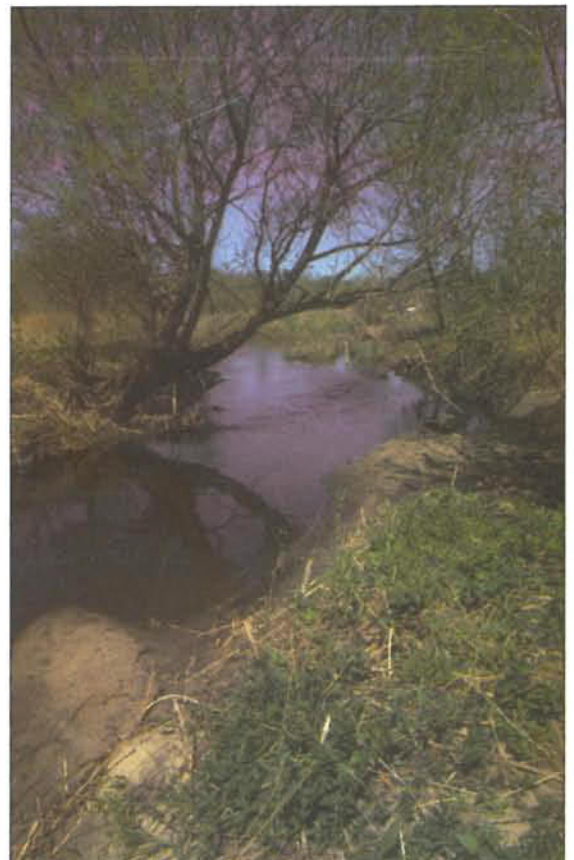


Graduate Catalog 2002-2004



UNIVERSITY OF WISCONSIN

RIVER FALLS

GRADUATE CATALOG 2002-2004



August, 2002

The University is accredited by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education and is a member of the American Council on Education, the Association of State Colleges and Universities, the American Association of Colleges for Teacher Education, the North Central Conference on Summer Schools, and the National Conference on Accrediting. Women graduates of the University are eligible for membership in the American Association of University Women.

410 South Third Street
River Falls WI 54022
715/425-3911

Policy Statement — Title IX and the Rehabilitation Act of 1973

In fulfilling its mission to improve the human condition, the University of Wisconsin System is committed to equal opportunity for all persons in its educational programs, activities and employment policies. This statement is published in accordance with the requirements of Title IX of the 1972 Educational Amendments and of Section 504 of the Rehabilitation Act of 1973 (as amended). Inquiries regarding compliance with Title IX and Section 504 may be directed to the Office of Equity and Compliance, 8 North Hall, (715) 425-3633.

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Under the Family Educational Rights and Privacy Act of 1974, students are entitled to review those records, files, documents and other materials which contain information directly related to them which are maintained by the University. They may challenge information considered inaccurate or misleading and if the custodian of the record refuses a request for modification or removal of the information, they may file an appeal with the vice chancellor or place a written explanation of the challenge on file. A list of university records and the responsible custodians is available in the Registrar's Office, 105 North Hall. The following information may be made available to the public unless the student restricts its release by written notice to the Registrar within the first 10 days of classes. Forms for this purpose are available in the Registrar's Office, 105 North Hall. When appropriate, the following information may also be made public by the University through printed programs, news releases or awards, etc.: name, address, local telephone and classification, major, minor, degrees, awards received, dates of attendance, most recent educational institution attended, marital status, names of parents, participation in officially-recognized activities and sports, weight and height of members of athletic teams. Any information other than the items listed above will not be released without specific written permission of the student except as provided by law.

The provisions of this catalog do not constitute a contract between a student at UW-River Falls and the University. The sole purpose of the catalog is to provide regulations, course listings, degree programs and fee schedules which are in effect at the time of publication. UW-River Falls reserves the right to change the regulations in this catalog at any time during the period for which it is in effect and to add, modify or withdraw courses at any time. UW-River Falls, with the concurrence of the System Administration and the Board of Regents of the University of Wisconsin System, also reserves the right to change fees and to add, modify or withdraw degree programs at any time. Effective dates of changes will be determined by the proper university authorities and published through class schedules or other official publications of the University.



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UW-RIVER FALLS INFORMATION

The University of Wisconsin-River Falls fosters excellence in teaching and learning. The university believes it must serve as a center for those who search for truth and that it must maintain an atmosphere of free inquiry in which the examination of conflicting ideas and ideals is not only permitted but encouraged. Students are exposed to a broad range of knowledge necessary for productive and responsible living. Through its general education program, grounded in the liberal arts, the university promotes the development of skills in communication, critical thinking and problem solving, and engenders understanding of the various approaches to knowledge including the theoretical, scientific, aesthetic, and literary. Students are encouraged to develop a sense of ethics in an environment that recognizes and seeks to instill sensitivity to our multicultural world. Coupling general education and a strong major program of study, students are well-prepared for satisfying work and life-long learning. Within the limits of its resources and facilities, the university serves as a center for educational leadership, intellectual stimulation, adult education and other specialized educational services for the region.

The university views the student as the major reason for its existence, and its courses, programs and activities are designed to serve students. Students at UW-River Falls come from nearly every county in Wisconsin and from many other states, as well as a number of foreign countries. The university has developed specific ideals of achievement, and faculty and students work together in partnership to attain them. The carefully selected faculty is dedicated to teaching and is sincerely interested in students.

The campus of the University of Wisconsin-River Falls is located just 30 miles east of St. Paul-Minneapolis and provides the advantages of a small town environment with access to the cultural and educational opportunities of a metropolitan area.

Twenty-seven major, well-equipped buildings are included on the main campus. The university laboratory farms are within a few miles of the campus.



UW-RF SELECT MISSION

The University of Wisconsin Board of Regents has approved mission statements for the University of Wisconsin System and for the several kinds of degree-granting institutions within the System. The Select Mission Statement for the University of Wisconsin-River Falls is:

(a) The University provides an excellent environment for learning, emphasizing the importance of faculty-student interaction in classrooms, laboratories, academic advising, and co-curricular activities.

(b) The University offers liberal arts programs and degrees to meet regional needs in the arts, humanities, mathematics, natural and physical sciences, and social and behavioral sciences. The liberal arts also strengthen and broaden programs in the agricultural sciences, teacher education, and business administration.

(c) The University offers professional programs and degrees in teacher education with special emphases in early childhood, elementary, and secondary education.

(d) The University offers programs and degrees in the agricultural sciences, agribusiness, and agricultural teacher education.

(e) The University offers graduate programs in education, agriculture, and other areas clearly associated with its mission. Development of cooperative graduate instructional programs with appropriate institutions is encouraged.

(f) The University expects scholarly activity, including re-

search, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate level, its selected graduate programs, and its select mission.

(g) The University continues to develop interinstitutional relationships in cooperative research, graduate training, and undergraduate programs within the state, region, and world. As a border institution, the University promotes interstate cooperation.

(h) The University provides students opportunities to develop an appreciation of the richness and diversity of American culture and is committed to representing this diversity in its staff and student body.

(i) The University offers students the opportunity to increase their global awareness and sensitivity to other cultures. It also has a continuing commitment to provide opportunities for students to live, study, and travel abroad and to increase the number and diversity of international students on campus.

(j) The University provides public service by using its resources to address problems and concerns throughout the state and region. Special emphasis is placed on cooperative extension, extension, and economic development outreach.

(k) The University offers enrichment to the citizens of western Wisconsin and the St. Croix River Valley by providing artistic, scientific, and other cultural events, programs, and exhibitions.



AREAS OF GRADUATE STUDY

Master of Management: The Master of Management Program at UW-River Falls is an interdisciplinary program, based in business administration and the social and behavioral sciences. The program offers a generalist perspective to prepare professionals to be effective leaders and managers. It develops real world organizational skills based on competencies identified by professional organizations. This program is designed to meet the time demands of professionals working in business, the public sector and not-for-profit organizations.

Master of Science - Agricultural Education: This program offers three options for students.

- Option 1 for teachers with certification in agriculture at the secondary or post-secondary level; this program leads to professional enrichment and increased expertise.
- Option 2 for those not certified in agriculture and not desiring such certification; this program provides professional enrichment.
- Option 3 for students who have a baccalaureate degree; this program leads to certification in agricultural education.

Master of Science - Communicative Disorders: This degree prepares persons with a baccalaureate degree in communicative disorders or another area to become certified to work with individuals who have a variety of communicative disorders. Students with this degree can meet the standards set by the American Speech, Language and Hearing Association (ASHA) for clinical certification. They can also earn teacher certification in communicative disorders.

Master of Science in Education-Elementary Education (Post-certification): This degree is for certified elementary teachers who wish to improve and enrich their professional expertise.

Master of Science in Education-Elementary Education (Initial certification): This degree is intended for those who already have baccalaureate degrees and wish to become certified teachers at the elementary level.

Master of Science in Education-Secondary Education (Post-certification): This degree is for certified secondary teachers who wish to improve and enrich their professional expertise.

Areas of specialization include:

- Literature, Communication and Language
- Social Sciences
- Mathematics
- Science (Biology, Chemistry, Earth Science, Physics)
- Fine Arts

Master of Science in Education-Secondary Education (Initial certification): This degree is intended for those who already have baccalaureate degrees and wish to become certified teachers at the secondary level. This degree is offered in the following areas of specialization:

- Literature, Communication and Language
- Social Sciences
- Mathematics
- Science (Biology, Chemistry, Earth Science, Physics)
- Communicative Disorders

Master of Science in Education - Counseling: This degree prepares students to work as counselors in a variety of school and non-school settings. Students can earn certification as school counselors at designated age levels. Most school counseling candidates will have a valid teaching license and teaching experience, but an internship option and additional coursework is available for those who have not worked as teachers.

Master of Science in Education - School Psychology: This program leads to certification and prepares students for the Ed.S. in school psychology and eligibility to apply for listing in the National School Psychology certification system.

Educational Specialist - School Psychology: This program prepares students for licensing in School Psychology and makes them eligible to apply for listing in the National School Psychology certification system.

Master of Science in Education - Reading: This degree is for certified teachers who wish to receive further certification as reading teachers. Students may complete the master's degree or only the requirements for certification.

Principal Licensure Program: This 30-credit collaborative program with the University of St. Thomas emphasizes the critical competencies of principal leadership, decision making, communication skills, group dynamics and curriculum planning, supervision, staff development, organizational skills and diversity. Students prepare to be K-12 principals in public or private school settings. Students who already hold a master's degree can earn certification only. Those without a master's degree must earn the master's through the University of St. Thomas. This requires an additional research course.



ADMISSION REQUIREMENTS

FULL GRADUATE STANDING

Admission with Full Graduate Standing requires:

1. An earned baccalaureate degree from an accredited institution.
2. An overall undergraduate grade point average of at least 2.75 (on a four-point scale) or an average of at least 2.90 based on the last 60 semester credits (90 quarter credits) of the undergraduate program.

ADMISSION ON PROBATION

Admission on Probation requires an undergraduate grade point average between 2.25 and 2.75.

Removal from probation requires the applicant to complete nine graduate credits at the University of Wisconsin-River Falls with grades of "B" or better.

PROVISIONAL ENROLLMENT

Provisional Enrollment allows a University of Wisconsin-River Falls senior to enroll in graduate courses while completing an undergraduate degree under the following conditions:

1. You must be a senior in the final semester of undergraduate course work who does not require full-time enrollment to complete an undergraduate degree;

OR

you may seek provisional enrollment during the term preceding student teaching if you are a senior who has completed all undergraduate course work except for student teaching which you will be doing during the following semester.

2. A maximum of nine graduate credits may be taken in addition to undergraduate course work during the semester of provisional enrollment. However, the limit of total graduate and undergraduate credits taken must not exceed 15.
3. To apply for provisional standing you must submit a completed graduate application form with the application fee to the Graduate Office
4. To receive graduate credit, you must wait until you complete the baccalaureate degree and provide the Graduate Office with proof that you have received it. Then you must request that those graduate credits taken during the semester/session of provisional standing be transferred to a graduate transcript.

ADMISSION - MASTER OF Management

Admission requirements for the Master of Management program are available from the program director (715) 425-3335.

TEMPORARY STATUS

Admission with Temporary Status

1. If you have a bachelor's degree from an accredited institution and do not plan to earn a graduate degree or seek admission to a graduate and/or certification program, you may apply for Temporary Status.
2. If you wish to change to full graduate status, the department chair will determine your eligibility and the acceptance of credits earned under Temporary Status.
3. You must then complete all steps required for admission to full graduate status.

This status is for persons who have a bachelor's degree from an accredited institution and do not plan to obtain a graduate degree or seek admission to a graduate and/or certification program. If you take courses in this temporary status and then choose to apply formally to a graduate and/or certification program, you may use a maximum of nine credits from the University of Wisconsin-River Falls or other graduate institutions toward the graduate and/or certification program. All credits must be listed on the tentative degree plan; the Dean of Graduate Studies must approve credits transferred from another institution.

TRANSFER OF CREDIT

If you have received satisfactory grades in graduate courses from other graduate schools within five years before applying to the Graduate School at River Falls, you may transfer (with the approval of your advisor and the Graduate Dean) not more than nine semester credits. Credits earned at UW-River Falls toward a prior graduate degree are treated like transfer credits. Credits with a grade of "C" or lower will not be considered for transfer.

Some programs have different policies concerning transfer credits.

Action on transfer of credit is not automatic. An official transcript bearing the course must be on file in the Graduate School.

Graduate credits earned before admission, but not reported on the application for admission and documented, will not be considered for transfer after admission.

Probationary status may not be changed by transfer of credit.

Correspondence credit is eligible for transfer only if it is accepted into a graduate program at the institution giving the credit.

✓ **STEPS TO FOLLOW FOR ADMISSION
TO A GRADUATE AND/OR CERTIFICATION PROGRAM**

- ☐ Submit a completed application form, accompanied by the application fee, to the Graduate Office.
- ☐ Submit an official transcript of all undergraduate and graduate course work to the Graduate Office directly from each institution attended.
- ☐ When you have been admitted, meet with the department chair/program director, who will appoint your advisor and approve or disapprove transfer of credits.
Please note that you can only transfer up to 9 credits from another institution, and the Dean of Graduate Studies must approve such transfers.
- ☐ Meet with your advisor to discuss your academic program.
- ☐ With your advisor, complete and submit a tentative degree plan to the Graduate Office. You will not be able to register for further classes (after your first semester) until this is completed..

✓ **STEPS TO FOLLOW FOR ADMISSION TO TEMPORARY STATUS**

- ☐ Submit a completed application form to the Graduate Office at least two weeks before you register.
- ☐ You may be asked to provide an official transcript showing your baccalaureate degree. This transcript must be sent directly from the institution where the degree was obtained.

The application form is available on the Web at:
<http://www.uwrf.edu/ogs>

Or you may contact:

The Graduate Office
410 S 3rd Street
University of Wisconsin–River Falls
River Falls WI 54022-5011
(715) 425-3843



ADMISSION – INTERNATIONAL STUDENTS

LANGUAGE PROFICIENCY

Competency in the English language, as established by the results of a standardized English examination, is required of all international students from non-English speaking countries. Except in unusual circumstances, proof of proficiency must be established before the School of Graduate and Professional Studies makes a decision on admission.

The university requires a minimum score of 500 (550 for the English program) on the paper-based version of the TOEFL (Test of English as a Foreign Language) or 173 on the computer-based version of the TOEFL, or similar level score on another standardized test recognized by the university (Michigan Test of English Language Proficiency or the ALI/GU exam). The nearest United States Embassy, bi-national center or consular office can give information on test dates and locations.

FINANCIAL SUPPORT

The College of Education and Graduate Studies requires that international applicants provide evidence of financial support sufficient for a twelve-month period (the usual time required to complete a degree). The certification of financial support may take the form of a combination of any of the following:

1. The award of a graduate assistantship by the College of Education and Graduate Studies; or
2. Sponsorship by a government agency or other organization assuming complete responsibility for financial needs; or
3. Certificate of Deposit filed with the university business office or a local bank.

Financial assistance, in the form of a partial waiver of out-of-state tuition, is available to a limited number of foreign applicants. Please contact the Director of International Programs.

Each applicant from abroad should understand that there is no assurance of employment while in residence at the University of Wisconsin-River Falls.

International students must participate in health and accident insurance through a policy administered by the university. Payment is part of the billing process for each grading period.

Students transferring from other colleges or universities must meet the transfer student qualifications in addition to the general requirements for all international students.

For further information, please contact:
Director of International Programs
University of Wisconsin-River Falls
River Falls WI 54022-5001
(715) 425-4891
Fax (715) 425-3185



ADMISSION – MASTER OF MANAGEMENT

For admission you must have a bachelor's degree from an accredited post-secondary institution and meet both of the following:

- a. Undergraduate GPA of 2.75 or better on a 4-point scale.
- b. Two years work experience or **GMAT score of 500**

In addition to admission requirements, students admitted to the Master of Management program after September 1, 2002 must meet one of the following conditions.

1. The student has a bachelor degree in a field of business or accounting.
2. The student has completed the undergraduate business core.
(accounting, economics, finance, management, marketing, math and statistics)
3. The student has adequate professional experience in each of the business core areas. Contact program director (715) 425-3335.

If the student does not meet any of the above conditions, the student must do one of the following. If the deficiency is in only part of the core, then that part must be completed in one of the following ways.

1. Complete an approved undergraduate business core (or the deficient part) at UW-RF or another university.
2. Complete the MBA foundation courses (or the deficient part) at another school.
3. Score at or above 50 on CLEP exams for the business core courses.
4. Score at or above 60 percent correct on the foundation material assessment exam(s).

Please contact the director of the Master of Management program for additional information, (715) 425-3335.



ADMISSION – TEACHER EDUCATION

ADMISSION TO TEACHER EDUCATION FOR GRADUATE STUDENTS SEEKING INITIAL TEACHER CERTIFICATION

If you wish to earn teacher certification through your program at the University of Wisconsin–River Falls, you must be formally admitted to Teacher Education. This admission is IN ADDITION to admission to the Graduate School. This process must be completed before you can be admitted to the Graduate School.

Application Procedure and Requirements for INITIAL certification:

- 1. You must have been admitted to the Graduate School with an overall GPA of 2.75 on a 4.0 scale within your baccalaureate degree.
- 2. You must provide evidence of speaking and listening proficiency. To determine whether you have met this requirement, see the Academic Advisor for the College of Education and Graduate Studies.
- 3. You must submit an autobiographical statement describing your educational and career histories, your experiences working with children and/or youth, your interests, your long-range goals, and your reasons for seeking a teaching career.
- 4. You must provide evidence of satisfactory scores on the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments (CBT) in the areas of Reading, Writing, and Mathematics. Passing scores on the PPST/ CBT subtests are as follows: Reading (175/322); Writing (174/320); Mathematics (173/318). You can get information on test dates, costs and sites from the Teacher Education Department or the Dean's Office in the Wyman Education Building.
- 5. You must submit evidence of all previous undergraduate or graduate course work on official transcript(s).
- 6. You must undergo a Criminal Background Check. You can get information about how to do this and the costs from the Dean's Office in the Wyman Education Building.
- 7. You must meet the deadline to apply for Teacher Education during the current semester by submitting all the materials listed above and signing up in the Dean's Office in the Wyman Education Building. Deadlines are posted on bulletin boards and on the Web.

Agricultural Education students apply to Teacher Education through the Agricultural Education Department.

**HUMAN RELATIONS IN
TEACHER EDUCATION**

It is the goal of the College of Education and Professional Studies to provide students who are enrolled in the Teacher Education Program with curriculum and field-based experiences reflecting multicultural perspective.

To encourage your academic growth and experience in human relations perspectives, we require completion of a course, a 50-hour field-based experience, and participation in a one-hour discussion group. The course work is designed to promote the study of multicultural concepts and to assist students to consider the history and nature of interethnic interaction in American society.

The 50-hour field-based experience is designed to enable prospective teachers to become directly involved with ethnically/racially diverse students or adults with whom they have had little or no experience. It also requires you to work with exceptional pupils in schools. It encourages you to serve the needs of academically and/or socially disadvantaged students in schools, community-based agencies, and in other appropriate settings.

Finally, you must participate in a one-hour discussion group where you can share your experiences gained in the field with other students in the teacher education program.

You can get detailed information on the procedures for accomplishing the objectives of the human relations program from your faculty advisor or the student handbook on the Web.



APPEAL PROCEDURES

APPEALING ADMISSIONS DECISIONS

If you feel that an error has been made in your admissions status or denial of admission, you may present an appeal to the Appeals Committee of the Graduate Council. You must write a letter explaining why you believe you should be admitted, or admitted to a different status. You must also meet with the chair of the department concerned, who will write a letter with a recommendation to the committee. The committee will consider your letter, the chair's letter, and your other admissions material, including transcripts, any test scores submitted, and recommendations. It will then make a recommendation to the Graduate Council, which will vote on the appeal.

APPEAL PROCEDURES FOR ADMISSION TO TEACHER EDUCATION

You may be denied admission to the Teacher Education program on the basis of either a low grade point average (GPA) or inadequate scores on any one subsection of the Pre-Professional Skills Test (PPST) or the Computer-Based Academic Skills Assessments (CBT). In addition, you may be denied admission to the Teacher Education program based on faculty assessment of your capacity to carry out the responsibilities of a beginning teacher and to successfully complete the requirements of a professional teacher education program.

If you are denied admission to Teacher Education, you may begin the appeal process by making an appointment with the Academic Advisor in the Dean's Office. The appeal process can only be initiated after you have received notification from the Dean's Office denying admission. The Teacher Education Appeal process can be initiated by a student and/or a faculty member who may serve as an advocate for the student.

Detailed information on the appeal process can be found in the student handbook. You can obtain a student handbook from the Department of Teacher Education or on the web.

APPEALING A GRADE

If you believe that your course grade does not reflect your performance, you may appeal through the following procedure:

1. First, discuss the grade with the course instructor and try to resolve any differences informally.
2. If, after discussing the grade with the instructor, you still believe that the grade is inappropriate, you may appeal in writing to the department chairperson. You must do this before the end of the semester (excluding summer) following the assignment of the grade. The chairperson will submit your written claim to the instructor, who will prepare a written response. A copy of the instructor's response will be furnished to you within three weeks after the chairperson receives your request.

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3. If, after you receive the instructor's response, you are still dissatisfied, you must notify the chairperson and Dean of Graduate Studies of this in writing within two weeks of receiving the response. The Dean will convene a meeting with you, the instructor, and the chairperson and try to resolve the grading conflict. Both you and the instructor shall provide copies of any course work which is in your possession. The burden of the proof is on you to demonstrate evidence of misgrading. The Dean will inform you in writing of the outcome of this meeting. [If the grade you appeal was assigned by the chairperson, the Dean will receive your initial appeal and request a faculty member to replace the chairperson or program director in the appeal proceedings.] If the issue is not resolved in your meeting with the Dean, the instructor and the chairperson, you may appeal to the Vice Chancellor, whose decision is final.

**APPEALING THE SEVEN-YEAR
TIME LIMIT**

If, for legitimate and verifiable reasons, you are unable to complete your program of study within a seven-year time limit, you may appeal for an extension of the time limit. You should obtain an appeal form from the Graduate Office and return it to that office once it is completed. You must include the reasons for the appeal, a timeline for completing the program, and your advisor's recommendation. The Appeals Committee of the Graduate Council will act on these appeals by making a recommendation to the Graduate Council, which will vote on the appeal.



DEGREE PROGRAM REQUIREMENTS

GENERAL REQUIREMENTS

The general requirements for a master's degree are:

1. A minimum of 30 graduate credits must be completed. Requirements may vary slightly, depending on program.
2. At least 1/2 of the credits required for the degree must be earned in courses at the 700 level.
3. A maximum of nine 500-level credits may be applied to the degree.
4. All requirements for the degree must be completed within a seven-year period.
5. The standard of work at the graduate level requires that the candidate earn at least a "B" average on all work taken for the degree and on all credits within the area of specialization.
6. Completion of either a written or an oral comprehensive examination, administered during the final semester or session of the student's program, must be satisfactory. (See Comprehensive Examination, p. 20.)

PLAN FOR GRADUATE STUDY

In consultation with your advisor, you may choose one of the following plans for graduate study:

- Thesis Plan (Plan A) - A minimum of 30 semester credits of graduate course work, including a master's thesis for which you may receive no more than 4 graduate credits in the area of specialization, with an oral or written comprehensive examination. (See Thesis, p. 21.)
- Research Paper Plan (Plan B) - A minimum of 30 semester credits of graduate course work, including a research paper approved and filed as part of the graduate program, with an oral or written comprehensive examination. (See Final Paper, p. 21.)
- Examination Plan (Plan C) - A minimum of 34 semester credits of graduate course work, with an oral or written comprehensive examination administered by the department.



GENERAL INFORMATION

ADVISORS

Your department chair or program director will assign you an advisor. With your advisor, you will create a plan of study to accomplish your objectives. You may change advisors by obtaining the approval of the new advisor and the program director. The plan of study **MUST** be filed in the Graduate Office by the end of your first term of enrollment. You may not register for further courses until the Dean of Graduate Studies approves the plan of study.

CLASS SCHEDULE

So that students may plan effectively, the Registrar's Office provides an academic year schedule of course offerings. The schedule may be found on the UW-RF Web site at www.uwrf.edu/master-class-schedules/.

In addition to classes scheduled throughout the regular school day, graduate courses are offered in the late afternoon and evening. Class sizes are limited to ensure high quality instruction. Classes may be canceled when too few students register.

COURSE LOAD

The normal load for full-time students is 9-15 credits during a semester and 6-9 during summer session (but no more than one credit per week without the Dean's permission). You may exceed these maximums once during your graduate program if you

1. are not on probation,
2. have successfully completed at least 16 graduate credits, and
3. have filed written approval from your advisor with the Graduate Office.

If you take undergraduate courses, each three undergraduate credits will count as two graduate credits in calculating your load. Graduate assistants must take at least eight credits and no more than twelve credits.

CREDIT

The unit of credit is the semester hour, which is given for the satisfactory completion of a subject pursued for one semester and having one class period or two laboratory periods per week.

GRADING SYSTEM AND STANDARDS

The following grades are used:

- A - Excellent
- B - Good
- C - Acceptable
- F - Unsatisfactory
- S - Satisfactory
- SP - Satisfactory Progress
- I - Incomplete
- Pass/Fail

The grade of "SP" (satisfactory progress) may be used in field-based or research-oriented classes where the nature of the work involved requires more calendar time than is available during the term for which the student is registered for the course. Upon completion of the project, this special grade will be changed to an appropriate letter grade.

A Pass/Fail grading option may be used in practicum courses.

An "I" (incomplete) is given when students fail to complete a course through no fault of their own.

You must maintain a "B" (3.0) average in your area of specialization, as well as on an overall basis. In determining this average, transfer credit will not be included. If you do not maintain a "B" (3.0) average, you will be placed on probation for the next enrollment period.

If you are placed on probation, you must earn a "B" average in the next enrollment period for full-time students and in the next 12 credits earned for part-time students. If you do not succeed in doing so, you will not be allowed to register for further courses.

A course in which a student receives a grade of "F" may be repeated once. Where this happens, the second grade will replace the first.

GRADUATE COMMITTEE

If you plan to write a thesis or you are enrolled in a program that requires a committee for a final comprehensive examination, the Dean of Graduate Studies will appoint your graduate committee when the tentative degree plan is accepted. Your advisor will chair the committee, which will include another graduate faculty member from your area of specialization and one member from outside your area of specialization. Your committee will evaluate your thesis, conduct your oral comprehensive, or evaluate your examination papers when an open-ended written comprehensive is used.

GRADUATION

To graduate, you must have met all the minimum requirements for the master's degree. You must have earned all credits accepted toward the degree, including transfer credit, within the preceding seven years. The Graduate Council may approve a single extension in the case of unusual health conditions, fulfillment of military obligations, or similar extenuating circumstances. You must apply for graduation at least six weeks before the date of graduation on a form supplied by the Graduate Office.

INDEPENDENT RESEARCH

All degree programs offer Independent Research (798) for variable credit. A maximum of four credits of Independent Research can be applied to a degree.

STUDY ABROAD

Although study-abroad programs are primarily geared to meeting undergraduate degree objectives, there are several UW-RF international study opportunities available to and appropriate for graduate students. The university offers exchange programs in Mexico and England, as well as its own semester abroad program and overseas student teaching opportunities. For information on these programs, please see <http://www.uwrf.edu/international-programs> or contact:

Director of International Programs
University of Wisconsin–River Falls
River Falls WI 54022-5001
(715) 425-4891
Fax (715) 425-3185



EXAM & FINAL PAPER OR THESIS

COMPREHENSIVE EXAM

During the final enrollment period of your graduate program leading to the Master's degree, you must successfully complete a written and/or oral comprehensive examination prepared and administered by your graduate committee.

The purposes of this examination are:

1. To provide an additional basis for determining your qualifications for the degree;
2. To help you synthesize the graduate experience;
3. To aid you to make plans for the future; and
4. To discover problem areas in the graduate program that need further study and improvement.

If you are unsuccessful in the comprehensive examination, you may, upon approval of the Graduate Council, reschedule the examination after a delay of six months. If you receive an incomplete on the comprehensive examination, you must make up the deficiencies identified by the chair of the committee.

The comprehensive examination is usually oral, unless the program faculty has made arrangements with the School of Graduate Studies for a written examination.

In the case of an oral examination, you will receive a form for reporting the time (a block of two hours) and location to the Graduate Office, and you are responsible for making these arrangements with the committee. You must make all such arrangements and report them to the Graduate Office at least two weeks before the examination and not later than four weeks before the end of the term or session or the commencement ceremony in which you plan to be granted the degree. For an oral examination to be held during the summer, you should make arrangements during the spring semester.

If you are in a program requiring written comprehensive examinations, you must make arrangements with your department to take the exams.

All Plan A (thesis) candidates will take an oral examination about the thesis. This may be in addition to a written comprehensive, if required by the department concerned. All Plan B or Plan C candidates will take a written and/or oral examination based on specified program requirements. You are responsible for meeting with all members of your graduate committee before the examination to discuss how to prepare for the written and/or oral examination.

FINAL PAPER

You will defend your master's paper in an oral examination by the three members of your graduate committee. Master's papers will be signed by the advisor and sent to the Graduate Office. The paper will not be bound. A copy will be filed in the Archives, as well as in the department.

THESIS

As many as four credits assigned to a thesis will be counted in the area of specialization. You must receive permission to earn thesis credit from your advisor.

Because each member of your graduate committee must approve your completed thesis, you must inform all three members of the committee about the development of the problem, research progress, and results, as well as the writing of the thesis. You will defend your thesis in an oral examination.

Three copies of the thesis must be filed for binding. Following approval by your graduate committee, you will pay a ten dollar (\$10) per copy binding fee in the University's Business Office. When you present your receipt to the Graduate Office, the Dean of Graduate and Professional Studies will sign the title page of the thesis. The three copies will then be sent out for binding. It is your responsibility to check the manuscripts for proper pagination and deliver them to the Graduate Office.



MASTER OF MANAGEMENT

The Master of Management program is an interdisciplinary program rooted in business administration, as well as the social and behavioral sciences. The College of Business and Economics is a candidate for accreditation by the American Association of Colleges and Schools of Business (AACSB) International. Key elements of the program are:

- Real world practicality – The program content revolves around needed managerial competencies identified by firms and organizations responding to our inquiries.
- Flexibility – Both degree and non-degree seeking students can tailor the program to meet their professional needs. Managerial and leadership development for private, public, and non-profit sector employees will be addressed.
- Convenience – With an emphasis on flexible scheduling, the program provides an ideal vehicle to meet the time demands of working professionals.

The program developed its curriculum around core competencies associated with effective managers. These competencies – shared across the private, public, and non-profit sectors – were identified as essential by professional organizations in business, public administration, educational leadership, and non-profit management.

DEGREE REQUIREMENTS

Completion of 11 required courses, including a practicum, for a total of 30 graduate-level credits. Required courses include:

- MNGT 700 Organizational Theory and Behavior
- MNGT 701 Leadership and Ethics
- MNGT 702 Strategic Planning and Marketing
- MNGT 703 Human Resource Management
- MNGT 704 Law for Managers
- MNGT 705 Operations and Project Management
- MNGT 706 Financial Management and Budgeting
- MNGT 707 Interpersonal Communications
- MNGT 708 Applied Research Methods
- MNGT 709 Statistics for Managers
- MNGT 710 Master of Management Practicum

Full credit may be granted by demonstrating proficiency in the competencies associated with each of the required courses.

Credit for prior learning and professional experience is available in the Master of Management program. Please contact the program director at (715) 425-3398.

For additional information or to apply, call (715) 425-3398; or e-mail: mmsbe@uwrf.edu or visit <http://www.uwrf.edu/cbe/masters>.



MASTER OF SCIENCE – AGRICULTURAL EDUCATION

Three options are available in the graduate program. The first option is designed for people with certification in agriculture at the middle school, secondary or post-secondary level. The second option is designed for people without certification in agriculture and seeking a graduate degree. The third option is designed for students with non-teaching baccalaureate degrees seeking initial certification as agricultural education instructors at the secondary level. A graduate degree candidate will select the appropriate option and obtain approval from the chair of the Department of Agricultural Education.

OPTION I

Professional Development in Agricultural Education

<u>Professional Education</u>		7 credits
TED	740 Foundations of American Education	4
TED	750 Advanced Educational Psychology	3
or TED	760 Methods in Research	3

<u>Specialization</u>		20-21 credits
AGED	781, 782, 783 Research Seminar in Ag Ed (1 cr. ea.)	3
AGED	798/799 Ind Research/Thesis	1-3
AGED	Elective	3-6
	Specialization Electives (selected upon consultation with advisor)	9-14

<u>Non-Specialization</u>		3 credits
Elective courses outside the departments in which courses were selected for:		
A) Professional Education and		
B) Specialization		3

OPTION II

Professional Development in Agriculture

<u>Research Methodology</u>		7-9 credits
AGED	781, 782, 783 Research Seminar in Ag Ed (1 cr. ea.)	3
AGED	798/799 Independent Research/Thesis	1-3
	Elementary Statistics or Methods of Research	3-4

<u>Specialization</u>		18-20 credits
AGED	Directed Elective	
	Select one: AGED 569, 603, 662, 701, 723, 724, 726, 732	2-3
AGED	Elective	2-3
	Specialization Electives (Selected upon consultation with advisor)	14-17

<u>Non-Specialization</u>	3 credits
Elective course outside the departments in which courses were selected for	
A) Research Methodology and	
B) Specialization	3

OPTION III

Professional Certification in Agricultural Education

<u>Undergraduate Requirements</u>	15 credits or more
TED 440 Techniques in Sec Ed-Ag	3
TED 473 & 474/477 & 478 Student/Intern Teaching	12

Any CAFES classes needed to meet DPI agriculture content standards.
Any classes needed to meet DPI general education certification requirements.

<u>Certification Requirements</u>	27 credits
AGED 603 Agricultural Education Programs & Youth Organizations	3
AGED 662 Curriculum Design in Vocational Education	3
AGED 569 Philosophy of Vocational & Cooperative Education	4
AGED 701 Advanced Leadership & Group Dynamics	2
TED 745 Psychology of Teaching	6
ESM 500 Environmental Education	3
PSYC 530 Exceptional Child	3
READ 622 Content Area Literacy in Middle & Secondary Schools	3

<u>Research Requirements</u>	4-6 credits
AGED 781-83 Research Seminar Ag Ed	3
AGED 798/799 Independent Research/Thesis	1-3

Other Requirements - Contact the Agricultural Education Department for details.

- Field Experience
- Occupational Experience
- Satisfactory scores on the Pre-Professional Skills Test and possibly additional tests based on date of program completion.



MASTER OF SCIENCE IN EDUCATION – ELEMENTARY EDUCATION (Post-Certification)

POST-CERTIFICATION

The Master of Science in Education - Elementary Education (Post-Certification) offers the opportunity for certified elementary school teachers who are currently teaching to take advanced study to enhance their personal and professional expertise. The program is offered to a cohort of teachers in an off-campus location. It begins with a Summer Institute in which teachers earn 9 credits, followed by 13 credits to be taken in the course of the school year and by a second Summer Institute with 9 additional credits. An Action Research project is a key element of the program. Faculty specializing in elementary content and foundations areas teach the courses.

FIRST SUMMER INSTITUTE

<u>First summer institute</u>		9 credits
TED	715 Science in the Elementary School	3
TED	789 Action Research in the Elementary Setting	3
TED	700 Curriculum in the Elementary School	3

**COURSES DURING THE
SCHOOL YEAR**

<u>Courses during the school year</u>		13 credits
TED	705 Language Arts in the Elementary School	3
TED	720 Arithmetic in the Elementary School	3
TED	740 Foundations of American Education	4
READ	785 Research in Literacy	3

<u>Second summer institute</u>		9 credits
TED	710 Social Studies in the Elementary School	3
TED	755 Social Issues in Education	3
READ	760 Literacy Instruction in the Elementary School	3

Teachers seeking added certification as elementary teachers should participate in the on-campus initial certification.



MASTER OF SCIENCE IN EDUCATION – ELEMENTARY EDUCATION (Initial Certification)

INITIAL CERTIFICATION

The Master of Science in Education - Elementary Education (Initial Certification) offers the opportunity for non-education graduates to gain the personal and professional expertise necessary to teach in elementary classrooms. It includes the completion of state certification requirements for elementary teachers and culminates with a student teaching or interning experience. An overall GPA of 2.75 on a 4.0 scale within the baccalaureate degree and admission to the College of Education and Professional Studies and the Graduate School are required for all candidates. Admission to the College of Education and Professional Studies and the Graduate School should be completed during the first semester of enrollment. Certification requires an overall GPA of 3.0 on a 4.0 scale in the advanced program.

REQUIRED COURSES

<u>Required Courses</u>	34 credits
TED 700 Curriculum in the Elementary School	3
TED 705 Language Arts in the Elementary School	3
TED 710 Social Studies in the Elementary School	3
TED 715 Science in the Elementary School	3
TED 720 Mathematics in the Elementary School	3
TED 740 Foundations of American Education	4
TED 745 Psychology of Teaching	6
READ 661 Psychology & Pedagogy of Literacy	3
READ 760 Literacy Instruction in the Elementary School	3
PSYC 530 The Exceptional Child	3

Depending on the undergraduate background, students may be required to take additional undergraduate or graduate course work to meet academic deficiencies.

Student Teaching

ELED 472/476 Student Teaching/Intern Teaching	12
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MASTER OF SCIENCE IN EDUCATION – SECONDARY EDUCATION (Post-Certification)

POST-CERTIFICATION

For certified teachers, this degree program is designed for areas of specialization in Fine Arts with emphases in art, music or theatre; literature, communication and language; mathematics; science, with emphases in biology, chemistry, Earth science, and physics; and social sciences.

FINE ARTS

Fine Arts 30 credits

Admission Requirements

Students must have a minimum GPA of 2.75 to be admitted to the program. Students focusing in music or art are required to be certified in their selected discipline. Students focusing in theatre or dance should be certified in a related discipline.

Students may transfer in nine credits of approved graduate coursework completed within the last five years (only six credits can apply to their speciality courses). The program is structured to be completed in three to our summers and must be completed within the seven-year time limit.

Required Education Courses 6 credits

TED 760 Methods in Research 3 cr.

Choose one of the following: 3 cr.

TED 768 Curriculum and Secondary School

TED 750 Advanced Educational Psychology

TED 755 Social Issues in Education

TED 700-level course chosen in consultation with advisor

Interdisciplinary Core Courses 9 credits

ART 760 Creativity: Theory & Practice 3 cr.

ART 761 Creativity Application Unit 3 cr.

ART 770 Arts Education in a Changing Environment 3 cr.

Fine Arts Specialty Courses 9-12 credits

Select graduate courses from the following disciplines, in consultation with advisor.

Art: glass, ceramics, drawing, painting, printmaking, photography, art therapy, special topics

Music: music and computer applications, national standards and the curriculum, world music, conducting, history of jazz

Theatre: arts management, performance, design and technology

Dance: world dance

Electives 0-3 credits

May include any other graduate courses with advisor approval; may include up to three application units. An application unit is one additional credit taken for an applied project related to a specific graduate course in the program. The project(s) may be done during the academic year and would be related to the student's own classroom experience.

Plan B Project/Research Paper 3 credits

LITERATURE, COMMUNICATION AND LANGUAGE

Literature, Communication and Language

30 credits

Content Areas

18-24 credits

Distributed among the departments of English, journalism, and speech communication and theatre arts. The program has an interdisciplinary base in keeping with current instructional purposes and needs of secondary school programs. Thus a mix of disciplines is anticipated in the course selection.

Professional Education

3 credits

TED 750 Advanced Educational Psychology 3

or TED 755 Social Issues in Education 3

or TED 768 Curriculum of Secondary School 3

TED 760 Methods of Research 3 credits

Electives

0-6 credits

The program is on a three-year summer cycle with a nine-credit recommended load per summer. A one-credit Action Research course is also available, the classroom research being conducted during the school year under the guidance of faculty members.

MATHEMATICS

Mathematics

30 credits

Required Education Courses

6-7 credits

TED 730 Foundations of American Education 4

or TED 755 Social Issues in Education 3

TED 760 Methods of Research 3

Area of Specialization

23-24 credits

Selected in consultation with advisor.

Plans A and B are available (see page 17).

SOCIAL SCIENCE

Social Science

30 credits

Professional Education

6-7 credits

TED 760 Methods of Research 3

Choose one from the following three:

TED 730 Foundations of American Education 4

TED 750 Advanced Educational Psychology 3

TED 768 Curriculum of Secondary School 3

Area of Specialization

18 credits

Selected in consultation with advisor.

Electives

5-10 credits

Selected in consultation with advisor.

SCIENCE

Science	30 credits
<u>Professional Education</u>	6-7 credits
TED 760 Methods of Research	3
Choose one from the following four:	
TED 730 Foundations of American Education	4
TED 750 Advanced Educational Psychology	3
TED 755 Social Issues in Education	3
TED 768 Curriculum of Secondary School	3
<u>Area of Specialization</u>	18 credits
<u>Key Concept core courses in one discipline</u>	12
Each science discipline (biology, chemistry, geology/earth science, physics) offers a different four-semester-hour core course each summer for three summers and then repeats the cycle. The courses are in a three-week workshop format and are designed for professional growth and to apply toward additional certification. At least three core courses must be completed.	
<u>Science electives</u>	6
Each science discipline offers at least one two-semester-hour workshop each summer. Additional core courses beyond the three required may also be used as electives.	
<u>Information/Computer Technology</u>	3 credits
This is a competency-based requirement.	
<u>Master's Plan B Paper/Project/Research</u>	3 credits
BIOL/CHEM/GEOL/PHYS 798 Independent Research This component is designed in cooperation with a faculty advisor.	



MASTER OF SCIENCE IN EDUCATION - SECONDARY EDUCATION - {Initial Certification}

INITIAL CERTIFICATION

Open to students with baccalaureate degrees who wish to become certified secondary teachers. State certification standards are not identical for all areas of specialization, may vary from state to state, and may change for a given state. To ensure that standards are met, students should consult early in their programs with the academic advisor for the College of Education and Professional Studies and the Graduate School, as well as their content area advisor. An overall GPA of 2.75 on a 4.0 scale within the baccalaureate degree is required for all candidates. For licensure, candidates must complete the program with a minimum GPA of 3.0. Students must have the equivalent of a major or strong minor in the content area before admission to the program.

SPECIALIZATION

It must have passed Praxis II exam in cont area before begin prog.
Specialization 14-15 graduate credits
 Areas are: literature, communication, and language; social sciences; mathematics; science, with emphases in biology, chemistry, Earth science, or physics; and communicative disorders.

Depending on the undergraduate background, students may be required to take additional undergraduate or graduate course work to meet academic deficiencies. This work is to be completed before entering the program.

EDUCATION GRADUATE COURSES

<u>Education Graduate Courses</u>		19 graduate credits
PSYC	530 The Exceptional Child	3
TED	740 Foundations of American Education	4
TED	745 Psychology of Teaching	6
	(requires directed field experience during the school day)	
READ	622 Content Area Literacy in Middle & Secondary Schools	3
TED	623 Writing, Listening and Speaking in the Content Area	3

CONTENT AREA COURSES

Content Area Study (varies by department) 3-8 graduate credits

EDUCATION UNDERGRADUATE COURSES

<u>Education Undergraduate Courses</u>		15 undergraduate credits
TED	Techniques (in area of specialization)	3
TED	470 Student Teaching OR TED 475 Intern Teaching	12

INTERN TEACHERS

Intern teachers are licensed by the state in which they teach and are paid a partial salary by the school district. They are responsible for a partial teaching load and work closely with an established teacher for one semester. Because of this teacher-intern requirement, early and close liaison with the Director of Student Teaching is strongly recommended.

DUAL CERTIFICATION

Certification in two areas requires a techniques course and student teaching in both areas.

move to MSE - This certification program contains a major portion of the MSE - Sec Ed required courses. For information on obtaining the degree, please contact the Dept. of TED.



MASTER OF SCIENCE IN EDUCATION – COUNSELING

The MSE programs are designed to meet certification standards. Students should be aware that such standards might vary and change. To be protected from this eventuality, please consult with your advisor to ensure accommodation to any such change.

This program prepares students to work as school counselors at all levels (K-12). Students prepare for certification as school counselors at designated age levels, depending on state standards for certification. Most school-counseling candidates will have a valid teaching license and teaching experience, but alternative options and additional course work are available for those who have not worked as teachers, contingent upon specific state standards.

ACADEMIC REQUIREMENTS

Academic requirements (40 credits minimum):

- 24 credits in core courses
- 6-9 practicum credits
- A thesis or additional plan options are available.

Core Courses	30-33 credits
COUN 610 Introduction to Counseling	3
COUN 612 Developmental Counseling (School Licensure)	3
COUN 615 Social & Cultural Foundation of Counseling	3
COUN 620 Career Counseling (School Licensure)	3
COUN 720 Techniques of Appraisal	3
COUN 732 Group Counseling	3
COUN 753 Counseling Theories & Skills	3
TED 760 Methods of Research	3
COUN 771-774 Practica in consultation with faculty	6-9

ADMISSION REQUIREMENTS

- A baccalaureate degree from an accredited institution is required.
- An official transcript indicating an undergraduate GPA of 2.75 or better must be sent from all schools attended directly to the graduate office.
- A resumé
- A letter of intent which includes:
 - Service to the community
 - Volunteer work
 - Commitment to others
 - Work and professional goals
 - Areas considered to be strengths and weaknesses
- Three letters of recommendation

APPLICATION DATE

The application form, fee and all required materials must be submitted by February 1 preceding fall admission and by November 1 preceding spring admission. Incomplete files will NOT be considered for admittance.



MASTER OF SCIENCE IN EDUCATION – READING

The Master of Science in Education — Reading offers two overlapping programs of study:

Certificate Program: UW-RF Certificate in Reading with qualification for Wisconsin Department of Public Instruction 316 Reading Teacher licensure; and

Master's Degree: a Master of Science in Education — Reading degree with qualification for Wisconsin Department of Public Instruction 317 Reading Specialist licensure.

In as little as two academic year semesters and two summers, enrollees may complete a Certificate in Reading program that qualifies them to receive a DPI 316 Reading Teacher license from the Wisconsin Department of Public Instruction. A candidate who wishes to continue in the program for an additional two academic year semesters and a summer will receive a Master of Science in Education degree and qualify for DPI 316 Reading Teacher license from the Wisconsin Department of Public Instruction. Those who wish to move through the program more slowly may do so. Please see the Reading Program Handbook for details.

ADMISSION REQUIREMENTS

Admission Requirements

To be admitted to either the Reading Teacher Certificate Program or the Master of Science in Education — Reading program, application must be made to the Graduate School (715) 425-3843. Two years of full-time classroom teaching experience and an overall undergraduate grade point average of at least 2.75 on a 4.0 scale are required for program admission.

PROGRAM REQUIREMENTS

Both programs start with the 21-day Summer Institute (three courses, 9 credits) which provides the content-foundation for the remaining courses in the program. Courses that follow are generally sequenced so that they build on previous coursework. Some courses may be taken out of sequence without affecting overall cohesion.

The first eight courses listed below complete requirements for the Reading Teacher Certificate and the Wisconsin 316 Reading Teacher license. Completion of the remaining five courses (13 credits), plus two written exit exams, fulfill the requirements for the master's degree and 317 Reading Specialist licensure. There are no electives and no thesis papers to write. All courses, or approved substitutes, are required.

REQUIRED COURSES

Summer Institute in Reading	9 credits
READ 700 Foundations of Literacy	3
READ 760 Literacy Instruction in the Elementary School	3
READ 622 Content Area Literacy in Middle & Secondary Schools	3

Evening and Regular Summer Session Courses (in recommended sequence)	15 credits
READ 750 Children's Literature in the Reading Program	3
TED 705 Language Arts in the Elementary School	3
READ 784 Teacher Research in Literacy	3
READ 765 Appraisal & Intervention	3
READ 775 Clinical Practicum in Literacy Instruction	3
 MSE—Reading candidates:	 13 credits
Choose <u>one</u> of the following:	
ENGL 650 Non-Native Speakers in the Midwest	3
or ENGL 720 Educational Linguistics	3
READ 766 Supervision/Administration in the Reading Program [taken concurrently with READ 779]	2
READ 779 Field Experience [taken concurrently with READ 766]	2
READ 785 Research in Literacy	3
READ 776 Supervision of Reading Clinic	3

Exit exams: **Successful completion of the written competency and comprehensive exams is required.**



SPECIALIST IN EDUCATION – SCHOOL PSYCHOLOGY

The School Psychology Specialist Program is accredited by NCATE/ NASP (National Council for Accreditation of Teacher Education/National Association of School Psychologists). Most states have adopted this standard and UW-River Falls graduates qualify for certification in these states, including Wisconsin, Minnesota and Iowa. Graduates of the School Psychology Specialist Program are also eligible to apply for listing in the National School Psychology Certification System. Students who complete program requirements, including internship and passing the national exam in school psychology, are eligible for the Education Specialist degree. The master's degree is awarded as part of the specialist degree program.

ADMISSIONS REQUIREMENTS

In addition to the Graduate School admission requirements, the school psychology program requires a minimum undergraduate GPA of 2.75 with 3.0 preferred, a written statement of professional goals (typed, double-spaced), and three letters of recommendation. Graduate Record Examination (GRE) scores are not required but will be considered, if available. These materials (statement of professional goals, letters of recommendation and GRE scores) should be submitted to the Graduate School.

APPLICATION DEADLINE

All materials **must** be received by **February 1**.

ADMISSIONS DECISIONS

Applicants are advised of admissions decisions by April 30. Enrollment in the program begins with Summer Session or fall semester of each year.

PROGRAM DESCRIPTION

In order to be employed as a school psychologist, completion of the practicum year (minimum of 68 graduate credits) is required.

The internship (SPSY 775, SPSY 776) is required for national certification and for the Specialist Degree (Ed.S.). Certification requires an overall GPA of 3.0 on a 4.0 scale. Passing the National School Psychology Examination is required to receive certification endorsement from the institution. Students seeking School Psychology Certification in Minnesota must complete the Specialist Program and an additional course, COUN 753: Counseling Theory and Skills (3 credits).

MSE IN SCHOOL PSYCHOLOGY

<u>Required Courses</u>	28 credits
SPSY 622 Emotional/Behavioral Problems of Child/Adol	3
SPSY 701 Introduction to School Psychology	3
SPSY 745 Psychoeducational Assessment: Child/Adolescent	5
SPSY 746 Psychoeducational Assessment: Preschool	5
SPSY 795 Directed Research	
or SPSY 799 Thesis	3
PSYC 620 Introduction to Learning Disabilities	3
COUN 612 Developmental Counseling	3
COUN 781 Seminar in Counseling: Child/Adolescent Development	3

<u>Directed Electives</u>		10-12 credits
	COUN 610 Introduction to Counseling	3
	COUN 718 Addictive Behaviors	
or	PSYC 720 Psychopathology	3
	COUN 754 Marriage and Family Counseling	3
	PSYC 530 The Exceptional Child	3
	SPSY 740 Assessment of Emotional and Behavioral Problems	
	SPSY 749 Assessment Issues in School Psychology	3
	SPSY 785 Seminar in School Psych: Attention Deficit Disorders	3
	TED 750 Advanced Educational Psychology	3
	TED 760 Methods of Research	3

ED.S. IN SCHOOL PSYCHOLOGY

<u>Required Courses</u>		33 credits
	SPSY 747 Personality Assessment	3
	SPSY 769 Psychoeducational Consultation	3
	SPSY 771 Practicum in School Psychology I	4.5
	SPSY 772 Practicum in School Psychology II	4.5
	SPSY 775 Internship in School Psychology I	6
	SPSY 776 Internship in School Psychology II	6
	SPSY 785 Seminar in School Psych: SPSS for Windows	3
	SPSY 785 Seminar in School Psych: Legal and Ethical Issues	3

COMPREHENSIVE EXAMINATION

All students seeking certification as a School Psychologist are required to pass the National School Psychology Certification Examination. This examination is administered by the Educational Testing Service three times per year. The current passing score, adopted by the UW-RF School Psychology program, is 660. The examination should be taken during the spring of the practicum year.

THE SPECIALIST DEGREE

The Specialist Degree (Ed.S.) is awarded upon completion of the Specialist Program including Internship (SPSY 775 and 776), completion of the thesis or directed research project, and passing the National School Psychology Certification Examination.

ADDITIONAL PROGRAM INFORMATION

A test usage fee (maximum of \$100) is associated with certain assessment courses (SPSY 745, 746, 747 and 749). Students also pay for test protocols they use in assessment courses.

Wisconsin and Minnesota require that applicants for teacher certification, including school psychology, submit fingerprints with the certification application. In addition, criminal background checks are required upon entry to the program.



PRINCIPAL LICENSURE PROGRAM

This innovative certificate program is offered jointly by the University of Wisconsin - River Falls and the University of St. Thomas. It is designed for educators and current administrators interested in becoming principals. The focus of the Principal Licensure Program is on the critical competencies necessary to become a successful principal, including leadership, decision-making, group dynamics, curriculum planning, supervision, staff development, organizational skills, and diversity. Theoretical and practical experiences are based on a reflective practice model.

The program is approved by the Department of Public Instruction for certification as a K-12 principal in Wisconsin. Graduates are equipped for leadership in public or private school settings.

A master's degree is required for certification. Those who already have the master's will take 30 credits for certification. If you do not have a master's degree, you will take an additional 3-credit research course and earn a Master's in Educational Administration from the University of St. Thomas in this program.

This program allows for practical learning and flexible, convenient scheduling. After the first summer, students are involved in decisions regarding class location and meeting times.

ADMISSION REQUIREMENTS

Admission to the Principal Licensure Program requires a minimum undergraduate GPA of at least 2.75 or graduate GPA of at least 3.0 in at least 12 graduate credits, an official transcript from each institution attended, at least three years of classroom teaching experience, a minimum Miller Analogy Test (MAT) score of 35, a one-page personal letter of intent indicating the reasons for your interest in this program, an individual resume including professional practices and leadership activities, and two letters of recommendation from individuals who are familiar with your professional experience, performance, and leadership potential. Students pursuing the master's degree will also be required to complete the application process for the University of St. Thomas.

REQUIRED COURSES

Courses marked with an asterisk (*) are offered by the University of St. Thomas. Contact the Educational Leadership Department Chair at (651) 962-4436 for specific course information. See pages 82 for course descriptions.

First Summer:

TED 661 Leadership Development Seminar I 4

First Fall Semester:

TED 763 Oral & Written Communication 1

*Principalship K-12 3

First Spring Semester:

*Politics of Education 1

*School Law 3

Second Summer:

TED 772 Leadership Development Seminar II 4

Second Fall Semester:

*Finance/Budget 1

*Professional Development and Pedagogical Supervision 3

TED 771 Internship, Seminar, and Individual Project 3

Second Spring Semester:

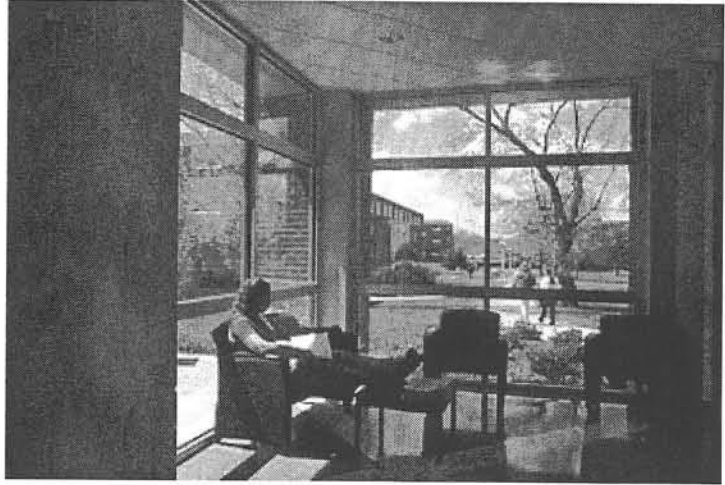
* Student Services 1

* K-12 Curriculum 3

TED 772 Internship, Seminar, and Individual Project 3



COURSE DESCRIPTIONS





CODES FOR DEPARTMENTS AND PROGRAMS

Agricultural Economics	AGEC
Agricultural Education	AGED
Agricultural Engineering Technology	AGEN
Animal and Food Science	
Animal Science	ANSC
Dairy Science	DASC
Art	ART
Biology	BIOL
Chemistry	CHEM
Communicative Disorders	COMD
Computer Systems	CPTS
Counseling	COUN
English	ENGL
Geography	GEOG
Health and Human Performance	
Dance Education	DANC
Health Education	HEAL
Physical Education	P ED
History	HIST
Journalism	JOUR
Management	MNGT
Mathematics	MATH
Modern Language	MODL
French	FREN
German	GERM
Spanish	SPAN
Music	MUS
Philosophy	PHIL
Physics	PHYS
Plant and Earth Science	
Geology	GEOL
Horticulture	HORT
Environmental Science and Management	ESM
Soil Science	SOIL
Political Science	POLS
Psychology	PSYC
Reading	READ
School Psychology	SPSY
Sociology, Anthropology and Criminal Justice	
Sociology	SOCI
Speech Communication and Theatre Arts	SCTA
Teacher Education	TED
Women's Studies	WMST

F = Fall, Sp = Spring, SS = Summer Session

AGRICULTURAL ECONOMICS

AGEC 520

3 cr. hrs.

Statistical Methods

Introduction to statistical methods commonly used in agricultural business. Topics include data presentation, measures of central tendency and dispersion, probability, estimation, hypothesis testing, index numbers, analysis of variance and regression.

Prerequisites: MATH 146, AGECE 230, or ECON 201. (F,Sp)

AGEC 640

3 cr. hrs.

Agricultural Policy I

This is a writing intensive course. Economic analysis of adopted and proposed government policies regarding agriculture are covered, including consideration of the significance of the institutional environment on agricultural policy. Prerequisite: AGECE 230. (F)

AGEC 641

3 cr. hrs.

Agricultural Policy II

This course emphasizes the relationship between macroeconomic policy and agriculture. International trade issues including trade distorting policies of major trading countries, exchange rate issues, and the importance of economic development in the growth of third world markets are examined. (Sp)

AGEC 650

3 cr. hrs.

Introduction to Natural Resource Economics

A survey course emphasizing reasons for natural resource misallocation including property rights and common property resources, externalities, and public good problems. Consideration is given to the equity and efficiency implications of public policies to direct the use of energy resources, minerals, water, forests and fisheries. Considerable emphasis is placed on the economics of pollution control. Prerequisite: AGECE 230 or ECON 201. (F)

AGEC 656

3 cr. hrs.

Commodity Marketing

An examination of commodity markets, cash and futures, and fundamental and technical methods of price analysis for commodities. The emphasis is on grain, livestock, and dairy but financial instruments are included. Prerequisites: AGECE 355. (Sp)

AGEC 668

3 cr. hrs.

Agribusiness Firm Management

A study of the application of managerial tools and techniques to agribusiness firms. Topics include small business firm financial structure and analysis, small staff personnel management, promotion, product mix, competitive behavior, and management behavior of cooperative firms. Prerequisite: AGECE 355. (F)

AGRICULTURAL EDUCATION

AGED 569

4 cr. hrs.

Philosophy of Vocational and Cooperative Education

This is a writing intensive course. History and philosophy of vocational education as it relates to secondary and post-secondary programs in Wisconsin will be examined. In addition, time will be spent on how to develop, conduct, supervise and evaluate cooperative education programs at the secondary level. (Sp)

AGED 603

3 cr. hrs.

Agricultural Education Programs and Youth Organizations

This is a writing intensive course. This course is designed for students who plan to become agricultural education instructors. Various areas of the agricultural education program will be discussed with an emphasis on instructor responsibility in each area. Special emphasis will be placed on youth organizations. Prerequisite: AGED 569 or permission of instructor. (F)

AGED 662

3 cr. hrs.

Curriculum Design in Vocational Education

This is a writing intensive course. Students will gain theoretical and practical knowledge and experience in planning, development of curricular materials, equipment and facilities for secondary vocational education programs. Study of management and organization of instructional settings is included. Prerequisite: AGED 569 or permission of instructor. (F)

AGED 689

1-3 cr. hrs.

Special Topics in Agricultural Education

AGED 701

2 cr. hrs.

Advanced Leadership Development

This course would be both on-campus and off-campus. Principles of leadership and executive skills will be discussed as they apply to contemporary situations. Special emphasis will be placed on organizing and conducting meetings to include the proper use of parliamentary procedure. (F, Sp, SS)

AGED 702

3 cr. hrs.

Agri-Science for Teachers (K-8)

This course will help develop the knowledge of elementary teachers regarding the importance and significance of agriculture. Considerable emphasis will be placed on obtaining firsthand knowledge of the agricultural industry to include not only agricultural production, but the areas of processing, distribution, marketing and the new areas such as sustainable agriculture and aquaculture. The teacher will also become familiar with the materials/resources available for teaching agricultural concepts in the elementary school classroom. (SS)

AGED 723

1-3 cr. hrs.

Program Development in Agricultural Education

Curriculum development in agricultural education with emphasis on new and innovative programs, techniques, and curricular patterns. Primarily designed for experienced agricultural teachers. (SS)

AGED 724

1-3 cr. hrs.

Program Evaluation in Agricultural Education

Selection and evaluation of curricular topics in agricultural education to meet current instructor needs. Assessment will include a review of unit objectives, competencies, standards, subject matter, motivational techniques, learning activities, and instructional resources. Primarily designed for experienced agricultural teachers. (SS)

AGED 726

1-3 cr. hrs.

Agricultural Instructional Materials Development

Instructional materials development associated with new and innovative agricultural education topics, SAE, and FFA programs. Emphasis will be placed on the processes, procedures, and design of learning activities appropriate for the topics and educational level(s) selected. Primarily designed for experienced agricultural teachers. (SS)

AGED 732 3 cr. hrs.
Principles and Practices of Adult and Continuing Education
History and philosophy of adult and continuing education with emphasis on design, implementation, and evaluation of informal education programs. Basic issues and instructional techniques will be addressed. (SS)

AGED 770 3 cr. hrs.
Advanced Agricultural Internship
An off-campus occupational work experience for the student. Involves full-time employment with a cooperating agency or firm. Prerequisite: consent of director and faculty coordinator. (F,Sp,SS)

AGED 781 1 cr. hr.
Research Seminar-Agricultural Education
Problems and issues of research in Agricultural Education. Procedures and practices in definition of problems, review of literature, project planning, conducting a study and the reporting of findings. Prerequisite: TED 760. (F,Sp,SS)

AGED 782 1 cr. hr.
Research Seminar-Agricultural Education
Problems and issues of research in Agricultural Education. Procedures and practices in definition of problems, review of literature, project planning, conducting a study and the reporting of findings. Prerequisite: TED 760. (F,Sp,SS)

AGED 783 1 cr. hr.
Research Seminar-Agricultural Education
Problems and issues of research in Agricultural Education. Procedures and practices in definition of problems, review of literature, project planning, conducting a study and the reporting of findings. Prerequisite: TED 760. (F,Sp,SS)

AGED 789 .5-3 cr. hrs.
Special Topics in Agricultural Education
Special topics for specific areas in agricultural education. Designed for experienced agricultural education instructors. (SS)

AGED 795 3 cr. hrs.
Continued Issues and Topics in Agricultural Education
An explanation and discussion of the contemporary issues and problems which confront beginning secondary and post-secondary instructors in agriculture. Emphasis will be on individual student problems and solutions. (F,Sp,SS)

AGED 798 1-3 cr. hrs.
Independent Research
Independent research problem for specific area of agricultural education. Prerequisite: consent of instructor. (F,Sp,SS)

AGED 799 1-4 cr. hrs.
Thesis
Prerequisite: AGED 781, 782, 783. (F,Sp,SS)

AGRICULTURAL ENGINEERING TECHNOLOGY

AGEN 589 1-3 cr. hrs.
Special Topics in Agricultural Engineering

AGEN 643 3 cr. hrs.
Controlled Environment Systems

Design concepts of controlled environment systems for agricultural, commercial and residential structures are examined. Emphasis will be placed on planning, operation and management of integrated controlled environment systems. Prerequisites: AGEN 240. (F, alternate years)

ANIMAL SCIENCE

ANSC 566 3 cr. hrs.
Swine Production

This course examines the selection, breeding, feeding, housing and general management of swine. Prerequisites: ANSC 232,257. (Sp, alternate years)

ANSC 567 3 cr. hrs.
Beef Production

The selection, breeding, reproduction, nutrition and management of beef cattle are covered in this course. Prerequisites: ANSC 232,257 or consent of instructor.(F)

ANSC 568 3 cr. hrs.
Sheep Production

The selection, breeding, reproduction, nutrition and management of sheep are examined. Prerequisites: ANSC 232,257 or consent of instructor. (Sp alternate years)

ANSC 589 1-3 cr. hrs.
Special Topics in Animal Science

ANSC 633 3 cr. hrs.
Advanced Nutrition

This is a "writing intensive course. Anatomy and physiology of the ruminant and monogastric digestive tract and factors affecting nutrient digestibility will be discussed. Biochemical and physiological functions of nutrients in ruminant and monogastric animals will be compared. Workbook fee required. Prerequisites: ANSC 232, AGBI 251 or CHEM 361. (F,Sp)

ANSC 647 2 cr. hrs.
Endocrinology

Students will study the regulation of body functions by the endocrine system with emphasis on homeostasis and disease conditions. Prerequisite: BIOL 100. (Accelerated course)(F)

ANSC 648 3 cr. hrs.
Reproductive Physiology

A study of the reproductive processes of livestock including anatomy, endocrinology, gonadal function, fertility and factors influencing reproductive performance. Prerequisite: BIOL 100. (F,Sp)

ANSC 689 1-3 cr. hrs.
Special Topics in Animal Science

ART

ART 578 6 cr. hrs.

Semester Abroad Research

The research project is part of the Semester Abroad Program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

ART 607 3 cr. hrs.

Introduction to Art Therapy

This course covers an overview of the history, philosophical foundations and major theoretical trends in the field of art therapy: the use of art for non-verbal communication, the enhancement of well-being, and the remediation of dysfunctional behavior. Students will gain experience in the process of art therapy and its application to a variety of patient client populations. (irregularly)

ART 689 .5-3 cr. hrs.

Special Topics in Art

The course gives students the opportunity to study a specialized topic in the visual arts in depth. The specific course topics will be announced when the course is offered. Contact the Art Department for topics. (irregularly.)

ART 760 3 cr. hrs.

Creativity: Theory and Practice

This interdisciplinary course introduces teachers and artists in all disciplines to the theories of creativity as well as strategies for encouraging creativity in self and others. The course will include research on the creative process, the relationship between creativity and psychology, and criteria for the evaluation of creativity. Exercises and other creative activities will illustrate the theoretical material. Co-listed as SCTA and MUS 760. (SS, every three years)

ART 761 1 cr. hr.

Creativity Application Unit

Students will work individually with a faculty member to plan, conduct and assess classroom action research/projects related to topics addressed in ART/SCTA/MUS 760. Prerequisite: ART/SCTA/MUS 760. (Sp, every three years, or upon student request)

ART 770 3 cr. hrs.

Arts Education in a Changing Environment

This course examines new trends in Fine Arts (art, dance, music, theatre) education: current national and state standards; new research on assessment strategies; teacher leadership issues and new technology for instruction and learning. It provides a unique opportunity for collaborative, interdisciplinary artistic activity to support professional development as an artist and teacher. (SS, every three years)

ART 771 1 cr. hr.

Arts Education in a Changing Environment Application Unit

Students will work individually with a faculty member to plan, conduct, and assess classroom action research/projects related to topics addressed in the ART/SCTA/MUS 770 course. Prerequisite: ART/SCTA/MUS770. (Sp on a three-year cycle, or upon student request)

ART 780 3 cr. hrs.

Arts in Society

This course looks at contemporary issues in the arts today and the aesthetic and critical conversations that surround them. Students make comparisons between our present international context and that of the past while developing skills to examine new works. (SS, every three years)

ART 781 1 cr. hr.

Arts in Society Application Unit

Students will work individually with a faculty member to plan, conduct, and assess classroom action research/projects related to topics addressed in ART/SCTA/MUS 780. Prerequisite: ART/SCTA/MUS 780. (Sp on a three-year cycle, or upon student request)

ART 789 1-3 cr. hrs.

Special Topics in Art

ART 798 1-3 cr. hrs.

Independent Research

Independent research designed by the student as an exploration of an area, medium, or experimental problem that is not presently within the scope of departmental offerings. Independent research must enhance or be different from usual studio requirements. Prerequisites: strong undergraduate background in area to be studied, consent of faculty advisor, filling out forms and obtaining signatures before registration. (F,Sp,SS)

BIOLOGY

BIOL 500 3 cr. hrs.
Environmental Education

This course is designed to meet the certification requirement for teacher education candidates as specified by the State of Wisconsin Department of Public Instruction Environmental Education rule. The course will investigate the following environmental issues: the ecosystem, population, food production, energy, natural resource depletion, land use and misuse, and sources of environmental impact. Field trips required. Also as GEOG 500 and ESM 500. Special course fee required. Prerequisite: TED 211 or 212 or consent of instructor. (Sp)

BIOL 514 3 cr. hrs.
Plant Pathology

This course is an introduction to the study of plant diseases. Students will study the general characteristics, classification, life cycles and control measures of all major groups of plant pathogens. The course also explores the epidemiology of plant disease and the impact of biotechnology on the field of plant pathology. A course fee is required. Prerequisite: BIOL 210. (F)

BIOL 524 4 cr. hrs.
Microbiology

Students will examine morphology, metabolism and systematic relationships of bacteria and other microorganisms and their role in agriculture, industry, sanitation and disease. Microbial genetics and the role of microbes in genetic engineering will be discussed. A course fee is required. (F,Sp,SS)

BIOL 544 4 cr. hrs.
Wildlife Biology

This course covers a variety of topics important to wildlife professionals, with emphasis on the management of wetlands, grassland birds, and white-tailed deer in western Wisconsin. Additional topics include habitat design, hunting, predation, and law enforcement. Students are required to participate in regular class discussion of popular and scientific articles relating to current wildlife issues. Working in teams, students will formulate and present management plans published as World Wide Web pages. Guest lectures will be presented by wildlife professionals from the Wisconsin Department of Natural Resources. Special course fee is required.

BIOL 545 3 cr. hrs.
Immunology

This course covers the basic features of the mammalian immune system, including antigen-antibody interactions, cellular immunity, immunogenetics and immune disorders. Immunological techniques used in research and clinical diagnosis will be discussed and demonstrated. A course fee is required. (Sp, alternate years)

BIOL 578 6 cr. hrs.
Semester Abroad Research

The research project is part of the Semester Abroad Program, described in International Studies 577. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

BIOL 589 1-3 cr. hrs.
Special Topics in Biology

BIOL 644 3 cr. hrs.
Ornithology

This course includes anatomy, physiology, behavior, evolution, migration, classification, management and ecological relationships of birds, with emphasis on field identification by visual sightings and song. Laboratory activities include field trips to a variety of local habitats. Students will compile a field notebook of bird observations, and conduct independent scientific studies of bird behavior as part of this field notebook. A course fee is required. (Sp)

BIOL 651 4 cr. hrs.
Molecular Biology

This course is intended to provide students with theoretical and laboratory experience in recombinant DNA techniques, genetic engineering and other molecular biology methods applied in biotechnology industry and research. Laboratory notebook and safety goggles, plus a course fee, are required. (F)

BIOL 663 3 cr. hrs.
Animal Cell Culture

Students will examine the theory and practice of animal cell culture and will develop laboratory skills in isolating and growing cultured animal cells, observation of cultured cells using phase-contrast, differential interference, fluorescence and electron microscopy, biochemical and cytological analysis of cultured cells. A course fee is required. (Sp)

BIOL 689 1-3 cr. hrs.
Special Topics in Biology

BIOL 701 4 cr. hrs.
Neuroscience

This course will provide a foundation in the complex field of Neurobiology to facilitate an understanding of nervous system functions and dysfunctions. Topics will include cognition, learning/memory, biological clocks, behavior/emotions and neurological disorders. Emphasis will be placed on resources and exercises that can readily be translated to the high school classroom environment. (SS)

BIOL 702 4 cr. hrs.
Emerging Infectious Diseases

This course will cover the basic science and clinical topics associated with newly emerging and re-emerging infectious diseases. Topics to be covered will include the basic pathogenesis, epidemiology and public health responses to emerging bacterial, viral and fungal pathogens. The laboratory component of this course will provide the opportunity to learn basic microbiological techniques of aseptic technique, microscopy and staining, classical and rapid methods of identification of microorganisms. (SS)

BIOL 703 4 cr. hrs.
Field Botany for Teachers

This course will focus on field and laboratory study of the flora (bryophytes, lycophytes, horsetails, ferns, conifers and flowering plants) of River Falls, Wisconsin, and vicinity. It will also include an introduction to plant classification, plant taxonomy, plant ecology (including pollination ecology) and local plant communities. Fieldwork will be the major part of daily class activities, but we will return to the lab for specimen handling and identification using dichotomous keys. Students will learn natural history and sight recognition of representative plants in the field; in addition, they will develop personal reference collections for use in their own classrooms. (SS)

BIOL 789 1-3 cr. hrs.
Special Topics in Biology

BIOL 798 1-3 cr. hrs.
Independent Research

The student will perform an individual study of a topic or problem involving laboratory, field or library research under supervision of a staff member; a written report is required. Prerequisite: approval of supervising staff member prior to registration. (F,Sp,SS)

CHEMISTRY

CHEM 511 3 cr. hrs.

Polymer Chemistry

Introduction to the major polymerization mechanisms with special emphasis on polymerization kinetics, control of macromolecular structure and qualitative structure-property relationships. Prerequisites: CHEM 232 and MATH 166. (F)

CHEM 561 3 cr. hrs.

Biochemistry I

This is a "writing intensive course. The course is an introduction to the structures and functions of the major chemical constituents of living organisms and the common metabolic pathways used to produce energy to meet cellular needs. Prerequisites: BIOL 240, CHEM 232 and 237 or 247. (F)

CHEM 562 3 cr. hrs.

Biochemistry II

The course is a survey of the metabolism of lipids, proteins, nucleotides, nucleic acid synthesis and the regulation of gene expression. Prerequisite: CHEM 561. (Sp)

CHEM 578 6 cr. hrs.

Semester Abroad Research

The research project is part of the Semester Abroad Program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

CHEM 601 1 cr. hr.

Advanced Chemistry Lab I

This is a writing intensive course. This course is for students requiring advanced experimentation in chemistry. The experimentation involves integrated laboratory experiments requiring physical measurement, analysis, synthetic methods, thermodynamics, spectroscopy, kinetics and computer data analysis. Experimental techniques will primarily illustrate principles of physical chemistry and inorganic chemistry. Safety goggles and a laboratory notebook are required. Prerequisites: Consent of instructor.

CHEM 602 1 cr. hr.

Advanced Chemistry Lab II

This is a writing intensive course. This course is for chemistry majors or other pre-professional students requiring advanced experimentation in chemistry. The experimentation involves integrated laboratory experiments requiring physical measurement, analysis, synthetic methods, spectroscopy, kinetics and computer data analysis. Experimental techniques will primarily illustrate principles of physical chemistry. Safety goggles and laboratory notebook are required. Prerequisites: Consent of instructor. (Sp)

CHEM 611 3 cr. hrs.

Polymer Science

Investigation of the properties of macromolecules with special emphasis on elasticity, viscosity, the semi-crystalline and glassy states, mechanical and thermodynamic properties, methods of characterization and the use of mathematical models to predict behavior. Prerequisite: Consent of instructor. (Sp)

CHEM 705 4 cr. hrs.

Chemical Instrumentation and Analysis

The course will provide an introduction to analytical techniques in chemical instrumentation, cover recent advances, and include hands-on laboratory experience. Scientific calculator, laboratory manual, notebook, and safety goggles are required. (SS)

CHEM 706 4 cr. hrs.

Giant Molecules-The Chemistry of Polymers

The course will provide an introduction to the chemical and physical properties of polymers. Special emphasis will be given to the molecular origin of viscosity, elasticity, the glass state, the semi-crystalline state, and electrical conduction in polymers. The course will include hands on experience in demonstrations and experiments involving macromolecules. Scientific calculator, laboratory notebook, and safety goggles are required. (SS)

COMMUNICATIVE DISORDERS

CHEM 707 4 cr. hrs.
Bioorganic Chemistry Concepts and Activities for Lecture and Laboratory

This is a survey course covering the major groups of organic and biochemical compounds of physiological importance. The nomenclature, properties, reactions and roles played by these compounds in humans and other living organisms will be discussed. Selected laboratory experiments, appropriate to the high school/middle school setting, will be completed and adapted by the students for use in their own courses. (SS)

CHEM 751 2 cr. hrs.
AP Chemistry Experiments Using Visible Spectroscopy

An introduction to the theory and practice of visible spectroscopy, specifically its application in the AP chemistry course laboratory component, with emphasis on analysis of environmental samples, food samples, and chemical equilibrium studies. (SS)

CHEM 789 1-3 cr. hrs.
Special Topics in Chemistry

COMD 531 3 cr. hrs.
Fear of Speaking

This course includes discussion of development of speech fear as well as preventative and therapeutic strategies. It is intended for students afraid to speak or interested in providing treatment for speech fear. Also listed as PSYC 331 and TED 331. (F)

COMD 551 3 cr. hrs.
Cleft Palate/Orofacial Anomalies

This course offers information pertinent to i) the embryonic development of orofacial structures; ii) orofacial anomalies such as cleft lip/cleft palate and other syndromes; iii) multi-disciplinary team approach to the treatment of craniofacial anomalies; and iv) methods of assessment and treatment of communication disorders in this population. Prerequisites: COMD 160, 262, 263. (upon student request)

COMD 564 3 cr. hrs.
Aphasia

This course is designed as a brief introduction to the etiology of aphasia and the evaluative and therapeutic procedures for working with people who experience speech and language difficulties due to brain damage. Prerequisite: COMD 160. (F)

COMD 578 6 cr. hrs.
Semester Abroad Research

The research project is part of the Semester Abroad Program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

COMD 579 2-6 cr. hrs.
Clinical Experience/Internship

This course is needed to allow our students to obtain university credit for supervised clock hours of therapy received in varied clinical settings. Our accreditation by the American Speech Language and Hearing Association (ASHA), requires that our students obtain over 350 clock hours of direct clinical experience. The internships will help our department meet this need. (Sp)

COMD 589 1-3 cr. hrs.
Special Topics in Communicative Disorders

COMD 650 3 cr. hrs.
Infant Stimulation

This course is designed to train students to assess and intervene with the birth to three-year-old population. It addresses normal infant development in-depth. Additionally, it addresses the entire concept of "high-risk" and provides in-depth information regarding the skills needed to train prelinguistic skills essential for functional communicative development. Prerequisites: COMD 160 and 461. (upon student request)

COMD 651 3 cr. hrs.
Augmentative/Alternative Communication Systems

This course introduces students to the field of augmentative and alternative communication. It identifies communication problems common to a variety of populations with disabilities and presents recent remedial procedures which are utilized to train communication skills. Emphasis will be placed on assessment strategies, intervention strategies, and the integration of technology for learners exhibiting moderate/severe disabilities. Prerequisite: junior standing or consent of instructor.

COMD 652 3 cr. hrs.
Dysphagia/Rehabilitation

This course offers information pertinent to 1) the anatomy and physiology of normal deglutition in children and adults; 2) characteristics of dysphagia in various pathological conditions among children and adults; 3) both clinical bedside examination and instrumental evaluations and 4) a variety of treatment procedures for dysphagia rehabilitation. (Sp)

COMD 660 3 cr. hrs.
Voice Disorders

This course is a comprehensive study of phonatory disorders involving defective vocal behavior and laryngeal disabilities involving anatomic defects and physiologic dysfunction of the vocal mechanism. Prerequisites: COMD 262 and 263. (Sp)

COMD 661 3 cr. hrs.
Language Development and Disorders

Normal language development and the disorders which can disrupt normal language functioning will be studied. (F)

COMD 662 3 cr. hrs.
Language Appraisal and Intervention

The course entails a study of formal and informal measures of language usage and knowledge and includes an in-depth description of the diagnostic strategies for the evaluation of language and subsequent intervention techniques. It requires observation of, and participation in, the diagnosis and treatment of language disorders. Prerequisites: COMD 160 and 461. (Sp)

COMD 663 3 cr. hrs.
Behavior Modification/Stuttering

Behavioral principles and procedures for modifying communicative disorders will be examined, along with methods of measuring and verifying behavior change resulting from application of treatment procedures. Training in development of modification programs for the communicatively impaired and the study of the nature of stuttering and the therapeutic procedures used in the prevention and treatment of stuttering are covered. Prerequisite: COMD 160. (F)

COMD 666 3 cr. hrs.
Aural Rehabilitation

Systematic consideration of aural (re)habilitative techniques including speechreading, auditory training, and speech and language intervention is included. The course also includes amplification for the hearing impaired, including evaluating and selecting hearing aids, earmold acoustic, group amplification systems, and other assistive devices. Prerequisite: COMD 360. (Sp)

COMD 667 3 cr. hrs.
Speech/Language Topics in the Schools

This course is designed to provide current information on case studies, research, assessment tools, remedial techniques, and other issues specific to the speech and language clinician working in the school setting. (upon student request)

- COMD 669** **3 cr. hrs.**
American Sign Language
 This course implements a discussion of the philosophy and practical application of American Sign Language. Emphasis will also be on origins of present day use of ASL, deaf culture, types of hearing loss, speech reading, interpreting, and technology available for the deaf. (upon student request)
- COMD 689** **1-3 cr. hrs.**
Special Topics in Communicative Disorders
- COMD 700** **3 cr. hrs.**
Introduction to Graduate Study/Research
 A major purpose of this course is to introduce students to the nature of systematic research in the field of Communicative Disorders. The course will also provide students an opportunity to discuss professional issues. Further, they will establish their graduate plans of study in a manner which meets all necessary requirements. Prerequisite: undergraduate degree in communicative disorders. (F)
- COMD 715** **3 cr. hrs.**
Speech Pathology
 An overview of the pathology areas in communicative disorders. Background studies in each pathology area for the classroom teacher; concern for the classroom teacher in speech therapy. Prerequisite: undergraduate degree in communicative disorders. (upon student request)
- COMD 717** **3 cr. hrs.**
Neuropathologies
 An advanced study of the etiology, incidence, and habilitation of individuals with motor speech disorders: an in-depth discussion of other neuropathologies affecting the speech processes. Emphasis on the principles and procedures of speech and language rehabilitation. Prerequisite: graduate standing. (Sp)
- COMD 730** **3 cr. hrs.**
Clinical Audiology
 A review of basic concepts in audiology and an expansion of information on anatomy and physiology and how audiological findings relate to the etiology, otologic findings, and remediation of the more common pathologies resulting in hearing loss. Prerequisites: COMD 360, 466/666. (F)
- COMD 731** **3 cr. hrs.**
Pediatric Audiology
 The development of the auditory and vestibular systems are traced from conception. Pre- and post-natal causes of hearing loss are investigated and testing procedures appropriate for children from birth to eight years are presented. Prerequisites: COMD 360 or 730, 466/666. (Sp)
- COMD 762** **3 cr. hrs.**
Developmental Language Disorders
 The course entails a study of current issues and research of childhood language disorders. It will include discussion of language theories and how they relate to current practice. The course is designed as a seminar and thus requires completion of assigned readings, reflection on those readings and active discussion during each class period. Prerequisites include COMD 461 and 462.
- COMD 770** **2-4 cr. hrs.**
Case Discussions: Speech/Language
 Supervised remediation experiences in selected environments involving work with a variety of speech and/or language disordered children and adults. Course includes study of current therapeutic technique and methodology. Must have completed at least 25 hours of supervised clinical observation. Prerequisite: graduate standing. (F,Sp)
- COMD 771** **1 cr. hr.**
Diagnostics
 Supervised diagnostic experiences in selected environments involving a variety of speech and/or language disordered children and adults. Course includes study of current diagnostic tests and methods. Prerequisite: graduate standing. (F)
- COMD 772** **1 cr. hr.**
Practicum: Audiology
 Supervised experience in audiology. Includes hearing screening and assessment at the on-campus clinic and off-campus sites. (F,Sp)

COMPUTER SYSTEMS

COMD 773 6-12 cr. hrs.

Graduate Practicum in the Schools

Students will be placed in public school settings to work with masters level clinicians in providing remedial speech and language services. The clock hours accumulated and the nature of the school placement, i.e., special school, regular school, etc., will depend on each student's academic standing and prior clinical experience. Prerequisites: undergraduate degree in communicative disorders or equivalent.

COMD 774 2-6 cr. hrs.

Practicum in Rehabilitation Facilities

Rehabilitation clinical experience externship which allows students to conduct speech/language therapy under the supervision of ASHA certified speech/language pathologists. Graduate students must have completed Aphasia and Neuropathology prior to placement in rehabilitation facilities.

COMD 781 3 cr. hrs.

Seminar in Stuttering

A study of the development and maintenance of stuttering and the conditions under which stuttering may be modified. Prerequisite: COMD 160. (Sp)

COMD 782 3 cr. hrs.

Seminar in Aphasia

Study of language and non-language variables that affect aphasic performance. Principles and procedures for diagnostic and remediation of language disorders associated with brain damage.

Prerequisite: COMD 160. (F)

COMD 789 1-3 cr. hrs.

Special Topics in Communicative Disorders

COMD 798 1-3 cr. hrs.

Independent Research

(F,Sp,SS)

COMD 799 1-4 cr. hrs.

Thesis

(F,Sp,SS)

CPTS 589 1-3 cr. hrs.

Special Topics in Computer Science

CPTS 689 .5-3 cr. hrs

Advanced Topics in Computer Science

This course is an extension of current higher level computer science courses or a course in recent topics and advanced areas in computer science. The topics covered will be determined by the instructor teaching the course and within the instructor's area of expertise. Consult the instructor for topics covered. Prerequisite: Consent of instructor.

COUNSELING

COUN 589 1-3 cr. hrs.
Special Topics in Counseling

COUN 610 3 cr. hrs.
Introduction to Counseling

This course is designed to familiarize students with an overview of the field of counseling and with the basic concepts and skills associated with school and community settings. There will be a shared emphasis on experiential activities, theories and research in counseling. (F,Sp,SS)

COUN 612 3 cr. hrs.
Developmental Counseling

This course will provide an overview of human developmental theory as it relates to physical, cognitive, ego, aesthetic, moral, social, career, and emotional development and life transitions. Information relative to assessing developmental levels and age-appropriate tasks and transitions, selecting and implementing expressive or action-oriented interventions to match these levels, and evaluating the effectiveness of the interventions will be provided. Pre- or co-requisite: COUN 610. (F,Sp)

COUN 615 3 cr. hrs.
Social and Cultural Foundations of Counseling

This course is open to all students in the Counseling Education Program. The course will introduce students to the philosophical and ethical bases for professional counseling, as well as recent developments in diversity, prevention, and advocacy models. Discussions of early intervention, accountability, and program evaluation will be presented. (F,Sp)

COUN 620 3 cr. hrs.
Career Counseling

This course introduces the student to a variety of theories and practices in career counseling and career development. The use of career assessments and information sources (including computerized career guidance and information systems) are discussed and practiced. Career interviewing and career counseling skills are practiced. Field observations, case studies and program development using the National Career Development Guidelines, as well

as comprehensive developmental guidance models are required. Consideration is given to the career counseling and development needs of non-traditional populations. (F,Sp)

COUN 689 1-3 cr. hrs.
Special Topics in Counseling

COUN 718 3 cr. hrs.
Addictive Behaviors

This course is designed to familiarize students with alcohol, drug, and other addictive behavior issues. A biopsychosocial perspective integrating the physiological, psychological, behavioral and sociocultural factors relating to addictions will be presented. Appropriate preventive strategies are discussed. (Sp)

COUN 720 3 cr. hrs.
Techniques of Appraisal

This course is designed to familiarize school and non-school counselors with group and individual approaches to appraisal and to enable them to administer and interpret various appraisal instruments. Prerequisite: an undergraduate or graduate tests and measures class. (F,Sp,SS)

COUN 732 3 cr. hrs.
Group Counseling

This course is designed to orient students academically and experientially to the dynamics of group process and interaction and prepare them for leading groups. Focus is on the development of knowledge, rationale, attitudes, and skills pertaining to the group process which enables the student to use groups more effectively in counseling. There are three prerequisites to becoming a group leader: the first is acquisition of information and knowledge which can be associated with the group experience and generate understanding and direction in using groups; the second is the development of skills and techniques to use in the leadership role; and the third is experience in leadership capacity. This course covers all three prerequisites. Prerequisite: COUN 610. (F,Sp,SS)

COUN 753 3 cr. hrs.
Counseling Theory and Skills

This course will present to the student a diversity of theories, counseling practices and theoretically related skills in counseling. The intent of the course is to provide counseling students with a thorough understanding of the major theories of counseling as well as specific skills for interviewing and counseling. Psychodynamic, Client-Centered, Existential, Cognitive, and Behavioral therapies are among those presented. The course will look at both strengths and weaknesses of various theories and suggest approaches to developing an eclectic model of counseling and psychotherapy. Students will engage, as counselors, in six one-hour sessions with a client. Prerequisite: consent of instructor. (F,Sp)

COUN 754 3 cr. hrs.
Family Counseling

This course will provide the student with a presentation of major counseling theories current in family counseling today. Practical application of family education, counseling and consultation will be presented and discussed. Each school or theory of family counseling has been selected for its applicability to active, short-term counseling, especially as applied to school settings. (F)

COUN 771-772-773-774 1-6 cr. hrs.
Practicum

The practicum is the culminating experience of the graduate counseling program. Students select non-school or school settings in which to obtain practical training. This field work is combined with group seminars providing additional supervision and group discussions of topics relevant to the professional practice of counseling. (F,Sp)

COUN 775 6-12 cr. hrs.
Internship in School Counseling

The internship in school counseling is a full-time, one-year required experience for those persons with a master's degree in counseling who lack teaching certification/experience and wish to be eligible for certification as school counselors in Wisconsin. It is to be taken following the completion of all work for the master's degree in school counseling, including a 400-hour practicum in a school setting. (F,Sp)

COUN 776 1-3 cr. hrs.
Supervised Field Work

This course affords the most practical outlet for experiences. The counselor candidate is placed in a counselor position within a school system or non-school setting. The candidate is supervised by the counselor employed by that system and a member of the instructional staff from the University. The duties are that of counselor. (upon student request)

COUN 781 1-3 cr. hrs.
Seminar in Counseling

This course is concerned with reviewing interdisciplinary innovations within the field of counseling. It is designed to broaden the counselor's range of knowledge and skills. (Sp)

COUN 789 1-3 cr. hrs.
Special Topics in Counseling

COUN 797 1-2 cr. hrs.
Mini-Workshops in Counseling

The University of Wisconsin-River Falls Counselor Education Program presents a series of workshops designed for helping professionals in education, community mental health and other therapeutic settings. Emphasis is on the practical application of current theories and techniques that contribute to effective counseling and therapeutic intervention. The format of the workshops is experientially oriented in an effort to facilitate effective transfer of learning and experiences to the helping process. Participants may attend as many workshops as they wish on a credit or non-credit basis. Practitioners and graduate students in training in any of the helping professions are eligible to participate. (Sp)

COUN 798 1-3 cr. hrs.
Independent Research

Provides an opportunity for individual student-faculty cooperation in developing and conducting research. (F,Sp)

COUN 799 1-4 cr. hrs.
Thesis

Provides faculty guidance in thesis development. (F,Sp)

DAIRY SCIENCE

DASC 506**3 cr. hrs.****Dairy Production**

Students will study the overall management of the modern dairy enterprise, including record systems, breeding and selection, calf management, lactating and dry cow management, feedstuffs, lactation and milking management, diseases, housing and the economics of production. Prerequisites: ANSC 232, 257. (F,Sp)

DASC 589**1-3 cr. hrs.****Special Topics in Dairy Science****DASC 601****2 cr. hrs.****Dairy Nutrition Workshop**

Survey of recent advancements in dairy cattle feeding, including a review of ruminant digestive tract as related to new concepts in dietary energy, protein, minerals, vitamins and feed additives. (SS)

DASC 604**3 cr. hrs.****Lactation and Milk Quality**

Anatomy, physiology and endocrinology of the mammary gland emphasizing factors affecting milk yield and composition. The preservation of milk quality through sanitation and control of mastitis.

Prerequisites: ANSC 306. (F)

DASC 606**3 cr. hrs.****Advanced Dairy Management**

An advanced study of dairy herd management systems including milking and feeding arrangements, herd health, herd replacements, use of computer systems, personnel issues, and financial impact of management decisions. On-farm trouble shooting will be emphasized. Prerequisite: ANSC 306 (Sp)

DASC 636**3 cr. hrs.****Dairy Cattle Nutrition**

The course covers an in-depth examination of current nutritional concepts pertaining to dairy cattle. Scientific rationale for nutrient requirements, feedstuff evaluation and recommended feeding practices will be discussed along with integration of biological models with economic principles and practical applications. Students will gain extensive practice in sound ration formulation procedures, both manually and by computer. Prerequisites: ANSC 232 and AGBI 251 or CHEM 362.(Sp)

DASC 689**1-3 cr. hrs.****Special Topics in Dairy Science**

DANCE EDUCATION

DANC 665 3 cr. hrs.

World Dance: Exploring World Cultures Through Dance

This course will explore other worlds and cultures through dance. This course will explore the traditional and social dance forms from various cultures; i.e., African, Caribbean, American Indian, Eastern Indian, European and Pacific Islands. The course will provide participants with experiences in dances of these cultures, opportunities to view traditional dances within their cultural context and discussions of the cultural characteristics inherent in those dance forms. The course will also explore teaching methodologies for integration of cultural dance forms into existing curricular material and an overview of the national standards for Dance Education. No previous dance experience is necessary. (upon request)

DANC 690 1-3 cr. hrs.

Readings in Dance

This course is designed as a supplement to students' required course work and allows students the opportunity for an in-depth study of issues and/or problems in Dance. The students will work individually with a faculty member to plan, conduct, assess, and present research. Prerequisite: consent of instructor. (upon request)

ENGLISH

ENGL 500 3 cr. hrs.

Women and Film

This course will study a number of issues pertaining to women and film: the history of women's cinema, prominent women directors and genres, images of women in film and feminist issues in film. (Sp)

ENGL 502 3 cr. hrs.

Theory and Methodology of TESOL

English 302 will introduce students to major trends in language teaching such as audiolingualism, Communicative Language Teaching, etc. In addition to the five skill areas—grammar, speaking, listening, reading, and writing—the course will deal with bilingualism, placement and diagnostic testing, and variables which influence language learning. (Sp,SS alternate years)

ENGL 511 3 cr. hrs.

Introduction to Language and Linguistics

This course makes an inquiry into the nature of language. It provides an introduction to language and its subfields: morphology, syntax, semantics, pragmatics, phonetics, and phonology. It also examines issues of language use in society and language acquisition. (F alternate years)

ENGL 520 3 cr. hrs.

Structure of English

This course introduces the study of language, language acquisition, and language learning, focusing upon English grammar and traditional, structural, and generative- transformational approaches to grammar. Includes an overview of linguistics and an exploration of the relationship between race/gender and language. (F,S)

ENGL 521 3 cr. hrs.

The English Language: History and Culture

Students will study the origins and development of the varieties of the English language from Anglo-Saxon to present forms of English as a world language. Methods of study are: 1) a structural approach to language forms; and 2) a socio-historical approach to problems of meaning and communication rising from language change and variety. (F,S)

ENGL 522 3 cr. hrs.

Acquisition of Language

This course is designed as an investigation of the nature of normal language and its acquisition in children from infancy through 7 years of age; it also explores current linguistic theory and its relationship to theories of mind and learning. Prerequisite: junior standing. (F)

ENGL 524 3 cr. hrs.

Survey of American Literature I: Origins-1900

This course focuses on the chief American writers who illustrate the development of American thought, life, and culture. Major figures include Native American authors, Writers of the Literature of Exploration, Puritan authors, Poe, Cooper, Douglass, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, Stowe, James, Crane, Twain, and Norris. (F)

ENGL 525 3 cr. hrs.

Survey of American Literature II:1900-1980

This course focuses on the chief American writers who illustrate the development of American thought, life, and culture in the twentieth century. Major figures may include Wharton, Cather, Stein, Lewis, Hemingway, Fitzgerald, Faulkner, Frost, Hughes, Eliot, Hurston, O'Neill, Welty, Williams, O'Connor, Ginsberg, Albee, Rich, Pynchon, and Barth. (Sp)

ENGL 531 3 cr. hrs.

Survey of English Literature I

This is a writing intensive course. The course is designed as a survey of English poetry, prose, and drama from the Anglo-Saxon period to the end of the 18th century. (F)

ENGL 532 3 cr. hrs.

Survey of English Literature II

This is a writing intensive course. The course is designed as a survey of English poetry, prose and drama from the nineteenth century through the twentieth century. (Sp)

ENGL 535 3 cr. hrs.

Shakespeare

This is a writing intensive course. Intensive study of sonnets, histories, tragedies, comedies and romances is included. The reading is organized

chronologically so that Shakespeare's development as a dramatist, poet and philosopher can be traced. (F)

ENGL 544 3 cr. hrs.

Major Authors

This course will focus on the creative works of one or two authors as well as the biographical, social, and critical contents of these works. (Occasionally)

ENGL 550 3 cr. hrs.

Children's Literature: Issues and Trends

Designed as a follow-up course to English 250, this course will focus on current trends and issues in children's books (censorship, sexism, racism, physical and social problems) as well as explore in greater depth such genre as poetry, folk tales and fantasy. (Sp)

ENGL 555 3 cr. hrs.

Literature for Adolescents

This is a survey course of the range of types and levels of books for adolescents along with understanding and interpretation of typical content and motifs. Evaluatory criteria are developed in relation to reading levels, quality and pertinent issues (e.g., racism, sexism, censorship challenges) (Sp)

ENGL 561 3 cr. hrs.

Composition Theory

Students will study the theories of the composing process in relation to research. Significant features of represented theories are practiced to develop understandings and skills. (F)

ENGL 568 3 cr. hrs.

Writing Poetry

Focused work in the refinements in style and perspective involved in writing poetry, with attention to general creative methods as well as specific tools of image, symbol, cadence and metaphor. Writers will explore both traditional and contemporary approaches to form, and will work toward a capstone series of poems in which they select their own techniques. (alternate years)

ENGL 569 3 cr. hrs.

Writing Fiction

This course builds on elements of point of view, character development, and structure introduced in 262. The course will deal with various techniques in building settings, creating characters, writing dialogue, and plot. Students will conclude the course with long writing projects of their own design. (alternate years)

ENGL 570 3 cr. hrs.

Writing Nonfiction

Students will gain instruction and practice in writing creative nonfiction essays. Writers will study both traditional and contemporary approaches to the essay. The course will provide opportunities to read and write narration, description, expository, argumentative, autobiographical essays, and the memoir. They will concentrate on developing their own style of writing and voice. Students will conclude the course with an essay of substantial length. (alternate years)

ENGL 576 1-3 cr. hrs.

Experience Greece: Culture Past and Present

Students participate in a classical tour of Greece. Participation in the Greece Tour Orientation Seminar (10 hours) during the spring semester is required. (Sp,SS)

ENGL 620 3 cr. hrs.

Pedagogical Grammar

English 420/620 builds upon the fundamental knowledge students gain in English 320/520. In addition to identifying grammatical structures and patterns, students will focus upon explaining their use in specific rhetorical settings. Prerequisite: ENGL 520 or equivalent. (F,SS alternate years)

ENGL 626 3 cr. hrs.

Victorian Literature

The impact of science, the rise of industrialism and expanded democracy, the changing roles of women in the poetry, novel, and non-fictional prose of the age are investigated. The authors Tennyson, the Brownings, Hopkins, Carlyle, Arnold, Newman, Ruskin, Pater, Bronte, Dickens, Eliot, and Hardy will be examined. (alternate years)

ENGL 628 3 cr. hrs.

Modern British Literature, 1940-Present

Poetry, novels, plays and essays of the contemporary period are examined, including the poetry of Auden, Thomas, novels of Orwell, Greene, Fowles, Lowry and Murdoch, short stories of Lessing, essays by Orwell and Woolf, plays by Osborne, Stoppard and Pinter. (F alternate years)

ENGL 629 3 cr. hrs.

American Renaissance

Students will study major authors and themes from the American Renaissance or Romantic Period in American literature. (alternate years)

ENGL 630 3 cr. hrs.

American Realism

Major authors and themes from the Realistic period in American literature (1865-1914) will be examined. The course will always include: Clemens, Howells, James, Wharton and Crane. (alternate years)

ENGL 631 3 cr. hrs.

Modern American Fiction

The major American fiction writers from 1914-1945, including Faulkner, Hemingway, Stein, Fitzgerald, Welty, Wright and Ellison will be studied. Prerequisite: junior standing, ENGL 325 or consent of instructor. (alternate years)

ENGL 632 3 cr. hrs.

Contemporary American Literature

Students will study a number of American writers of fiction, poetry, and drama from 1980 to the present, with emphasis on variety in style and subject matter. Authors may include are John Updike, Richard Powers, August Wilson, Jorie Graham, and Toni Morrison. (alternate years)

ENGL 641 3 cr. hrs.

Twentieth-Century International Literature

Organized around themes such as Love and Death and Tradition and Change, this course will examine the universality and temporality of literary works by significant writers from around the globe (excluding Britain and the USA) and from early to contemporary literature. Prerequisites: completion of

General Education humanities and literature requirement; junior standing or consent of instructor. (Sp)

ENGL 642 **3 cr. hrs.**
World Cinema

This course teaches students to be analytical viewers of film and thoughtful readers of film criticism. It gives students a view of the world through film, insofar as film reflects a nation's cultural and historical concerns. It also gives students a broad view of film beyond the borders of Hollywood and the USA, inviting them to see the medium itself through different cultural preoccupations and concerns. Prerequisites: ENGL 253 or FILM 200 or INTS 200 or consent of the instructor. (F or Sp alternate years)

ENGL 643 **3 cr. hrs.**
American Ethnic Women Writers

American women writers of high literary merit representing Black, Native American, Asian and Hispanic backgrounds will be studied. This course will explore the racial, ethnic and sexual oppression experienced by women of color in American history as it is expressed in literature. The emphasis will be on twentieth century literature, with special attention to a basic American literary theme: the search for personal identity. (alternate years)

ENGL 648 **3 cr. hrs.**
Teaching Film in the Secondary School

This course focuses on the teaching of film in the Language Arts curriculum. Film language, artistic form, narrative structure, and communication structures will be used as a foundation for the analysis of films. Students will explore a variety of methods of analyzing and writing about film. The course will explore film theory, film genres, film types, social values and ethics, and the relationship between film and culture. The course will require students to create a curriculum project. (SS alternate years)

ENGL 650 **3 cr. hrs.**
Non-Native Speakers in the Midwest

This course is designed to fulfill DPI guidelines for TESOL certification in a program during summer sessions. The course introduces the students to the cultural and language factors which affect the performance of students who are non- native speak-

ers of English. Students will focus on specific language and cultural groups in the Midwest, particularly Wisconsin and Minnesota. The course also provides a survey of the types of bilingual programs currently in practice and introduces the students to cultural and language resources available in text format and on the internet. (SS alternate years)

ENGL 655 **3 cr. hrs.**
Adolescent Literature: Issues and Trends

Designed as a follow-up course to ENGL 555, this course will focus on current issues (censorship, sexism, racism) and trends in literature for adolescents. (occasionally)

ENGL 671 **3 cr. hrs.**
Issues in Bilingualism

This course examines the history and early research on the development of bilingual schooling in the United States, the individual and social nature of bilingualism, development of bilingualism, bilingual language acquisition, and bilingual education policies and classroom practices in the U.S. and abroad. The course also examines the social and political dimensions of bilingualism and the current language policies affecting bilingual programs serving minority populations.

ENGL 682 **1-3 cr. hrs.**
Writing Seminar in Fiction and Poetry

The course follows a workshop format. Students may choose to work in either fiction or poetry, and will present their work for group discussion and commentary. The amount of credit will be determined by the amount of work the student plans to do. Prerequisites: any of the following: ENGL 262, 368/568, 369/569, consent of instructor, or experience as a teacher of writing. (alternate years)

ENGL 689 **1-3 cr. hrs.**
Special Topics in English
(occasionally)

ENGL 710 **3 cr. hrs.**
Literature for Disadvantaged Readers

A review and evaluation of literary materials for disadvantaged readers as well as an understanding of the nature and problems of these readers. The

social factors and curricular environment will be considered to establish pertinent background. (Sp,SS alternate years))

ENGL 720 **3 cr. hrs.**
Educational Linguistics

English 720 is a graduate course that introduces graduate students and practicing TESOL teachers to a better understanding of language, especially the English language in general. It covers topics in general linguistics, such as the nature of language, the design features of language, functions of language, sounds (phonology) and forms (morphology) of language. It discusses topics in psycholinguistics and language acquisition by comparing and contrasting the processes of first and second language acquisition and learning. The course emphasizes language use in social contexts (sociolinguistics), especially language use in educational settings (educational linguistics) by providing relevant linguistic models for language teachers. (SS alternate years)

ENGL 761 **3 cr. hrs.**
New Directions in Writing Instruction

This course is designed for practicing teachers, people who have taught writing in their language arts classrooms, and who have encountered problems or questions their undergraduate courses did not prepare them to deal with. The goals of the course are to: a) place writing theory in a historical and social context that explains the need for continual revisiting of such issues as the debate between the traditional practice and the writing process school; b) the technologically focused writing class, and c) to identify and research ways to deal with obstacles facing teachers of writing. (SS alternate years)

ENGL 775 **3 cr. hrs.**
TESOL for Specific Purposes: Classrooms, Businesses and Communities.

The basic skills of reading, writing, speaking and listening will be covered as will also adult language learning strategies, and the variables which influence language learning. In addition, the course will provide students with the context for TESOL for work-related, community, or school purposes. 775 will offer a highly practical orientation to as well as practice in TESOL for prospective teachers and include a brief introduction to the social/cultural context of migrant farm workers in the state. The field experience will take place on Wisconsin dairy farms and will provide intensive teaching practice in TESOL for specific purposes with the migrant dairy farmworker community.

ENGL 789 **1-3 cr. hrs.**
Special Topics in English
(occasionally)

ENGL 791 **1 cr. hr.**
Language Arts Application Unit

In consultation and with the approval of a faculty member, students will individually plan, conduct, and assess classroom action research/project(s) related to topics addressed in the MSE-Literature, Communication and Language program. Prerequisite: enrollment in the MSE-Literature, Communication and Language program and completion of 6 graduate credits. (F)

ENGL 798 **1-3 cr. hrs.**
Independent Research
(F, Sp, SS)

ENGL 799 **1-4 cr. hrs.**
Thesis
(F, Sp, SS)

ENVIRONMENTAL SCIENCE AND MANAGEMENT

ESM 500 3 cr. hrs.

Environmental Education

This course is designed to meet the certification requirement for teacher education candidates as specified by the State of Wisconsin Department of Public Instruction Environmental Education rule. The course will investigate the following environmental issues: the ecosystem, population, food production, energy, natural resource depletion, land use and misuse, and sources of environmental impact. Field trips required. Also as BIOL 500 and GEOG 500. Special course fee required. Prerequisite: TED 211 or 212 or consent of instructor.

ESM 589 1-3 cr. hrs.

Special Topics in Resource Management

ESM 689 1-3 cr. hrs.

Special Topics in Resource Management

GEOGRAPHY AND MAPPING SCIENCES

GEOG 500 3 cr. hrs.

Environmental Education

This course is designed to meet the certification requirement for teacher education candidates as specified by the State of Wisconsin Department of Public Instruction Environmental Education rule. The course will investigate the following environmental issues: the ecosystem, population, food production, energy, natural resource depletion, land use and misuse and sources of environmental impact. Teaching methodologies will be presented to incorporate environmental content into the curriculum. Field trips required. Also as BIOL 500 and ESM 500. Prerequisite: TED 211 or 212 or consent of instructor. Special course fee required. (F,SS)

GEOG 578 6 cr. hrs.

Semester Abroad Research

The research project is part of the Semester Abroad Program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

GEOG 589 1-3 cr. hrs.

Special Topics in Geography

GEOG 689 1-3 cr. hrs.

Special Topics in Geography

GEOG 700 1-3 cr. hrs.

Geographic Techniques for Teachers

This course is designed to provide public school teachers with instruction in various subject matter areas in geography (i.e., physical geography, human-environment relationships, regional geography, cartography), and in developing ideas for presenting this material. Course content will vary in response to teacher requests and faculty expertise. (SS)

GEOLOGY

GEOL 530 2 cr. hrs.

Meteorology

This course provides an introduction to the theory and application of atmospheric sciences. Physical processes of the atmosphere will be emphasized including: nature and composition of atmosphere, solar radiation and earth's heat balance, humidity, condensation, precipitation, clouds, air pressure, winds, global circulation, weather fronts, thunderstorms, tornadoes, hurricanes, weather forecasting and weather maps, and meteorological optics. (F)

GEOL 589 1-3 cr. hrs.

Special Topics in Geology

GEOL 617 2 cr. hrs.

Hazardous Waste Operations and Emergency Response

The course will provide an overview of the pertinent environmental regulations; major emphasis will focus on the scientific basis for toxicology and chemistry of hazardous materials. Laboratory experiences will emphasize utilization of environmental monitoring equipment. Safe work practices including use of proper personal protective equipment will be stressed. This course meets OSHA certification. Prerequisites: CHEM 251/256, BIOL 230, or consent of instructor. Lab fee required. (Sp)

GEOL 650 5 cr. hrs.

Paleontology

An introduction to the principles of paleontology, as well as the taxonomy, morphology and biostratigraphy of major invertebrate and vertebrate fossil groups. Special topics in evolution will be discussed. Laboratory and field trip required.

Prerequisite: GEOL 150. (F)

GEOL 689 1-3 cr. hrs.

Special Topics in Geology

GEOL 700 4 cr. hrs.

Earth Surface Processes

Principles and analyses of processes that affect the Earth's surface and govern the development of landforms, wind action, groundwater flow and trans-

port, karst and systems, lakes and shoreline processes, and water chemistry and weathering. An important component of the class will be the development of classrooms, laboratory, field, computer, and web-based activities appropriate to secondary earth science education. Prerequisites: Some knowledge of geology is assumed. (SS)

GEOL 703 4 cr. hrs.

Minerals Rock

Basic identification of rocks and minerals for science teachers. Lectures, labs, demonstrations, computer simulations, internet activities and field trips developed around the topics of crystals, minerals, igneous rocks, sedimentary rocks and metamorphic rocks. Prerequisites: consent of the instructor. Cannot be taken for credit after completion of GEOL 230 and 231 or equivalent. (SS)

GEOL 704 4 cr. hrs.

Atmospheres and Surface Phenomena on Earth and Other Planets

This course will focus on content material, hands-on experiments, demonstrations, and activities designed to meet the Wisconsin DPI certification requirements for meteorological/climatological phenomena and their origin, and for Earth and space science. Focus topics in meteorology will include measures of humidity, cloud formation and identification, global circulation, tornadoes, hurricanes, meteorological optical phenomena such as rainbows and mirages. Focus topics in planetary science will include atmospheric dynamics, surficial geological processes and the development of landforms on the various planets and their satellites. Specific DPI standards directly addressed are E8.3, E8.7, E8.8, E12.3, E12.5, G8.6, G12.2. The course will include field trips to the National Weather Service, Minneapolis Planetarium, use of NASA materials and access to NASA/JPL and NWS websites. Prerequisites: GEOL 101 or equivalent. (SS)

GENERAL ENGINEERING

GEOL 710
Planetary Geology

2 cr. hrs.

Discussion of our knowledge of the "geological features observed throughout the solar system. Special emphasis is placed on geological processes most important in the extraterrestrial sphere, such as cratering, volcanism, tectonic and geo-morphological features. An important component of the class will be the development of classroom exercises, computer, and Web-based activities appropriate to secondary earth science education. Prerequisites: Some basic knowledge of geology and astronomy is assumed. (SS)

GEOL 789
Special Topics in Geology

1-3 cr. hrs.

GENG 568
CAD Applications

3 cr. hrs.

Software packages designed for use in a Computer Aided Design (CAD) environment will be used to construct and analyze 3D models. Various software packages will be used to construct complex mechanical systems, residential buildings, irrigation system design, and landscape design. Additionally, the software will be used to perform engineering applications including stress analysis and list of materials. Rendering and animation will be used to enhance presentation of models. Prerequisite: GENG 121 or 265 or equivalent. (Sp)

HEALTH EDUCATION

HEAL 669

.5-3 cr. hrs.

Topics in Health

This course provides an opportunity for in-depth study of contemporary issues, programs or practices in health education. Depending upon the specific topic of study, the content of the course may focus on research findings, theoretical advances or practical applications of research and theory as they affect health education in schools. Because of its focus on contemporary issues the course is appropriate for teacher education students in training and experienced teachers who desire in-depth training in a specific area. (Not on a yearly basis)

HISTORY

HIST 503

3 cr. hrs.

Women's History: Europe

The course traces the history of women in the Western world from the beginnings of civilization to the present. Emphasizing women's positions in classical antiquity, medieval and modern Europe, the course examines shifting structural patterns that shape women's lives and writings, cultural representations of women, and gender relations in western history and societies. (alternate years)

HIST 505

3 cr. hrs.

Women's History: Global Perspectives

The course examines histories of women in diverse regions of the globe, focusing on Latin America, Africa, Asia and/or the Middle East. Emphasizing contemporary history (primarily nineteenth and twentieth centuries) and alternating regions, the course examines indigenous cultural patterns shaping women's histories, analyzes the impacts of western and imperialist cultural patterns on non-western women, and explores the complex, interdependent relationships between women in producing and consuming nations. (alternate years)

HIST 527

3 cr. hrs.

World War I to World War II

This is an examination of the origins, nature and results of World War I, the rise of Communism and Fascism/Nazism, the weaknesses of the Democracies, Japan's attack on China, the origins of World War II and the Fascist victories to 1941. (alternate years)

HIST 528

3 cr. hrs.

World War II to the Cold War

The victory of the United Nations forces over Germany and Japan 1942-45, the postwar settlements, conflicts in Europe, Africa and Asia and the stages of the Cold War conflict to the collapse of the Soviet Union in 1991. (Sp, alternate years)

HIST 551

3 cr. hrs.

U.S. Colonial History I: Early Settlement

An examination of the origins of American civilization from pre-historic times to the early 18th century. Topics covered include: Native American founda-

tions, early settlement, the rise and fall of Puritanism, administration of the empire, witchcraft and patterns of demographic and territorial growth. (F, alternate years)

HIST 552 **3 cr. hrs.**
U.S. Colonial History II: Era of the Revolution

The development of American civilization in the 18th century including: The Great Awakening and the Enlightenment, the empire in transition and crisis, the American revolution, the emergence of people's government and the formation of the Constitution. (Sp, alternate years)

HIST 558 **3 cr. hrs.**
Recent U.S. History from 1890 to 1945

The advanced course will examine major shifts in national history focusing on economic, political, social and cultural developments. Special emphasis will be given to the closing of the frontier, industrialization, the rise of corporate capitalism and the consumer culture, urbanization and immigration. The course will also examine the U.S. role in global politics through a study of American imperialism, World War I and World War II. (alternate years.)

HIST 559 **3 cr. hrs.**
U.S. History from 1945

The advanced course will examine key political, economic, social and cultural developments of the Cold War and post Cold War era. Emphasis will be given to developing Cold War policies and their national and global effects (especially in Korea, Vietnam and Latin America); the collapse of the liberal consensus; social movements of the 1960s; Watergate and its aftermath; the rise of conservatism and the culture of consumerism; and shifts in the post Cold War national agenda. (alternate years.)

HIST 561 **3 cr. hrs.**
U.S. Economic History

An analysis of the institutions which have shaped the American economy, from pre-colonial times to the present. Included will be an examination of the interacting forces responsible for American growth and power. Prerequisite: sophomore standing or above. Co-listed as Economics 561. (alternate years)

HIST 566 **3 cr. hrs.**
A Social History of the U.S.: History as Life

Students will study the development of culture and society in the United States throughout history. Particular emphasis will be placed on ideas, roles and customs relating to gender and ethnicity as they have affected the development. (occasionally.)

HIST 567 **3 cr. hrs.**
History of U.S. Foreign Policy

The course presents an analysis of United States foreign policy from 1776 to the present. The emphasis is upon expansion, both continental and commercial. Co-listed as POLS 567. (alternate years)

HIST 569 **3 cr. hrs.**
American Intellectual History

Students will perform critical analysis of major phases of American thought from Puritanism to the present. Prerequisites: senior or graduate standing; qualified juniors may be admitted with consent of instructor. Co-listed as PHIL 569. (alternate years)

HIST 570 **1-2 cr. hrs.**
Professional Experience in History

This course provides an exposure to aspects of career choice and functions for historians by having students participate in workshops, conferences and work-site pursuits. (F,Sp)

HIST 589 **.5-3 cr. hrs.**
Topics in History

This course provides the opportunity to study a selected topic in history. (F,Sp,SS)

HIST 601 **2 cr. hrs.**
Colonial Art and History Study Tour

A two-week study tour course designed to acquaint participants with the historical landscape of Colonial America by direct involvement in visiting these historic parts of the United States under the guidance of an experienced professor. Tour cost is priced separately. (SS)

HIST 615 **3 cr. hrs.**
Philosophy of History

This course will explore general theories of history, moving from ancient, classical and modern theories to postmodern and feminist critiques of historical writing. Emphasizing key texts and thinkers, we will examine issues surrounding the meanings of history, historical explanations, concepts of progression, objectivity, and the uses of history. Co-listed as PHIL 615. (occasionally)

HIST 680 **3 cr. hrs.**
Readings in Material and Popular Culture

Selected areas within the realm of material and popular culture in the United States will be studied. Topics will vary but may include advertising, art, songs, etc. Material culture is the realm of three-dimensional objects that make up our everyday environment. Popular culture is the sum of ideas, activities and fads that have been or are part of our lives. This course examines how these two areas have developed in the course of U.S. history and their impact on the development of our culture. (occasionally)

HIST 689 **1-3 cr. hrs.**
Special Topics in History

HIST 690 **1-4 cr. hrs.**
Readings in History

This course is for advanced students who desire to study some period in history more intensively under the supervision of the specialist for that period. No more than two hours a semester, or a total of four hours. Prerequisite: written consent of instructor. (F,Sp,SS)

HIST 710 **3 cr. hrs.**
History of American Political Thought

An examination of the history of American political ideas and the contexts in which they developed. The course will examine exemplary texts that constitute the tradition of American political thought and examine factors that have influenced American thinking about society, politics and the state. The course material covers the period from Colonial America to

the present. While the focus of the course is on the content knowledge base, most students are assumed to be secondary level practitioners and connections to learning theories and implementation strategies will be discussed. Co-listed as POLS 710. (on Web)

HIST 774 **3 cr. hrs.**
Reading Seminar: World War II and the Cold War

Analysis of the power struggle among forces of fascism, communism and democracy, 1939 to 1947. Emphasis on the defeat of fascism, the subsequent contest between the victors. (alternate years.)

HIST 775 **3 cr. hrs.**
Multicultural Histories in the U.S.

This course will examine the histories of diverse culture groups currently residing in the United States, emphasizing Native American, Mexican Americans, African Americans, European (non-Anglo) Americans, and Asian Americans. While immigration history has emphasized transatlantic migrations and ethnic studies has been influenced by social scientific models of cultural assimilation or resistance, this course will conceptualize difference through historical analysis, including non-transatlantic migrations, by drawing on perspectives written primarily from "the inside." Historical approaches drawing on recent scholarly developments in "new historicism and employing analytical frameworks of race, class, gender and ethnicity will be emphasized. Prerequisites: Previous coursework in American history or consent of instructor. (alternate years)

HIST 776 **3 cr. hrs.**
Reading Seminar in Colonial U.S. History

Historiographical examination and assessment of standard and recent viewpoints in the field of Colonial U.S. History. (occasionally)

HIST 777 **3 cr. hrs.**
Reading Seminar in 19th Century U.S.

A study of the major readings of political, intellectual and/or social history. (occasionally)

HORTICULTURE

HIST 781 3 cr. hrs.
Reading Seminar in 20th Century U.S.

Attention is centered on selected interpretations of American history during the twentieth century. Topics covered include the Progressive Movement, World War I and the peace which followed, the twenties, the depression and the New Deal, World War II, the Cold War consensus and the breakdown of the consensus in the sixties, and the position of the United States in a changed world following the events of the sixties. (alternate years.)

HIST 789 1-3 cr. hrs.
Special Topics in History

HIST 790 1-3 cr. hrs.
Special Problems

Prerequisite: consent of instructor. (F,Sp,SS)

HIST 794 1-3 cr. hrs.
Readings

Prerequisite: consent of instructor. (F,Sp,SS)

HIST 798 1-3 cr. hrs.
Independent Research

Prerequisite: consent of instructor. (F,Sp,SS)

HIST 799 1-4 cr. hrs.
Thesis

Prerequisite: consent of advisor. (F,Sp,SS)

HORT 510 3 cr. hrs.
Greenhouse Management

Students will study greenhouse structures, environmental control, cultural techniques and general management practices for the commercial production of greenhouse crops. Prerequisite: HORT 169. (F)

HORT 589 1-3 cr. hrs.
Special Topics in Horticulture

HORT 620 4 cr. hrs.
Floriculture

Students will study the theoretical and practical aspects of effective production and crop management techniques for selected floral crops commonly grown in the commercial greenhouse industry. This includes basic crop morphology, propagation, environmental responses, control of flowering and post harvest care. Prerequisite: HORT 169 or BIOL 210. (Sp)

HORT 689 1-3 cr. hrs.
Special Topics in Horticulture

JOURNALISM

JOUR 520 3 cr. hrs.
Journalism and Public Opinion
The nature of public opinion, its formation and role in a democratic society will be studied.

JOUR 545 3 cr. hrs.
History of Mass Communication
Students will study the political, social and ethnic diversity of American media from the Colonial Period to the present. The media's role in the nation's development will be examined. (Sp)

JOUR 578 6 cr. hrs.
Semester Abroad Research
The research project is part of the Semester Abroad program. Semester Abroad research projects are credited to discipline (department) associated with the research. (F)

JOUR 655 3cr. hrs.
Mass Media and Society
A study of the process, effect and social role of journalism and mass communication in molding opinion and serving as information sources and sources of entertainment with an emphasis on current appraisals and criticisms of performance in these areas. (Sp, alternate years)

JOUR 660 3 cr. hrs.
International Communication
A comparative study of the mass media around the globe with a particular emphasis on the role of mass media in developing countries. (Sp, alternate years)

JOUR 665 3 cr. hrs.
Mass Communication Law
This is a writing intensive course. It includes a legal description of the rights, privileges and responsibilities of the mass media and examines issues such as libel and privacy, censorship, broadcast regulation, copyright, reporters' rights, obscenity, fair trial-free press and advertising regulation. Prerequisite: senior standing. (F)

JOUR 689 1-3 cr. hrs.
Special Topics in Journalism

JOUR 791 1 cr. hr.
Language Arts Application Unit
In consultation and with the approval of a faculty member, students will individually plan, conduct, and assess classroom action research/project(s) related to topics addressed in the MSE-Literature, Communication and Language program. Prerequisite: enrollment in the MSE-Literature, Communication and Language program and completion of 6 graduate credits. (F)

MANAGEMENT

MNGT 700 3 cr. hrs.
Organizational Theory and Behavior

Organizational Theory and Behavior introduces students to the historical perspectives developed to understand and evaluate the functioning of complex organizations. Theories of organization from the early 20th century to the present are presented and evaluated for their explanatory value. In addition, organizational dynamics such as employee motivation, the quality of working life, decision-making, organizational change, and development are discussed and explored. Throughout the course, students will reflect upon the applied value of the organizational theory and behavior to organization they are familiar with from the private, public, or non-profit sectors.

MNGT 701 3 cr. hrs.
Leadership and Ethics

This course explores theories and models of leadership, both historical and current. Students will study and evaluate these theories through readings, case studies, assessments and exercises. Assessment of leadership competencies and practice in utilizing these competencies will enhance the leadership abilities of students. An integral part of this course involves examining the unique ethical challenges faced by leaders with an emphasis on building ethical competency through self-assessment, challenge, and feedback. Topics include virtue ethics, moral theories, ethical frameworks, ethical group problem solving, organizational integrity, and managing ethical diversity.

MNGT 702 3 cr. hrs.
Strategy and Marketing

The strategy portion of the course covers environment scanning, intro-organizational analysis, positioning the organization so that success is enhanced, and integration of the strategic plan throughout the organization. The marketing portion covers product and service development, pricing, distribution, and promotion. The role of marketing in implementing the strategy and marketing's relationship to the other functions of the organization are included in extensive coverage of e-commerce.

MNGT 703 3 cr. hrs.
Human Resource Management

This course will cover the human resources functions in the modern business organization. It will emphasize the importance of the human resource department's role in the accomplishment of company objectives. It will provide an in-depth look at the major human resource functions, the strategies and tactics of how those functions are performed and the role and relationship of human resource managers and the rest of the organization. Emphasis will be on the application of the material to real situations that the student will encounter in the organization.

MNGT 704 2 cr. hrs.
**Fundamentals of Business Law:
Employment and Contract Law**

This course will acquaint practitioners who do not have legal training with fundamental principles and develop core competencies in the areas of labor/employment law and contract law so they may apply them in a business setting. Students will become familiar with collective bargaining principles and laws. Concurrently, students will become familiar with various employment regulations affecting both the unionized and non-unionized workplace. Students will become familiar with the basic elements of contracts, the many forms of contracts, and how to read and interpret many types of contractual agreements. Students will also gain some knowledge concerning the history and development of each of the areas of law covered.

MNGT 705 3 cr. hrs.
Operations, Project, and Quality Management

This course will give the student a background in operations concepts while emphasizing the subjects of project management and quality. Students will learn: CPM and PERT calculations for project scheduling, a project management software package, the philosophy of the top quality "gurus, TQM, statistical methods in quality, and the importance of operations strategy. Prerequisites: MNGT 700 and MNGT 709.

MNGT 706 **3 cr. hrs.**

Financial Management

Financial Management provides a users perspective to business finance through four important objectives: using financial information to make informed managerial decisions, allocation of capital investment, financing of business investment, determining financial needs and how to raise capital on a cost-effective basis. Students must be familiar with elementary accounting concepts.

MNGT 707 **2 cr. hrs.**

Oral Communication for Effective Organizations

The course focuses on verbal and nonverbal communication theory and skills essential to building teams, managing meetings, and handling conflict in business and professional contexts. Participants will also develop skills for communicating effectively with people from diverse cultures and backgrounds.

MNGT 708 **3 cr. hrs.**

Applied Research Methods

Applied Research Methods introduces students to the foundations of quantitative and qualitative research methods as they are applied to organizational and managerial-based research. A variety of research methods typically used in organizational research are presented and discussed in terms of their unique strengths and challenges. In addition, the key components of the social research process are presented including: conceptualization, measurement, model specification, sampling, and research design. Along with presenting foundational material and applied research methods, the course presents core material in data analysis such as: univariate statistical analysis, bivariate and multivariate analysis, and significance testing. During the course, students will review and critique cast studies, research reports, and journal articles related to applied

social and organizational research. In addition, each student will complete an applied research report incorporating many of the topics covered through the course. Upon completion of this course, students will gain proficiency in both producing and consuming organizational and managerial research.

MNGT 709 **3 cr. hrs.**

Statistics

This course introduces the advanced statistical tools and techniques required to solve a variety of business problems. Emphasis will be on the application of statistics. Topics within the areas of descriptive statistics, inferential statistics, and decision theory will be explored. Students should be familiar with a spreadsheet such as Microsoft Excel prior to taking this course.

MNGT 710 **2 cr. hrs.**

Practicum

This is the capstone course in the Master of Management curriculum. In this course, students are provided an opportunity to synthesize and draw upon material and competencies gained through the required course curriculum in the completion of an independent research project that incorporates investigative methods and approaches used in organizational research and managerial practice. This course should be taken at or near the end of a student's program of study.

MNGT 780 **2-9 cr. hrs.**

Prior Learning Credit

Students may apply to receive credit for prior learning. Please contact the Master of Management program director.

MNGT 789 **1-3 cr. hrs.**

Special Topics in Management

MATHEMATICS

MATH 527

3 cr. hrs.

Applied Regression Analysis

This course provides an introduction to the areas of linear regression, least squares, multiple linear regression, and correlation. Applications will be developed with concern toward appropriateness of the model and its use with computer packages, particularly SPSS. Prerequisite: MATH 326 or consent of instructor. (F, even years)

MATH 536

3 cr. hrs.

Combinatorics and Graph Theory

Advanced topics in combinatorics and graph theory are covered, including generating functions, partitions, inclusion-exclusion formulas, Burnside's lemma, Polya's enumeration formula, graph coloring, spanning trees, network flows and algorithmic matching. Prerequisite: MATH 236. (F, even years)

MATH 557

3 cr. hrs.

Mathematical Statistics

The mathematical theory of statistics is examined, including estimation, consistency, sufficiency, method of moments, maximum likelihood, hypothesis testing, power of tests, likelihood ratio test, and common tests such as the "Z", "T", "F", and Chi-square. Prerequisite: MATH 356. (Sp)

MATH 567

3 cr. hrs.

Advanced Calculus II

Advanced treatment of transformations and mappings, infinite series, sequences and series of functions, vector calculus, double and triple integrals, parametric equations, line and surface integrals, and point set theory. Prerequisite: MATH 366. (Sp, even years)

MATH 631

3 cr. hrs.

Advanced Differential Equations

Topics in the course include systems of differential equations, introduction to partial differential equations, Fourier series, and stability theory. Prerequisite: MATH 331. (F, even years)

MATH 636

2 cr. hrs.

History of Mathematics

This is a writing intensive course for the mathematics education major. This course studies the evolution of mathematical concepts, symbolism, processes and structures together with the role of mathematics in human intellectual and cultural development. It stresses the unique features of mathematics as a discipline and its interrelationship to other major areas of study, all from a historical perspective. Prerequisite: two years of college mathematics. The course is intended for education students. (Sp)

MATH 656

3 cr. hrs.

Advanced Probability

Advanced topics in probability are examined, including the theory of Markov chains, the Poisson process, queueing theory, renewal theory and reliability theory. Prerequisite: MATH 356. (Sp, even years)

MATH 689

3 cr. hrs.

Special Topics: Math

A continuation of the higher-level mathematics courses or a presentation of special advanced topics in mathematics as the need and interest develops. The topics will be chosen by the instructor, generally in the area of the instructor's specialty. Possible offerings are Advanced Abstract Algebra, Differential Geometry, Non-linear Differential Equations, Partial Differential Equations, Applications of Finite Fields, Cryptology, Fast and Parallel Algorithms, Orthogonal Polynomials, Tensor Analysis on Manifolds, Functional Analysis, Mathematical Modeling. Prerequisite: MATH 266 and consent of instructor. (Sp, even years)

MATH 711

4 cr. hrs.

Geometry for Educators

This course explores and compares Euclidean and non-Euclidean geometries and their axiomatic bases. Euclidean, finite, hyperbolic, spherical, and Taxicab geometries will be included. The approach is designed for teachers, with an emphasis on

individual and group projects, applications, and the use of technology to explore geometric ideas. Prerequisites: At least an undergraduate minor in mathematics with an undergraduate geometry course or experience teaching high school geometry, or consent of instructor (SS, every third summer).

MATH 726 **4 cr. hrs.**
Statistics for Educators

This class will: 1) provide a review of basic statistical concepts and methods; 2) provide a survey of sources for statistical information on the internet; 3) establish a laboratory/experimental approach to statistical instruction; 4) explore the use of the computer not only as a computational assistant but also as an instructional tool; 5) provide a variety of class/student projects for instruction. Prerequisite: Prior course in statistics, graduate standing, or consent of instructor.

MATH 736 **4 cr. hrs.**
Discrete Math for Educators

This course explores topics and "real-world" applications from discrete mathematics including graph theory, counting principles both elementary and advanced, combinatorial coding theory and Ramsey theory. The approach is designed for teachers with an emphasis on projects both individual and small group, as well as the use of technology. Prerequisites: at least an undergraduate minor in mathematics or consent of instructor. (SS, every third summer)

MATH 751 **4 cr. hrs.**
Modern Algebra for Educators

Designed for both experienced and inexperienced teachers of modern algebra, this course explores some of the mathematical concepts which underlie the basic structures of algebra, including topics from abstract and linear algebra. Emphasis is given to understanding how the concepts of abstract and modern algebra connect with algebra as it is taught in high school, and geometric interpretations of algebraic structures. In particular, this course

explores divisibility, factorization, the Fundamental Theorem of Algebra, linear maps and systems of equations, and geometric constructibility. Prerequisites: a linear algebra course or consent of the instructor. (SS, every third summer)

MATH 756 **4 cr. hrs.**
Probability for Educators

This course explores topics and applications from probability, including combinatorial techniques, conditional probabilities, tree diagrams and Bayes' Theorem, expectation and variance, density and distribution functions, the Central Limit Theorem, commonly encountered random variables and applications based on these random variables. The approach is designed for teachers with an emphasis on individual and small group projects.

Prerequisites: at least an undergraduate minor in mathematics with two semesters of calculus or consent of instructor. (SS, every third summer)

MATH 766 **4 cr. hrs.**
Calculus for Educators

Designed for experienced and inexperienced teachers of calculus alike, this course will review the major concepts of an Advanced Placement calculus course as they relate to "real-world" applications and more advanced mathematical topics from several different subject areas. Content and pedagogy will be balanced. Particular emphasis will be on the use of technology, student writing, small group projects, and curriculum planning with block-scheduling in mind. Prerequisites: at least an undergraduate minor in mathematics with two semesters of calculus or consent of the instructor. (SS, every third summer)

MATH 789 **1-3 cr. hrs.**
Special Topics in Mathematics

MATH 798 **1-3 cr. hrs.**
Independent Research

MATH 799 **1-4 cr. hrs.**
Thesis

MODERN LANGUAGE

MODERN LANGUAGE - FRENCH

FREN 578 6 cr. hrs.

Semester Abroad Research

The research project is part of the Semester Abroad Program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

MODERN LANGUAGE - GERMAN

GERM 578 6 cr. hrs.

Semester Abroad Research

The research project is part of the Semester Abroad Program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

MODERN LANGUAGE - SPANISH

SPAN 578 6 cr. hrs.

Semester Abroad Research

The research project is part of the Semester Abroad Program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

MUSIC

MUS 566 3 cr. hrs.

Music and Computer Applications

Exploration of musical composition notation, including score layout, transposition, and part extraction; sequencing and MIDI applications. Development of individual projects such as a musical arrangement or composition, a programmed multi-voiced, sequenced composition for performance through a MIDI-attached keyboard, or a set of transposed parts for an instrumental or vocal ensemble. Basic familiarity with personal computers is desirable. (SS)

MUS 578 6 cr. hrs.

Semester Abroad Research

The research component of the Semester Abroad program. A semester of directed research in a European country. Prerequisites: participation in the Spring Semester Abroad orientation seminar. (F)

MUS 589 .5-3 cr. hrs.

Special Topics in Music

An in-depth study of selected issues in music. Sample topics include: conducting, comprehensive musicianship through performance, arts propel, multicultural music, working with marching band, music and movement, etc. The course may be repeated for credit when a different topic is covered, but only two hours may count toward the major. Prerequisite: consent of the instructor.

MUS 689 1-3 cr. hrs.

Special Topics in Music

MUS 710: Standards and 3 cr. hrs.

Assessment: Composing and Improvising

This course is for students who are enrolled in the Master of Science in Education-Fine Arts program. A combination of lecture, discussion, group work, demonstration, presentation, and technology applications will be used to examine current trends related to the National Standards of Music Education and assessments of the standards. This course will focus specifically on Content Standards 3 (Improvising) and 4 (Composing). Students will read theories of how and why children create music. Class time will be spent in discussion and activities related to the

readings. Students will develop and practice a number of teaching and assessment strategies related to improvising and composing. A variety of media will be used in the course including: Orff instruments, keyboards, standard band and orchestra instruments, and computer technology. (SS)

MUS 760 **3 cr. hrs.**
Creativity: Theory and Practice

This interdisciplinary course introduces teachers and artists in all disciplines to the theories of creativity as well as strategies for encouraging creativity in self and others. The course will include research on the creative process, the relationship between creativity and psychology, and criteria for the evaluation of creativity. Exercises and other creative activities will illustrate the theoretical material. Co-listed as ART and SCTA 760. (SS, every three years)

MUS 761 **1 cr. hr.**
Creativity Application Unit

Students will work individually with a faculty member to plan, conduct and assess classroom action research/projects related to topics addressed in ART/SCTA/MUS 760. Prerequisite: ART/SCTA/MUS 760. (Sp, every three years, or upon student request)

MUS 770 **3 cr. hrs.**
Arts Education in a Changing Environment

This course examines new trends in Fine Arts (art, dance, music, theatre) education: current national and state standards; new research on assessment strategies; teacher leadership issues and new technology for instruction and learning. It provides a unique opportunity for collaborative, interdisciplinary artistic activity to support professional development as an artist and teacher. (SS, every three years)

MUS 771 **1 cr. hr.**
**Arts Education in a Changing Environment
Application Unit**

Students will work individually with a faculty member to plan, conduct, and assess classroom action research/projects related to topics addressed in ART/SCTA/MUS 770. Prerequisite: ART/SCTA/MUS 770. (Sp, every three years, or upon student request)

MUS 780 **3 cr. hrs.**
Arts in Society

This course looks at contemporary issues in the arts today and the aesthetic and critical conversations that surround them. Students make comparisons between our present international context and that of the past while developing skills to examine new works. (SS, every three years)

MUS 781 **1 cr. hr.**
Arts in Society Application Unit

Students will work individually with a faculty member to plan, conduct, and assess classroom action research/projects related to topics addressed in ART/SCTA/MUS 780. Prerequisite: ART/SCTA/MUS 780. (Sp, every three years, or upon student request)

MUS 789 **1-3 cr. hrs.**
Special Topics in Music

MUS 798 **1-3 cr. hrs.**
Independent Research

PHILOSOPHY

PHIL 508 3 cr. hrs.

**Western Political Thought:
The Renaissance through Marx**

An exploration of the major ideas and writers in the middle period of Western Political Philosophy. Course covers the period from the Renaissance through the mid-19th century and emphasizes the ideas of Machiavelli, Moore, Hobbes, Locke, Rousseau, Kant, Hegel, Marx and Mill. Co-listed as POLS 508. (alternate years)

PHIL 509 3 cr. hrs.

**Western Political Thought:
Nietzsche to the 20th Century**

An exploration of the major ideas and writers in the recent period of Western Political Philosophy. Course covers the period from the mid-19th century to the present and emphasizes the ideas of Nietzsche, Pragmatism, Freud, Ortega, Arendt, Existentialism, Phenomenology and Post-Structuralism. Co-listed as POLS 509. (alternate years)

PHIL 569 3 cr. hrs.

American Intellectual History

A critical analysis of major phases of American thought from Puritanism to the present.

Prerequisites: senior or graduate standing. Co-listed as HIST 569. (alternate years)

PHIL 615 3 cr. hrs.

Philosophy of History

This course will explore general theories of history, moving from ancient, classical and modern theories to postmodern and feminist critiques of historical writing. Emphasizing key texts and thinkers, we will examine issues surrounding the meanings of history, historical explanations, concepts of progression, objectivity, and the sex of history. Prerequisites: senior standing or consent of the instructor. Co-listed as HIST 615. (occasionally)

PHYSICAL EDUCATION

P ED 505 3 cr. hrs.

**Developmental and Adapted
Physical Education**

A competency-based course in developmental and adapted physical education designed to meet the needs of exceptional children. Emphasis on testing, assessing, prescribing and evaluating motor abilities and physical fitness levels.

P ED 570 3 cr. hrs.

Adapted Physical Education Practicum

This course is designed to provide students with field experiences in which they can develop, test, and modify their knowledge in adapted physical education with children. Prerequisite: P ED 505.

P ED 578 6 cr. hrs.

Semester Abroad

The research project is part of the Semester Abroad program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

P ED 580 2 cr. hrs.

Biomechanics/Kinesiology Seminar

This course provides an opportunity for in-depth study of biomechanics and human performance. In conjunction with instructor approval and supervision, the student completes a research project on a topic of choice. Prerequisites: HEAL 263, P ED 354. (not on a yearly basis)

P ED 589 3-5 cr. hrs.

Special Topics in Physical Education

This course provides an opportunity for in-depth study of contemporary issues, programs or practices in physical education. Depending upon the specific topic of study, the content of the course may focus on research findings, theoretical advances, practical applications of research and theory as they affect physical education in schools. Because of its focus on contemporary issues, the course is appropriate for teacher education students in training and experienced teachers who desire in-depth training in a specific area. (not on a yearly basis)

PHYSICS

PHYS 689 3 cr. hrs.
Special Topics in Physics

PHYS 700 4 cr. hrs.
Mechanics for Secondary School Teachers

In this course, teacher participants will study vectors, one- and two-dimensional motion, Newton's Laws, gravity, work, energy, momentum, circular motion, and fluids. There will be laboratory experiments. This is the traditional first course in the three-year physics cycle. Prerequisite: one year college physics or consent of instructor.

PHYS 701 4 cr. hrs.
Electricity and Magnetism for Secondary School Teachers

Topics covered include charge, electric fields, energy and electric potential, capacitance, current and D.C. circuits, magnetic fields, inductance, A.C. circuits, and electromagnetic waves. Prerequisite: one year college physics or consent of instructor.

PHYS 704 4 cr. hrs.
Modern Physics for Secondary School Teachers

Topics covered include special relativity, atomic spectra, the Bohr model, wave particle duality, uncertainty principle, nuclear properties, nuclear decay, fission, fusion, and particle physics. Prerequisite: one year college physics or consent of instructor.

PHYS 705 1 cr. hr.
Thermodynamics for Secondary School Teachers

This course is designed for high school teachers. Topics covered will include: temperature and thermal effects; calorimetry; the laws of thermodynamics; entropy considerations and consequences; application of thermodynamics to engines, heat pumps, and refrigerators; statistics and the kinetic theory of gases. Recommended: one year college physics.

PHYS 707 .5-3 cr. hrs.
Health Effects of Nuclear Radiation

Participants will acquire information on ionizing radiation, how it differs from non-ionizing radiation and the health effects and associated risk. Strategies for teaching will be presented using an issues-based

approach to nuclear technology, including nuclear power, medical technology and radon measurements in homes, as typical topics. Recommended: one year college physics.

PHYS 717 2 cr. hrs.
Astronomy for Secondary School Teachers

This course will provide an overview of general astronomy with an emphasis on resources and teaching techniques. Topics covered will include: planets, the solar system, stars, and galaxies. Participants will also use telescopes and may conduct activities in the observatory and planetarium. Recommended: one year college physics.

PHYS 721 2 cr. hrs.
Acoustics for Secondary School Teachers

This course will provide an overview of acoustics with an emphasis on resources and teaching techniques. Topics covered will include: production and transmission of sound, reception of sound by the ear and other detectors, sound levels, intensity, the human voice, and the physics of music. Recommended: one year college physics.

PHYS 785 3 cr. hrs.
Modeling in High School Physics I

The Modeling Workshop is designed to train seasoned physics teachers to use a model-centered, constructivist pedagogy. Because most workshop participants have used neither models nor constructivism as foundations for their pedagogy, the workshop will train them by taking them through a typical mechanics curriculum as though they were students in such an introductory course.

PHYS 789 1-3 cr. hrs.
Special Topics in Physics

A course designed for high school physics teachers on topics not covered in their other courses.

PHYS 798 1-3 cr. hrs.
Independent Research

PHYS 799 1-4 cr. hrs.
Thesis

POLITICAL SCIENCE

POLS 508 3 cr. hrs.

**Western Political Thought:
The Renaissance through Marx**

The course is an exploration of the major ideas and writers in the middle period of Western Political Philosophy. The course covers the period from the Renaissance through the mid-nineteenth century and emphasizes the ideas of Machiavelli, Moore, Hobbes, Locke, Rousseau, Kant, Hegel, Marx and Mill. Co-listed as PHIL 508. (alternate years)

POLS 509 3 cr. hrs.

**Western Political Thought: Nietzsche to
the 20th Century**

The course is an exploration of the major ideas and writers in the recent period of western political philosophy. The course covers the period from the mid-nineteenth century to the present and emphasizes the ideas of Nietzsche, Pragmatism, Freud, Ortega, Arendt, Existentialism, Phenomenology and Post-Structuralism. Co-listed as PHIL 509. (alternate years)

POLS 526 3 cr. hrs.

**The American Presidency:
The Office and its Powers**

The course provides a critical examination of the constitutional powers and duties, influence and dynamics of the presidency. A look at the historical evolution of the office, the debate surrounding the role of the executive in both foreign and domestic affairs, and concerns about the future of the presidency. (alternate years)

POLS 527 3 cr. hrs.

Congressional Politics

Students will study the role of Congress in the policy-making process in the national government, criticism of that role and proposals for reform of Congress. (alternate years)

POLS 565 3 cr. hrs.

American Foreign Policy

This course surveys the postwar events, controversies, and most recent challenges in U.S. foreign policy. It also analyzes the major sources of U.S.

foreign policy such as ideology, national interests, and national power. Further, it examines the pattern and process of American foreign policy making. (alternate years)

POLS 567 3 cr. hrs.

History of U.S. Foreign Policy

The course presents an analysis of United States foreign policy from 1776 to the present. The emphasis is upon expansion, both continental and commercial. Co-listed as HIST 567. (alternate years)

POLS 578 6 cr. hrs.

Semester Abroad Research

The research project is part of the Semester Abroad Program. A semester of directed research in a European country. Prerequisite: Participation in the Spring Semester Abroad orientation.

POLS 589 1-3 cr. hrs.

Special Topics in Political Science

POLS 689 1-3 cr. hrs.

Special Topics in Political Science

POLS 710 3 cr. hrs.

History of American Political Thought

An examination of the history of American political ideas and the contexts in which they developed. The course will examine exemplary texts that constitute the tradition of American political thought and examine factors that have influenced American thinking about society, politics and the state. The course material covers the period from Colonial America to the present. While the focus of the course is on the content knowledge base, most students are assumed to be secondary level practitioners and connections to learning theories and implementation strategies will be discussed. Co-listed as HIST 710.

POLS 789 1-3 cr. hrs.

Special Topics in Political Science

POLS 798 1-3 cr. hrs.

Independent Research

PRINCIPAL LICENSURE (courses at the University of St. Thomas)

EDLD 874 Principalship K-12 (3 credits)

This course examines the mission of the school and focuses on the attributes, knowledge and skills a person needs to be a principal. Emphasis is placed on the importance of ongoing education and the development of professional networks. Students have an opportunity to assess their skills as a basis for selecting elective courses appropriate to their needs. Recent national studies on elementary and secondary education are reviewed and an in-depth analysis of those issues relating to the secondary school occurs.

EDLD 820 School Law (3 credits)

Federal, state and local relationship of law to education are studied. Areas covered include school law as it pertains to districts, boards of education, and school personnel; contractual authority and tort liability; problems of employment of teachers; transportation, attendance and discipline; and landmark school law cases.

EDLD 805 Professional Development and Instructional Supervision (3 credits)

This course focuses on the leader's role in promoting faculty and staff education and improvement within a climate of high expectations and mutual support. The supervision and staff development strategies presented are grounded in adult learning theory and current research on teaching. Students practice team building, goal setting, observing and conferencing skills.

CIED 532 Curriculum K-12 (3 credits)

This course will emphasize the practical concepts of the K-12 curriculum. It will encompass issues and factors that affect the curriculum development process, curriculum and related divisions of the human learning system, innovative programs of the present, and educated projections of future trends. An important function of the course will be to stimulate the students to examine their own thinking about curriculum and its relationship to society, school and the classroom.

EDLD 836 Politics of Education (1 credit)

This course will give the student an understanding of the players and the processes in educational policymaking. It will provide students with an understanding of current national and state issues in education and assist the student in developing techniques for identifying and analyzing issues and impacting the process of decision making in education.

EDLD 836 Finance/Budget (1 credit)

This course will provide an overview of how K-12 education in Wisconsin is financed. Students will enhance their understanding of the Wisconsin public school financing system by creating sample school budgets and reviewing the Wisconsin Elementary and Secondary School Accounting System. Course content will include history of school finance, current funding formula, property assessment and tax levy, revenue limit, equalization aid formula, enrollment, and current issues in school finance.

EDLD 836 Student Services (1 credit)

This seminar focuses upon the implementation of administrative/leadership skills in school buildings in the broad area of student services. The participants will become aware of the literature and current methods for managing and providing leadership to special services, guidance and counseling, and student activities, both inter-scholastic and intramural.

PSYCHOLOGY

PSYC 530 **3 cr. hrs.**

The Exceptional Child

This is a survey course examining the general aspects of the exceptional child. Emphasis centers on the historical, philosophical and social background leading to legislative provisions for individuals with disabilities; definitions and eligibility criteria of each area of disability to include referral procedures in terms of when, how and where; models for delivery of services; multidisciplinary staffing procedures; individualized education programs; due process; characteristics of various exceptionalities including gifted and talented and attention-deficit disorders; and examples of accommodative techniques in the classroom. The impact of the diversity of issues posed by the environment and people surrounding persons with disabilities is a major focus. Attention is also directed toward working with parents and community agencies. Identification of high-risk students within each area of exceptionality is examined. Current issues and trends and other controversies are examined briefly. Field experience, which can be part of the human relations component for education majors only, is a requirement of the course. (F,SS)

PSYC 578 **6 cr. hrs.**
Semester Abroad

The research project is part of the Semester Abroad program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

PSYC 589 **1-3 cr. hrs.**
Special Topics in Psychology

PSYC 620 **3 cr. hrs.**
Introduction to Learning Disabilities

This course is presented as an introductory or survey course in the field of learning disabilities, fulfilling a dual purpose: first, as a terminal course for regular education classroom teachers and related school personnel (administrators, guidance personnel, school psychologists, teachers of physical education, music, art, etc.) and others who wish to become acquainted with the issues of specific learning disabilities; and second, as the introductory

course in the sequence leading to teacher certification in learning disabilities. Development of the field, brief examination of major theoretical approaches, current definitions and terminology used in learning disabilities, issues in diagnosis and assessment, educational adaptations, and techniques and strategies appropriate for use in a regular classroom are emphasized. Field experience, which could be used to meet the human relations component (for education majors only), is a requirement of this course. Prerequisites: PSYC 330/530 and graduate standing. (F, some SS)

PSYC 621 **3 cr. hrs.**
Mental Retardation

This course is presented as an introductory course dealing with significant problems of developmental disabilities. The definition and characteristics of the learner with mental retardation are examined in depth. Other topics addressed are normalization, deinstitutionalization, rights of the retarded, assessment procedures, family issues, and transitioning into the community. Field experiences are a major component of this course with opportunities for students to observe and interact with individuals with mental retardation. The sites for field experiences provide for a range of ages and abilities in various settings, not exclusively educational environments.

PSYC 689 **1-3 cr. hrs.**
Special Topics in Psychology

PSYC 705 **3 cr. hrs.**
**Developmental Psychology I:
Physical and Cognitive Development**

This course provides an examination of the physical and cognitive development of children from infancy through adolescence. Key topics include: world views, learning theories, Piagetian development, language development, memory changes, intelligence, prenatal development, sensory/perceptual changes and adolescent physical change. Some emphasis will be placed on issues related to the school and/or educational environment. (some SS)

PSYC 720**3 cr. hrs.****Psychopathology**

A thorough examination of diagnostic procedures and the current diagnostic classification system. The course will examine research relevant to the description, etiologies, and treatments of specific mental disorders. (Sp)

content of the course may focus on research findings, theoretical advances or clinical applications of research and theory as they affect the practice of psychology in today's world. Because of the focus on contemporary issues, the course is appropriate for both students in training and experienced practitioners. (upon student request)

PSYC 783**1-3 cr. hrs.****Seminar in Psychology**

This course provides an opportunity for an in-depth study of topics, issues, programs and/or practices in psychology and special education. Depending upon the specific topic of study, the

PSYC 789**1-3 cr. hrs.****Special Topics in Psychology**

READING

READ 589 **1-3 cr. hrs.**
Special Topics in Reading

READ 622 **3 cr. hrs.**
**Content Area Literacy in
Middle and Secondary Schools
Summer Institute Course**

This course provides a thorough analysis of the knowledge base and best practices in middle and secondary school literacy in the content areas. An emphasis is placed on curriculum integration, current technology, and strategies that enable students to become independent learners. Also, special emphasis focusing on individual differences among readers, as well as the social and political implications of global literacy perspectives, is examined. Prerequisite for Reading Program licensure candidates: two years regular classroom teaching experience and READ 700. (SS,Sp)

READ 661 **3 cr. hrs.**
The Psychology and Pedagogy of Literacy

This course is not required for the Reading Teacher Certificate or the MSE-Reading degree but is required for other programs in the Graduate School. READ 661 explores theoretical, historical and sociological perspectives on the foundations of literacy, literacy disorders, holistic assessment and intervention. Emphasis is on the importance of individual differences in reading proficiency, the causes of literacy disorders, and methods for the improvement of general and specific reading difficulties. This course will examine the changing roles of family, community, and institutions in literacy acquisition as a process, as well as the impact of technology. (F,SS)

READ 689 **1-3 cr. hrs.**
Special Topics in Reading

READ 700 **3 cr. hrs.**
**Foundations of Literacy
Summer Institute Course**

This course is the first course for candidates enrolling in the Reading Teacher Certificate program (DPI 316 Reading license) and the MSE-Reading degree program (DPI 317 Reading Specialist license). It is one of three courses included in the one-month Reading Program Summer Institute that

provides the foundation for all subsequent courses in the certificate and degree programs. Content includes the historical and philosophical/political foundations and trends of literacy learning and instruction; definitions of literacy and reading; developmental phases of reading development; overall influences on literacy acquisition; basic terminology used in literacy research, curriculum, and instruction; pedagogical considerations, including general conditions for learning to read and write; development of a personal philosophy about teaching reading as a reflective practitioner. Prerequisite for Reading Program licensure candidates: TED 316 or equivalent and two years regular classroom teaching experience. Priority is given to those enrolling in the full, three-course, four-week Summer Institute that initiates the Reading Program certificate and degree programs. For graduate students outside the Reading Program wishing to use this course as an elective or as a substitute for READ 661, permission to enroll may be granted from the Director of the Reading Program (SS)

READ 750 **3 cr. hrs.**
Children's Literature in the Reading Program

This course focuses on pedagogical strategies when teaching reading through children's and adolescent literature. The course covers definitions; historical & philosophical trends; formats; genres; awards; components and role of children's literature in teaching reading, writing, and content topics; role in child and adolescent development; community resources; home-to-school connections and authors' and illustrators' crafts. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience and READ 700. (F)

READ 760 **3 cr. hrs.**
Literacy Instruction in the Elementary School

A thorough analysis of a knowledge base and current practices consistent with a constructivist view of literacy are explored. Examination and analyses of traditional and holistic approaches to curriculum processes, including materials, instructional technology and assessment alternatives are covered. There will be in-class practice integrating literacy skills and strategies into a child-responsive, developmentally appropriate elementary literacy program. Prerequisites for Reading Program licensure candidates:

TED 316 or equivalent, two years regular classroom teaching experience, and READ 700. (F,SS)

READ 765 3 cr. hrs.
Appraisal and Intervention

This course provides a review of formative and summative assessment instruments and procedures for intensive appraisal of severe reading difficulties. In addition, students will have diagnostic experience and opportunities for application of structured intervention strategies. Prerequisite: two years regular classroom teaching experience, Reading Summer Institute (READ 700, READ 760, READ 622), TED 705, and READ 750. (Sp)

READ 766 2 cr. hrs.
Supervision/Administration
in the Reading Program

This course focuses on the exploration of the personnel, content, materials, organizational patterns, financial support and evaluative and administrative procedures within the reading program. Attention is given to decisions to be made by the program administrator, with emphasis on role, communication and interaction of students, parents, community, and other educational personnel. Prerequisite: completion of requirements for Reading Teacher Certificate. (F)

READ 775 3 cr. hrs.
Clinical Practicum in Literacy Instruction

This is a capstone course, scheduled during second summer session, culminating the requirements for the Certificate Program (DPI 316 Reading Teacher licensure). The course provides supervised clinical practicum experience in intervention strategies for pupils exhibiting a wide range of literacy experiences, grades 1-12. Candidates must inform advisor or the Department of Teacher Education Program Assistant (715-425-3230) by April 1 of intention to enroll in the course. This is necessary for Reading Program personnel to recruit the clinic students whom candidates will tutor. Runs concurrently with READ 776: MSE—Reading candidates, under direction from Reading Program professors, provide some of the supervision of READ 775 students. Prerequisites: two years regular classroom teaching experience, Reading Summer Institute

(READ 700, READ 760, & READ 622), TED 705, READ 750, READ 784, and READ 765. (SS)

READ 776 3 cr. hrs.
Supervision of Reading Practicum

This course has been designed to provide a clinical supervision experience in which supervisors apply administrative techniques and strategies to improve the teaching of reading clinicians. Prerequisite: Completion of requirements for Reading Teacher Certificate/DPI 316 Reading Teacher license, READ 766, READ 779, READ 785. (SS)

READ 779 1 cr. hr.
Field Experience

This field-based course engages the student in a practicum in a public school situation under the direction of a qualified K-12 Reading Specialist. The candidate will work with teachers, administrators, and parents to develop as needed and maintain components of a comprehensive reading program. Prerequisites: completion of requirements for Reading Teacher Certificate. (F)

READ 780 .5-3 cr. hrs.
Topics in Reading

This course was designed to allow students to explore selected topics of current interest. Credits may be earned in this course each time the topic changes. No more than three credits may be applied to a degree program. (upon student request)

READ 784 3 cr. hrs.
Teacher Research in Literacy

This course provides the foundation for subsequent research undertaken in READ 785. The course covers review, analysis, and synthesis of classroom action research in literacy. Included are weekly discussion of assigned readings including how the works contribute to teachers' classroom literacy practice and processes of reflection; presentation of assigned and self-chosen research papers or conference presentations in the area of classroom (teacher) research; and design, implementation and

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presentation of teacher research projects. This course runs concurrently with READ 785: MSE-Reading candidates will provide guidance to READ 784 students in interpreting research, carrying out teacher research projects, and preparing presentations. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience and Reading Summer Institute (READ 700, READ 760, READ 622), and TED 705. (Sp)

READ 785 **3 cr. hrs.**
Research in Literacy

Constructivist evaluation of historical and current research in literacy. Methodological issues, instructional practices, basic processes, analysis of reading research design models, electronic information retrieval systems, classroom action research, global literacy perspectives and implication for future research. This course runs concurrently with READ 784. Under direction of Reading program professors, candidates will provide guidance to READ 784 students in interpreting research, carrying out teacher-research projects, and preparing presentations. Prerequisites for Reading program licensure candidates: completion of requirements for Reading Teacher Certificate. (Sp)

READ 789 **1-3 cr. hrs.**
Special Topics in Reading

READ 798 **1-3 cr. hrs.**
Independent Research

READ 799 **1-4 cr. hrs.**
Thesis

SPSY 589 **1-3 cr. hrs.**
Special Topics in School Psychology

SPSY 622 **3 cr. hrs.**
Emotional and Behavioral Problems of Children and Adolescents

This course provides an examination of the nature, characteristics and etiology of emotional/behavioral disorders in children and adolescents. In addition, major topics, which include the assessment of emotional and behavioral problems, internalizing and externalizing disorders, the relationship between achievement and behavioral difficulties, suicide/depression, at-risk students, appropriate intervention strategies including behavior management techniques and the prevention of emotional/behavioral disorders, are discussed. (SS)

SPSY 689 **1-3 cr. hrs.**
Special Topics in School Psychology

SPSY 701 **3 cr. hrs.**
Introduction to School Psychology

The introductory course is designed to acquaint the student in school psychology with a variety of contemporary issues pertinent to the practice of psychology in the schools. Included are discussions of the delivery of psychological services, current practices in school psychology, professional ethics and responsibilities, and controversial issues in the field. Special emphasis is given to the various roles and functions of practicing school psychologists, both in urban and rural settings. The provision of school psychological services to diverse populations is also reviewed. (F)

SPSY 740 **3 cr. hrs.**
Assessment of Emotional and Behavioral Problems

This course provides an introduction to the assessment of emotional and behavioral problems in children and adolescents. Behavioral rating scales, behavior checklists, interview techniques, observational approaches and individually administered personality measures are examined. Individual practice with selected materials is provided. Training will be given in the synthesis of data from multiple

sources, including home, school and community settings. Prerequisite: SPSY 622. (upon student request)

SPSY 745 **5 cr. hrs.**
Psychoeducational Assessment
Interventions: Child/Adolescent

This course provides an examination of the nature and assessment of intelligence with emphasis placed on the school-age population (ages six to adult). Training in the administration and interpretation of individual intelligence tests and achievement tests, as well as in writing psychoeducational reports, is provided. Measures of Direct assessment will also be explored. A major focus of the course is the development of appropriate interventions based on a synthesis of test data, behavioral observations and background information. Test bias and the assessment of minority individuals are examined. Prerequisites: standing as a second-year graduate student or consent of instructor. (F)

SPSY 746 **5 cr. hrs.**
Psychoeducational Assessment
Interventions: Preschool

This course is designed to provide the student in school psychology with continuing expertise in individual test administration, scoring, and interpretation of measures for preschool-age children. Specific measures of perceptual-motor development and adaptive behavior are mastered, as well as scales of cognitive ability. The emphasis is on integrating information from multiple sources to produce effective psychoeducational recommendations and interventions. Primary attention is given to children from birth through the preschool years.

Prerequisites: Acceptance into the school psychology program, SPSY 745, standing as a second-year graduate student or consent of instructor. (Sp)

SPSY 747 **3 cr. hrs.**
Personality Assessment

This course exposes students to the principles and issues associated with the assessment of personality. In addition, students gain expertise in the administration, scoring and interpretation of various personality tests for school-age children and adolescents. The integration of the data gained from personality assessment into a psychological report

will be addressed. Prerequisites: acceptance into the school psychology program, standing as a third-year graduate student or consent of instructor. (F)

SPSY 749 **1-3 cr. hrs.**
Assessment Issues in School Psychology

This course provides an opportunity for in-depth study of contemporary issues and practice in assessment. Depending upon the specific topics of study, the content of the course may focus on new test instruments, new approaches to assessment, use of computer software in assessment or clinical/educational applications of research and theory as they affect the practice of school psychology in the schools. The course is appropriate for both students in training and experienced practitioners. Prerequisites: SPSY 745 and 746 or experience as a school psychologist or consent of instructor. (upon student request)

SPSY 769 **3 cr. hrs.**
Psychoeducational Consultation

This course is designed to help the student develop skills in individual and group consultation, including inservice presentation and program evaluation. Emphasis is placed on training the student in effective methods of helping others increase their knowledge and skills through collaborative consultation. Students gain knowledge about mental health, behavioral, and other models of consultation. The course is appropriate for graduate students as well as experienced professionals in service-oriented training programs, education, psychology and related areas. (F)

SPSY 771/772 **4.5 cr. hrs.**
Practicum in School Psychology

The practicum courses provide an opportunity for supervised field experience in the profession of school psychology. The practicum student works a minimum of 20 clock hours a week in the public schools and is supervised by both a university school psychology professor and a certified school psychologist on site. The major requirements of the practicum include engaging in a minimum of 600 clock hours of supervised experience in assessment, intervention, consultation, and group and individual counseling of students. (F,Sp)

SPSY 775/776 **6 cr. hrs.**
Internship in School Psychology

This course provides faculty supervision, as well as supervision by qualified field personnel, to provisionally certified school psychologists who elect to complete an internship (full-time practice of school psychology) toward partial fulfillment of the School Psychology Licensure requirements. Fifty percent of the internship must occur in a public school setting. An internship is required in order to apply for listing in the National School Psychology Certification System and to complete the School Psychology Program approved by the National Association of School Psychologists. (F,Sp)

SPSY 785 **1-3 cr. hrs.**
Seminar in School Psychology

This course provides an opportunity for in-depth study of contemporary issues, programs, or practices in school psychology. Depending upon the specific topic of study, the content of the course may focus on research findings, theoretical advances, or clinical applications of research and theory as they affect the practice of psychology in the schools. Because of its focus on contemporary issues, the course is appropriate for both students in training and experienced practitioners who desire in-depth training in a specific area. Can be repeated with a different topic.

SPSY 789 **1-3 cr. hrs.**
Special Topics in School Psychology

SPSY 795 **1-3 cr. hrs.**
Directed Research

This course is designed to provide the school psychology student an opportunity to design, implement, analyze, and disseminate in writing an original research investigation pertinent to the field of school psychology. The final manuscript produced by the student must be submitted to either a professional journal for possible publication or to a regional or national conference for potential presentation. (F,Sp,SS)

SPSY 798 **1-3 cr. hrs.**
Independent Research

This course is designed to provide an opportunity for individual student-faculty cooperation in developing a research topic. (F,Sp)

SPSY 799 **1-4 cr. hrs.**
Thesis

Provides faculty guidance in thesis development. Prerequisite: admission to school psychology program and consent of instructor. (F,Sp)

SOCIOLOGY, ANTHROPOLOGY & CRIMINAL JUSTICE

SOCI 526 3 cr. hrs.

Sociology of Gender Roles

This course analyzes the various social, cultural, and social-psychological processes which are related to gender role identity and gender differentiated behavior. The course also explores the relationships between gender stratification and the options and life-chances of men and women in the United States and across the world. (Sp).

SOCI 578 3-6 cr. hrs.

Semester Abroad Research

The research component of the Semester Abroad program. A semester of directed research in a European country. Prerequisites: participation in the Spring Semester Abroad orientation seminar. (F)

SOCI 589 1-3 cr. hrs.

Special Topics in Sociology

SOCI 610 3 cr. hrs.

Social Psychology

This course is an examination of the social determinants of individual behavior with emphasis on theories of socialization and social learning, processes of social influence, interpersonal attraction, aggression, conformity, attitude and behavior change, and altruism. A variety of theoretical perspectives are presented for evaluation. (F)

SOIL SCIENCE

SOIL 715 2 cr. hrs.

Soil and Water Conservation for Teachers

The study of causal effects and potential solutions in soil erosion and related water pollution. Attention will be focused on increased intensity of agricultural and urban land use and its effect on erosion problems. Emphasis will be on field observation of problems and solutions with lecture support. Course material will be applicable for incorporation into an elementary or junior high school science or environmental curriculum. (SS)

SPEECH COMMUNICATION AND THEATRE ARTS

SCTA 506 3 cr. hrs.

Nonverbal Communication

An analysis of factors which have significant influence in the total communication process, e.g., the influence of environmental factors, the effects of physical behavior, the effects of vocal cues which accompany spoken words, and the various methods of observing and recording nonverbal communication.

SCTA 511 3 cr. hrs.

Persuasion

Students will study variables in communication settings which influence the nature and effects of oral response. Prerequisite: SCTA 101 or consent of instructor. (F,Sp)

SCTA 514 3 cr. hrs.

Introduction to Criticism for Oral Communication

This course includes a survey of the nature and theories of criticism as applied to communication arts. Practice in criticism of speech communication, mass communication, or theatre will be required. (Sp, alternate years)

SCTA 516 3 cr. hrs.

Organizational Communication

An examination of communication in the organizational setting, including the study of networks, roles, strategies. Students will learn the basic steps in a communication audit and techniques for improving organizational communication.

SCTA 523 3 cr. hrs.

Arts Management

This course is an analysis of many areas of the performing arts (theatre, music, dance) and the variety of methods used to promote, stage manage, and maintain or build performing arts organizations. (F, every third year)

SCTA 527 3 cr. hrs.

Children's Theatre and Puppetry

This is a studio course in which those enrolled are involved with both the practice and theory of children's theatre and puppetry. Theory is given through lectures and reading assignments, practice

through participation in producing and staging a studio production for children, and a puppet performance either for children or adults.

SCTA 528 3 cr. hrs.

Creative Dramatics for Children and Special Populations

A study of the educational principles underlying work in creative dramatics, and demonstration with children and special populations.

SCTA 531 3 cr. hrs.

Fear of Speaking: Causes and Treatment

The course includes discussion of development of speech fear as well as preventative and therapeutic strategies. It is intended for students afraid to speak or interested in providing treatment for speech fear. (F,Sp)

SCTA 532 3 cr. hrs.

Stage Costuming

A study of costuming as a theatre art and craft, including the history of costuming and practical experience in costume design and construction. Prerequisite: SCTA 131 or consent of instructor.

SCTA 534 3 cr. hrs.

Playwriting

An examination and application of techniques in playwriting. Attention given to theories in dramatic construction and application of theories in creation of a one-act play. Emphases placed on dramatic structure, writing believable dialogue, character creation, scenario development and technical skills necessary to producing a finished script. Prerequisite: Freshman English sequence or instructor's consent.

SCTA 535 3 cr. hrs.

Directing I

An introduction to the theory and practice of stage direction. Topics covered will include principles of blocking, script analysis and working with actors. Students will direct a one-act play as well as participating in class exercises. Prerequisite: 12 credits of theatre arts or consent of instructor.

SCTA 536 **3 cr. hrs.**
Costume and Fashion: The Mirror of History
A historical survey of clothing from the Egyptians to modern, exploring clothing as a reflection of or response to society.

SCTA 537 **3 cr. hrs.**
Theatre History and Dramatic Literature: Ancient Traditions Through Renaissance Drama
A study of the dramatic literature, critical theory, and staging techniques of theatre from its origins through the Renaissance.

SCTA 538 **3 cr. hrs.**
History of Theatre and Dramatic Literature: 18th Century to the Present
A study of the dramatic literature and theatrical practices from the 18th century to the present time.

SCTA 539 **3 cr. hrs.**
American Theatre
An exploration of the literature and practice of theatre in America from the 17th century to the present day.

SCTA 551 **3 cr. hrs.**
Broadcast Performance II
Advanced application of the forms of speech to the broadcast media, with emphasis on -on-camera and off-camera television performance. Prerequisite: SCTA 251

SCTA 578 **6 cr. hrs.**
Semester Abroad Research
The research project is part of the Semester Abroad Program. Semester Abroad research projects are credited to the discipline (department) associated with the research. (F)

SCTA 603 **3 cr. hrs.**
Directing the Secondary School Forensics Program
The course is an examination of philosophies for educational programs in forensics at the secondary school level. Special emphasis will be directed to training students and administering a forensics program. (on request)

SCTA 607 **3 cr. hrs.**
Listening Instruction
This class is in conjunction with Listening (SCTA 207), a listening skills class for undergraduates. It gives prospective teachers an opportunity to observe and participate in such a course, but unlike the skills course it emphasizes techniques and units for listening instruction. Open only to prospective and current teachers. Students will not be allowed to take both 207 and 407/607.

SCTA 610 **3 cr. hrs.**
Communication Activities in the Classroom
This course reviews experiential learning theory and key communication principles relevant to several contexts (e.g., intrapersonal, interpersonal, small group, public, intercultural and mediated communication). The primary focus is on demonstrating and developing communication activities which illustrate these concepts and which will assist the teacher in meeting state standards. (SS)

SCTA 614 **3 cr. hrs.**
Speech in History
Students will participate in an analytical review of the contributions of major rhetorical figures, both practitioners and theoreticians, during important historical periods. Beginning with the works of rhetoricians in classical Greece and Rome, the course will include medieval English and Continental figures and will conclude with a consideration of contemporary rhetoricians.

SCTA 631 **3 cr. hrs.**
Creative Design for School Theatres
Creative Design for School Theatres is designed to give K-12 theatre teachers expertise in creative design strategies in the areas of scenery, costume, lighting and props. The course will also include planning, problem solving, technology, and survival skills. (SS)

SCTA 635 **3 cr. hrs.**
Directing II

Advanced study of the theories and practices of stage direction. Students will explore the ideas of notable directors and prepare a piece for public performance. Prerequisite: 15 credits of theatre arts, including Directing I or consent of instructor.

SCTA 648 **3 cr. hrs.**
Teaching Film in the Secondary School

The course focuses on how film can be used to teach language arts. Film language, artistic form, narrative structure, and communication structures will be used as a foundation for the analysis of films. Students will explore a variety of methods of analyzing and writing about film. The course will explore film theory, film genres, film types, social values and ethics, and the relationship between film and culture. (SS, alternate years)

SCTA 658 **3 cr. hrs.**
Broadcast Programming and Criticism

An analysis of the American system of broadcasting including the evolution of both radio and television broadcast programming through history, as well as a look at current and potential trends in programming strategies and evaluation tools.

SCTA 745 **3 cr. hrs.**
Acting Improvisation: Making Theatre with the Student Performer

This course will introduce the acting teacher to the many and varied ways to use improvisation in the classroom. Students will have an opportunity to learn the history of theatrical improvisation, discover contemporary applications of these techniques, and find practical approaches to using them in the classroom, the rehearsal hall, and on the stage. (SS)

SCTA 760 **3 cr. hrs.**
Creativity: Theory and Practice

This interdisciplinary course introduces teachers and artists in all disciplines to the theories of creativity as well as strategies for encouraging creativity in self and others. The course will include research on the creative process, the relationship between

creativity and psychology, and criteria for the evaluation of creativity. Exercises and other creative activities will illustrate the theoretical material. Co-listed as ART/MUS 760. (SS, every three years)

SCTA 761 **1 cr. hr.**
Creativity Application Unit

Students will work individually with a faculty member to plan, conduct and assess classroom action research/projects related to topics addressed in ART/SCTA/MUS 760. Prerequisite: ART/SCTA/MUS 760. (Sp, every three years, or upon student request)

SCTA 770 **3 cr. hrs.**
Arts Education in a Changing Environment

This course examines new trends in Fine Arts (art, dance, music, theatre) education: current national and state standards; new research on assessment strategies; teacher leadership issues and new technology for instruction and learning. It provides a unique opportunity for collaborative, interdisciplinary artistic activity to support professional development as an artist and teacher. Co-listed as ART/MUS 770. (SS, every three years)

SCTA 771 **1 cr. hr.**
Arts Education in a Changing Environment Application Unit

Students will work individually with a faculty member to plan, conduct, and assess classroom action research/projects related to topics addressed in the ART/SCTA/MUS 770 course. Prerequisite: ART/SCTA/MUS 770. (Sp on a three-year cycle, or upon student request)

SCTA 780 **3 cr. hrs.**
Arts in Society

This course looks at contemporary issues in the arts today and the aesthetic and critical conversations that surround them. Students make comparisons between our present international context and that of the past while developing skills to examine new works. Co-listed as ART/MUS 780. (SS, every three years)

TEACHER EDUCATION

SCTA 781 1 cr. hr.

Arts in Society Application Unit

Students will work individually with a faculty member to plan, conduct, and assess classroom action research/projects related to topics addressed in ART/SCTA/MUS 780. Prerequisite: ART/SCTA/MUS 780. (Sp on a three-year cycle, or upon student request)

SCTA 789 1-3 cr. hrs.

Special Topics in Speech Communication and Theatre Arts

SCTA 791 1 cr. hr.

Language Arts Application Unit

In consultation and with the approval of a faculty member, students will individually plan, conduct, and assess classroom action research/project(s) related to topics addressed in the MSE-Literature, Communication and Language program. Prerequisite: enrollment in the MSE-Literature, Communication and Language program and completion of 6 graduate credits. (F)

SCTA 798 1-3 cr. hrs.

Independent Research

A given subject in Speech Communication and/or Theatre Arts will be pursued in depth. Prerequisites: consent of instructor and department chair.

TED 589 1-3 cr. hrs.

Special Topics in Teacher Education

TED 614 3 cr. hrs.

Development of the Transescent

Students will study the developmental characteristics of the transescent (ages 10-14 years) in relation to current theory and research. Emphasis is placed on the development of curriculum and pedagogy in middle level schools to accommodate to the transitional nature of this age range in all categories of development. Practical strategies in conflict resolution, problem-solving, and effective communication will be integrated into curriculum structures. Prerequisite: TED 745 or TED 750.

TED 623 3 cr. hrs.

Writing, Speaking and Listening in the Content Area

Students will study how writing, speaking and listening relate to learning in the content areas. The course will include objectives, strategies, assignment designing and evaluation for writing, speaking and listening for the various content areas in middle, junior high and high schools. Education majors must register for TED 623. Co-listed as ENGL 463/663. Prerequisite: Admission to Teacher Education. (F,Sp)

Students seeking certification in SCIENCE must enroll concurrently in READ 622, TED 623, and TED 434 during fall semester.

TED 675 3-6 cr. hrs.

Professional Development Practicum in TESOL: Elementary Education Level

This course provides classroom practice through observation, participation, and teaching under the direction of a university supervisor and an elementary level cooperating teacher in a university-affiliated school setting. Candidates are expected to relate principles and theories from their past teaching experience, their professional education, and pedagogical knowledge base to classroom practice in TESOL. Prerequisites: admission to TESOL summer licensure program, TED 428 Techniques of TESOL, satisfactory completion of TESOL field experience, one year full-time teaching experience (not its equivalency) with appropriate state licensure, approval of the building supervisor. (SS)

TED 676 **3-6 cr. hrs.**
Professional Development Practicum in TESOL: Middle Level

This course provides classroom practice through observation, participation, and teaching under the direction of a university supervisor and a middle level cooperating teacher in a university-affiliated school setting. Candidates are expected to relate principles and theories from their past teaching experience, their professional education, and pedagogical knowledge base to classroom practice in TESOL. Prerequisites: admission to TESOL summer licensure program, TED 428 Techniques of TESOL, satisfactory completion of TESOL field experience, one year full-time teaching experience (not its equivalency) with appropriate state licensure, approval of the building supervisor. (SS)

TED 677 **3-6 cr. hrs.**
Professional Development Practicum in TESOL: Secondary Education Level

This course provides classroom practice through observation, participation, and teaching under the direction of a university supervisor and a secondary level cooperating teacher in a university-affiliated school setting. Candidates are expected to relate principles and theories from their past teaching experience, their professional education, and pedagogical knowledge base to classroom practice in TESOL. Prerequisites: admission to TESOL summer licensure program, TED 428 Techniques of TESOL, satisfactory completion of TESOL field experience, one year full-time teaching experience (not its equivalency) with appropriate state licensure, approval of the building supervisor. (SS)

TED 689 **1-3 cr. hrs.**
Special Topics in Teacher Education

TED 695 **.5-3 cr. hrs.**
Contemporary Issues in Education

This seminar is designed to provide practitioners with background and perspective relative to emerging contemporary issues facing the profession and the schools. (F,Sp,SS)

TED 700 **3 cr. hrs.**
Curriculum in the Elementary School

This course is designed to provide the student with the means to identify elementary curriculum models currently in use and to develop adaptations which meet the changing needs of society and the needs of the children served. Students will evaluate and formulate curriculum and conduct research in contemporary trends and issues which affect the character of curriculum in the elementary school. (F)

TED 705 **3 cr. hrs.**
Language Arts in the Elementary School

The purpose of this course is to understand the language arts areas individually while understanding how these subjects can be integrated with each other and with other subject areas in the elementary curriculum. Techniques, materials, and software that reflect current research will be explored. (Sp)

TED 710 **3 cr. hrs.**
Social Studies in the Elementary School

This course is designed to provide elementary school teachers with an opportunity to become acquainted with current social studies programs. Participants will experience and evaluate activities suggested for the teaching of concepts, values, skills, and reasoning in the social studies. (F,SS)

TED 715 **3 cr. hrs.**
Science in the Elementary School

This course is designed to teach participants how to write and present science lessons that will enable elementary students to construct knowledge for themselves. Concept mapping will be introduced and related to the constructivist and conceptual-change approaches to educating. A portion of each class period will be devoted to doing hands-on, elementary science activities with commonplace materials. (Sp)

TED 720 **3 cr. hrs.**
Arithmetic in the Elementary School

This course is designed to provide elementary school teachers and preservice elementary education students opportunities to explore the mathematics topics that should be part of the elementary school curriculum. The class will address (a) current

status of mathematics education and achievement levels from national and international reports; (b) ongoing reform movement in mathematics education; (c) math techniques based on a constructivist view of learning. Students also will explore several current reform-based curricula for grades K-8. Prerequisite: MATH 746. (F)

TED 740 **4 cr. hrs.**

Foundations of American Education

This course is a survey of the development of the American educational system from the colonial period to the present. The course is designed to allow students to study the origin and influence of sundry philosophical orientations on individuals, the process of education, educational policy-making, curriculum development, and the teaching-learning nexus. The intent is to examine the role of racial/ethnic diversity on the creation of American national identity, the enactment of federal and state policies, and the politics of equality of educational opportunity from the late 18th century to the present. Prerequisite: Admission to Secondary Education Master's Program. (F,Sp,SS)

TED 745 **6 cr. hrs.**

Psychology of Teaching

This course is designed to familiarize students preparing for a profession in teaching with theories of human development, instructional psychology and evaluation methods of student performance. An intensive field experience in schools is required.

TED 747 **3 cr. hrs.**

Curriculum Planning K-12

This course is designed to provide a general survey and overview of the curriculum planning process K-12. The course will provide design, development and implementation strategies for effective curriculum planning K-12. (Sp)

TED 750 **3 cr. hrs.**

Advanced Educational Psychology

The focus of this course is examining current issues and trends in educational psychology. Students review state-of-the-art research and theory in learning, motivation, and development, as well as current recommended practices in assessment and

instruction. Students are then required to pose research hypotheses, examine related literature, and design an appropriate methodology for a thesis, curriculum project or other graduate level culminating activity. It is recommended that students complete this course early in their program. (F,SS)

TED 755 **3 cr. hrs.**

Social Issues in Education

This course will explore the current research, theories, and best practices which might help practicing teachers, counselors, and administrators understand and improve our American educational system. Practicing professionals will be asked to examine their own notions of the sociology of schooling with a critical perspective. Topics such as social class, ethnic minorities, gender equity, national curriculum standards, urban education, character education, and financial reform will be introduced and examined. Current reform initiatives will also be discussed. (Sp)

TED 760 **3 cr. hrs.**

Methods in Research

This course is designed to study the role and logic of research methods; action research; a consumer's and basic practitioner's introduction to the computation, interpretation, and application of commonly used statistics. The course also requires definition of problems and issues, critical examination and synthesis of research, conceptualization of a research question, succinct review of the literature planning of an investigation, and collection of data; review of gender and racial bias in educational research.

TED 761 **4 cr. hrs.**

Leadership Development Seminar I

This is the first required course for graduate students enrolled in the principal licensure program. This three-week summer course features the assessment and development of skills required of the building educational leader in areas of planning, decision-making, problem analysis, sensitivity, judgment, and ethics. Simulations, case studies, and role-playing activities predominate in this laboratory environment. (SS)

TED 762 4 cr. hrs.

Leadership Development Seminar II

This three-week summer course is the second required general leadership offering to those enrolled in the UW-RF principal licensure program. It features attention of the principal's role in school and community relations, staff development, information collection, motivation, and delegation. It also assists the student in the preparation of his/her individual culminating project and portfolio. (SS)

TED 763 1 cr. hr.

Administrators' Oral and Written Communication

This is the first required seminar for graduate students enrolled in the UW-RF principal licensure program. It gives prospective school principals the opportunity to integrate communication theory with effective on-the-job behavior. The seminar, through simulations and performance coaching, is designed to improve communication skills in a variety of school situations. (F)

TED 771 3 cr. hrs.

Internship – Seminar – Project

The purpose of this practicum is to help the student apply aspects of the theories of administration and supervision. The student will do this in a school setting and with the approval of a school supervisor.

TED 772 3 cr. hrs.

Internship – Seminar – Project

A field-based practicum, under the supervision of a community education director, designed to provide the student with experience in the administration, management, organization, supervision and delivery of community education programming.

TED 776 1-6 cr. hrs.

Comparative Education

Educational patterns in contemporary societies are reviewed through the study of persistent and cross-cultural education problems related to such subjects as nationalism, human rights, finance, teacher education, religion, tradition and reform. These understandings are reinforced through an overseas field experience during which time the participant works in a school with his/her counterpart. Individual comparative studies and overseas school experience in the registrant's teacher area are stressed. (SS)

TED 783 3 cr. hrs.

Seminar: Supervising Field Experience

Study of the pedagogical, human relations and assessment skills related to supervising pre-service students in teacher preparation programs. Recent research/literature forms the framework for this class. State-of-the-art videos ensure that students become aware of the need for continuous self-evaluation and understand the supervisory process. (F,Sp)

TED 789 1-3 cr. hrs.

Special Topics in Teacher Education

TED 798 1-3 cr. hrs.

Independent Research

TED 799 1-3 cr. hrs.

Thesis

WOMEN'S STUDIES

WMST 589 .5-3 cr. hrs.
Special Topics in Women's Studies

The course addresses a variety of special topics in women's studies. Topics may change with each offering, although some may be repeated. Possible topics could include Women and Film, Anthropology and Gender, Women and Politics, Feminist Theory, Women and Science. (F,Sp)



TUITION AND SERVICES INFORMATION





FEES AND EXPENSES

FEE PAYMENT PROCEDURES

The University Fee Payment Procedures for Academic Fees require that you pay all current and prior term balances plus a \$100 down payment. The \$100 down payment must be paid by cash or check. Approved financial assistance cannot be used for this minimum payment. The \$100 down payment will complete the minimum payment requirement for registration. The Academic Fee Account charges include academic tuition, campus fees, room, board, and special course fees. If you choose to be on the partial payment plan, the balance may be paid in two monthly installments (50% of the outstanding balance due approximately 30 days from the start of the semester and the final payment due approximately 60 days from the start of the semester). Interest is charged on the unpaid balance at the rate of one (1) percent per month (12% annually), meeting the requirements of the Wisconsin Consumer Protection Act. To avoid paying the finance charge, the student's account must be paid in full prior to the end of the second week of the semester.

AUDIT CREDITS

Degree-seeking students or students taking regular credit classes may audit classes on a "space available" basis after obtaining the class instructor's approval and must pay the regular per credit fee.

Non degree-seeking students taking only audit credit classes (no other credit classes) may audit classes on a "space available" basis and class instructor's approval and will pay a per credit audit fee. Campus fees will not be charged, nor will comparable services be available. Audit credits may not be changed to credit.

All auditors will be expected to pay full special course charges when required.

FEE SCHEDULE

The schedule of semester tuition and fees found on the following page is based on fees for the 2000-2001 academic year. Since tuition and fees are reviewed annually, they are subject to change and are unlikely to remain constant during the period this catalog is in use.

**GRADUATE FULL-TIME
(9 CREDITS OR MORE)**

Semester Fees	Resident	Minnesota Reciprocity	Non-Resident
	\$2257.35	\$2257.35	\$7169.35

**GRADUATE PART-TIME
(8 CREDIT HOURS OR LESS)**

Credit Hours	Resident	Minnesota Reciprocity	Non-Resident
1	278.20	278.20	824.00
2	529.05	529.05	1620.65
3	779.90	779.90	2417.30
4	1030.75	1030.75	3213.95
5	1281.60	1281.60	4010.60
6	1532.45	1532.45	4807.25
7	1783.30	1783.30	5603.90
8	2034.15	2034.15	6400.55

Tuition for the Master of Management program for residents of Minnesota and Wisconsin is \$350 per credit over 8 credits. Tuition for the Principal Licensure program is \$280 per credit over 8 credits.

For fees for 8 credits or less for these two programs, visit the Web at www.uwrf.edu/accounts-receive/info.html

RECIPROCITY

Minnesota residents are eligible for a waiver of non-resident tuition through a reciprocal agreement with Wisconsin. Students must apply to the Higher Education Coordinating Board Reciprocity Program, 1430 Energy Park Drive, Suite 390, St. Paul MN 55108-5227; 651/642-0567, 800/657-3866

**REFUNDS - WITHDRAWALS
OR DROPS**

To receive a full refund of your \$100 down payment, you must drop all of your courses via the Web and notify the Cashier's Office that you are canceling your registration at least one week prior to the beginning of the term. The \$100 down payment is refundable only if the Cashier's Office is notified at least one week prior to the first day of the academic term. Beginning with the first day of the term you must withdraw from the University rather than cancel your registration. Withdrawal or dropped classes will be processed according to the refund schedule printed below and will be based upon the total fees charged rather than the amount paid. There is no cancellation of registration due to non-payment. You will remain a registered student and be charged fees according to the UW System fee tables until an official cancellation or withdrawal is completed.

UW System institutions are responsible for complying with federal regulations governing participation in the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965, as amended. If, under these regulations, the refund due the funding source is greater than the refund provided according to the schedule below, the student is responsible for the difference.

Regular Session

- 1st week of classes 100% less \$52.35 (withdraw only)
- 2nd week of classes 100% less \$102.35 (withdraw only)
- 3rd week of classes 50%
- 4th week of classes 50%
- 5th week of classes or later, no refund

Refund is subject to change.

**RESIDENCE HALL AND
FOOD COSTS**

Residence Halls \$966.00 per semester
Single rate \$1,266.00 per semester

A deposit of \$100 plus a \$25 nonrefundable processing fee is required at the time application is made for on-campus housing. The \$100 deposit is refunded, notwithstanding damages or other liabilities, upon completion of the contract period.

Meal contract plans:

- upper option - \$510.00
- take 5 - \$735.00
- 10 - \$735.00
- 14 - \$760.00
- 19 - \$790.00

Non-veteran freshmen and sophomores living in residence halls are required to participate in the 5, 10, 14 or 19 meal plan.

**ESTIMATED EXPENSES
PER SEMESTER**

State Fees (resident)	\$2097.85
Miscellaneous Fees/Materials	500.00
Housing (double)	966.00
Meals (19 meal plan)	790.00
TOTAL	\$4353.85

For the most current information on fees and payment procedures, visit Accounts Receivable on the web at www.uwrf.edu/accounts-receive.



FINANCIAL ASSISTANCE

Financial assistance is available to help students pay for their educational costs. Eligible applicants receive awards which may incorporate scholarships, loans, and work opportunities. All awards are made for one academic year and applications must be submitted annually.

Students who wish to be considered for financial assistance must submit the following documentation:

1. Free Application for Federal Student Aid (FAFSA) or Renewal-Free Application for Federal Student Aid (continuing students) by March 15 of the preceding academic year for which they are applying for assistance. Applications received after this date will be considered late and funding will only be provided if available. Forms are available in December.
2. A UW-River Falls "Institutional Application for Financial Assistance."
3. Other documents, such as parent and/or student tax returns, may be requested, if required to complete the application.

Graduate students may secure applications from the Office of Financial Assistance, (715) 425-3141. The UW-River Falls "Institutional Application for Financial Assistance" will be sent to students who have been admitted to the School of Graduate and Professional Studies.

Currently, graduate student financial awards are composed of the following sources of assistance:

Advanced Opportunity Grants. A limited number of awards are granted to students of color and/or economically disadvantaged individuals. (Preference is given to Wisconsin residents.) Interested students should contact the Multicultural Services Office, 102 Davee Library.

Non-Resident Fee Waivers. A limited number are awarded to students residing in states other than Wisconsin or Minnesota. Applicants must demonstrate scholastic excellence and financial need. The award covers the out-of-state portion of the fees.

International Student Fee Waivers. A limited number of waivers are awarded to international students and to Americans from outside the continental United States. This award covers the out-of-state portion of the fees.

Federal Perkins (formerly National Direct Student) Loans. The university awards this low-interest loan to needy students. Repayment of principal and interest is deferred until at least six months after a student leaves post-secondary education.

Federal Stafford (formerly Guaranteed Student) Loans. This program offers educational financing opportunities at reasonable interest rates. Students who demonstrate financial need for this loan will not be required to make any payments until after they leave school. Students who do not demonstrate financial need may still borrow under this program but are required to make interest payments on the loan while still in school.

Student Employment. The university offers two types of work programs. Federal work study is a federally subsidized program which offers work eligibility to needy students. The university also extends employment to students without requiring financial need.

For additional information on any of these programs please contact the Office of Financial Assistance, 122 South Hall, (715) 425-3141.

OUTSIDE AID PROGRAMS

Detailed information about the following programs may be secured from the Office of Financial Assistance, (715) 425-3141.

Vocational Rehabilitation Allowances. Available to needy students who have physical or mental handicaps. Contact the Division of Vocational Rehabilitation for further information.

Children of Disabled or Deceased Veterans. Students up to the age of 26 may be eligible for educational benefits.

G.I. Bill Educational and Training Allowances. Available in varying amounts to most veterans of military service. Veterans receiving GI Bill educational benefits must maintain satisfactory academic progress as required by university standards and as required by the Veterans Administration regulations outlined in VA Circular 20-77-97 and Appendices thereto. Application for educational benefits may be made through a county Veterans Service Office or through the campus Veterans Office, (715) 425-3529. Certification for GI Bill benefits is handled by the campus Office of Financial Assistance.

EMERGENCY ASSISTANCE

In addition to the loan funds mentioned above, the university administers the Ethel MacDonald Ellis Emergency Loan Program available to students in good standing who need "emergency" financial assistance. These loans are restricted to small amounts for a short period of time and are administered through the Office of Financial Assistance.

**ACADEMIC PROGRESS FOR
FINANCIAL ASSISTANCE**

All students receiving federal financial assistance must make reasonable progress toward pursuit of a degree. This determination will be made by the Dean of the College of Education and Graduate Studies. Students who do not make 'satisfactory progress' will be notified and their financial assistance will be terminated.

**ASSISTANTSHIPS AND
FELLOWSHIPS**

The School of Graduate and Professional Studies has several assistantships available for the academic year. Recipients of assistantships are restricted to a credit load of not less than eight (8) nor more than twelve (12) hours per semester. Interested students should obtain the Graduate Assistantship Application form from and return it to:

The Graduate Office
410 S 3rd Street
University of Wisconsin–River Falls
River Falls WI 54022-5011

DEADLINE

For full consideration of your application, you should apply by March 1. Some assistantships require that you apply for financial aid.



ACADEMIC SUCCESS CENTER

The Academic Success Center is a cluster of services that support students' academic success. The philosophy that guides this center is one that assures students' academic success and considers responsibility for student learning a partnership between students, faculty, and staff.

Accommodations for students whose academic progress is significantly and adversely affected by physical, emotional, or learning disabilities are offered through the Academic Success Center. Services include group and individual tutoring, counseling, workshops, liaison with external agencies, technical assistance, assessment, and advocacy. Students are eligible for the program if they have a previously diagnosed disability or undergo a current disability evaluation. Registration with the program coordinator is required.

MULTICULTURAL SERVICES

Multicultural Services represents the interests and issues of students of color and helps to educate all students about issues of diversity. Multicultural Services works to promote the recruitment, retention, and academic success of African American, Latino, Native American, and Asian American students. In the area of academic support services, the staff provides academic advising and counseling in collaboration with faculty advisors. In conjunction with the Office of Financial Assistance, MSO is responsible for the Undergraduate Minority Retention (Lawton) Grant and the Advanced Opportunity Program for graduate students.

Student organizations such as the African American Alliance, Latino Student Organization, Asian American Student Association, and the Native American Council provide educational, cultural, and support programs for students, as well as promote racial and ethnic awareness throughout the campus community. Each organization presents workshops, guest speakers, and cultural activities on the issues facing minority students and the historical contributions of people of color. All groups participate in the annual American Multicultural Student Leadership Conference, as well as Black History Month, Native American Awareness Week, and Cinco de Mayo Week.

STUDENT SUPPORT SERVICES

The Student Support Services program provides academic support services to qualified students. The program is funded through the federal Department of Education and targets first-generation, low-income, and disabled students. Students accepted into the program receive supplemental academic advising, consultation on mid-term academic progress reports, and tutoring as appropriate.

The staff of the Academic Success Center can assist students, individually or in groups, to use more effective study skills. Specific topics might include strategies for managing study time, reading more effectively, taking useful class notes, managing projects, performing well on exams, and dealing with the stress of academic life.



PERSONAL AND PROFESSIONAL DEVELOPMENT CENTER

24 East Hathorn Hall —www.uwrf.edu/ppdc

The Personal and Professional Development Center is comprised of Career Services, Student Health Services, and Counseling Services. The Personal and Professional Development Center provides holistic services and programs that help students maximize their college experience by making well-conceived choices about their health, career, and personal lives. The primary goal of the Personal and Professional Development Center is to help students successfully manage transitions during college and beyond.

STUDENT HEALTH SERVICES TELEPHONE: 425-3293

Student Health Services are provided for registered UW-RF students through contractual agreements with the River Falls Medical Clinic and Pierce County Reproductive Health Service. A portion of the segregated fees paid by students supports Student Health Services. Students are eligible for Student Health Services as long as they are registered for the current term and have paid fees as required. Students continue to be eligible for services between consecutive terms as long as they are registered for the next term and have paid fees as required. See our web page for more information (<http://www.uwrf.edu/student-health-service/>).

RIVER FALLS MEDICAL CLINIC

Family practice physician, physician assistant, and nurse practitioner office visits; throat cultures; pap smears and pregnancy testing; certain sexually transmitted disease testing, including HIV testing; allergy injections; tuberculosis skin testing; and tetanus (Td) and measles, mumps, and rubella (MMR) vaccines are provided through Student Health Services at no additional charge. Students in need of medical care can receive services at the River Falls Medical Clinic, 1687 East Division Street, during regular clinic hours.

Students should call the River Falls Medical Clinic for appointments (425-6701). If students are covered by an insurance plan, they must bring insurance cards or information.

TAXI SERVICE

River Falls Taxi, 425-7878 provides transportation to and from the River Falls Medical Clinic at no charge with a valid student I.D.

PIERCE COUNTY REPRODUCTIVE HEALTH SERVICES

Certain sexual and reproductive health services are provided through Student Health Services at Pierce County Reproductive Health Service at no additional charge. These services include pap smears and exams; certain sexually transmitted disease testing and exams; genital wart treatment; HIV testing; and pregnancy testing and referral information; referrals for nutrition counseling. Services provided at a reduced charge include birth control pills, emergency contraception pills, Depo Provera injections, and over the counter supplies (condoms, dental dams, gels, foams). All reproductive health services are provided by female practitioners. Pierce County Reproductive Health Services is located at 210 North Lewis Street in the Ingram Center. Students must call for appointments (425-8003).

At the River Falls Medical Clinic and Pierce County Reproductive Health Services, a valid student I.D. is required. Students are financially responsible for services received that are not covered by Student Health Services, so students should familiarize themselves with which services are and are not covered.

**EMERGENCY ROOM
MEDICAL CARE**

Emergency Room Medical Care is provided after Clinic office hours at the River Falls Area Hospital (425-6155), adjacent to the Clinic. This care is not covered by Student Health Services and all charges are the student's responsibility.

HEALTH INSURANCE

Students are strongly encouraged to carry health insurance. A health insurance policy designed especially for UW-RF students is available through the Leitch Agency (425-0159). If students are currently covered by health insurance, they should check with their carrier to see what arrangements need to be made to continue coverage at college.

PRESCRIPTION MEDICATIONS

Prescription medications are not covered by Student Health Services and there is no pharmacy at the River Falls Medical Clinic. Pharmacies in River Falls include Econofoods Family Pharmacy (425-8494), Freeman Drug Inc. (425-2255) (both within walking distance of campus), Shopko Pharmacy (425-6272).

**COORDINATOR OF STUDENT
HEALTH SERVICES**

The Coordinator of Student Health Services provides nursing care, health information, counseling, outreach, and coordinates the provision of care by the River Falls Medical Clinic and Pierce County Reproductive Health Service. The Coordinator also serves as a health issues resource and consultant, working with students, staff, faculty, and administration to develop and carry out policies and programming for the optimal health of the students. Feel free to call the Coordinator with questions or for information.

**COUNSELING SERVICES
TELEPHONE: 425-3884**

Professional counselors are available to assist students with personal concerns such as anxiety, stress, self-esteem, depression, relationships, communication, alcohol and other drug related problems, and grief. Counselors use assessment instruments to better help students. As needed, group sessions are offered for adult children of alcoholics, individuals with eating disorders, and others wanting to explore important personal issues. Referrals to other professional services may be arranged. All counseling sessions are confidential.

Counselors are available to students in the Personal and Professional Development Center, and in the Academic Success Center.

CAREER SERVICES
TELEPHONE: 425-3572

The Career Services staff help students with all facets of formulating and implementing satisfying career decisions. Specific services provided are:

CAREER COUNSELING

Professional career counselors are available by appointment to assist students in learning more about their interests, abilities, personality and workplace preferences, as well as career options and academic majors. At no charge, students can take a number of career assessments such as the Myers-Briggs, the Strong Interest Inventory, and the Campbell Interest and Skills Survey to relate self-assessment information to career options.

WORKSHOPS AND SEMINARS

Career Services offers numerous workshops and programs each semester to help students learn more about the process of career planning and job/internship preparation. The staff are available to provide presentations to student organizations, clubs, and residence halls on a variety of career-related issues.

**EXPLORING AND RESEARCHING
THE WORLD OF WORK**

The question: "what's out there?" is one that students frequently ask about career possibilities. Staff members assist students with the process of finding career information in a variety of ways:

- Career Services houses many books and materials describing occupations and employers.
- Staff assist students in learning how to conduct a "research interview" and make contacts with professionals in various career fields.
- The *Wisconsin Careers* website and the DISCOVER Program are available in Career Services' computer lab to help students research career and educational ideas.
- Check out www.uwrf.edu/ccs for numerous career-related links.

**PREPARATION FOR JOBS
AND INTERNSHIPS**

Career Services offers assistance with writing resumes and cover letters, developing portfolios, learning effective strategies for finding job and internship leads, researching employers, interview preparation, mock interviews, business etiquette, and evaluating and negotiating offers.

**MAKING CONNECTIONS
WITH EMPLOYERS**

Career Services sponsors many opportunities for students to develop employer contacts.

- Between 80-100 employers visit UW-River Falls to talk with students about career options, internships, and job openings.
- Held each semester in the Student Center, students have an opportunity to receive a mock interview from an employer, as well as walk-in assistance with many career planning activities.
- Seniors and alumni are encouraged to register to be part of Career Services' electronic resume referral service, which provides a mecha-

**GRADUATE SCHOOL SELECTION
AND APPLICATION**

nism for referring resumes to employers with internship and full-time job openings.

- Employers visit UW-River Falls each semester to recruit students for job openings.
- Career Services produces two vacancy lists – one for positions in education, and one for other areas. Students can access these lists by visiting the Career Services web page at www.uwrf.edu/ccs.

For students considering advanced degrees, staff provide assistance with the process of selecting and applying for programs.



UNIVERSITY FACILITIES

THE LIBRARY

The Chalmer Davee Library, located at the center of the campus, provides students and faculty with a variety of alternatives for obtaining study and research materials and literature for enjoyment.

The library staff has the goal of developing a collection that meets or exceeds national standards for excellence in undergraduate and graduate instruction. In addition to materials that directly support the curriculum, the library provides materials for scholarly activity, self-enrichment and recreation.

State-of-the-art technology is used in providing service to the public. An on-line catalog provides accurate access to information about library holdings and a large number of full-text databases provide immediate access to magazine and journal articles. Additional services include: on-line database searching, interlibrary loan, library instruction, textbook rental, coin and card operated photocopiers, microform printers, A-V listening/viewing rooms, group study rooms, and a group study room with computer for the practice of computer enhanced presentations.

Among the special collections housed within Davee Library are the U.S. Government Depository, the Curriculum Materials Center, and the University/Area Research Center, all of which are available for student and public use.

TEXTBOOK SERVICES

Textbook Services at the University of Wisconsin-River Falls is one of seven in the UW System. It is supported by undergraduate students, who pay a rental fee as part of their segregated fees at the beginning of each semester. This payment entitles the undergraduate student to the use of the primary text(s) for each undergraduate course, supplemental texts, and supplemental materials available in the Reserve Library.

Those undergraduate students who wish to purchase their textbooks may do so during the textbook sale, which is held the middle eight weeks of each semester. Also, textbooks which have been discontinued, i.e., those texts which were formerly used for course work, but have been replaced by a later edition or different title, are available for purchase by undergraduate and graduate students, at minimal prices throughout the semester. This service is very popular among students because it saves money, while preserving the option to purchase those texts which will be useful in developing the student's personal library.

Most textbooks for graduate students are available for purchase in the University of Bookstore, Student Center. However, graduate students who are taking undergraduate or slash (undergraduate/graduate) courses may rent some texts from Textbook Services if the text is not available for purchase in the Bookstore. Texts are made available to graduate students after all undergraduate requirements for the text have been met. Authorization from the class instructor is required before textbooks may be rented by graduate students, and rental fee of \$9, \$6, \$4 or \$2 per book, which is based on the retail price of the textbooks, is collected at Textbook Services. All checkout and return policies and procedures which apply to undergraduate students also apply to graduate students.

Information Technology Services Computer Labs

Information Technology Services (ITS) provides computing resources that support the University's teaching and research mission. The ITS computer labs and HelpDesk are located in the Room 160 complex on the ground floor of Davee Library. Resources include:

- The HelpDesk to assist students, faculty, and staff with problems.
- Software to support university instruction including popular microcomputer software by Microsoft, and numerous curriculum specific packages.
- Internet access including e-mail and Web browsers.
- The Blue, Red, Brown, Orange, and Green microcomputer laboratories containing a total of 100 networked Windows PCs, 60 networked Apple Macintoshes, dot matrix and laser printers.
- The Gray and Yellow Labs are located nearby in rooms 101 and 103 of Davee Library, with approximately 50 Windows computers available for writing instruction, word processing, and general access.
- Professional staff that plan and manage the operation of the center, develop new campus IT resources and assist users.

Other Computer Facilities

Other computer labs are located across campus for the support of various academic programs. These include:

- The Wyman Education Building has Macintoshes and Windows PCs for instruction in educational technology and classroom applications of computers.
- Business Administration has a computer classroom located on third floor North Hall containing 24 Windows machines for support of the Accounting, Business, and Marketing Communications programs.
- The Math/Computer Systems lab contains 14 Windows computers whose primary purpose is the support of computer systems instruction; another lab contains computers used in network instruction.
- Computer labs are available in many academic departments to support their curriculum, including Ag Engineering Technology, Geography, Modern Language, Physics and Psychology.
- University residence halls all contain computer rooms equipped with 4 or more Windows PCs with printers and network access for use by student residents.

Computer labs are for the use of University students, staff and faculty. Priority is given to students in classes which require use of computers. Students may also use the computer facilities for personal, educational-related use including Internet access, but course work has priority. Commonly available computer supplies such as floppy and zip diskettes, manuals, and some personal computer software are sold in the University Bookstore. Students are required to bring their own laser quality paper for use in lab laser printers.



RESIDENCE LIFE

RESIDENCE HALL LIVING

University residence halls provide students with convenient, comfortable and attractive places to live and study. Motivated and well-trained staff strive to promote involved living-learning communities that maximize student success.

RESIDENCE FACILITIES

There are currently a total of nine residence halls in two residential areas. Eight halls are coeducational and one is a traditional all-women residence hall. The residence hall population of approximately 2,300 is predominantly underclass students. A number of conveniences, such as telephone access (you need to provide the phone set), mini-refrigerators, fast internet computer access, and cable TV access, are offered in the student rooms. There are also common study rooms, computer labs, laundry facilities, and meeting and recreational spaces in the residence halls. The Body Shop Fitness Center, which includes a full Nautilus circuit and a number of aerobic trainers, is located in Hathorn hall. The university does not offer on-campus married student housing.

APPLICATION PROCESS

Housing applications are available in:

Residential Services Office
211 Hagestad Student Center
410 S 3rd Street
River Falls WI 54022-5001

Telephone: (715) 425-4663 FAX: (715) 425-4488

As university housing has been extremely full in recent years, new students wanting to live on campus are encouraged to submit completed housing contracts as soon as possible after notification of approved admission. There is a required \$125 contract deposit, which includes a \$25 non-refundable processing fee. The Residential Services Office has Housing and Food Service Contract booklets available. Residential Services also maintains a limited listing of off-campus housing vacancies as provided by local landlords.



FOOD SERVICE

FOOD SERVICE

The food service program at UW-RF is designed to provide students with a variety of quality meals. These meals are offered at a reasonable cost in a pleasant atmosphere where students can relax with friends.

Although Freshman and Sophomore students are required to participate in a meal program, these meal plans are also available to graduate students. Meals are served seven days a week for all students. **Bonus points** are part of each plan, and can be used to purchase food, snacks, and beverages in all dining locations.

MEAL PLANS

The following meal plans are available:

19 Meal Plan—19 meals each week plus \$30 per semester in Bonus Points

14 Meal Plan—14 meals each week plus \$30 per semester in Bonus Points

10 Meal Plan—10 meals each week plus \$30 per semester in Bonus Points

Take 5 Meal Plan—5 meals each week plus \$165 per semester in Bonus Points

The **Upper Option meal plan** has been set up specifically for upper classmen and commuters. This plan consists of 5 meals each week plus \$50 in Bonus Points. It is more economical and provides more flexibility than the Take 5 meal plan.

FOOD AND CENTER POINTS

Food and Center Points are available to faculty, staff and students. Food Points are for students for food purchases only in all food service locations. Center Points may be used for food and also at the Bookstore and in the University copy machines. Purchases made with food points are not taxable.

Various discounts are available in the Student Center and Rodli Commons when using points. Food/Center Points will carry over from year to year, while Bonus Points expire at the end of each semester. Refunds will not be given to Food/Center Points users unless they are terminating their association with the University.

Access to all food plan contracts, meal plans and points will be provided through the use of the campus I.D. card.

DINING AREAS

Residential dining is available in Rodli Commons and the Student Center for meal plan participants, cash or point customers. While Rodli Commons offers all you care to eat, the Student Center offers several ala carte services. Casa Solana and Blimpie Subs and Salads are also located within Brandy's. The Java Coast is a coffee shop on the main floor of the Student Center. Specialty coffees and sweets are available daily. Char's Grille is also located on the main floor of the Student Center. Char's offers grilled sandwiches, fried, beverages and frozen yogurt on a cash or points

basis and meal plan transfer is available for the evening meal. Freddy's is the hot food line featuring meal specials for breakfast, lunch and dinner. Students participating on a meal plan may transfer meals to Freddy's and Char's during designated hours.

CATERING SERVICE

The University Food Service has extensive catering capabilities. A catering manual is available which describes the wide variety of services offered. Everything from birthday cakes to complete served dinners is available through this catering service.

A food service management team is available in both the Student Center and Rodli Commons to assist with dining service and catering requests.



GRADUATE FACULTY

Ann Lydecker (2000) Chancellor
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B.A., M.A.T., Oberlin College;
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Michael D. Albert (1977) Professor
Geography
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M.A., Ph.D., University of Minnesota.

Debra Allyn (1996) Associate Professor
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B.S., M.S., St. Cloud State University;
Ph.D., University of Minnesota.

Davida J. Alperin (1991) Associate Professor
Political Science
A.B., Grinnell College;
M.A., Ph.D., University of Minnesota

William A. Anderson (1999) Professor
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B.S., M.S., Ohio State University;
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Robert W. Baker (1977) Professor
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B.A., M.A., University of Mississippi;
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Biology
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B.S., University of Wisconsin-River Falls;
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C. Bernhardt Brohaugh (1976) Professor
English
B.A., University of Wisconsin-River Falls;
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Ph.D., University of Nebraska-Lincoln.

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B.S., California State University-Long Beach;
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- Jacque E. Foust (1985) Associate Professor
Business Administration
B.S., Indiana University;
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- David W. Furniss (1987) Professor
English
B.A., Yale University;
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- Carl Zhonggang Gao (1997) Associate Professor
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Art
B.S., University of Wisconsin-Eau Claire;
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Professor, Speech Communication and Theatre Arts
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B.A., Hanover College;
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Communicative Disorders
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Chemistry
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History and Philosophy
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Donald E. Petzold (1988) Professor
Geography
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David P. Rainville (1982) Professor
Chemistry
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- Michael J. Reich (1985) Professor
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- Stephen C. Ridley (1974) Professor
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- Edward Robins (1972) Professor
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- J. Michael Roy (1980) Professor
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- Thomas J. Russo (1981) Professor
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- Geoffrey W. Scheurman (1993) Professor
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- Stanley A. Schraufnagel (1983) Professor
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- Ronald D. Snell (1973) Professor
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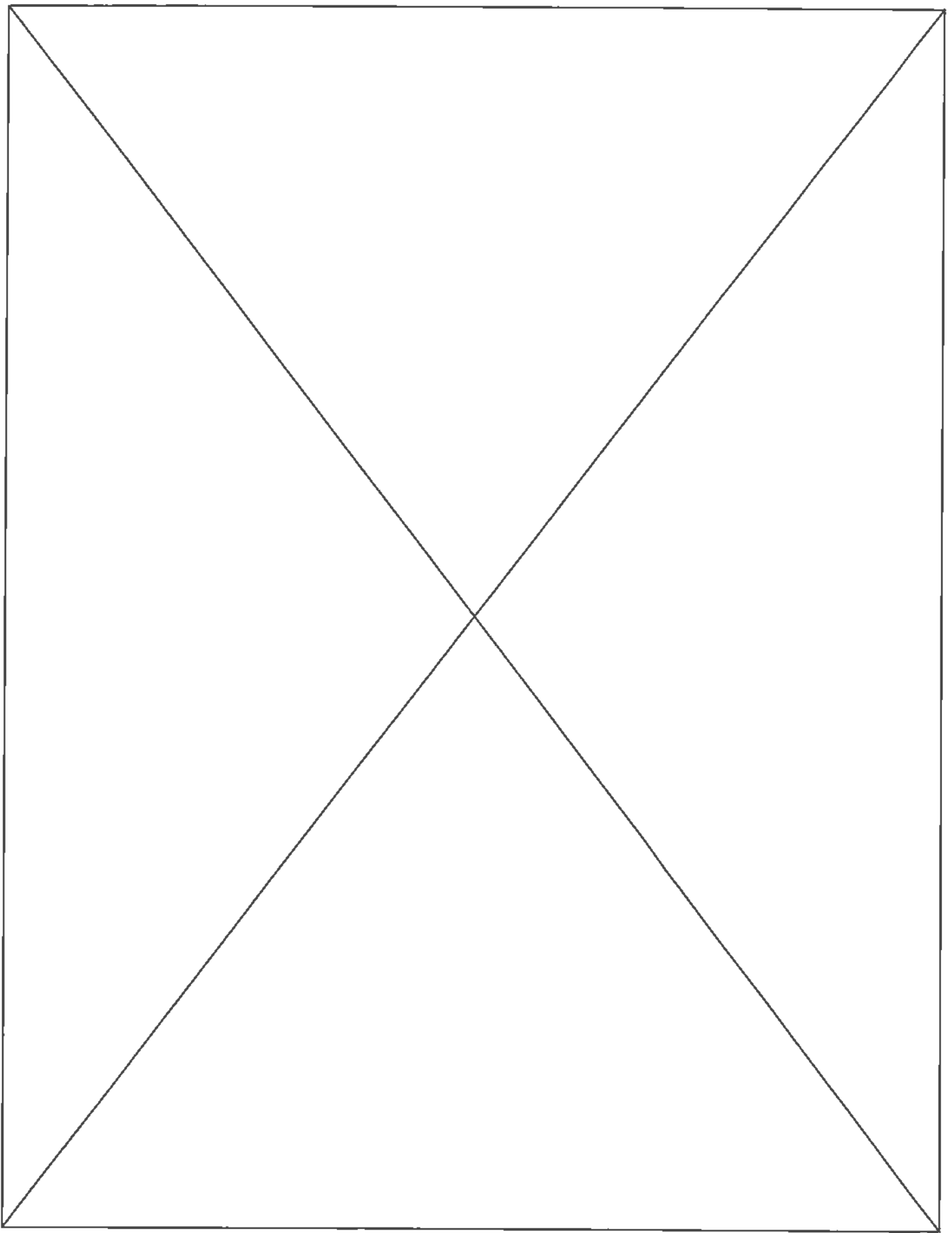
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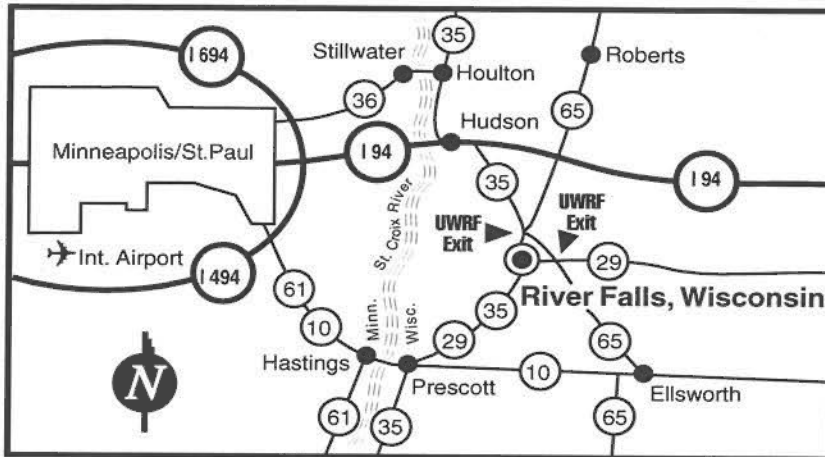
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TWIN CITIES / RIVER FALLS, WI



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