along with role playing experiences serve to introduce the work of the 'helping professions.' Prerequisite: Senior standing and Psychology 303. 481/681

Psychology 690 Special Topics

1-3 units (crs.)

A psychology course on a topic not regularly taught in the Department's curriculum or advanced treatment of existing course content. Students may take the course twice with different content. Descriptions of the course will be available in the psychology Department office at the beginning of the semester prior to the one when the course is offered. Prerequisite: 9 units (crs.) of Psychology.

Psychology 705 Psychometrics

3 units (crs.)

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 710 Theoretical Issues

3 units (crs.)

An advanced course considering major theories, principles and concepts in psychology. Intensive examination of a few selected theoretical topics which may differ from year to year as research and interest change. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 712

3 units (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 722 Ethics in Psychology

1 unit (cr.)

This course will cover the philosophical foundations of the ethical principles of psychologists, approaches to clinical decision making, and the ethical dilemmsa 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 units (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 726 Personnel Psychology

3 units (crs.)

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 Research Methods

3 units (crs.)

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 units (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. Department Consent Required.

Psychology 730 Statistical Principles in Experimental Design

3 units (crs.)

Principles of inferential statistics in experimental design. Methods of statistical and hypothesis testing. Analysis of variance and analysis of covariance for various simple and complex experimental designs. Prerequisite: Psychology 203 or an equivalent course and admission to the Psychology M.S. Program or consent of instructor.

Psychology 731

3 units (crs.)

Multivariate Statistical Methods

Multivariate statistical methods useful in behavioral scientific research, including multiple correlation/regression, canonical correlation/regression, discriminant analysis, multivariate analysis of variance, factor analysis, and other topics. Prerequisite: Psychology 730 or an equivalent course and admission to the Psychology M.S. program or consent of the instructor.

Psychology 732

3 units (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

PSYCHOLOGY

been designed to meet two objectives: I) 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 Aging and Work

3 units (crs.)

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. Prerequisite: Admission to the M.S. Psychology Program or consent of the instructor.

Psychology 746 Seminar on Current Topics

1-3 units (crs.)

Current topics in one area in psychology are offered. Course content is expected to differ from offering to offering. Prerequisite: Admission to M.S. Psychology Program or consent of instructor.

Psychology 772

3 units (crs.)

Experimental Psychology

A theoretical and empirical examination of contemporary methodology and content in experimental psychology with emphasis upon critical analysis of current problems. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychological Pa

Psychology 775

3 units (crs.)

Psychological Research

A companion course to Psychology 772 which requires the student to produce a research paper based upon a theoretical or empirical project in psychology. Prerequisite: Psychology 772 and consent of instructor. Pass/Fail

course.

3 units (crs.)

Learning

A study of the experimental investigation of basic learning processes emphasizing principles and their theoretical significance. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 777 Biological Psychology

3 units (crs.)

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 789 Animal Behavior

3 units (crs.)

A critical survey of research methodology, principles, and theories of animal behavior stressing the comparative evolutionary viewpoint. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 790

3 units (crs.)

Seminar in Experimental Psychology

Critical analysis of current research in different specialized topics of experimental psychology. Emphasis is upon literature review and the preparation of critique papers on pertinent problem areas. May be repeated for a total of 6 credits. Prerequisite: Admission to the M.S. Psychology Program or consent of instructor.

Psychology 795 Psychology Thesis

3-6 units (crs.)

Each registration with maximum accumulation of 6 cr. Research and preparation of a thesis for M.S. Psychology students. Prerequisite: Thesis Proposal and Advisor Approval Form must be filed with the Graduate Office. Pass/Fail course. Department Consent Required.

Psychology 796

1-3 units (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. Department Consent Required.

Psychology 799

0 units (crs.)

Registration for Comprehensive Examination

Pass/Fail course.

PUBLIC ADMINISTRATION

Carl F. Ameringer, MPA Program Coordinator

Office: Clow Faculty 401 Telephone: 920-424-3230 Website: www.uwosh.edu/mpa/ E-mail: ameringc@uwosh.edu

I. FACULTY

Ameringer, Birnbaum, Khan, Maher, Simmons

II. PURPOSE

The graduate program in Public Administration is designed to enhance the administrative knowledge and skills of persons employed in public and not-for-profit agencies. It seeks to synthesize coursework and employment experiences in a complementary manner. The design makes the program accessible to part-time students who may not be able to come to the campus on a regular basis by utilizing evening and weekend classes supplemented by internet communication.

III. DEGREE

Completion of the program will lead to the degree: Master of Public Administration (MPA).

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

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

Professional Work

Applicants should have work experience in a public or non-profit agency. A written description of responsibilities is needed, along with a resume. What constitutes work experience may include extensive activity as a volunteer or agency experience of relatively short duration if the work is sufficiently professional in nature. Questions about eligibility should be addressed to the MPA Coordinator.

References

Three reference letters are required from individuals who can assess applicant's likelihood of success in graduate school.

Writing Sample

A writing sample is required. Applicants will prepare a typed two page response to a question posed in the Graduate School Application packet.

V. SUMMARY

A. Structure

The program is comprised of core courses and electives.

B. Academic Plans of Study

The following are the descriptions for the Public Administration plan(s) of study:

Public Admin (General) Public Admin (General) - Cooperative Public Admin (Health)
Public Admin (Health) - Cooperative

C. Minimum Unit (Cr.) Requirements

36 units (crs.) applicable to the graduate degree constitute the requirement for all students in the program.

D. Admission to Candidacy

Students must satisfy the Graduate School requirements for advancement to candidacy stated in the first section of this Bulletin.

VI. DEGREE REQUIREMENTS

Computer Competence

All students must demonstrate computer competence by coursework, an examination, or completion of MPA 735, Computer Applications in Public Administration. MPA 735 does <u>not</u> apply toward the 36 unit (cr.) requirement for the MPA degree.

Core Courses

Subject

| Catalog # | Units (crs | s.) Title |
|----------------|------------|---|
| Political Scie | nce | • |
| 711 | 3 | Politics, Policy and Public Administration |
| 721 | 3 | Public Policy Analysis |
| 723 | 3 | Organization Structure and Behavior |
| 732 | 3 | Quantitative and Qualitative Tools for Public Administration |
| 742 | 3 | Human Resource Management in the Public Sector |
| 752 | 3 | Public Budgeting and Finance |
| 760 OR | 3 | Administrative Law OR |
| 762 | 3 | Health Care Administration Law (for students in Health Care emphasis) |
| 780 OR | 3 | Capstone Seminar OR |
| 790 | 3 | Field Project |

Health Care Emphasis (12 units (crs.))

Students must take the following courses if they have designated Health Agency Administration as their emphasis:

Subject

| Catalog # | Units (ci | rs.) Title |
|------------------|-----------|--|
| Political Scient | ence | |
| 729 | 3 | Health Care Agency Organization and Management |
| 773 | 3 | Advanced Seminar in Health Care Policy |

Plus six additional elective units (crs.).

PUBLIC ADMINISTRATION

Elective MPA Courses (12 Units (Crs.))

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|---|---------|--|
| Catalog # | Units (| crs.) Title |
| Political Scie | nce | |
| 726 | 3 | State and Local Government |
| 727 | 3 | Municipal Management |
| 728 | 3 | Social Service Policy and Administration |
| 729 | 3 | Health Care Organization and Management |
| 737 | 3 | Information Resource Use in the Public and Non-Profit Sector |
| 750 | 3 | Strategic Planning in Public and Non-Profit Organizations |
| 751 | 3 | Program Evaluation |
| 756 | 3 | Managing Economic Develop- ment |
| 757 | 3 | Regional and Metropolitan Development |
| 760 | 3 | Administrative Law |
| 762 | 3 | Health Care Administration Law |
| 771 | 3 | Marketing for Non-Profit Organizations |
| 780 | 3 | Capstone Seminar |
| 796 | 1-3 | Independent Study in Public Administration |

Electives

Students are expected to consult with the program coordinator in selecting recommended electives from the following offerings:

Subject

| Odbject | | | | | |
|------------------------------|-------------------------|-----------------------------------|--|--|--|
| Catalog # Units (crs.) Title | | | | | |
| Business Ad | Business Administration | | | | |
| 700 | 3 | Accounting Foundations | | | |
| 722 | 3 | Planning for Management in the | | | |
| | | Future | | | |
| 731 | 3 | Financial Management | | | |
| 752 | 3 | Managerial Accounting | | | |
| 756 | 3 | Organization and their Environ- | | | |
| | | ments | | | |
| 761 | 3 | Human Resource Development | | | |
| 762 | 3 | Organization Reward System | | | |
| 763 | 3 | Collective Bargaining Systems | | | |
| | | Counseling | | | |
| Counselor E | ducation | | | | |
| 680 | 3 | Introduction to Counseling | | | |
| 708 | 3 | Career Development and Occu- | | | |
| | | pation Information | | | |
| Human Servi | ices and F | Professional Leadership | | | |
| 730 | 3 | Organization and Administration | | | |
| | | of Public Education | | | |
| 732 | 3 | Multicultural Education for Lead- | | | |
| | | ers | | | |
| Economics | | | | | |
| 521 | 3 | Labor Economics | | | |
| 539 | 3 | Urban and Regional Economics | | | |
| | | and Policy | | | |
| 603 | 3 | Public Sector Economics | | | |
| 630 | 3 | Human Resource Economics | | | |
| 704 | 3 | Basic Economic Theory | | | |
| | | | | | |

| Nursing | | |
|----------------|---------|----------------------------------|
| 701 | 3 | Research in Nursing |
| 702 | 3 | Seminar in Emergent Health Care |
| | | Systems |
| Political Scie | nce | |
| 507 | 3 | Administrative Law and Procedure |
| 563 | 3 | Public Administration, Bureauc- |
| | | racy, and Political Process |
| 564 | 3 | Administrative Leadership and |
| | | Behavior in the Public Sector |
| 569 | 3 | Administrative Management in |
| | | Government |
| Social Work | | |
| 615 | 3 | Community Organization Theory |
| | | and Practice |
| 668 | 3 | Social Welfare Policy |
| Sociology | | |
| 539 | 3 | Sociology of the Family |
| Urban and Ro | egional | Studies |
| 500 | 3 | Planning |
| 517 | 3 | Land Use Regulation |
| 520 | 3 | Housing |
| VII. COUR | RSE D | ESCRIPTIONS |
| | | |

Please see the appropriate graduate program entry in this Bulletin for descriptions of the following course(s):

| Subject |
|---------|
| 0-4-1 |

Catalog #

Business Administration

700, 722, 731, 752, 761, 762, 763

Criminal Justice

540, 541

Educational Leadership

730, 731

Please see the Graduate Service Courses section of this Bulletin for descriptions of the following course(s):

Subject

Catalog #

Economics

521, 539, 568, 603, 630, 704

Political Science

563, 564,569

Social Work

668

Public Administration 507

3 units (crs.)

Administrative Law and Procedure

The rule-making and adjudicating powers of governmental agencies. Specific topics such as rights of public employees in dismissal or suspension proceedings, rights of industries in regulatory proceedings, and open meeting laws. Judicial review of agency action. Prerequisite: Public Administration 221 or Criminal Justice 212. 307/507

Public Administration 562

3 units (crs.)

Public Personnel Administration

Personnel concepts and techniques in public organization, staffing, career systems, affirmative action, public unionism, compensation, fringe benefits, motivation,

evaluation, supervisor-supervisee relations, etc. Traditional, behavioral and reform approaches in personnel administration. Prerequisite: Public Administration 221 or Criminal Justice 212. 362/562

Public Administration 563 3 units (crs.) American Bureaucracy, and Political Process

The role of bureaucracy in the making and implementing of public policy. Special focus on strategic interactions between American Bureaucracy and political institutions. Critical examination of administrative accountability and responsibility, administrative ethics and law, planning and budgeting, and professionism and bureaucratic alitism. Prerequisite: Public Administration 221 or Criminal Justice 212. 363/563

Public Administration 564 3 units (crs.) Administrative Leadership and Behavior

Leadership criteria, sources, motivations and possibilities at different organizational levels in America; tools of leadership for promoting organizational goals; analysis of effects on societal, political and bureaucratic structures on a crosscultural basis. Prerequisite: Public Administration 221or Criminal Justice 212. 364/564

Public Administration 569 Government and the Economy

3 units (crs.)

The application in modern governmental agencies of budgeting processes, planning and organizational devices for control, supervision, and decision making. Prerequisite: Public Administration 221or Criminal Justice 212. 369/569

Public Administration 591 Environment and Energy Management

3 units (crs.)

This course will introduce students of Public Administration to the growing fields of environmental protection and energy conservation. Students will be introduced to policy options addressing the diminishing supply of fossil fuels at the international and national as well as the state and local levels. Students will learn basic skills related to managing energy in order to develop and supervise energy conservation programs for units of local government and

small organizations. Students will be expected to have

completed Public Administration 221 or Criminal Justice 212, 391/591

CRIMINAL JUSTICE

CRIMINAL JUSTICE

Criminal Justice 540 Police Administration

3 units (crs.)

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 541 Administration of Police Operations

3 units (crs.)

An analysis of the administrative problems and practices associated with the delivery of all manner of police services: crime prevention and control, conflict resolution, and general service. Operational police development, implementation, and evaluation. Prerequisite: Criminal Justice 340. 341/541

MASTER OF PUBLIC ADMINISTRATION

Master of Public Admin 711 3 units (crs.) Politics, Policy, and Public Administration

Relationship of society, politics, government, and public administration to each other; socio-cultural influences on administration; administrative role in policy process; and ethical dimensions of administrative behavior.

Master of Public Admin 721 Public Policy Analysis

3 units (crs.)

Introduction to the study of public policy analysis, with application of the criteria of efficiency, equity, political legitimacy, feasibility of implementation, and ethics. Course incorporates interdisciplinary perspectives from econmics, political science, and urban and regional planning.

Master of Public Admin 723 3 units (crs.) Organization Structure and Behavior

Survey of classical and contemporary approaches to the study of organizations, with emphasis on structure, leadership, communication, conflict, and organizational change and development.

Master of Public Admin 726 State and Local Government

3 units (crs.)

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 Municipal Management

3 units (crs.)

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 723 or consent of instructor.

Master of Public Admin 728 3 units (crs.) Social Service Policy and Administration

Management functions in social service agencies: planning, resource acquisition, organization designs, staff development, program evaluation and agency change. Political context of social service management. Effect of agency size on management. Prerequisite: Master of Public Administration 723 or consent of instructor.

Master of Public Admin 729 3 units (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 723 or consent of instructor.

Master of Public Admin 732 3 units (crs.) Quantitative and Qualitative Tools for Public Administration

Use of the scientific method in social research, with emphasis on problem formulation, hypothesis development, data collection, data analysis and interpretation.

Master of Public Admin 735 2 units (crs.) Computer Applications in Public Administration

Application of selected computer programs to analyze issues and problems in public administration. Lecture and laboratory experience.

Master of Public Admin 737 3 units (crs.) Information Resource Use in the Public and Non-Profit Sectors

Examination of information systems in public and non-profit sector organizations from organizational and perspectives. Extensive use of organizational case studies. Instruction in micro-computer and Internet applications.

Master of Public Admin 742 3 units (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.

Master of Public Admin 750 3 units (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 732 or consent of instructor.

Master of Public Admin 751 Program Evaluation

3 units (crs.)

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

MASTER OF PUBLIC ADMINISTRATION

presented to a real-life client. Prerequisite: Master of Public Administration 732 or consent of instructor.

Master of Public Admin 752 Public Budgeting and Finance

3 units (crs.)

Introduction to public budgeting systems and principles and practices of financing state and local governments. Emphasis on budget development, implications of different approaches, revenue sources and current issues in budgeting and public finance.

Master of Public Admin 753 3 units (crs.) Accounting and Control in Non-Profit Organizations

Terminology, concepts, techniques, and management implications of accounting information and reports of nonprofit and public sector organizations, from a user/manager perspective. Financial reporting principles and statement interpretation are addressed, as well as management control techniques, including cost accounting, budgeting, program and management performance evaluation.

Master of Public Admin 756 Managing Economic Development

3 units (crs.)

Analysis of concepts of economic growth and development, factors influencing location of economic activity, and state and local government strategies to promote development.

Master of Public Admin 757 3 units (crs.) Regional and Metropolitan Economic Development

This course is designed to introduce students to basic concepts of regional and metropolitan development. The emphasis of the course is on the study of metropolitan regions with particular attention devoted to understanding the fundamental regional problem of the instability of sustaining economic growth while protecting environmental biodiversity. An additional emphasis will be on introducing students to governance issues associated with regionalism and intergovernmentalism in the United States with particular applications to Wisconsin.

Master of Public Admin 760 Administrative Law

3 units (crs.)

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 Health Care Administration Law

3 units (crs.)

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 763 Municipal Law

3 units (crs.)

Review of federal and state laws which create and allow for local governance and rights and responsibilities of municipalities as defined by constitutional, statutory and case law. Focus on current legal issues confronting municipalities.

Master of Public Admin 771

3 units (crs.)

Marketing for Non-Profit Organizations

Role and relevance of marketing in non-profit organizations. Market analysis, strategic and tactical use of the major marketing instruments of product, price, place and promotion, and applications to various non-profit organizations.

Master of Public Admin 773 Health Care Policy

3 units (crs.)

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 Capstone Seminar

3 units (crs.)

Analysis of major issues in public administration and application of theories and concepts from sub-fields to complex organizations. Designed to integrate knowledge acquired throughout the program. Prerequisite: Completion of core and elective courses or consent of instructor. Department Consent Required.

Master of Public Admin 790 Field Project

3 units (crs.)

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. Prerequisite: Completion of core requirements. Pass/Fail course. Department Consent Required.

Master of Public Admin 796 1-3 units (crs.) Independent Study in Public Administration

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. Department Consent Required.

Master of Public Admin 797 3 units (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. Prerequisite: Admission to Master of Public Administration Program.

Master of Public Admin 799 0 units (crs.) Registration for Comprehensive Examination

Pass/Fail course.

URBAN AND REGIONAL STUDIES

Urban & Regional Studies 500 Planning

3 units (crs.)

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. 300/500

Urban & Regional Studies 517 3 units (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 & Regional Studies 520 3 units (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. 320/520

COLLEGE OF LETTERS AND SCIENCE

SERVICE COURSES

Graduate courses listed below are offered by the College of Letters and Science. These courses (numbered 500-799) may count towards a graduate degree with approval by the program advisor and the Graduate School.

ART

Arthur Pontynen, Chair

Office: Arts & Communication 328

Telephone: 920-424-0492

I. FACULTY

Donhauser, Farley, Hu, McPherson, Panske, Pontynen, Spicer, Weaver

3 units (crs.) Art 510

Art History, Ancient Art

Topics in ancient painting, sculpture, architecture, and allied arts.

Art 511 3 units (crs.)

Art History, Medieval Art

Topics in medieval painting, sculpture, and allied arts.

Art 513 3 units (crs.)

Art History, European Renaissance and Mannerist Art, Fifteenth and Sixteenth Centuries

Topics in Renaissance and Mannerist painting, sculphture, architecture and allied arts.

Art 515 3 units (crs.)

Art History, European Baroque and Roccoco Art, Seventeenth and Eighteenth Centuries

Topics in Seventeenth and Eighteenth century painting. sculpture, architecture, and allied arts, 315/515

Art 517 3 units (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 units (crs.) Art History, European Art, Nineteenth Century

Selected topics in Nineteenth century painting, sculpture, architecture and allied arts, 320/520.

3 units (crs.) Art 521

Art History, 1900-1945

Selected topics in Twentieth century painting, sculpture, architecture and allied arts, 321/521.

Art 522 3 units (crs.)

Art History, 1945 to present

Art of the United States and Europe from 1945 to the present. 322/522.

Art 523 3 units (crs.)

Art History, American Art

Selected topics in American painting, sculpture, architecture, and allied arts.

Art 548 3 units (crs.)

Puppetry

Puppetry: its history, theory, modern theatrical and nontheatrical applications. Practical experiences construction and performance. 348/548 (2+2)

3 units (crs.)

Advanced Problems in Drawing

Emphasis either on drawing as an independent medium for expression or as a mode of exploring formal problems common to another visual medium. This course may be repeated for credit as needed. Prerequisite: Art 304 or proficiency as determined by portfolio. 404/604.

Art 634 3 units (crs.)

Figure Drawing III

Continuation of students personal expression, using the human figure as a subject. Prerequisite: Art 334 or proficiency determined by portfolio. May be repeated for credit as needed. 434/634.

Art 641 3 units (crs.)

Watercolor III

Emphasis on the development of the students personal style and expression in the medium of water color. This course may be repeated for credit as needed. Prerequisite: Art 341 or proficiency determined by portfolio. 441/641.

Art 645 3 units (crs.)

Photography III

An extended photographic project with critiques and investigation of photographic literature. This course may be repeated for credit as needed. Prerequisite: Art 345 or proficiency determined by portfolio. 445/645.

Art 647 3 units (crs.)

Weaving III

Individual exploration and development of woven textiles. This course may be repeated for credit as needed. Prerequisite: Art 347 or proficiency determined by portfolio. 447/647.

Art 659 3 units (crs.)

Lithography III

Advanced work in graphics-lithography. This course may be repeated for credit as needed. Prerequisite: Art 359 or proficiency determined by portfolio. 459/659.

Art 660 3 units (crs.)

Intaglio III

Advanced work in graphics-etching. This course may be repeated for credit as needed. Prerequisite: Art 360 or proficiency determined by portfolio. 460/660.

Art 661 3 units (crs.) Woodcut III

Advanced work in graphics-woodcut. This course may be repeated for credit as needed. Prerequisite: Art 361 or proficiency determined by portfolio. 461/661.

Art 662 3 units (crs.) Serigraphy III

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. 462/662.

Art 663 3 units (crs.) Art Metal III

Course designed to give the student experience in advanced art metal construction, casting and metalsmithing techniques and to reinforce design and craftsmanship. Prerequisite: Art 363 or proficiency determined by portfolio. May be repeated for credit as needed. 463/663.

Art 667 3 units (crs.) Sculpture III

Continued concern with design and craftsmanship. More individual direction will be provided. Prerequisite: Art 367 or proficiency determined by portfolio. May be repeated for credit as needed. 467/667.

Art 671 3 units (crs.) Ceramics III

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. 471/671.

Art 675 3 units (crs.) Painting III

Continued development of the students personal style and expression in the medium of oil base and acrylic painting. Prerequisite: Art 375 or proficiency determined by portfolio. May be repeated for credit as needed. 475/675.

Art 701 3 units (crs.) Historical and Philosophical Concepts of Art

This is designed for those students with little or no background in art. The course is an investigation of thematic, chronological, and philosophical approaches to the visual arts.

Art 734 3 units (crs.)

Figure Drawing

Advanced problems in figure drawing. Individual investigation of the figure as the basis for personal expression in drawing media. Prerequisite: Art 434 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 741 1-9 units (crs.) Watercolor

Advanced problems in watercolor painting; development of compositional abilities and critical understanding. Prerequisite: Art 441 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 745 3 units (crs.) Photography

Individual work in one area selected from: the history of photography; philosophical foundations for the use of photography as an art form; experimental research in the use of photo-chemical processes as an art form. Prerequisite: Art 445 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 747 3 units (crs.) Weaving

Concentration in fiber techniques to develop professional competence in relation to students interest and needs. Prerequisite: Art 447 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 759 3 units (crs.)

Graphics, Lithography

Individual work in the planographic process towards achieving professional competence. Prerequisite: Art 459 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 760 3 units (crs.)

Graphics, Intaglio

Individual work in the etching process towards achieving professional competence. Prerequisite: Art 460 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 761 3 units (crs.)

Graphics, Woodcut

Individual work in the woodcut process towards achieving professional competence. Prerequisite: Art 461 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 762 3 units (crs.)

Graphics III, Serigraphy

Developmental continuation of the techniques and expressive potential of serigraphy. Emphasis will be placed upon individual development of artistic expression. Prerequisite: Art 462 or proficiency-determined by portfolio. May be repeated for credit as needed.

Art 763 3 units (crs.)

Individual work in art metal to develop professional competence in relation to students needs and interest. Prerequisite: Art 463 or proficiency determined by portfolio. May be repeated for credit as needed.

ART

Art 767 Sculpture

3 units (crs.)

Advanced work in sculpture stressing individual development towards professional competence. Prerequisite: Art 467 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 771 Ceramics

3 units (crs.)

Personal exploration of various forming methods and materials, kiln construction and glaze formulation, research paper all leading toward professional competence. Prerequisite: Art 471 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 775 Painting

3 units (crs.)

Advanced work stressing the painters development as a creative artist. Consideration of the relation of theory and practice. Individual criticism. Prerequisite: Art 475 or proficiency determined by portfolio. May be repeated for credit as needed.

Art 791 Art Seminar

3 units (crs.)

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.

Art 793

Seminar in Art

1-3 units (crs.)

Investigation into theory, art history, or the technical processes of the artist. Area covered will be listed for semester offered. Department Consent Required.

Art 795 Art Thesis

1-6 units (crs.)

Prerequisite: Thesis proposal and Advisor Approval Form must be filed with the Graduate Office. Pass/Fail course. Department Consent Required.

Art 796

1-3 units (crs.)

Independent Study

Prerequisite: Independent Studyl and Advisor Approval Form must be filed with the Graduate Office. Pass/Fail course. Department Consent Required.

Art 799

0 units (crs.)

Registration for Comprehensive ExaminationPass/Fail courses.

CHEMISTRY

Timothy F. Crimmins, Chairperson Office: Halsey Science Center 432 Telephone: 920-424-1400

I. FACULTY

Crimmins, Gibson, Gutow, Mihalick, Moore, Paulson, Plude, Utke, Wacholtz, Xie, Zeng

Chemistry 503 3 units (crs.) Biolchemistry I: Clinical Emphases

This course is the first semester of the two-semester sequence (Chemistry 303/503 and Chemistry 305/505) for the Professional Emphasis Chemistry Major Biochemistry option. This course replaces Chemistry 301. It serves as a terminal course for Medical Technology majors, and those of other clinically oriented programs, when taken with the Chemistry 304/504 Laboratory. Topics include: amino enzyme kinetics, bioenergetics, proteins, carbohydrates, lipids, hormones, vitamins, electrolytes, and xenobiotics. Clinical correlations will be presented which emphasize: biochemistry, pathophysiology, and quantification of body fluid constituents. Prerequisite: Chemistry 221 or Biology 372, Chemistry 335, or consent of the instructor. Graduate students are required to submit an additional paper. 303/503 (Fall)

Chemistry 504 2 units (crs.) Biochemistry I: Clinical Emphases Laboratory

This laboratory is required for Medical Technology majors and is recommended for those in other clinically-oriented programs (e.g., premed., prevet.). Laboratory experiences are correlated to topics presented in Chemistry 303/503. (Note: Students electing the Biochemistry option may take the Chemistry 304/504 laboratory in addition to required Chemistry 306/506 laboratory.) Techniques include spectrophotometry, electrophoresis. aspects of fluorescence, and chromatography, immunoassays, computer applications. A significant amount of writing is expected. Some of the laboratory modules utilize a cooperative learning/small group approach to problem solving reminiscent of a clinical laboratory setting. Pre(co)requisite: Chemistry 303. (Qualified Biology or Microbiology majors may take Chemistry 304/504 without taking Chemistry 303/503 with the consent of the instructor.) 304/504 (Fall)

Chemistry 505 Biochemistry II: Lecture

3 units (crs.)

This course is the second semester of the two-semester sequence (Chemistry 303/503 and Chemistry 305/505) for the Professional Emphasis Chemistry Major Biochemistry option. This course replaces Chemistry 302/502. Topics focus on the more chemical aspects of: proteins, enzyme kinetics and mechanisms, bioenergetics, carbohydrates, and lipid chemistry presented in Chemistry 303/503. Students (e.g., Microbiology majors) with sufficient background may enroll without taking Chemistry 303/503, with consent of the instructor. Additional topics include: nucleic acid structure, conformation, repair, and processing, and recombinant technology; protein translation; and regulation; and regulating of gene expression. The use of computer technology is expected.

Graduate students are required to submit an additional paper. Prerequisite: Chemistry 221, 335 or consent of instructor. 305/505 (Spring)

Chemistry 506

2 units (crs.)

Biochemistry II: Laboratory

This laboratory is required for students electing the ACS Chemistry Major Professional Emphasis Biochemistry Option. Laboratory experiences are correlated to topics presented in Chemistry 305/505. (Note: biochemistry majors may take the Chemistry 304/504 laboratory in addition to required Chemistry 305/506 laboratory.) Techniques include: spectrophotometry, electrophoresis, chromatography, nuclear magnetic resonance, and computer modeling. A significant amount of writing is expected. Some of the laboratory modules utilize a cooperative learning approach to problem solving. Pre(co)requisite: Chemistry 305 or consent of instructor. (Qualified Biology or Microbiology majors may take Chemistry 304/504 without taking Chemistry 303/503, with the consent of the instructor.) 306/506 (Spring)

Chemistry 510 1-3 units (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 523 Analytical Separations

3 units (crs.)

The principles and theoretical foundations, experimental variables, and applications of solvent extraction and the primary chromatographic techniques, including: column, liquid-liquid, ion exchange, paper, thin-layer, gas-liquid and other recent modern chromatopaphic methods. The laboratory will involve applications of the above to demonstrate the utility of the methods. To count as an elective towards the professional Chemistry major, credit or concurrent enrollment in Chemistry 347, and a special project, are required. Prerequisite: Chemistry 221 and 335. 323/523 (2+3) (Fall - every other year)

Chemistry 535 Organic Chemistry II

4 units (crs.)

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 spectroscopies 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) (Fall-Spring)

Chemistry 536 Advanced Organic Laboratory

1 unit (cr.)

A continuation of the laboratory in Chemistry 335, which includes qualitative organic analysis, advanced synthesis and/or independent special projects. Prerequisite: Chemistry 335 with a grade of C or better. 336/536 (0+3) (Spring)

CHEMISTRY

Chemistry 547 Physical Chemistry I

3 units (crs.)

Fundamental principles of physical chemistry. Topics include ideal and real gases, kinetic theory, thermodynamics and thermochemistry, chemical equilibria, phase equilibria, properties of solutions and surface and colloid chemistry. Prerequisite: Mathematics 172, Chemistry 221 and 235, Physics 110 (may be taken concurrently). 347/547 (3+0) (Fall)

Chemistry 548

1 unit (cr.)

Physical Chemistry Laboratory I

Laboratory experiments designed to illustrate the material presented in Chemistry 347. Prerequisite: Chemistry 347 (may be taken concurrently). 348/548 (0+3) (Fall)

Chemistry 549 Physical Chemistry II

3 units (crs.)

A continuation of Chemistry 347. Topics include: electrochemistry, quantum chemistry, elementary statistical mechanics, atomic and molecular spectra, chemical kinetics, photochemistry and transport properties of liquids and gases. Prerequisite: Chemistry 347 and Mathematics 273. 349/549 (3+0) (Spring)

Chemistry 551

1 unit (cr.)

Physical Chemistry Laboratory II

Laboratory experiments designed to illustrate the material presented in Chemistry 347 and Chemistry 349. Prerequisite: Chemistry 349 (may be taken concurrently). 351/551 (0+3) (Spring)

Chemistry 560 Special Topics

1-3 units (crs.)

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 621 Instrumental Analysis

3 units (crs.)

Theory and application of instrumentation to chemical analysis. Discussion of system constraints used for measurement, instrument design, constraints, and chemical applications; electronics, spectroscopic methods including UV-visible, infrared, flame, and magnetic resonance; and electrochemical methods including potentiometry, polarography, amperometry, coulometry

and modern electroanalytical procedures. Laboratory to stress instrumental determination of physical constants, methods comparison and quantitative determination system species using the above. Prerequisite: Chemistry 221 and 349. Credit may not be obtained in both Chemistry 320 and 421/621. 421/621 (2+3) (Fall)

Chemistry 635 Interpretive Spectroscopy

3 units (crs.)

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 spectroscopies and mass spectrometry. The laboratory will involve the use of these techniques to identify the structure of unknown samples. Prerequisite: Chemistry 347 (may be taken concurrently). 435/635 (2+3) (Spring-every other year)

Chemistry 652 Polymer Science

3 units (crs.)

An introduction to the study of the chemistry of macromolecules including: polymerization reactions and kinetics, physical and chemical characterization methods, and the relationship between chemical and mechanical properties. Prerequisite: Chemistry 349/549. 452/652 (2+3)

Chemistry 661 Inorganic Chemistry

3 units (crs.)

Major topics are group theory; atomic and electronic structure; coordination chemistry, including comparison and discussion of current bonding theories; applicability of several types of spectroscopy to inorganic chemistry; introduction to organometallic chemistry. Prerequisite: Chemistry 335 and 349 (may be taken concurrently). 461/661 (3+0) (Fall)

Chemistry 663 Inorganic Laboratory

1 unit (cr.)

Techniques and syntheses emphasized. Includes reaction chemistry and mechanisms of main group and transition metal compounds. Preparation of coordination complexes and organometallic compounds by inert atmosphere, high temperature, non-aqueous and vacuum techniques, and their isolation and characterization. Prerequisite: Chemistry 461. 463/663 (0+3) (Spring)

COMMUNICATION

Tony Palmeri, Chairperson
Office: Arts and Communication S106

Telephone: 920-424-4427

I. FACULTY

Benson, Hoglund, Palmeri, Thorpe

Communication 517 Speech Criticism

3 units (crs.)

Classical and modern criteria of speech criticism with emphasis on the description, analysis and evaluation of speech performance. Prerequisite: Communication 111. 427/627 Same as: COMM 627.

Communication 537

3 units (crs.)

Foundations of Speech Communication Theory

A chronological survey of the major rhetorical treaties 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 539

3 units (crs.)

Sign Language

Introduction to basic sign language methods and their application for use with a hearing impaired population. Prerequisite: Communication 383 (Audiometry). 339/539

Communication 589 Creative Drama

3 units (crs.)

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

Communication 622

3 units (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 623

3 units (crs.)

History of British Public Address

The course will consist of an analysis of parliamentary, religious, juridical, educational and industrial speakers and speeches. 423/623

Communication 627 Speech Criticism

3 units (crs.)

Classical and modern criteria of speech criticism with emphasis on the description, analysis and evaluation of speech performance. Prerequisite: Communication 111. 427/627 Same as: COMM 517.

Communication 643

3 units (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

Communication 663 Play Production Seminar

1-3 units (crs.)

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

Communication 703 Aphasia and Apraxia

3 units (crs.)

This course addresses acquired aphasia and apraxia in adults and developmental verbal apraxia. Study topics include: anatomy and physiology of the central nervous system as they relate to acquired aphasia and apraxia; etiologies of aphasia and apraxia; aphasic syndromes; the relationship between acquired aphasia and apraxia; assessment procedures and treatment strategies. Prerequisite: Graduate standing in Speech and Hearing Science and consent of instructor.

Communication 704

3 units (crs.)

Adolescent Language Disorders

This course examines communication development and disorders in the middle school/high school age student. Emphasis is placed on the impact of a communication disorder at this age level and therapeutic and educational assessment procedures/instruments, service delivery models, and intervention strategies. Prerequisite: Majors - Communication 358/558 and 354; non-majors - Communication 324/524.

Communication 705 Phonological Disorders

3 units (crs.)

Study of the nature of and treatment for phonological disorders in pre-school, school age, and adult populations. Prerequisite: Graduate standing and Communication 356.

Communication 720

3 units (crs.)

Craniofacial/Orofacial Deformities

This course addresses craniofacial and orofacial deformities and their consequent communication impairments. Emphasis is on cleft lip and palate, velopharyngeal incompetency, glossectomy, and orofacial alterations secondary to head and neck cancer. Prerequisite: Graduate standing in Speech and Hearing

Communication 721

Science.

3 units (crs.)

Communication Impairments Secondary to Head Injury, Dementia and Right Hemisphere Damage

This course addresses the communication impairments secondary to head injury, dementia, and right hemisphere brain damage and their differential diagnosis from aphasia. Assessment procedures, treatment strategies, and educational considerations (head injury) are presented. Prerequisite: Graduate standing in Speech and Hearing Science.

Communication 726

3 units (crs.)

Feeding and Swallowing: Normal and Disordered Processes

This course addresses the normal processes of feeding and swallowing in children and adults and the ways in which these processes become impaired. Study topics include: anatomy and physiology of normal feeding and swallowing; disorders resulting from neuromotor

COMMUNICATION

dysfunction and structural deformities; developmental aspects of feeding and oral motor skills; assessment tools and treatment strategies. Prerequisite Graduate standing in Speech and Hearing Science; Communication 779 or consent of instructor.

Communication 727 **Pediatric Aural Rehabilitation**

3 units (crs.)

Clinical principles and procedures for selecting hearing aids and assistive listening devices in children, methods and approaches to auditory training and speech reading, and issues related to audiologic habilitation/rehabilitation.

Communication 728

3 units (crs.)

Research Methods in Speech and Hearing Science

A study of the role of research in speech communication. appropriate methods of research, and proper writing of a research paper.

Communication 729

3 units (crs.)

Genetics and Communication Disorders

Fundamentals of embryology of the organs communication, basic genetics including Mendelian and non-Mendelian modes of inheritance, examination of pedigrees, risk calculation, meiosis and mitosis, chromosomal abnormalities and population genetics. Procedures for genetic screening, prenatal diagnosis and genetic counseling will be presented as they relate to communicative disorders. Genetic disorders which interfere with the communication process will be described and compared.

Communication 750

3 units (crs.)

Stuttering: Theories and Therapies

Study and critical evaluation of the theoretical and therapeutic approaches to the stuttering syndrome. Courses content to include identification of the syndrome, assessment, and intervention approaches for children and adults who display dysfluent speech patterns. Clinical observation required. Prerequisites: Graduate standing, Communication 255.

Communication 751

1-3 units (crs.)

Seminar in Speech - Children Language Disorders

Readings in Speech Pathology in special topics. (Repeatable to a total of 12 credits). Prerequisite: Graduate standing. (1+0) (1+2) (2+2)

Communication 752

1-3 units (crs.)

Seminar in Speech and Hearing Science - Theories

Readings in Speech and Hearing Science in special topics. (Repeatable to a total of 12 credits). Prerequisite: Graduate standing. (1+0) (1+2) (2+2)

Communication 753

3 units (crs.)

Methods and Procedures in Speech and Hearing **Programs**

Study the assessment and remediation of communicative disorders in varied work settings, including schools, public and private agencies and private practice. Considers structural organization, regulations, funding, legal aspects, quality assurance, professional associations, interdisciplinary aspects. Required for Wisconsin State certification as public school speech/hearing therapist.

Communication 754

1 unit (cr.)

Basic Clinical Study in Audiology

Supervised experience in the identification, assessment and management of hearing impairments in patients with hearing impairments. Students must earn 3 credits in Clinical Practice. Minimum B grade required for enrollment in next level practicum. Prerequisite: Graduate standing and consent of instructor. (0+2)

Communication 755

1 unit (cr.)

Intermediate Clinical Study in Audiology

Supervised experiences with speech and/or hearing impaired clientele. Student must earn 3 credits in Clinical Practice. Minimum B grade required for enrollment in next level practicum. Prerequisite: Graduate standing and consent of instructor. (0+2)

Communication 756

1 unit (cr.)

Advanced Clinical Study in Audiology

Supervised experiences with speech and/or hearing impaired clientele. Student must earn 3 credits in Clinical Practice. Minimum B grade required for externship placement practicum. Prerequisites: Graduate standing and consent of instructor. (0+2)

Communication 760

1 unit (cr.)

Supplementary Clinical Practice

Supervised Clinical Practice with various types of communicative disorders for Speech and Hearing graduate students wishing to accumulate practicum experiences and clock hours beyond those obtained in Communication 754, Communication 755, Communication 756. Repeatable. Credits cannot be applied toward graduation. Department Consent Required.

Communication 763 **Externship in Audiology**

1-3 units (crs.)

Assignments in various external Audiology settings (hospitals, clinics, private practicums, etc.) wherein the student, under supervision, provides diagnostic and/or therapeutic services data and paper. Repeatable.

Communication 764

1 unit (cr.)

Basic Clinical Study in Speech-Language Pathology

Supervised experience with speech or hearing impaired Students will provide clinical services with clientele. maximal supervision. Prerequisites: Graduate standing; completion of undergraduate major in Communicative Disorders or equivalent with a B average. Minumum B grade required for enrollment in next level practicum.

Communication 766 Intermediate Clinical Study in Speech-Language

1 unit (cr.)

Pathology

Supervised experience with speech or hearing impaired clientele. Students are expected to treat a greater number of clients and clients with more complex impairments than in Communication 764. A moderate amount of supervision is provided. Students are expected to assume responsibility for planning therapy sessions. Prerequisite: Graduate standing; Communication 764 or equivalent, and minimum B grade required for enrollment in next level practicum..

Communication 767 1 unit (cr.) Advanced Clinical Study in Speech-Language Pathology

Supervised experience with speech or hearing impaired clientele. Students are expected to treat a variety of communication disorders and independently design an affective course of treatment. Minimum supervision is provided. Prerequisite: Graduate standing; Communication 764 and 766, minimum B grade required for enrollment in externship placement.

Communication 769 1 unit (cr.) Special Issues in Clinical Practice - Speech-Language Pathology

This course is designed for students who have completed the Beginning, Intermediate, and Advanced clinical courses in speech-language pathology. It is designed to afford interested students additional clinical experience with specific populations of communicatively impaired individuals. The course will consist of directed readings by faculty as well as clinical exposure to clinic types reflecting the student's particular area of interest. Prerequisite: Graduate standing; consent of instructor; and Communication 764, 766 and 767.

Communication 770 3 units (crs.) High Risk Infant

The high risk infant is an infant who presents a greater than normal chance of displaying developmental delay. The most frequently reported sequelae of high risk infants is an impairment in speech and language development. The developmental outcome of high risk infants/toddlers during the preschool age years will be presented. Assessment and intervention strategies emphasizing communication skills will be outlined. Parental and family concerns and models of service delivery for this population will be presented.

Communication 773 3 units (crs.) Disorders of the Auditory System

An overview of the prevalence, etiological considerations, audiologic manifestations, and medical management of hearing disorders affecting the auditory system of children and adults.

Communication 774 3 units (crs.) Application of Hearing Aid Principles for SpeechLanguage Pathologists

Principles of hearing aid and FM system function. Procedures for troubleshooting and maintenance of hearing aids and FM systems. Procedures for selection and evaluation of FM Systems, hearing aids and assistive listening devices in children and adults. Strategies and guidelines for optimal functioning of hearing impaired children in a classroom environment and hearing impaired adults in extended care facilities. Prerequisite: Graduate standing and consent of instructor.

Communication 775 2-5 units (crs.) Externship in Speech-Language Pathology

Placements are arranged for students in various offcampus speech-language pathology settings (e.g., hospital, clinic, private practice). Requirements for the student include planning and implementing diagnostic and/or intervention procedures, data collection and analysis, and report writing. Additional responsibilities (e.g., participation in staff meetings, outside readings) may be required by the on-site supervising speech-language pathologist. Enrollment in this course is repeatable up to a total of five credits. Consent of Coordinator required.

Communication 778 1-3 units (crs.) Diagnostic Theory and Procedures in SpeechLanguage Pathology

Study of theories and practices relating to diagnosis of speech and language disorders of children and adults.

Communication 779 3 units (crs.) Neurogenic Motor Disorders

This course addresses the types and characteristics of motor speech disorder secondary to neurologic dysfunction together with their assessment and treatment. Topics include: neuromotor systems subserving speech/voice mechanisms; etiologies and types of dysarthrias; characteristics of cerebral palsy and its relationship to dysarthria; augmentative/ alternative communication systems. Prerequisite: Graduate standing in Speech and Hearing Science and consent of instructor.

Communication 780 3 units (crs.) Advanced Child Language Disorders

Study of theories and practices of description, assessment, remediation and academic implications of language disorders in preschool, grade school and adolescent children.

Communication 781 Voice Disorders

1-3 units (crs.)

This course addresses the voice disorders seen in children and adults. Study topics include: anatomy and physiology of the vocal mechanism; developmental aspects of the vocal mechanism; voice and aging; dysphonias resulting from neurogenic, structural (laryngectomy), hyperfunctional and/or psychogenic etiologies; assessment procedures and treatment strategies. Prerequisite: Graduate standing in Speech and Hearing Science; Communication 356 or equivalent.

Communication 782 4 units (crs.) Fundamentals of Hearing Aids

Theory of hearing aid function and acoustics of hearing aid-ear canal coupling systems. Principles and procedures for selection and evaluation of hearing aid systems. Principles and procedures for modification of hearing aid system. Procedures for troubleshooting hearing aids. Selection and evaluation of assistive listening devices. (3+2)

Communication 783 3 units (crs.) Electrophysiologic Evaluation of the Auditory and Vestibular System

The course deals with neurophysiological assessment of the auditory system including Immittance, Brain Stem Evoked Response, Otoacoustic Emissions and Electronystagmography.

COMMUNICATION

Communication 784 **Pediatric Audiology**

3 units (crs.)

An in-depth study of behavioral and neurophysiological assessment of the peripheral and central auditory systems in infants and children.

Communication 785 Industrial Audiology

3 units (crs.)

Study of short and long term effects of noise exposure on hearing acuity, damage risk criteria standards, and hearing conservation measures.

Communication 786

1-3 units (crs.)

Seminar in Theories of Hearing

The study of theories of hearing and their application to neurophysiological aspects of the auditory system.

Communication 788

1-3 units (crs.)

Seminar in Anatomy and Physiology

The anatomy of the temporal bone and larynx with discussion of their functions. Students will prepare human specimens.

Communication 789 **Advanced Hear Aids**

4 units (crs.)

Principles of signal processing for state-of-the-art hearing aid function. Circuit analysis of input and output compression. Procedures for selection and evaluation of non-linear and programmable AMP digital hearing aids. Principles and procedures for real-ear evaluation of hearing aid function. (3+2)

Communication 795 **Speech Thesis**

1-6 units (crs.)

Each registration with maximum accumulation of 6 cr. Registration for thesis credit for students in M.S. Speech and Hearing Science. Prerequisite: thesis proposal and Advisor Approval Form must be filed with the Graduate Office. Department Consent Required.

Communication 796

1-3 units (crs.)

Independent Study in Speech

Each registration with maximum accumulation of 6 cr. Individualized study for advanced students in M.S. Speech and Hearing Science. Prerequisite: Independent Study Topic and Instructor Approval Form must be filed at or prior to registration. Department Consent Required.

Communication 799

0 units (crs.)

Registration for Comprehensive Examination

Required registration for M.S. Speech and Hearing Science, in their final term. Pass/Fail course. Department Consent Required.

COMPUTER SCIENCE

Peter Worland, Chairperson

Office: Nursing/Education 229 (temporary)

Telephone: 920-424-2068

I. FACULTY

Briscoe, Georgiev, Naps, Perrie, Worland, Yackel

Computer Science 571 Computer Graphics

3 units (crs.)

An introduction to the mathematics, data structures, and algorithms used to create both 2D and 3D graphical output. 2D topics include viewing transformation, clipping, scan conversion, geometric transformations, hierarchical modeling and animation. 3D topics include projections, viewing systems, back face culling, polygon clipping, wireframe images, visible surface algorithms, Phong reflection model, Gouraud and Phong shading techniques, color dithering, color quantization. Ray tracing and Bezier patches. Prerequisite: Computer Science 271 with a grade of C or better and Mathematics 171 (or equivalent) with a grade of C or better. 371/571

Computer Science 591

3 units (crs.)

Data Communication and Computer Networks

An introductory course which covers the basic concepts in data communication and computer networks. Topics covered will include the nature of data communication, characteristics of computer networks, the ISO-OSI network protocol layers, error detection and correction codes, and network performance considerations. Prerequisite: Mathematics 122, Computer Science 251 and 271, each with a grade of C or better. 391/591

Computer Science 680

3 units (crs.)

Special Topics in Advanced Computer Science

A topic of current interest in computer science will be investigated by faculty and qualified students. In addition to lectures by faculty, the students will be responsible for research and presentation of selected aspects of the topic. The course may be repeated for credit if the topic is different and the student has the consent of department. Graduate students will be required to do an extra programming project or paper. Prerequisite: Computer Science 271 with a grade of C or better (for undergraduates only). 480/680

ECONOMICS

ECONOMICS

Ralph O. Gunderson, Chairperson

Office: Swart 230

Telephone: 920-424-1441

I. FACULTY

Brannon, Burnett, Grunloh, Gunderson, Hussain, Johnson, McGee, Robson, Van Scyoc

Economics 521 Labor Economics

3 units (crs.)

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 units (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 207, or consent of instructor. 339/539

Economics 568 Health Care Economics

3 units (crs.)

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 units (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 207 with a grade of 'C' or above or consent of instructor. 403/603

Economics 630

3 units (crs.)

Human Resource Economics

The study of labor as a basic economic resource: labor force concepts, labor mobility, causes of unemployment and proposed solutions, human resource development, wage and employment theories. Prerequisite: Economics 206 or 208 and Economics 207 with a grade of C or better. Strongly recommended: Economics 321 or consent of instructor. 430/630

Economics 637

1-3 units (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 units (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 207 with a grade of C or better. 471/671

Economics 673 Econometric Methods

3 units (crs.)

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 207 or 209, Economics 210 with grade of C or better, 473/673

Economics 704 Basic Economic Theory

1-3 units (crs.)

An intense theoretical analysis of the market economy for graduate students. The course is composed of two segments: microeconomics of the market system, consumer theory, theory of the firm, market structure, and distribution theory; and macroeconomics of national income accounts, business cycles, monetary and fiscal

Economics 757

1-3 units (crs.)

Special Topics in Economic Education

policy, and international trade.

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 if 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.

GEOGRAPHY

Kazimierz Zaniewski, Chairperson Office: Polk 314/315 (temporary) Telephone: 920-424-4105

I. FACULTY

Allen, Bowen, Cross, Gabriel, Gulley, Hu, Johnson, Kavanagh, McHugh, Zaniewski

Geography 516 3 units (crs.) Ethnic Landscapes of America (ES)

An overview of the cultural landscapes which have shaped the United States. Particular emphasis will be placed upon the contributions of Native Americans and a variety of ethnic minority populations, examining the spatial distributions of these groups and their unique traditions in shaping their landscapes and contrasting their landscapes with that of the Anglo-Saxon majority. Prerequisite: One of the following courses: Geography 102, 111, or History 201, 202. Fulfills Ethnic Studies requirement. 316/516

Geography 538 Russian Realm

A topical analysis of the countries of the former Soviet Union emphasizing the country's physical environment, agricultural and industrial activities, population, language, and political organization. Prerequisite: Geography 102. 338/538

Geography 553 Subsaharan Africa

3 units (crs.)

3 units (crs.)

An analysis of the distribution and interrelation of the physical and cultural characteristics of Subsaharan Africa. Includes the study of the development, present conditions, and problems of particular regions and countries. Prerequisite: Geography 102. 353/553

Geography 563 Biogeography

3 units (crs.)

Examines the role and nature of biophysical processes and their significance to the spatial and temporal patterns at various scales. Topics include the investigating functional relationships between climate, soils, and vegetation, as well as introducing approaches to land systems analysis focussing upon ecosystems and other land system interactions. Prerequisite: Geography 121 or Biology and Microbiology 349. 363/563

Geography 571 Cartography

4 units (crs.)

An introduction to mapping: Historical development of mapping, map design, construction and lettering, topographic map analysis, representation of landforms, map projection and theory, coordinate systems, legal descriptions, techniques of data representation on base maps, and elements of map reproduction. 371/571 (3+2)

Geography 585

3 units (crs.)

Quantitative Methods in Geography and Environmental

Methods of gathering and analyzing data for the solution of regional planning and environmental geographic, problems. Emphasizes the application of spatial statistical techniques to a wide variety of geographical and environmental problems. Prerequisite: Mathematics 201 or 301 with a grade of C or better. 385/585

Geography 591

3 units (crs.)

Computer Cartography

Application of microcomputer technology to the art and science of cartography. Lectures and labs emphasize thematic mapping, such as choropleth, dot, isarythmic and surface mapping; graphing; digital atlas production and multimedia oriented cartography (map Prerequisite: Geography 371, 391/591 (2+2)

Geography 614

3 units (crs.)

Natural Resource Management

Examines techniques for the biophysical and socioeconomic 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 units (crs.)

Natural Hazards and Disaster Planning

Examination of various atmospheric and geologic events threaten human activities. The 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 651 **Advanced Topics in Human Geography**

3 units (crs.)

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

timetable. Prerequisite: Geography 102, 111 and consent of instructor. 451/651

Geography 661 3 units (crs.) **Advanced Topics in Physical Geography**

time it is offered, the topic will be announced in the

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. Prerequisite: Geography 121, 122 and consent of instructor, 461/661

Geography 671

3 units (crs.)

Geographic Information Systems

Introduction to Geographic Information Systems (GIS) and the utilization of spatial data for solving geographic problems. Both theoretical concepts of GIS technology and practical applications of GIS will be studied. Prerequisite: Geography 371 and either three (3) credits computer science or Geography 391. 471/671 (2+2)

GEOGRAPHY

3 units (crs.)

Geography 672 3 units (crs. Advanced Geographic Information Systems
Continues the exploration of geographic systems beyond the material and topics covered in the introductory course. Topics include introductory level algorithm development, applications survey and readings, and student initiated GIS project design and execution. Prerequisite: Geography 471 or 671, 472/672 (2+2) or 671. 472/672 (2+2)

GEOLOGY

William N. Mode, Chairperson Office: Harrington 215 Telephone: 920-424-4460

I. FACULTY

Hiatt, Hudak, Lehrmann, Mode, Muldoon, Paulsen, Wenner

Geology 506 X-Ray Mineralogy

1 unit (cr.)

Principles of X-ray diffraction and their application to mineral studies using powder methods. Prerequisite: Geology 205. 306/506 (0+2) (Fall-odd years)

Geology 507 Optical Mineralogy

3 units (crs.)

Theory and practice of mineral identification using the petrographic microscope. Prerequisite: Geology 206. 307/507 (2+3) (Fall-even years)

Geology 508 Petrology

3 units (crs.)

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 307. 308/508 (2+3) (Spring-odd years)

Geology 511 Stratigraphy

3 units (crs.)

Interpretation of stratified rocks. Prerequisite: Geology 206. 311/511 (2+2) (Spring-even years)

Geology 514 Sedimentology

3 units (crs.)

Analysis and interpretation of sediments and sedimentary rocks. Prerequisite: Geology 206. 314/514 (Fall)

Geology 515

1 unit (cr.)

Sedimentary Petrology

Description, classification and interpretation of sedimentary rocks in hand specimen and thin section. Prerequisite: Geology 307 and 314. 315/515 (0+3) (Spring-odd years)

Geology 522

3 units (crs.)

Mineral Deposits

Principles that govern the accumulation of the metallic ores. Consideration of the geology of individual ore deposits. Field trips to several mining areas in the Lake Superior region may be required. Prerequisite: Geology 206. 322/522 (Spring-even years)

Geology 526 Geophysics

3 units (crs.)

Application of principles and practices of physics to the solution of problems related to the solid earth. Principles of geophysical methods and the interpretation of earth structure and other geologic problems from geophysical information. Laboratory use of certain geophysical instruments, field trips and problems involving the

reduction and interpretation of geophysical data. Prerequisite: Mathematics 108, Physics 110 or 108, Geology 102, 110 or 150. Strongly recommended: Geology 331. 326/526 (2+3) (Spring-even years)

Geology 528 Oceanography

3 units (crs.)

Basic phenomena and conditions of the oceans, the development of the science of oceanography, the 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 credits of lab science. 328/528 (Spring)

Geology 531 Structural Geology

3 units (crs.)

The structure of the earth including theories of mountain formation and evidences of crustal deformation: folds, faults, cleavage, lineation. Laboratory exercise in practical field problems. Field trip required. Prerequisite: Geology 102, 110 or 150, Mathematics 104 or 108. Strongly recommended: Geology 206. 331/531 (2 + 2) (Spring)

Geology 535 Glacial Geology

3 units (crs.)

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, 110 or 150. 335/535 (2 + 2) (Fall-odd years)

Geology 555 Geology of Wisconsin

3 units (crs.)

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 565 Hydrogeology

3 units (crs.)

The nature, distribution and circulation of fresh water. Major topics include elements of the hydrologic cycle, surface water hydrology, principles of ground-water flow, and geologic setting of ground-water supplies. Laboratory exercises stress mathematical and graphical methods of analysis of hydrologic data. Field trip. Prerequisite: Geology 102, 110 or 150, Computer Science 115, and Mathematics 108 or consent of instructor. 365/565 (2+2) (Fall)

Geology 566

3 units (crs.)

Ground Water Hydrology

The occurrence, nature and movement of ground water studied from both theoretical and practical viewpoints. Ground-water resources, hydrogeochemistry, ground-water resource management and techniques of modeling ground-water flow. Environmental applications are stressed. Prerequisite: Geology 365, Chemistry 106, and Mathematics 171. 366/566 (2+2) (Spring-even years)

GEOLOGY

Geology 598 **Geology Workshop**

1-3 units (crs.)

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 units (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 **Topics in Geology**

1-3 units (crs.)

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. Prerequisite: Geology 206, consent of instructor, and a GPA in geology of 3.0 or higher. 460/660

PHYSICAL EDUCATION AND HEALTH PROMOTION

Office: Kolf 125

Telephone: 920-424-1231

I. FACULTY

Gruendemann, Hardt, Schmidt, Serdahely, Strough, Tipps

Physical Education 574 2 units (crs.) Physical Education for Exceptional Individual

The role of physical activity in the curriculum of the exceptional individual. Theory and practice in assessment, prescription, and programming for individuals with disabilities. A review of pertinent literature and research for individuals with disabilities. 374/574

Physical Education 575 Motor Skill Learning

2 units (crs.)

Basic psychological and selected physiological factors that affect motor control and learning. A study of recent research on motor learning. 375/575 (2+0)

Physical Education 580 Swimming Methods

3 units (crs.)

2 units (crs.)

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 623 3 units (crs.) Program Issues and Adaptations for Special Populations

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. 423/623 (3+1)

Physical Education 682

Practicum in Physical Education for Special Education Supervised field experience within programs of physical education for special education students. It must be taken in conjunction with Special Education 482/682 designed for special education teachers seeking an emphasis (track) and/or licensure for teaching physical education to special education students. 482/682

Physical Education 710 3 units (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 AND HEALTH PROMOTION

Physical Education 720 3 units (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 units (crs. The Physiological Basis of the Conditioning Process Concepts selected from fields of physiology, kinesiology, psychology and sociology as they relate to physical education. Prerequisite: Previous coursework in

Physical Education 735 3 units (crs.) Comparative Physical Education

kinesiology, physiology and anatomy.

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 units (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 units (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 units (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.

HISTORY

HISTORY

Andrew O'Shaughnessy, Chairperson Office: Clow Faculty 325 Telephone: 920-424-2456

I. FACULTY

Barricelli, Earns, O'Shaughnessy, Rivers

History 790 Special Topics 3 units (crs.)

Selected topics in history.

History 796 1-3 units (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.

INTERDISCIPLINARY STUDIES

Office: COLS Dean's Office, N/E 101

Telephone: 920-424-1210

There is no formal Interdisciplinary Studies graduate program at this time. For information about the Workshop for Pre-College Teachers, contact the Science Outreach office at 920-424-0287. For information about the gerontology courses, contact the Social Work department at 920-424-1419.

Interdisciplinary Studies 501 Workshop for Pre College Teachers

1-3 units (crs.)

This course will introduce participants to the relationship between science, mathematics, technology, and society. 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. Possible topics will include future energy needs, debunking food advertisements, and evolution, creationism, and the selection of textbooks for classroom use. 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 625 Aging: Dimensions and Processes

3 units (crs.)

Examination of the processes of aging in a variety of contexts. The social, cultural, biological, psychological, economic, political, and educational aspects of aging will be discussed with a view to developing a theoretical framework for understanding issues that affect the elderly. 425/625

Interdisciplinary Studies 626 Aging: Needs, Services and Issues

3 units (crs.)

Needs of the Aging. Issues related to the development and delivery of a variety of services for meeting the needs of the aging. 426/626

Interdisciplinary Studies 760 Aging Policy

3 units (crs.)

A graduate, seminar-type course designed to require limited on-campus activity. Will examine the contemporary societal values concerning the aging; relevant historical influences; current public policy; and roles played by administrative, legislative, and advocate organizations. Special emphasis on learning a framework for the study of public policy.

INTERNATIONAL STUDIES

INTERNATIONAL STUDIES

Kenneth J. Grieb, Coordinator

Office: Polk 59

Telephone: 920-424-1291

I. FACULTY

Grieb

International Studies 508 Revolution and Development

3 units (crs.)

Analysis of socio-cultural diversity, economic underdevelopment, and political instability as problems in nation-building. Formulation of strategies to promote national integration and development. Case studies and role playing. Prerequisite: International Studies 205 and two courses from Economics 206, 207, Political Science 115, and at least 9 units (crs.) of upper division (300 or 400 level) courses from International Studies Course List 2, or consent of instructor. 308/508

International Studies 541

3 units (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: Two courses from International Studies 205, Economics 206, 207 or Political Science 115, or consent of instructor. 341/541

International Studies 599

1-3 units (crs.)

Russian/East European Travel Seminar

Analysis of the culture and political, economic, and social institutions of Russia and/or its former republics and Eastern Bloc countries. Course includes two-week study tour to selected cities in Russia and/or former Soviet Republics and/or Eastern Europe. Prerequisites: Consent of instructor. Graduate standing and consent of Graduate School advisor required for graduate credit. 399/599

MUSIC

Andrea Gullickson, Chairperson Office: Arts and Communication N206

Telephone: 920-424-4224

I. FACULTY

Andrews, Atwell, Borgerding, Bahcall, Chaudoir, Chapman, Cowley, Gainacopulos, Grine, Gullickson, Hassel, Hoffmeister, Isaacson, Liske, MacDonald, McWilliams, Novgorodsky, Wang

Music 549 2 units (crs.) Early Music Ensemble

A small ensemble of medieval and Renaissance instruments and voices performing music of these periods; open to all University students who qualify by audition. 349/549

Music 605 2-4 units (crs.) Topics in Music History

Studies in selected topics in style, genre, aesthetics, and cultural contexts from the history of Western music. Prerequisite: Music 207.

Music 611 1 unit (cr.) University Opera Theatre

A study of opera materials and methods of production, culminating in an actual production of scenes or an opera each semester. Open to all University students who qualify by audition. Prerequisite: Junior standing. 311/611

Music 621 1 unit (cr.)

University Wind Ensemble

Open to all students on campus who qualify through audition. The ensemble gives a minimum of one concert performance each semester. Prerequisite: Junior standing. 321/621

Music 631 1 unit (cr.) University Choir

Open to all students on campus who qualify through audition. The ensemble gives a minimum of one concert performance each semester. Prerequisite: Junior standing. 331/631

Music 633 1 unit (cr.)

Chamber ChoirAn ensemble for performance of chamber choral literature.

An ensemble for performance of chamber choral literature. Open to all University students who qualify by audition. 333/633

Music 641 1 unit (cr.) University Symphony

Open to all students on campus who qualify through audition. The group gives a minimum of one concert performance each semester. Prerequisite: Junior standing. 341/641

Music 676 2 units (crs.) Piano Literature

A survey of piano literature required of all BM piano majors, and an elective for all music majors. Prerequisite: Music 205 and 207. 476/676

Music 677 2 units (crs.) Piano Literature

A survey of piano literature required of all BM piano majors, and an elective for all music majors. Prerequisite: Music 205 and 207. 477/677

Music 685 2 units (crs.) Vocal Pedagogy

Basic principles of vocal pedagogy for the voice emphasis student. Course includes a study of historical and contemporary concepts of vocal instruction; study of anatomy, structure, and terminology of the vocal instrument; vocal health; and practical application of methodology within the context of private and classroom vocal instruction. Required for Bachelor of Music-Vocal Performance majors and Bachelor of Music Education-Choral majors. Prerequisite: Music 381 status or consent of instructor. 485/685

Music 701 3 units (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 units (crs.) Advanced Applied Music

Individual instruction at the graduate level is offered to qualified students on the following instruments: Brass, Keyboard, Percussion, Strings, Voice, Woodwinds.

Music 777 2 units (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 units (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. Department Consent Required.

PHILOSOPHY

PHILOSOPHY

John R. Burr, Chairperson Office: Polk 68 Telephone: 920-424-7312

I. FACULTY

Burr, Cordero

Philosophy 531 American Philosophy

3 units (crs.)

A philosophical scrutiny of the development and cogency of some major American philosophies from the beginning of the twentieth century to the present. The interrelationships of these philosophies with American social and cultural life also will be examined. Prerequisite: Consent of instructor. Open to graduate students. 331/531

POLITICAL SCIENCE

James Simmons, Chairperson Office: Clow Faculty 415 Telephone: 920-424-7165

I. FACULTY

Bickford, Brunell, deHoyos, Gruberg, Khan, Simmons,

Political Science 610 Comparative Political Analysis

3 units (crs.)

Theories and typology of political systems; analysis of comparable and unique structures and functions in Western, non-Western, modern and transitional political systems; selected cross cultural studies of parties, interest groups, ideologies, and institutions. Prerequisite: 9 credits in political science or consent of instructor. 410/610

SOCIAL WORK

SOCIAL WORK

Quintin Sullivan, Chairperson Office: Clow Faculty 327 Telephone: 920-424-1419

I. FACULTY

Ebert, Schulke, Sullivan, Wells

Social Work 571 Child & Family Welfare

3 units (crs.)

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 units (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-psychosocial theories of crime causation and develops assessment and intervention skills within a generalist framework. 375/575

Social Work 643 3 units (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 668 Social Welfare Policy

3 units (crs.)

Examination of social welfare policy development, implementation, replacement, or modification and the social worker's role in these processes. Policy analysis is framed within the profession's ethical principle governing social justice with regard to issues of poverty, unemployment, discrimination and other issues of concern to the profession. Policy is viewed within the context of generalist practice and the social worker's role as policy advocate at all levels in our society. Corequisite: Social Work 451, 468/668

SOCIOLOGY

Gerard J. Grzyb, Chairperson

Office: Swart 317 Telephone: 920-424-2040

I. FACULTY

Grzyb, Martin, Remender, Smith, Stark, Wells

Sociology 513 Rural Sociology

3 units (crs.)

Groups and institutions in rural society. Changing relationships between country, town, and city in contemporary society. Prerequisite: Sociology 101. 313/513

Sociology 521 Social Psychology

3 units (crs.)

The relationship of the individual to others, social groups, and society. The development of personality and the self. Motivation, attitudes, communication, prejudice, and leadership. Prerequisite: Sociology 101. 321/521

Sociology 537

3 units (crs.)

Work, Industry, and Occupation

Social organization of work including history and variety of work experiences, relationship to other social institutions, impact of technology and megacorporations, discrimination, unemployment, future of work. 337/537

Sociology 539

3 units (crs.)

Sociology of the Family

The family as a social institution, variations in the family in different cultures and in different social levels and subcultures. Biological, economic, and social functions of the family. Effects of social change on the modern family. Prerequisite: Sociology 101 or consent of instructor. 339/539

Sociology 553 Juvenile Delinguency

3 units (crs.)

Varieties and extent of delinquency. Causal explanation and research findings. Programs for treatment of delinquents and prevention of delinquency. Prerequisite: Sociology 101. 353/553

Sociology 589 Sociology of Education

3 units (crs.)

Includes a consideration of formal and non-formal education. Social factors that influence what is learned. The process of learning in interaction with others is considered. Prerequisite: Sociology 101. 389/589

WOMEN'S STUDIES

WOMEN'S STUDIES

Elizabeth Cannon, Director Office: Arts/Communication 314 Telephone: 920-424-0892

I. FACULTY

Bannan

Women's Studies 550 Women, Race and Class

3 units (crs.)

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 Studies 201 or consent of instructor.

Women's Studies 595 Special Topics

3 units (crs.)

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

NURSING

Rosemary K. Smith

Director, Graduate Nursing Program Office: Nursing/Education 148E Telephone: 920-424-2106

Website: www.uwosh.edu/con/Programs/Masters

E-mail: congrad@uwosh.edu

I. FACULTY

Berry, Brands, Brophy, Chappy, DeDee, Huebscher, Hurlbut, Jambunathan, Kapke, Knox, Lapp, Lynch, Marnocha, Moss, Pope, Smith, Stewart, Trunk, Udlis, Van Dongen, Wurzbach, Zachman

II. PURPOSE

The graduate program prepares professional nurses for advanced practice in primary health care as Family Nurse Practitioners & Adult Nurse Practitioners. It emphasizes theory, research, and clinical application in primary health care delivery. Students are prepared for doctoral study.

III. DEGREE

Completion of the program will lead to the degree: Master's of Science in Nursing (MSN).

IV. ADDITIONAL ADMISSIONS REQUIRE-MENTS/INFORMATION

In addition to the requirements of the Graduate School specified in the first section of this Bulletin, the Program has established the following policies and procedures for admission:

Grade Point Average

A grade point average of 3.00 in undergraduate studies is required.

Interview

Qualified applicants may be contacted to arrange for an interview.

Goal Statement

Applicant must submit a written statement of career goals and reason(s) for pursuing graduate study in this major. (Approximately 250 words).

Licensure/Certification

Applicants must hold licensure as a registered nurse in Wisconsin; work experience is recommended.

References

Applicants must provide three reference letters from professional and/or work-related sources. At least one of the references should address the cognitive and writing ability of the applicant.

Undergraduate Course Work

Applicants must have earned a B or higher in a 3-unit (cr.) introductory statistics course including both descriptive and inferential statistics within 5 years of admission. Program applicants for advanced practice roles also must have earned a grade of B or higher in an acceptable health assessment course within 2 years of admission.

Undergraduate Major

The baccalaureate degree must have been earned from a National League for Nursing Accredited Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited baccalaureate program. Individual consideration may be given for graduates from non-accredited nursing programs if the institution is also regionally accredited

Computer Competency

Students are expected to have experience with a word processing program, e-mail transmittal and retrieval (including attachments), and accessing the World Wide Web. Currently, the College of Nursing is using MS Office. Short courses are available locally through school and computer stores. Each student is given a campus e-mail account and 24-hour computer access is available on campus. Students with their own ISP accounts must apprise the graduate nursing program of any changes to the e-mail address. All official communication from the graduate nursing program to currently-enrolled students is sent via e-mail.

Health and CPR Requirements and Caregiver Background Checks

Before starting clinical rotations, students must meet the health and CPR requirements of the College. Contact the graduate nursing office for a list of requirements. Caregiver background check area reviewed per Wisconsin State Statute.

V. SUMMARY

A. Structure

The program is comprised of courses that contribute to the primary health nursing specialty. The program requirements must be completed within a five-year period. The five-year period starts with the first course taken that counts toward the degree regardless of date of admission to the program

B. Academic Plans of Study

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

Nursing - Family Nurse Practitioner Nursing - Adult Health and Illness GAP - Family Nurse Practitioner

C. Minimum Unit (Cr.) Requirements

The minimum unit (cr.) requirements for the Family Nurse Practitioner emphasis is 48 units (crs.); for the Adult Health and Illness emphasis, 40 units (crs.). The graduate program curriculum undergoes continuous quality improvement and therefore is in a dynamic state. Contact the graduate program office for information regarding specific minimum unit (cr.) requirements.

D. Admission to Candidacy

Students must satisfy the Graduate School requirements for advancement to candidacy stated in the first section of this Bulletin. In addition, they must have an interview with their academic advisor. Students are required to identify a topic for their culminating project.

E. Audit/Guest Student/Special Student Policy

No audit allowed for Graduate Clinical Courses. Very limited audit status is allowed in Graduate Theory Courses for those students who have earned the Master of Science in Nursing (MSN) degree. For eligible students, audit status is open on a space available basis and with permission of the Graduate Program Director and the course professor. Guest students (i.e., admitted to a graduate program at another institution) will be allowed to enroll for Graduate Theory Courses. Permission must be solicited by written request to the Graduate Program Director and documentation of full standing admission must be provided. Permission will be granted on a space available basis. Credits earned while a guest student are intended for transfer credit. Should students be subsequently admitted into the UW Oshkosh graduate program, the 5 year completion time limit begins with the first course applicable to the MSN degree. Special Student classification will generally not be allowed. Exceptions may occur with graduate nursing courses taken off campus or with course offerings made available via distance learning technology.

VI. DEGREE REQUIREMENTS

Graduate Core Courses (14 credits):

Subject

| Catalog # | Units (cı | rs.) Title |
|-----------|-----------|--------------------------------|
| Nursing | · | |
| 701 | 3 | Research in Nursing |
| 702 | 2 | Health Care Systems Policy and |
| | | Politics |
| 703 | 2 | Health Promotion in Advanced |
| | | Practice Nursing |
| 708 | 2 | Primary Health Care Ethics |
| 711 | 2 | Theory in Nursing |
| 793 | 3 | Clinical Paper |
| OR | | OR |
| 795 | 3 | Nursing Thesis |

APN Core Courses (10 credits):

(For Advanced Practice Nursing Roles)

Nursing

| ursing | | |
|--------|---|---|
| 700 | 3 | Advanced Health Assessment |
| 704 | 3 | Pathophysiology for the Advanced Practice Nurse |
| 709 | 2 | Pharmacotherapeutics for the Advanced Practice Nurse |
| 730 | 2 | Clinical Practice Management |

Specialty Core Courses

1. Family Nurse Practitioner Emphasis

| u. 5.1.19 | | |
|-----------|---|------------------------------|
| 707 | 2 | Epidemiology |
| 710 | 2 | Theoretical Basic for Family |
| | | Nursing |
| 716 | 2 | Clinical Management I |
| 717 | 3 | Clinical Management II |
| 718 | 3 | Clinical Management III |
| 722 | 2 | Diversity Practicum |
| 726 | 2 | FNP Practicum I |
| 727 | 4 | FNP Practicum II |
| 728 | 4 | FNP Practicum III |

2. Adult Health and Illness Emphasis Nursing

| 754 | 2 | Advanced Practice Nursing I |
|-----|---|-------------------------------|
| 755 | 4 | Advanced Practice Nursing II |
| 756 | 4 | Advanced Practice Nursing III |
| 764 | 2 | Adult Clinical Management and |
| | | Pharmacology I |
| 765 | 2 | Adult Clinical Management and |
| | | Pharmacology II |
| 766 | 2 | Adult Clinical Management and |
| | | Pharmacology III |

Electives

Students are expected to consult with the Program Director and/or their Academic Advisor in selecting elective courses.

Other Requirements

Completion of a culminating project: clinical paper or thesis. Oral defense of thesis is required.

Comments

Applicants for the practicums will be accommodated as class size limitations permit, with special consideration given to those who are from undeserved areas or intend to be employed in undeserved areas.

Progression requirements include the policy that a grade of B or higher must be earned in the nursing courses. Course offerings are dependent on adequate course enrollment.

VII. GRADUATE ACHIEVEMENT PROGRAM (GAP)

PRIMARY HEALTH CARE GRADUATE ACHIEVEMENT PROGRAM

The Graduate Achievement Program in Primary Health Care Nursing is designed for persons 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 limitations permit.

Admission Requirements

1. Master's degree in Nursing from a National League for Nursing Accredited Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited program. Individual consideration may be given to graduates of graduate nursing programs that were not accredited at the time of graduation.

- 2. Current licensure as a registered nurse in Wisconsin.
- **3.** Applicants must provide three letters of reference from professional and/or work related sources.
- 4. Nursing practice experience recommended.
- 5. A personal interview
- **6.** An acceptable health assessment course or equivalent in the past 2 years, receiving a B or higher grade.
- **7.** For the Skill Enhancement GAP option, ANCC certification as a Pediatric Nurse Practitioner or Adult Nurse Practitioner is required. Other certification boards may be acceptable and will be considered on an individual basis.

NP Skill Expansion Option

Nursing 731, 732, 733 and 734

Program Requirements:

Family Nurse Practitioner GAP

Skill Expansion Option: Skill Expansion Option is designed for master's prepared nurse and administrators, educators and clinical nurse specialists and is based on the Family Nurse Practitioner curriculum. Credit for comparable care courses will be evaluated individually. Contact the Graduate Nursing Office for current information.

Skill Enhancement Option: Two tracks are available to assist Pedatric Nurse Practitioners (who would take the Mature Family track) and Adult Nurse Practitioners (would take the Young Family track) to acquire competency in caring for families.

Subject

Catalog #

| Nursing | | | |
|---|--------|--------------------------------------|--|
| Mature Family Track (14 credits in track; other GAP | | | |
| credits requ | ired.) | | |
| 710 | 2 | Theoretical Basic for Family Nursing | |
| 731 | 6 | Primary Health Care for the Mature | |
| | | Family I | |
| 732 | 6 | Primary Health Care for the Mature | |
| | | Family II | |

Title

Young Family Track (14 credits in track; other GAP credits required.)

Units (crs.)

| eans requ | iirea.) | |
|-----------|---------|---|
| 710 | 2 | Theoretical Basic for Family Nursing |
| 733 | 6 | Primary Health Care for the Young Family I |
| 734 | 6 | Primary Health care for the Young Family II |

Certification Requirements

Graduates of the Family Nurse Practitioner curriculum meet the eligibility requirements of the American Nurses Credentialing Center for Certification as FNPs. The phamacotherapeutics content covered in the APN core partially meets the curriculum criteria for Wisconsin Advanced Practice Nurse Prescriber eligibility.

VIII. COURSE DESCRIPTIONS

Nursing 605 Health Assessment

3 units (crs.)

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.

Nursing 700 Advanced Health Assessment

3 units (crs.)

This course builds on basic health assessment 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 primary health care settings. (2+1)

Nursing 701 Research in Nursing

3 units (crs.)

The course emphasizes the skills needed to conduct and analyze research in primary health care. Critical analysis, utilization, implementation, and communication of quantitative and qualitative research in nursing are discussed. Prerequisite: Nursing 711 and 3 units (crs.) in an undergraduate statistics course.

Nursing 702 2 units (crs.) Health Care Systems Policy and Politics

In this course students develop their ability to recognize, analyze and articulate health care policy within a primary health care framework. The focus is on the social, cultural, political, technological, ethical and economic dynamics impacting health policy from a global and organizational perspective. Department Consent Required.

Nursing 703 2 units (crs.) Health Promotion in Advanced Practice Nursing

This course will analyze interdisciplinary models of health promotion. International, national and state priorities for health promotion and intervention strategies with selected population groups will be examined. The role of the advanced practice nurse in comprehensive planning for health promotion will be incorporated.

Nursing 704 3 units (crs.) Pathophysiology for the Advanced Practice Nurse

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 by the advanced practice nurse to diagnose 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.

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Nursing 705 Research in Nursing - Methods

2 units (crs.)

This course identifies problems relevant to primary health care nursing through acquisition of increased understanding of the research process. Students discuss critical analysis, utilization, implementation, and communication of research in primary health care settings. The course emphasizes the development of skills necessary to conduct and analyze nursing research. Department Consent Required.

Nursing 706 Research in Nursing - Design

2 units (crs.)

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 instructor. Department Consent Required.

Nursing 707 Epidemiology

2 units (crs.)

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 Primary Health Care Ethics

2 units (crs.)

Perspectives on the analysis of moral dilemmas in primary health care nursing practice. Application of bioethical principles to primary health care nursing dilemmas. Differentiation among methods of dilemma resolution (principlism, casuistry, etc.) in primary health care nursing practice. Incorporation of the analysis of emerging moral dilemmas for advance practice nurses (genetic testing, online health care records, etc.). Prerequisite: Nursing 726 or 754.

Nursing 709 2 units (crs.) Pharmacotherapeutics for the Advanced Practice Nurse

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. (2+0)

Nursing 710 2 units (crs.) Theoretical Basic 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 context. Students

examine selected theoretical frameworks for understanding families and family health and compare them in terms of their utility for nursing practice and research. Students examine universal family processess 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. Department Consent Required.

Nursing 711 Theory in Nursing

2 units (crs.)

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. Department Consent Required.

Nursing 716 Clinical Management and Pharmacology I

2 units (crs.)

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. The course emphasizes critical thinking process to establish clinical judgement. Students discuss appropriate natural/alternative and pharmacological therapies, diagnostic and educative management strategies, and outcome criteria for commonly encountered conditions of the respiratory, gastrointestinal, and reproductive systems seen by Family Nurse Practitioners in primary health care. Prerequisite: Nursing 704.

Nursing 717 3 units (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 expand their knowledge of physiology pathophysiology. The course emphasizes the critical thinking process to establish a clinical judgement 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 conditions of the cardiovascular, genitourinary, musculoskeletal, integumentary, hematological systems seen by Family Nurse Practitioners in primary health care. Prerequisite: Nursing 716 and 726. Corequisite: Nursing 727.

Nursing 718 3 units (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 and pathophysiology 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 endocrine, psychological, and neurological systems; ophthalmology, otology, pain management; basic urgent care management; and other selected topics. Prerequisite: Nursing 717 and 727. Corequisite: Nursing 728.

Nursing 722 Diversity Practicum

2 units (crs.)

The second 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. Prerequisite: Nursing 721. Department Consent Required.

Nursing 726 2 units (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 relationship with other providers. Prerequisite: Nursing 700 and 704. Pass/Fail course. Department Consent Required.

Nursing 727 4 units (crs.) Family Nurse Practitioner Practicum II

This is the second clinical preceptorship course in a family practice primary care setting. Students focus on developing skills in health assessment, health promotion, and collaborative health care management. Prerequisite: Nursing 709.

Nursing 728 4 units (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 are presented. Community/Epidemiology health issues are addressed collaboratively with longer-term planning, research application, practice evaluation and consultation in a variety of settings.

Nursing 730 2 units (crs.) Clinical Practice Management

This course synthesizes the practitioner, administrator, educator, researcher, and consultant role components inherent in managing clinical practice in primary care settings. Management functions of planning, organizing, directing/influencing, and evaluating the delivery of primary care services will be discussed. Corequisite: Nursing 718 and 728.

Nursing 731

6 units (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. Department Consent Required.

Nursing 732 6 units (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 733 6 units (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 734 6 units (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 754 2 units (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 units (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 units (crs.) Advanced Practice Nursing Practicum III

This is the final clinical preceptorship course in an adult advanced practice nursing setting. The course focuses on

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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 764 2 units (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 704. Corequisite: Nursing 709 and 754

Nursing 765 2 units (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 units (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, pyschological and neurological systems; ophthalmology, otology, pain management, basic urgent care management and other selected topics. Prerequisite: Nursing 755 and 765. Corequisite: Nursing 756.

Nursing 793 Clinical Paper

1-3 units (crs.)

A culminating experience option in the masters program. Prerequisite: Clinical Paper Topic and Reader Approval Form must be filed with the Graduate School. Pass/Fail course. Department Consent Required.

Nursing 795 Nursing Thesis

1-6 units (crs.)

Each registration with a maximum accumulation of 6 cr. A culminating experience option in the masters program. Prerequisite: Thesis Proposal and Advisor Approval Form must be filed with the Graduate School. Pass/Fail course. Department Consent Required.

Nursing 796 Independent Study

1-3 units (crs.)

Each registration with maximum accumulation of 6 cr. Individualized study in area of interest with the direction of a faculty member. Open to masters program students who submit Independent Study Topic and Instructor Approval Form at or prior to registration. Department Consent Required.

Nursing 797 1-3 units (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. Prerequisite: Admitted to MSN Program and consent of instructor. Pass/Fail course.

Nursing 799 *0 units (crs.)* Registration for Comprehensive Examination

Pass/Fail course.

GRADUATE FACULTY

ADAMS, GARY A. (1996)

Assistant Professor of Psychology/Ph.D., Central Michigan University; M.S. Illinois State University; B.S. University of Wisconsin Oshkosh

ADAMS, W. SAM (1968)

Professor of Education/Human Services/Ph.D., University of Denver; M.A., Columbia University; B.Ed., University of Miami

ADLER, GREGORY A. (1994)

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

ALTEKRUSE, MICHAEL C. (1998)

Psychologist of Counseling Center; Ph.D., M.S., Indiana University; B.A., Eastern Illinois University

AMERINGER, CARL F. (1996)

Assistant Professor of Political Science/Ph.D., Johns Hopkins University; J.D., University of Virginia; B.A., Franklin and Marshall University

ANDREWS, JOYCE A. (1989)

Associate Professor of Music/M.M., University of Hawaii; B.M., MacMurray College

ANSFIELD, PAUL J. (1964)

Professor of Psychology/Ph.D., Purdue University; M.A., Marquette University; B.S., University of Wisconsin Madison

ARBAUGH, JON BEN (1994)

Associate Professor of Business Administration/Ph.D., M.A., The Ohio State University; M.B.A. Wright State University; B.B.A., Marshall University

BAHCALL, KLARA F. (1988)

Associate Professor of Music/M.A., Bela Bartok Conservatory; B.A., F. Leiszt Academy of Music

BAKER, NOELLE A. (2000)

Assistant Professor of English/Ph.D., MA Georgia State University; BA Randolph-Macon Woman's University

BANDY, D. BRENT (1984)

Team Leader – OPS Management; Assistant Professor of Business Administration/Ph.D., M.S., Northwestern University; M.B.A., University of Chicago; B.S., University of Illinois

BARRICELLI, FRANCA R. (1995)

Assistant Professor of History/Ph.D., M.A. University of Wisconsin Madison; B.A. Scripps College

BENDA, LAURIE A. (1999)

Lecturer of English/M.A. University of Wisconsin Madison; B.A. Rockford College

BENTIVENGA, STEPHEN P. (1996)

Associate Professor of Biology and Microbiology/Ph.D., Kansas State University; M.S., Illinois State University; B.A., Illinois Wesleyan University

BENZAID, ZOUBIR (1994)

Associate Professor of Mathematics/Ph.D., M.S., University of Wisconsin Milwaukee; M.S., B.S., University of Central Florida

BERRY, MARIE A. (1994)

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

BICKFORD, THOMAS J. (1995)

Assistant Professor of Political Science/Ph.D., University of California; M.S., London School of Economics; B.S. University of Chicago

BIRMBAUM, MATTHEW J. (1998)

Assistant Professor of Political Science/Ph.D. University of Wisconsin Madison; M.P.A. New York University; B.S. Cornell University

BOEHLER, KARL E. (1991)

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

BORGERDING, TODD M. (1999)

Assistant Professor of Music/Ph.D., M.A. University of Michigan; B.S. Mankato State University

BOWEN, JOHN T. (1998)

Assistant Professor of Geography; Ph.D., M.A., University of Kentucky; B.A., Dartmouth College

BRANDS, MARY K. (2001)

Lecturer of Nursing/ Pharm. D. University of Illinois Medical Center

BRANNON, J. IKE (1994)

Associate Professor of Economics/Ph.D., M.A., Indiana University; B.A., Augustana College

BRILEY, MICHAEL M. (1994)

Associate Professor of Physics and Astronomy/Ph.D., M.S., University of Maryland; B.S., Ohio State University

BRISCOE, GARRY J. (1999)

Assistant Professor of Computer Science/Ph.D. Curtain University of Technology; M.S., B.S. University of Melbourne

BROPHY, SELMA F. (1975)

Associate Professor of Nursing/Ph.D., University of Wisconsin Madison; M.S.N., Loyola University; B.S.N., Columbia University

BURAYIDI, MICHAEL A. (1994)

Associate Professor of Geography/Ph.D., University of Louisville; M.E.Des., University of Calgary; B.S.c. University of Science and Technology

BURNETT, NANCY J. (1994)

Associate Professor of Economics/Ph.D., M.A., University of California; B.A., Pomona College

BURR, JOHN R. (1964)

Professor of Philosophy/Ph.D., M.A., Columbia University; B.A., University of Wisconsin Madison

CANNON, ELIZABETH M. (1997)

Lecturer of English/Ph.D. University of Wisconsin Madison; M.A. Indiana University; B.A. Oberlin College

CHAPMAN, CARL E. (1981)

Professor of Music/D.M.A., University of Illinois; M.M., Wisconsin Conservatory of Music; B.M.E., Northwestern University

CHAPPY, SHARON L. (2000)

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

CHAUDOIR, JAMES E. (1984)

Professor of Music/D.M.A., University of Maryland; M.M., B.M., Louisiana State University

CHIANG, BERTTRAM (1979)

Professor of Education/Human Services/Ph.D., University of Minnesota; M.S., Illinois State University; M.A., B.A., National Taiwan Normal University

CHRISTIAN-SMITH, LINDA (1989)

Professor of Education/Human Services/Ph.D., University of Wisconsin Madison; M.S., University of Wisconsin Milwaukee; B.S., University of Minnesota Duluth

CIMERA, ROBERT E. (1999)

Assistant Professor of Education & Human Services/Ph.D. University of Illinois; M.S., B.A. Purdue University

COBALLES-VEGA, CARMEN I. (1998)

Dean and Professor of Education/Human Services/Ph.D., University of Illinois; M.A., New York University; B.A., Atlantic Union College

CORDERO, RONALD A. (1967)

Professor of Philosophy/Ph.D., M.A., University of Illinois; A.B., University of Pennsylvania

COWLEY, DAVID B. (1987)

Associate Professor of Music/D.M., Florida State University; M.M., Kansas State Technical College; B.M., Eastman School of Music

CRAMER, SUSAN R. (1990)

Associate Professor of Education/ Human Services/Ed.D., The Ohio Sate University; M.Ed., B.S., Keene State College

CROSS, JOANN N. (1980)

Team Leader-Accounting; Professor of Business Administration/Ph.D., University of Illinois; B.S., University of Wisconsin Madison

CROSS, JOHN A. (1979)

Associate Dean Letters and Science; Professor of Geography/ Ph.D., University of Illinois; M.S., B.S., University of Florida

DEDEE, J. KIM (1987)

Associate Professor of Business Administration/Ph.D., University of Arkansas, M.B.A., B.B.A., Western Michigan University

DEDEE, LYNDA S. (1987)

Assistant Professor of Nursing/Ph.D., University of Wisconsin Milwaukee; M.S.N., Vanderbilt University; B.S.N., Northern Michigan University

DEHOYOS, RUBEN J. (1966)

Professor of Political Science/Ph.D., New York University; M.A., Facultad De Filosofia; B.A., Colegio Del Salvador

DESAI, ASHAY B. (1998)

Assistant Professor of Business Administration/Ph.D., Memphis State University; M.B.A., University of Wyoming; Bcom University of Pune

DINGLEDINE, DONALD (2000)

Assistant Professor of English/Ph.D., M.A. Temple University; B.A. Virginia Commonwealth University

DISHAW, MARK T. (1994)

Associate Professor of Business Administration/D.B.A., Boston University; M.B.A., University of Rochester; B.S., State University of New York

DONHAUSER, PAUL S. (1965)

Professor of Art/Ed.D., Illinois State University; M.S., University of Wisconsin Madison; B.S., University of Wisconsin Milwaukee

DUNCKEL, AARON T. (1998)

Lecturer of English/Ph.D., M.A. Syracuse University; B.A. Wayne State University

DUNN, STEVEN C. (1999)

Associate Professor of Business Administration/ Ph.D., Pennsylvania State University; M.B.A. Boise State University; B.S., California State Long Beach

EARNS. LANE R. (1987)

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

EBERT, THOMAS G. (1985)

Associate Professor of Social Work/Ph.D., M.S., B.A., University of Wisconsin Madison

EIERMAN, MICHAEL A. (1991)

Associate Professor of Business Administration/Ph.D., University of Minnesota; M.S., B.B.A., University of Wisconsin Madison

ERDMAN, JEAN I. (1984)

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

FARLEY, THOMAS C. (1985)

Associate Professor of Art/M.F.A., Cranbrook Academy of Art; B.F.A., Layton School of Art

FAST, GERALD R. (1995)

Associate Professor of Education/Human Services/Ph.D., University of Toronto; M.Ed., B.Sc., B.Ed., University of Saskatchewan

FEINAUER, DALE M. (1983)

Professor of Business Administration/Ph.D., M.S., B.S., The Ohio State University

FELDMAN, ROBERT L. (1987)

Associate Professor of English/Ph.D., M.A., University of Maryland, B.A., Farleigh Dickinson University

FIEDLER, CRAIG R. (1987)

Interim Associate Vice Chancellor; Professor of Education/Human Services/Ph.D., University of Kansas; M.S.E., B.S., University of Wisconsin La Crosse; J.D., University of Wisconsin Madison.

FISCHER, THOMAS A. (1996)

Assistant Professor of Education/Human Services/Ph.D., University of Madison; M.S.E., University of Wisconsin Oshkosh; B.A., Macalester College

FORD, MICHAEL P. (1987)

Associate Dean; Professor of Education/Human Services/Ph.D., University of Iowa; M.S.E., University of Wisconsin Oshkosh; B.S., Augustana College

FOSS, VIVIAN (1996)

Senior Lecturer of English/Ph.D. M.A. University of Wisconsin Madison; A.B. Colby College

FREDERICKSON, PAUL D. (1986)

Assistant Professor of Business Administration/M.B.A., B.A., Michigan State University; J.D., University of Detroit

FRISCH, ANN STIRLING (1992)

Professor of Education/Human Services/Ph.D., Michigan State University; M.S.W., B.A., University of Michigan

GAINACOPULOS, KAY T. (1982)

Professor of Music/D.M.A., Indiana University; M.M., Peabody Institute; B.M.E., Lawrence University

GANAPATHY, JAYANTHI (1987)

Professor of Mathematics/Ph.D., Purdue University; M.S., University of Michigan; M.Sc., University of Kerala; B.Sc., Annamalai University

GARCIA, PENNY ANN (1998)

Assistant Professor of Education/Human Services/Ph.D., University of New Mexico; M.A., University of New Mexico; B.A., College of Santa Fe.

GEMIN, PAMELA R. (1994)

Senior Lecturer of English/M.F.A. Vermont College of Norwich University; M.A., B.A. Eastern Michigan University

GENISIO, MARGARET H. (1991)

Associate Professor of Education/ Human Services/Ph.D., Southern Illinois University; M.A., B.A., George Washington University

GIBSON, CHARLES P. (1991)

Professor of Chemistry/Ph.D., University of Wisconsin Madison; B.S., Monmouth College

GRIEB, KENNETH J. (1966)

Professor of History/Ph.D., Indiana University; M.A., B.A., State University of New York Buffalo

GRIEPENTROG, GARY L. (1987)

Associate Professor of Business Administration/Ph.D., M.S., Purdue University, B.S., University of Wisconsin Madison

GRINE, JAMES L. (1966)

Professor of Music/D.M.A., University of Wisconsin Madison, M.M., Northwestern University; B.M., Western Michigan University

GRUBERG, MARTIN (1963)

Professor of Political Science/Ph.D., Columbia University; B.A., City College of New York

GRUENDEMANN, GAIL F. (1998)

Assistant Professor of Physical Education/Health Promotion/Ph.D., Indiana University; M.P.H., B.S., University of Wisconsin La Crosse

GRUNLOH, JAMES J. (1969)

Professor of Economics/Ph.D., A.M., Washington University; B.A., B.S., Quincy College

GRZYB, GERARD J. (1984)

Associate Professor of Sociology/Ph.D., Washington University; M.A., B.A., University of Wisconsin Milwaukee

GULLICKSON, ANDREA (1994)

Department Chairperson; Associate Professor of Music/D.M.A., University of Iowa; M.M. Northwestern University; B.M., Michigan State University

GUDMUNDSON, DONALD E. (1993)

Team Leader; Associate Professor of Business Administration/Ph.D., University of Kentucky; M.B.A., University of Wisconsin Oshkosh; B.Sc., University of Wisconsin Madison

GULLEY, HAROLD E. (1989)

Associate Professor of Geography/Ph.D., University College-London; M.A., A.B., University of Georgia

GUNAWARDENA, K.L.D. (1989)

Associate Professor of Mathematics/Ph.D., Michigan State University; M.S., University of Manchester; B.S., University of Peradeniya

GUNDERSON, RALPH O. (1987)

Department Chairperson; Professor of Economics/Ph.D., M.A., University of Arkansas; B.A., Augustana College

GUTOW, JONATHAN (1995)

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

HAGEN, JANET W. (1990)

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

HAGEN, WILLIS W. (1984)

Professor of Business Administration/J.D., Drake University; M.B.A., University of Wisconsin Madison; B.B.A., University of Wisconsin Milwaukee

HANKES, JUDITH E. (1995)

Associate Professor of Education/Human Services/Ph.D., University of Wisconsin Madison; M.S., University of Washington; B.A., Aurora College

HARDT, DALE V. (1975)

Associate Professor of Health/Physical Education/Recreation/Ph.D., M.S., B.S., Southern Illinois University

HARGIS, DAVID L. (2000)

Assistant Professor of Education & Human Services/Ph.D., B.A. University of New Orleans; M.A. Northwestern State University

HART, MARILYN K. (1985)

Professor of Business Administration/Ph.D., M.S., Illinois Institute of Technology; M.S., B.S., University of Illinois

HARTENIAN, LINDA S. (1990)

Professor of Business Administration/Ph.D., University of Kentucky; M.S., University of Wisconsin Oshkosh; B.S., Northern Illinois University

HARTMAN, E. ALAN (1976)

Dean and Professor of Business Administration/Ph.D., M.A., Michigan State University; B.A., University of Wisconsin Madison

HASSEL, BEVERLY S. (1965)

Associate Professor of Music/M.M., B.M., University of Wisconsin Madison

HAVENS, ROBERT I. (1967)

Professor of Education/Human Services/Ph.D., A.M., A.B.E., University of Michigan

HAWKINS, MURIEL A. (1993)

Assistant Vice Chancellor for Academic Support; Associate Professor of Education/Human Services//Ph.D., Loyola University; M.Ed., The Citadel; B.S., Chicago Medical School

HEGEDUS, DAVID M. (1985)

Associate Professor of Business Administration/Ph.D., B.S., Massachusetts Institute of Technology

HELMERS, MARGUERITE H. (1992)

Associate Professor of English/Ph.D., Carnegie Mellon University; M.A., University of Wisconsin Milwaukee; B.A., University of Wisconsin Eau Claire

HENN-REINKE, KATHRYN (2000)

Assistant Professor of Education & Human Services/Ph.D. University of Wisconsin Milwaukee; M.A. Cardinal Stritch College; B.A. Dominican College

HENSON, CARY P. (1997)

Lecturer of English/M.A. Indiana University; B.A. University of Wisconsin Milwaukee

HIATT, ERIC E. (2000)

Assistant Professor of Geology/Ph.D. University of Colorado; B.S. Indiana University at Indianapolis

HILL, CHARLES A. (1993)

Associate Professor of English/Ph.D., Carnegie Mellon University; M.A., B.A., Salisbury State College

HODGELL, PATRICIA C. (1988)

Senior Lecturer of English/Ph.D., M.A. University of Minnesota; B.A. Eckerd College

HOFFMEISTER, FRANK F. (1987)

Associate Professor of Music/M.M., New England Conservatory of Music; B.S., Ithaca College

HOGLUND, ROY C. (1986)

Professor of Communication/M.F.A., University of Washington; B.A., University of Wisconsin Oshkosh

HOLTON, BEATRICE (1993)

Associate Professor of Biology/Microbiology/Ph.D., University of Oregon; B.A., University of California

HONES, DONALD F. (1997)

Associate Professor of Education/Human Services/Ph.D., Michigan State University; M.A., University of Minnesota; M.A., Duke University; B.A., Hope College

HOSTETLER, MARGARET M. (1999)

Assistant Professor of English/ Ph.D., M.A., University of Washington; B.A., Linfield College

HU, LI (1994)

Associate Professor of Art/M.F.A., University of South Dakota; B.F.A., Shanghai University

HU, SHUNFU (1998)

Assistant Professor of Geography/Ph.D., University of Georgia; M.A., B.A., Nanjing University

HUDAK, GEORGE J. (1998)

Assistant Professor of Geology/Ph.D., M.S., University of Minnesota; B.A., Carlton College

HUEBSCHER, ROXANNA R. (2000)

Associate Professor of Nursing/Ph.D. University of Colorado; M.S.N., B.S.N. Colorado State University

HUFFMAN, STEPHEN P. (1990)

Team Leader - Finance and Business Law; Associate Professor of Business Administration/Ph.D., Florida State University; M.B.A., B.B.A., James Madison University

HUNGERFORD, BRUCE C. (2000)

Assistant Professor of Business Administration/M.B.A., B.A. Georgia State University

HUSSAIN, SYED BASHIR (1982)

Associate Professor of Economics/Ph.D., M.A., University of California; M.S., University of Nevada; B.S., University of the Panjab

ISAACSON, CHARLES F. (1978)

Professor of Music/D.M.A., M.M., University of Illinois; B.M., DePauw University

IVERSON, JAKOB H.

Assistant Professor of Business Administration/Ph.D., M.S.E. Aalborg University

JAMBUNATHAN, JAYALAKSHMI (1987)

Professor of Nursing/Ph.D., University of Wisconsin Milwaukee; M.S.N., B.S.N., University of Wisconsin Oshkosh; M.A., B.S., University of Madras

JAMBUNATHAN, RAMANATHAN (1967)

Associate Professor of Physics / Astronomy / Ph.D., M.S., University of Minnesota; M.S., University of Madras

JEX, STEVE M. (1996)

Associate Professor of Psychology/Ph.D., University of South Florida; M.A., University of New Haven; B.S., Central Michigan University

JOHNSON, PETER C. (1992)

Associate Professor of Geography/Ph.D., M.A., B.Ed., University of Oregon

JONES, DAVID M. (1981)

Department Chairperson; Associate Professor of Public Affairs/Ph.D., M.Ph., University of Kansas; M.A., Duke University; B.A., Carleton College

KALINOWSKI, RICHARD A. (1998)

Assistant Professor of Theatre/Drama/M.F.A. Carnegie-Mellon University; B.S. University of Wisconsin Whitewater

KALLAS, TOIVO M. (1989)

Professor of Biology and Microbiology/Ph.D., University of Oregon; B.A., Carlton College

KALTCHEVA, NADEJDA T. (2001)

Assistant Professor of Physics & Astronomy/Ph.D., M.S. University of Sofia

KHAN, ZILLUR R. (1967)

Professor of Political Science/Ph.D., M.A., Claremont Graduate School; L.L.B., M.A., B.A., University of Dacca

KHOSRAVANI, AZAR NICOLE (1996)

Assistant Professor of Mathematics/Ph.D., Southern Illinois University/ M.S., B.S., University of Wyoming

KISUBI, ALFRED T. (1992)

Associate Professor of Education/Human Servies/Ph.D., M.A., University of Missouri; B.A., Makerere University

KITZ, WILLIAM R. (1991)

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

KLEINHEINZ, GREGORY T. (1999)

Assistant Professor of Biology and Microbiology/Ph.D., Michigan Technological University; B.S., Northern Michigan University

KLEMP, PAUL J. (1989)

Professor of English/Ph.D., MA., University of Toronto; B.A., State University of New York Brockport

KNISPEL, ROY R. (1975)

Department Chairperson; Professor of Physics/Astronomy/ Ph.D., Montana State University; M.S., University of Toledo; B.S., Valparaiso University

KNOX, MERRITT E. (1978)

Dean and Professor of Nursing/Ph.D., University of Texas Austin; M.S., B.S.N., University of Wisconsin Milwaukee; B.A., College of St. Thomas

KOCH JAMES E. (1996)

Assistant Professor of Psychology/Ph.D., M.S. St. Louis University; B.A., University of Delaware

KOKER, JOHN J. (1991)

Department Chairperson; Associate Professor of Mathematics/Ph.D., University of Wisconsin; M.S., Purdue University; B.A., St Norbert College

KOSTMAN, TODD A. (2000)

Assistant Professor of Biology & Microbiology/Ph.D., M.S. University of Washington; B.A. University of Montana

KOYZIS, ANTHONY A. (1990)

Department Chairperson; Professor of Education/ Human Services/Ph.D., M.A., B.A., University of Iowa

KUNKEL, ROBERT A. (1999)

Associate Professor of Business Administration/Ph.D., M.A., University of Tennessee; M.B.A., Western Illinois University; B.S., University of Illinois

LAMBERT, JUDY C. (1985)

Department Chairperson; Professor of Education/Human Services/Ph.D., B.S., Ball State University; M.S., Georgia College

LAMPE, SCHERIE J. (1991)

Department Chairperson; Associate Professor of Education/ Human Services/Ph.D., University of Wisconsin Madison; M.S.E., University of Wisconsin Oshkosh; B.A., Marquette University

LANDRY, H. JORDAN (2000)

Assistant Professor of English/Ph.D., M.A. University of Colorado, B.A. Mount Holyoke College

LANSMAN, ROBERT A. (1991)

Assistant Professor of Biology/Microbiology/Ph.D., Stanford University; B.A., Harvard University

LAPP, CHERYL A. (1997)

Assistant Professor of Nursing/Ph.D., M.A., M.P.H. University of Minnesota; B.S.N. University of Alberta

LATTERY, MARK J. (1997)

Assistant Professor of Physics and Astronomy/Ph.D., M.Ed., University of Minnesota; B.A., Bethel College

LAUTER, ESTELLA (1994)

Department Chairperson; Professor of English/Ph.D., B.A., University of Rochester

LEHRMANN, DANIEL J. (1996)

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

LEISEN, BIRGIT (2000)

Assistant Professor of Business Administration/Ph.D., M.S. University of New Mexico; B.A. University of Trier

LEMBERGER, JOHN S. (1995)

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

LEUNG, JUPIAN J. (1987)

Professor of Education/ Human Services/Ph.D., University of Illinois at Urbana-Champaign; Ed.D., University of British Columbia; M.A., B.A., San Diego State University

LILLY, BRYAN S. (1998)

Assistant Professor of Business Administration/Ph.D., Indiana University; M.B.A., Northwestern University; B.S., Ohio State University

LLOYD, NANCY M. (1974)

Associate Professor of Music/M.M.E., B.M.E., Indiana University

MAGUIRE, ROBERTA S. (1997)

Assistant Professor of English/Ph.D., B.A., University of Maryland; M.A., New York University

MAKAR, STEPHEN D. (1994)

Associate Professor of Business Administration/Ph.D., Kent State University; M.B. A., B.S., University of Akron

MANNING, BARBARA A. (1993)

Lecturer of Education/Human Services/Ph.D., Miami University; M.A., B.A., University of Michigan

MARCHEL, MARY ANN (1998)

Assistant Professor of Education/Human Services/Ph.D., University of Minnesota; M.S., University of Wisconsin Oshkosh; B.S., University of Wisconsin Stevens Point

MARKS, RONALD B. (1974)

Professor of Business Administration/Ph.D., B.A., University of Missouri; M.B.A., University of Kansas

MARTIN, DONALD J. (1970)

Professor of Sociology/Ph.D., M.S., South Dakota State University; B.S., University of Wisconsin Stevens Point

MCCALL, AVA (1989)

Department Chairperson; Professor of Education/Human Services/Ph.D., M.S., Indiana University South Bend; B.S., Taylor University

MCCANN, LEE I. (1966)

Professor of Psychology/Ph.D., M.S., B.S., Iowa State University

MCDERMOTT, COLLEEN M. (1991)

Department Chairperson; Associate Professor of Biology/Microbiology/Ph.D., Kansas State University; D.V.M., M.S., Iowa State University; B.S., Cornell University

MCDOUGAL, KEVIN F. (1989)

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

MCFADDEN, SUSAN H. (1985)

Department Chairperson; Professor of Psychology/Ph.D., Drew University; M.A., B.A., Bucknell University

MCGEE, M. KEVIN (1982)

Professor of Economics/Ph.D., M.A., The Ohio State University; A.B., Ohio Dominican College

MCPHERSON, HEATHER A. (1968)

Professor of Art/M.F.A., Cranbrook Academy of Art; B.F.A., Michigan State University

MCWILLIAMS, ROBERT L. (1996)

Assistant Professor of Music/Ph.D., University of Minnesota; M.M., Florida State University; B.M.E., University of Melbourne

MIHALICK, JENNIFER E. (1993)

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

MILLER, JAMES E. (1989)

Lecturer of Social Work/M.S.W. Indiana University; B.A. Indiana Central University

MODE, WILLIAM N. (1981)

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

MOGHADAM, HOSIEN S. (1983)

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

MOON, SOO-YOUNG (1989)

Associate Professor of Business Administration/Ph.D., University of Oklahoma; M.B.A., Oklahoma State University; M.B.A., Korea University; B.A., Keun-Kook University

MOORE, JEANIE GRANT (1996)

Assistant Professor of English/Ph.D., B.A., University of California; M.A., San Diego State University

MOORE, ROBERT E. (1975)

Professor of Chemistry/Ph.D., B.S., Utah State University

MOSS, VICKI A. (2000)

Associate Professor of Nursing/Ph.D. Rush Medical College; M.S.N. University of Wisconsin Milwaukee; B.S.N. University of Wisconsin Green Bay

MOUSSAVI, SAADAT (1986)

Associate Professor of Mathematics/Ph.D., University of California; M.S., West Coast University; B.S., Teacher's University

MUENCH, KAREN E. (1987)

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

MULDOON, MAUREEN A. (1998)

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

MUTHUVEL, KANDASAMY (1988)

Professor of Mathematics/Ph.D., M.S., University of Wisconsin Milwaukee; B.Sc., University of Colombo

NGABOH-SMART, FRANCIS (1995)

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

NIENDORF, BRUCE D. (1999)

Associate Professor of Business Administration/Ph.D., Florida State University; M.B.A., UW Oshkosh; B.S., UW Madison

NIESEN, PAUL W. (1990)

Senior Lecturer of English/M.F.A. University of Arizona; B.A. University of Milwaukee

NUERNBERG, SUSAN M. (1990)

Associate Professor of English/Ph.D., M.A., University of Massachusetts Amherst; Doctorat de 3eme Cycle, Universite de Dijon; B.A., Miami University

OLSON, MARGARET J. (1987)

Department Chairperson, Counselor Education; Associate Professor of Education/Human Services/Ph.D., University of Wisconsin Madison; M.S., B.S., University of Wisconsin River Falls

O'SHAUGHNESSY, ANDREW J. (1990)

Department Chairperson; Associate Professor of History/Ph.D., M.A., B.A., Oxford University

PALMERI, ANTHONY J. (1989)

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

PAULSEN, TIMOTHY S. (1999)

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

PAULSON, JAMES R. (1984)

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

PAXTON, RICHARD J. (1998)

Assistant Professor of Education/Human Services/Ph.D., University of Washington; M.A., University of Tulsa; B.S., University of Oregon

PERLMAN, BARON (1975)

Professor of Psychology/Ph.D., M.A., Michigan State University; B.A., Lawrence University

PERRIE, ANDREW L. (1969)

Professor of Computer Science/Ph.D., University of Oregon; M.S., Michigan State University; B.S., Michigan Technological University

PETRONICOLOS, LOUCAS (1996)

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

PHILIP, GEORGE C. (1981)

Team Leader - MIS; Professor of Business Administration/Ph.D., University of Iowa; M.S., South Dakota State University; B.S., University of Kerala

PLUDE, JOHN L. (1985)

Professor of Chemistry/Ph.D., University of New Hampshire; B.S., University of Connecticut

PONTYNEN, ARTHUR J. (1989)

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

POPE, DAWN M. (1997)

Clinical Assistant Professor of Nursing/M.S. Syracuse University; B.S.N. University of Alaska-Anchorage

QUIRING, LOREN P. (1998)

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

RAINBOTH, WALTER J. (1992)

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

RAMANAYAKE, KALELI ASOKA (1998)

Assistant Professor of Mathematics/Ph.D., Bowling Green University; M.S., George Mason University; B.S., University of Colombo

RAU, BARBARA L. (1997)

Associate Professor of Business Administration/Ph.D., M.S., B.S., University of Madison

RAUSCHER, FRANCES H. (1995)

Associate Professor of Psychology/Ph.D., M.Phil, M.A., Columbia University; B.M., Manhattan School of Music

REED, SUSAN O. (1985)

Associate Professor of Public Affairs/Ph.D., M.P.A., New York University; M.S.W., University of Pennsylvania; B.A., Monmouth College

REMENDER, PETER A. (1966)

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

RETTIG, PERRY R. (1997)

Associate Professor of Education/Human Services/Ph.D., Marquette University; M.S., University of Wisconsin Milwaukee; B.S.E., University of Wisconsin Whitewater

RINDO, RONALD J. (1992)

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

RIOUX, DENNIS F. (1995)

Assistant Professor of Physics and Astronomy/Ph.D., University of Wisconsin Madison; B.A., St. Olaf College

RIVERS, KIMBERLY A. (1996)

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

ROBERTS, KATHERINE J. (1990)

Associate Professor of English/Ph.D., M.A., University of Wisconsin Milwaukee; B.A., Kansas State University

ROBSON, DENISE A. (1994)

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

ROSE, STEVEN A. (1990)

Professor of Education/ Human Services/Ph.D., M.A., B.S., The Ohio State University

ROSSETTI, LOUIS M. (1987)

Professor of Communication/Ph.D., Southern Illinois University; M.A., Northern Illinois University; B.S., Northern Michigan University

ROY, ANJISHNU K. (1966)

Assistant Professor of English/M.A. B.A. Honors, Patna University; M.A., Michigan State University

RYLANCE, BILLIE JO (1997)

Associate Professor of Education/Human Services/Ph.D., University of Illinois; M.S., B.S., University of North Dakota

SAGINAK, M. ALAN (1998)

Assistant Professor of Education/Human Services/Ph.D., Idaho State University; M.A., Slippery Rock University; B.A., Edinboro University

SCANLAN, PATRICIA (1995)

Associate Professor of Education/Human Services/Ph.D., University of Iowa; M.S., St Cloud State College; B.S. College of St. Theresa

SCHELLENGER, MICHAEL H. (1989)

Professor of Business Administration/D.B.A., University of Arkansas; M.A., University of Wisconsin Milwaukee; B.A., University of Wisconsin La Crosse

SCHMIDT, W. DANIEL (1997)

Department Chairperson; Associate Professor of Physical Education and Health Promotion/Ph.D., M.S., Purdue University; B.S., University of Wisconsin Stevens Point

SCHULKE, CAROL L. (1998)

Associate Professor of Social Work/M.S.W. University of Wisconsin Madison; B.A. Miami University

SERDAHELY, WILLIAM J (1995)

Lecturer of Physical Education/Health Promotion/Ph.D., M.S., University of Wisconsin Madison; B.A., University of Michigan

SHAFFER, JULIE A. (1996)

Assistant Professor of English/Ph.D., M.A., University of Washington; B.A., University of California

SHEARER, BRENDA A. (1999)

Associate Professor of Education & Human Services/Ph.D. University of Minnesota; M.S. University of Wisconsin River Falls; B.S. University of Wisconsin Milwaukee

SHORS, TERI (1997)

Assistant Professor of Biology and Microbiology/Ph.D., Arizona State University; M.S., Idaho State University; B.S., St. Cloud State University

SIBLEY, STANLEY D. (1972)

Team Leader-Marketing; Professor of Business Administration/ Ph.D., M.B.A., B.A., Michigan State University

SIMMONS, JAMES R. (1989)

Department Chairperson; Professor of Political Science/Ph.D., M.A., A.B., Indiana University

SIMMONS, JOAN L. (1997)

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

SIMONS, DONALD R. (1985)

Professor of Business Administration/Ph.D., M.B.A., University of Wisconsin Madison; B.S., Marquette University

SMITH, JOSEPH C. (1969)

Assistant Professor of Sociology/Ph.D., University of Wisconsin Madison; M.S., North Texas State University; B.A., Upper Iowa College

SMITH, ROSEMARY K. (1977)

Associate Professor of Nursing/Ph.D., University of Wisconsin Madison; M.S., B.S., Northern Illinois University

SPEERS, BRECK (1990)

Senior Lecturer of English/M.A. University of North Dakota; B.S. Emory University

SPICER, RAYMOND (1986)

Associate Professor of Art/M.F.A., M.A., University of Iowa; M.A., University of Northern Iowa

SRIDHAR, B. S. (1987)

Associate Professor of Business Administration/Ph.D., M.B.A., Ohio State University; M.A., Tata Institute of Social Sciences; B.A., Bangalore University

STARK, JERRY A. (1979)

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

STEWART, STEPHANIE M. (1990)

Associate Professor of Nursing/Ph.D., Marquette; M.S.N., University of Wisconsin Milwaukee; B.S.N., University of Wiscosnin Oshkosh

STIVER, RICHARD L. (1975)

Assistant Professor of Education/Human Services/Ph.D., University of Michigan; M.A., B.A., Eastern Michigan University

STROUGH, HAL C. (1999)

Lecturer of Physical Education & Health Promotion/Ph.D. Purdue University; M.S. Eastern Kentucky University; B.S. Central Michigan University

SWANGER, WAYNE H. (1997)

Assistant Professor of Education/Human Services/Ph.D., Pennsylvania State University; ME.d., Lehigh University; B.A., Shippenburg State College

TATIKONDA, LAKSHMI U. (1978)

Professor of Business Administration/Ph.D., University of Texas; M.B.A., Loyola University; M.Sc., Sree Venkateswara University; B.A., Andhra University

THORPE, JUDITH M. (1987)

Associate Professor of Communication/Ph.D., The Ohio State University; M.A., B.S., Ball State University

TIPPINS, MICHAEL J. (1999)

Assistant Professor of Business Administration/Ph.D., University of Nebraska; M.B.A., Indiana University; B.B.A., University of Georgia

TIPPS, CHRISTINE R. (1988)

Associate Professor of Health/Physical Education/ Recreation/Ed.D., M.S., West Virginia University; B.S., University of Wisconsin La Crosse

TOWER, CARL BURK (1977)

Professor of Business Administration/D.B.A., M.B.A., Indiana University; B.B.A., University of Cincinnati

TSAO, JAMES C. (1992)

Associate Professor of Journalism/Ph.D., Temple University; M.A., Western Illinois University; B.A., Western Kentucky University

TURMAN, G. THOMAS (1999)

Assistant Professor of Business Administration/Ph.D., Virginia Commonwealth University; M.S., University of Virginia; M.B.A., B.A., Virginia Polytechnic University

UMLOR, MICHAEL T. (1998)

Assistant Professor of Physics and Astronomy/Ph.D., M.S., B.S., Michigan Technological University

UROFSKY, ROBERT I. (2000)

Assistant Professor of Education & Human Services/Ph.D. University of Virgina; M.Ed. Virgina Commonwealth University; B.A. Hampden-Sydney College

VAN DONGEN, CAROL J. (1981)

Professor of Nursing/Ph.D., University of Wisconsin Milwaukee; M.S., Texas Women's University; B.S., University of Michigan

VAN SCYOC, LEE J. (1987)

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

VAUGHAN, DANA K. (1998)

Assistant Professor of Biology and Microbiology/Ph.D., B.A., University of California

WACHOLTZ, WILLIAM F. (1989)

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

WANG, JUN (1995)

Assistant Professor/M.M., Western Michigan University; B.A., Shanghai University of Music

WEAVER, RONALD L. (1969)

Associate Professor of Art/M.F.A., B.F.A., Yale University; B.S., Manchester College

WELLS, CAROLYN C. (1999)

Professor of Social Work/Ph.D., M.S.S.W. University of Wisconsin Madison; B.A. University of California

WELLS, RICHARD H. (2000)

Chancellor and Professor of Sociology/Ph.D. Texas A&M University; M.A. University of Arkansas; B.A. William Penn College

WENNER, JENNIFER M. (2000)

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

WINEBERG, LEONORE P. (1988)

Professor of Education/Human Services/Ed.D., George Peabody College, M.S.; Roosevelt University Chicago; B.A., DePaul University

WINTERFELDT, HENRY F. (1969)

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

WINTERS, STEVEN J. (1993)

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

WISE, ROBERT R. (1993)

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

WORLAND, PETER B. (1987)

Department Chairperson; Professor of Computer Science/Ph.D., Penn State University; M.S., B.S., University of Wisconsin Milwaukee

WURZBACH, MARY E. (1980)

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

XIE, LINFENG (1993)

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

YACKEL, JONATHAN A. (1993)

Associate Professor of Computer Science/Ph.D., M.S., University of Wisconsin Madison; B.S., Indiana University

ZANIEWSKI, KAZIMIERZ J. (1991)

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

ZACHMAN, PAULETTE A. (2000)

Assistant Professor of Nursing/Ph.D. University of Minnesota; M.S.N. University of Wisconsin Oshkosh; B.S.N. University of Illinois Medical Center

ZANTO, DIANE C. (1996)

Director of Health Center/M.S.N., B.S.N. University of Wisconsin Oshkosh

ZIMMERMAN, MICHAEL (1992)

Dean of Letters and Science; Professor of Biology/ Microbiology/Ph.D., Washington University; B.A., University of Chicago

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