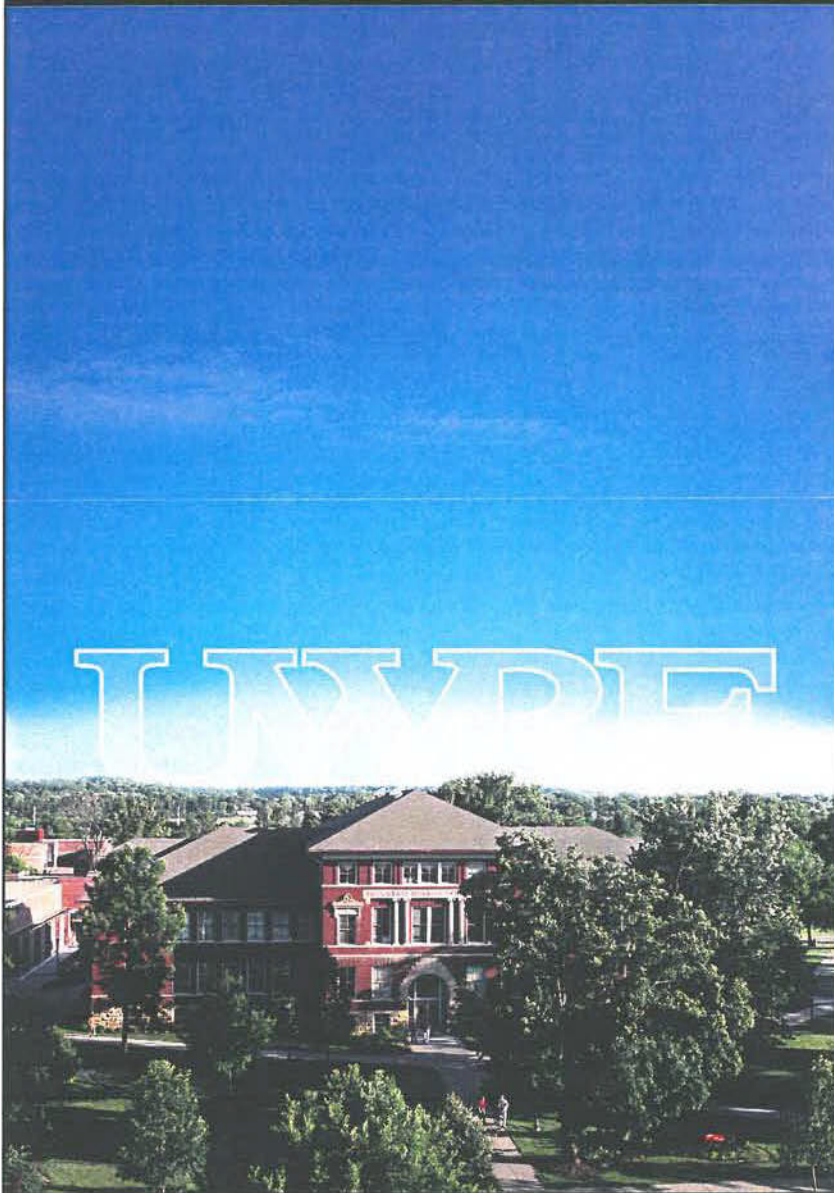


UNIVERSITY OF WISCONSIN-RIVER FALLS



2004-2006
GRADUATE CATALOG

phasis 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 speakers 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 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)

ENGL 755 **3 cr. hrs.**
Children's Literature for International Students
The range and types of children's books will be established in relation to trends and to children's interests and development. A focus will be on the expression of attitudes, ideas and cultural images in books, both of the "American Scene" and of "the Chinese experience" in the United States. Further, the application of these materials to teaching situations will be explored.

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 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 a specified by the State of Wisconsin Department of Public Instruction Envi-

ronmental 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 620 **2 cr. hrs.**
Wildlife Recreation, Nature Tourism, and Sustainability-Based Systems
While introducing the student to the "big picture" model of wildlife recreation and nature tourism, through the lens of sustainability-based systems, this course actively engages the student in inventorying the current and potential level of wildlife viewing at their chosen site (community, public, or private resource). It also requires that they assess the existing physical infrastructure and human resources capital for supporting such viewing, and the economic and sociopolitical barriers to increasing that capacity in a sustainability-based context. Special emphasis will be placed on sustainable community planning, and cost-benefit analysis, as well as professional skills necessary to proactively navigate complex political dynamics essential to the success of a project. (offered on campus and/or online-F,Sp,SS)

ESM 645 **2 cr. hrs.**
Wildlife and Visitor Management in Nature Tourism
The student is actively engaged in understanding the dynamics between the needs and behavior of wildlife in light of human attitudes and behavior. They will be able to critically analyze and propose a combination of alternative management techniques and solutions for game and non-game wildlife species - human conflicts, based on principles of sustainability. Emphasis will be placed on ecosystem-based management, natural resource infrastructure enhancement, limits of population and habitat manipulation, non-traditional visitor experience profiles, wildlife viewing philosophy and ethics, and indicators of success. Besides experientially based assessment in their community/wildlife resource site of choice, case studies will be used to illustrate the typical issues associated with wildlife viewing and nature tourism. Prerequisite: ESM 620 or consent of instructor. (offered on campus and/or online-F,Sp,SS)

ESM 689 **1-3 cr. hrs.**
Special Topics in Resource Management

ESM 711 **2 cr. hrs.**
Site Planning and Development for Wildlife Tourism
This course engages students in understanding the comprehensive infrastructure and ecologic sensitivity necessary for effectively and efficiently maximizing the visitors' wildlife viewing experiences; yet, symbiotically protecting the wildlife they've come to see and enhancing the quality of life for the host community. Students will personally inventory the existing wildlife viewing opportunities and quality of those opportunities based on universal design guidelines for viewing sites, trails, signing, visitor centers, day use areas, comfort facilities, public transportation, parking, and

accessibility for the diversity of domestic and international visitors. Students will then design a specific wildlife viewing project with supporting documents for their chosen community sites and formally present their designs to public officials and other interested parties. Prerequisites: ESM 620, ESM/BIOL 645, MNGT 655, or consent of instructor. (offered on campus and/or online-F,Sp,SS)

ESM 750 Wildlife Recreation and Nature Tourism Graduate Capstone	2 cr. hrs.
Students will compile and finalize a formal portfolio, reflecting a comprehensive master plan for wildlife viewing and nature tourism support services and facilities for their chosen community and/or wildlife resource site. The plan will be a critical analysis of the chosen site and incorporate all of the data and information gathered in previous courses for the same site (site changes are discouraged but may be made in consultation with the instructor). The plan must demonstrate breadth and depth of understanding of all elements of the curriculum. Particular attention will be paid to the student's understanding and application of sustainability-based systems and wildlife recreation and nature tourism model within their project. The project must be submitted and orally presented to (besides the instructor and peers), decision-makers in the community and/or the wildlife resource site. Evaluation of the plan and oral presentation must be solicited from a minimum of three officials to whom the project is presented and their assessment forwarded to the instructor for incorporation into a final grade. For off-site students, a video-tape of the presentation to officials must be submitted for instructor evaluation. Prerequisites: ESM 620, 645, 711 and MNGT 655, or consent of instructor. (offered on campus and/or online-F,Sp,SS)	

ESM 789 Special Topics in Resource Management	1-3 cr. hrs.
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GENERAL ENGINEERING

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)	

GEOGRAPHY AND
MAPPING SCIENCES

GEOG 500 Environmental Education	3 cr. hrs.
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 Semester Abroad Research	6 cr. hrs.
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 Special Topics in Geography	1-3 cr. hrs.
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GEOG 689 Special Topics in Geography	1-3 cr. hrs.
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GEOG 700 Geographic Techniques for Teachers	1-3 cr. hrs.
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 Meteorology	2 cr. hrs.
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 Special Topics in Geology	1-3 cr. hrs.
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GEOL 617 Hazardous Waste Operations and Emergency Response	2 cr. hrs.
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)	

ENGL 535 Shakespeare	3 cr. hrs.
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 Major Authors	3 cr. hrs.
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 Children's Literature: Issues and Trends	3 cr. hrs.
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 Literature for Adolescents	3 cr. hrs.
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 Composition Theory	3 cr. hrs.
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 Writing Poetry	3 cr. hrs.
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) General Education humanities and literature requirement; junior standing or consent of instructor. (Sp)	

ENGL 569 Writing Fiction	3 cr. hrs.
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 Writing Nonfiction	3 cr. hrs.
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 Experience Greece: Culture Past and Present	1-3 cr. hrs.
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 Pedagogical Grammar	3 cr. hrs.
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 Victorian Literature	3 cr. hrs.
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 Modern British Literature, 1940-Present	3 cr. hrs.
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 American Renaissance	3 cr. hrs.
Students will study major authors and themes from the American Renaissance or Romantic Period in American literature. (alternate years)	

ENGL 630 American Realism	3 cr. hrs.
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 Modern American Fiction	3 cr. hrs.
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 Contemporary American Literature	3 cr. hrs.
Students will study a number of American writers of fiction, poetry, and drama from 1980 to the present, with em-	

tive 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 (1 credit)
Politics of Education

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 (1 credit)
Finance/Budget

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 (1 credit)
Student Services

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 intra-mural.

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, pho-

netics, 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)

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 transport, 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)

GEOL 705 4 cr. hrs.
Field Geology for Teachers

A course exploring the geologic history of the upper Midwest. Partly in the classroom and partly on field trips for hands-on experience with geology at a variety of localities, participants will gain a better understanding of our long geologic history and the development of our present landscape. Teachers will learn techniques for studying rocks in

the field, as well as collect information and materials for use back in their own classrooms. (SS)

GEOL 710 2 cr. hrs.
Planetary Geology

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 1-3 cr. hrs.
Special Topics in Geology

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 521 3 cr.
The Middle Ages

An examination of the civilization in Europe and the Eastern Mediterranean from the end of ancient civilization to

the beginnings of the Renaissance, 400-1350 C.E. Topics studied include the early Middle Ages and the development of the Christian Church, Anglo-Saxon England, Carolingian Europe, the Byzantine and Muslim worlds, social and economic systems, the great achievements of the 12th and 13th centuries in the High Gothic period. Prerequisite: HIST 101 or consent of instructor. (F, alternate years)

HIST 527 **World War I to World War II** **3 cr. hrs.**
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 **World War II to the Cold War** **3 cr. hrs.**
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 **U.S. Colonial History I: Early Settlement** **3 cr. hrs.**
An examination of the origins of American civilization from pre-historic times to the early 18th century. Topics covered include: Native American foundations, 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 **U.S. Colonial History II: Era of the Revolution** **3 cr. hrs.**
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 **Recent U.S. History from 1890 to 1945** **3 cr. hrs.**
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 **U.S. History from 1945** **3 cr. hrs.**
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 **U.S. Economic History** **3 cr. hrs.**
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 **A Social History of the U.S.: History as Life** **3 cr. hrs.**
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 **History of U.S. Foreign Policy** **3 cr. hrs.**
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 **American Intellectual History** **3 cr. hrs.**
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 **Professional Experience in History** **1-2 cr. hrs.**
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 **Topics in History** **.5-3 cr. hrs.**
This course provides the opportunity to study a selected topic in history. (F,Sp,SS)

HIST 601 **Colonial Art and History Study Tour** **2 cr. hrs.**
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 **Philosophy of History** **3 cr. hrs.**
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)

within the instructor's area of expertise. Consult the instructor for topics covered. Prerequisite: Consent of instructor.

DAIRY SCIENCE

DASC 506 **Dairy Production** **3 cr. hrs.**
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 **Special Topics in Dairy Science** **1-3 cr. hrs.**

DASC 601 **Dairy Nutrition Workshop** **2 cr. hrs.**
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 **Lactation and Milk Quality** **3 cr. hrs.**
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 **Advanced Dairy Production** **3 cr. hrs.**
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 **Dairy Cattle Nutrition** **3 cr. hrs.**
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 AGB1 251 or CHEM 362.(Sp)

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

DANCE

DANC 665 **World Dance: Exploring World Cultures Through Dance** **3 cr. hrs.**
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 **Readings in Dance** **1-3 cr. hrs.**
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

EDLD/CIED 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, innova-

COUN 718 Addictive Behaviors This course is designed to familiarize students with alcohol, drug, and other addictive behavior issues. A review of common disorders which could lead to chemical use, common medications dispensed in the schools, and prevention programs, will be provided. (Sp)	3 cr. hrs.		HIST 680 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)	3 cr. hrs.
COUN 720 Techniques of Appraisal This course is designed to familiarize students with basic school measurement concepts and standardized tests commonly used in the schools. (F,SS)	3 cr. hrs.		HIST 689 Special Topics in History	HIST 776 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)
COUN 732 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. Students will be introduced to theory and practice of designing, facilitating, and evaluating task groups, psychoeducational groups, and small group counseling. Prerequisite: COUN 610. (F,Sp,SS)	3 cr. hrs.		HIST 690 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 777 Reading Seminar in 19th Century U.S. A study of the major readings of political, intellectual and/or social history. (occasionally)
COUN 753 Counseling Theory and Skills This course will present to the student the basic theories of counseling. The intent of the course is to provide counseling students with a basic 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. Students will engage, as counselors, in four 30-minute sessions with a client. Prerequisite: consent of the instructor. (F,Sp)	3 cr. hrs.		HIST 710 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 781 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.)
COUN 754 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)	3 cr. hrs.		HIST 774 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 789 Special Topics in History
COUN 771-772-773-774 Practicum The practicum is the culminating experience of the graduate counseling program. Students select 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)	1-6 cr. hrs.		HIST 790 Special Problems Prerequisite: consent of instructor. (F,Sp,SS)	HIST 794 Readings Prerequisite: consent of instructor. (F,Sp,SS)
COUN 775 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	6-12 cr. hrs.		HIST 798 Independent Research Provides an opportunity for individual student-faculty cooperation in developing and conducting research. (F,Sp)	HIST 798 Independent Research Prerequisite: consent of instructor. (F,Sp,SS)
			HIST 799 Thesis Provides faculty guidance in thesis development, from pretest to posttest, through results and discussion, to the final oral examination. (F,Sp)	HIST 799 Thesis Prerequisite: consent of adviser. (F,Sp,SS)

COMPUTER SYSTEMS

CSIS 589 Special Topics in Computer Science	1-3 cr. hrs.
CSIS 689 Advanced Topics in Computer Science	.5-3 cr. hrs

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

HORTICULTURE

HORT 510 Greenhouse Management	3 cr. hrs.
HORT 589 Special Topics in Horticulture	1-3 cr. hrs.
HORT 620 Floriculture	4 cr. hrs.

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
Special Topics in Horticulture

1-3 cr. hrs.

JOURNALISM

JOUR 520
Journalism and Public Opinion

3 cr. hrs.

The nature of public opinion, its formation and role in a democratic society will be studied.

JOUR 545
History of Mass Communication

3 cr. hrs.

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
Semester Abroad Research

6 cr. hrs.

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
Mass Media and Society

3 cr. hrs.

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
International Communication

3 cr. hrs.

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
Mass Communication Law

3 cr. hrs.

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
Special Topics in Journalism

1-3 cr. hrs.

JOUR 791
Language Arts Application Unit

1 cr. hr.

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)

MATHEMATICS

MATH 527
Applied Regression Analysis

3 cr. hrs.

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

MATH 536
Combinatorics and Graph Theory

3 cr. hrs.

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
Mathematical Statistics

3 cr. hrs.

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
Advanced Calculus II

3 cr. hrs.

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
Advanced Differential Equations

3 cr. hrs.

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
History of Mathematics

2 cr. hrs.

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
Advanced Probability

3 cr. hrs.

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)

COMD 730
Clinical Audiology

3 cr. hrs.

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. (F)

COMD 762
Developmental Language Disorders

3 cr. hrs.

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. (Sp)

COMD 770
Case Discussions: Speech/Language

2-4 cr. hrs.

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. (F,Sp)

COMD 771
Diagnostics

1 cr. hr.

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
Practicum: Audiology

1 cr. hr.

Supervised clinical experience allowing students to achieve skills outcomes in prevention and assessment in audiology. Includes hearing screening and assessment at the on-campus clinic and off-campus sites. (F,Sp)

COMD 773
Graduate Practicum in the Schools

6-12 cr. hrs.

This course provides supervised clinical experience that allows students to achieve skills outcomes in prevention, assessment and intervention for children who experience communicative disorders. Students earn clinical clock hours through experiences in urban, suburban and/or rural public schools. (F,Sp-2nd year graduate students only)

COMD 774
Practicum in Rehabilitation Facilities

2-6 cr. hrs.

This course provides supervised clinical experience that allows students to achieve skills outcomes in prevention, assessment and intervention for children and/or adults who experience communicative disorders. Students earn clinical clock hours through experiences in hospitals, rehabilitation centers, and/or long-term care facilities. (F,Sp,SS-2nd year graduate students only)

COMD 789
Special Topics in Communicative Disorders

1-3 cr. hrs.

COMD 798
Independent Research

(F,Sp,SS)

1-3 cr. hrs.

COMD 799
Thesis

(F,Sp,SS)

1-4 cr. hrs.

COUNSELING

COUN 589
Special Topics in Counseling

Contact Program Director

1-3 cr. hrs.

COUN 610
Introduction to Counseling

3 cr. hrs.

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
Developmental Counseling

3 cr. hrs.

This course provides an overview of human development theory as it relates to personal and psychological development: cognitive, ego-identity, aesthetic, moral, social, perspective-taking, multicultural, 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 such interventions will be provided. Pre- or co-requisite: COUN 610. (F,Sp)

COUN 615
Social and Cultural Foundations of Counseling

3 cr. hrs.

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 school counseling, as well as consider recent developments in diversity, prevention, and advocacy consultation models. Discussions of early intervention, accountability, and program evaluation will be presented. (F,Sp)

COUN 620
Career Counseling

3 cr. hrs.

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
Special Topics in Counseling

Contact Program Director

1-3 cr. hrs.

macromolecules. Scientific calculator, laboratory notebook, and safety goggles are required. (SS)

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

COMMUNICATIVE DISORDERS

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

This course offers information pertinent to 1) the embryonic development of orofacial structures; 2) orofacial anomalies such as cleft lip/cleft palate and other syndromes; 3) multi-disciplinary team approach to the treatment of craniofacial anomalies; and 4) methods of assessment and treatment of communication disorders in this population. (Sp,SS)

COMD 562 **3 cr.**
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. (Sp)

COMD 564 **3 cr.**
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. (F)

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

This course provides supervised clinical experience that allows students to achieve skills outcomes in prevention, assessment and intervention for individuals who experience communicative disorders. Students earn clinical clock hours through experiences in the university speech-lan-

guage-hearing clinic. Students enroll during fall, spring and summer session of their first year. (F,Sp,SS)

COMD 589/689/789 **1-3 cr. hrs.**
Special Topics in Communicative Disorders

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. (F)

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. (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. (F)

COMD 715 **3 cr. hrs.**
Speech Pathology:

This course is an overview of disorders of speech-language pathology with an emphasis on current research. The course also provides knowledge of certification, specialty recognition, licensure, contemporary professional issues and standards of ethical conduct. (Sp)

COMD 717 **3 cr. hrs.**
Neuropathologies

This course provides advanced study of the etiology, incidence, and rehabilitation/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 habilitation/rehabilitation. Prerequisite: graduate standing. (Sp)

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 **Semester Abroad Research** **6 cr. hrs.**

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)

MODL 700 **Technology in Foreign Language Teaching** **3 cr. hrs.**

This course is open to foreign language and ESL teachers motivated by the desire to improve teaching and learning through the use of technology. No technology skills are required. The course will have two main components: lecture/discussion sessions, which will address the implications and outcomes of teaching with technology; and hands-on labs, where the participants will learn a variety of skills, such as how to use PowerPoint, digitally manipulate images, use online communication tools, create an online course, and more. (SS)

MANAGEMENT

MNGT 655 **Hospitality Management for Nature Tourism** **2 cr. hrs.**

A viable and sustainable nature tourism program requires a network of quality hospitality services. To achieve this, it is essential that various sectors of the community understand and "buy into" the overall concept of the program. Students will identify the various stakeholders and conduct situational and market analyses. A community growth or business plan will be developed that will allow current stakeholders to assess the value of participating in the program. Hospitality support areas and the projected labor resources needed will be identified. Emphasis will be on the importance of specialized staff training and continual improvement objectives as a tool for success in the very competitive business of tourism and hospitality. Prerequisite: ESM 620, ESM/BIOL 645 or consent of instructor. (offered on campus and/or online-F,Sp,SS)

MNGT 700 **Organizational Theory and Behavior** **3 cr. hrs.**

Organizational Theory and Behavior introduces students to the perspectives developed to understand and evaluate the functioning of complex organizations. In addition to theories, organizational dynamics such as employee motivation, the quality of working life, decision-making, organizational change, and development are discussed and explored. Students will reflect upon the value of these theories and practices to an organization with which they are familiar.

MNGT 701 **Leadership and Ethics** **3 cr. hrs.**

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 **Strategy and Marketing** **3 cr. hrs.**

This course focuses on concepts and analytical techniques facilitating marketing analysis and the development of strategic plans. Using a case-study format, students examine how to develop competitive advantage-based marketing strategies. Topics include strategy formulation in product planning and development, distribution, pricing, and promotion.

MNGT 703 **Human Resource Management** **3 cr. hrs.**

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

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 **Operations, Project, and Quality Management** **3 cr. hrs.**

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 **Financial Management** **3 cr. hrs.**

This course provides a user's perspective to business finance through four important objectives: using financial information to make informed managerial decisions, allocation of capital investment, financing of business investment,

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 **Emerging Infectious Diseases** **4 cr. hrs.**

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 **Field Botany for Teachers** **4 cr. hrs.**

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 **Special Topics in Biology** **1-3 cr. hrs.**

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

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 **Polymer Chemistry** **3 cr. hrs.**

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 **Biochemistry I** **3 cr. hrs.**

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 **Biochemistry II** **3 cr. hrs.**

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 **Semester Abroad Research** **6 cr. hrs.**

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 **Advanced Chemistry Lab I** **1 cr. hr.**

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 **Advanced Chemistry Lab II** **1 cr. hr.**

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 **Polymer Science** **3 cr. hrs.**

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 **Chemical Instrumentation and Analysis** **4 cr. hrs.**

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 **Giant Molecules-The Chemistry of Polymers** **4 cr. hrs.**

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

BIOLOGY

BIOL 500 **Environmental Education** **3 cr. hrs.**

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 **Plant Pathology** **3 cr. hrs.**

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 **Microbiology** **4 cr. hrs.**

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 **Wildlife Biology** **4 cr. hrs.**

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 **Immunology** **3 cr. hrs.**

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 **Semester Abroad Research** **6 cr. hrs**

The research project is part of the Semester Abroad Program, described in International Studies 577. Semes-

ter Abroad research projects are credited to the discipline (department) associated with the research. (F)

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

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 645 **Wildlife and Visitor Management in Nature Tourism** **2 cr. hrs.**

The student is actively engaged in understanding the dynamics between the needs and behavior of wildlife in light of human attitudes and behavior. They will be able to critically analyze and propose a combination of alternative management techniques and solutions for game and non-game wildlife species - human conflicts, based on principles of sustainability. Emphasis will be placed on ecosystem-based management, natural resource infrastructure enhancement, limits of population and habitat manipulation, non-traditional visitor experience profiles, wildlife viewing philosophy and ethics, and indicators of success. Besides experientially based assessment in their community/wildlife resource site of choice, case studies will be used to illustrate the typical issues associated with wildlife viewing and nature tourism. Prerequisite: ESM 620 or consent of instructor. (offered on campus and/or online-F,Sp,SS)

BIOL 651 **Molecular Biology** **4 cr. hrs.**

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 **Animal Cell Culture** **3 cr. hrs.**

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 **Special Topics in Biology** **1-3 cr. hrs.**

BIOL 701 **Neuroscience** **4 cr. hrs.**

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/

determining financial needs and how to raise capital on a cost-effective basis. Students must be familiar with elementary accounting concepts.

MNGT 707 **Oral Communication for Effective Organizations** **2 cr. hrs.**

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 709 **Statistics** **3 cr. hrs.**

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 **Practicum** **2 cr. hrs.**

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 **Prior Learning Credit** **2-9 cr. hrs.**

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

MNGT 789 **Special Topics in Management** **1-3 cr. hrs.**

MUSIC

MUS 566 **Music and Computer Applications** **3 cr. hrs.**

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 **Semester Abroad Research** **6 cr. hrs.**

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 **Special Topics in Music** **.5-3 cr. hrs.**

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

MUS 710: Standards and Assessment: Composing and Improvising **3 cr. hrs.**

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

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

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/MUS760. (Sp, every three years, or upon student request)

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

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

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)

PHILOSOPHY

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 ses of history. Prerequisites: senior standing or consent of the instructor. Co-listed as HIST 615. (occasionally)

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. (SS)

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. (SS)

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. (SS)

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/MUS760. (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. For example, course topics have included 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
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 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 the usual departmental offerings. Independent research must enhance or be different from course requirements. This course provides guidance during Plan B master's projects for MSE-Secondary Education Fine Arts graduate students. Prerequisites: strong undergraduate background in area to be studied, consent of faculty adviser, filling out forms and obtaining signatures before registration. (F,Sp,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

PHYS 705 2 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. (SS)

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. (SS)

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. (SS)

PHYS 718 2 cr. hrs.
Astrophysics for Secondary School Teachers
 This course will provide an overview of astrophysics with an emphasis on astronomical examples that could be used by secondary school teachers in a general physics course. Topics covered include: gravity, relativity, star process (fusion), and cosmology (Universe, scaling, measurement). Participants must be certified to teach or be close to obtaining certification with instructor's approval. (SS)

PHYS 720 2 cr. hrs.
Optics for Secondary School Teachers
 This course will provide an overview of optical physics. Topics covered include: the nature of light, reflection, refraction, lases, wave behavior of light, polarization, and holography. Recommended: one year college physics. (SS)

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. (SS)

PHYS 723 2 cr. hrs.
Laser Physics for Secondary School Teachers
 This course will examine the principles of lasers and their applications. Topics covered include: properties of laser beams vs. other light, holography, laser types including gas and solid state, applications of lasers for fusion, communication, medicine, and industry, and use of lasers in the sec-

ondary science classroom. Participants must be certified to teach or be close to obtaining certification with instructor's approval. (SS)

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 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

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 706 **3 cr. hrs.**
Developmental Psychology II: Socialization and Personality Development
This course provides an examination of social and personality development from infancy through adolescence. Key topics include: the nature-nurture controversy, Freudian theory, the self (identity, crisis, esteem), attachment, parenting influences, day care, divorce, moral and prosocial development, and sex/gender differences. The socialization process is examined and emphasis is placed on the integration of theory, research, and applied issues related to child rearing and education.

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)

COURSE DESCRIPTIONS

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 macro-economic 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)

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

Education Undergraduate Courses 15 undergraduate credits

TED Techniques (in area of specialization) 3 cr.
TED 470 Student Teaching
OR TED 475 Intern Teaching 12 cr

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.

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

This certification program contains a major portion of the Master of Science in Education-Secondary Education required courses. For information on obtaining the degree, please contact the Department of Teacher Education.

Service Learning Graduate Certificate

This is a graduate-level certificate in service-learning, which assists educators to understand, plan and apply service-learning methods in their classrooms and their communities. It consists of four three-credit graduate classes and one three-credit practicum or independent project.

When students are engaged in meaningful service to their schools and their communities, both they and their communities benefit. Educators across the country are discovering the rewards of incorporating established curricula with hands-on service projects to increase student involvement and enhance academic achievement, citizenship, and character development.

This program is one of the few graduate-credit certificates in service-learning offered via the Internet. It will benefit anyone who uses or wants to use service-learning methods as a unique, hands-on and experiential teaching and learning strategy.

Degree Requirements

TED 721- Introduction to Service Learning
TED 722- Advanced Service-Learning
TED 723-Service-Learning Research, Evaluation and Assessment
TED 724- Service-Learning Reflection - Brain-based and Community Partnerships
TED 725- Service-Learning Practicum

For more information or to apply, call (715) 425-3843 or (800) 228-5607 or e-mail: outreach@uwrf.edu or visit <http://www.uwrf.edu/ogs/Service-Learning>

Wildlife Recreation and Nature Tourism Graduate Certificate

The WRNT program is a 15-credit interdisciplinary program. It focuses on the core knowledge and skills necessary to achieve positive economic impact and enhanced quality of life for citizens in any community or region (both domestic and international), through the conservation and enhancement of its natural resources and carefully managed nature-based tourism. As part of the program, students write a business management plan for a site they select that integrates biology, resource management, hospitality services and site planning.

The University of Wisconsin-River Falls, in partnership with Watchable Wildlife, Inc., an international organization, developed this graduate-level certificate program to help conservationists, community leaders, and recreation and hospitality providers build the skills necessary to effectively preserve the natural resources of and generate jobs and revenue for their communities. Key elements of the program are:

Students can choose to take the courses anywhere in the world via the Internet or face-to-face on the UW-River Falls campus.

Students earn graduate credit and a certificate that may be applied to a master's degree program.

The knowledge gained in courses is applied to a real community or resource site. A business management plan in the form of a portfolio is developed for the selected site.

The program focuses on the basic knowledge and skills necessary to achieve positive economic impact and enhanced quality of life through the conservation of natural resources and managed tourism.

Certificate requirements

The 15-credit WRNT graduate certificate is composed of five two-credit core courses and five credits of directed electives. The required courses are:

- Environmental Sciences Management 620 - Wildlife Recreation, Nature Tourism, and Sustainability-Based Systems
- ESM/Biology 645 - Wildlife and Visitor Management in Nature Tourism
- Management 655 - Hospitality Management for Nature Tourism
- ESM 711 - Site Planning and Development for Wildlife Tourism
- ESM 750 - Wildlife Recreation and Nature Tourism Graduate Capstone
- Five (5) credits of Directed Electives - These credits may be transferred from another institution, credit given for professional experience or from additional courses taken at UW-River Falls.

For additional information or to apply, call (715) 425-3256 or 1 (800) 228-5607 or e-mail: watchwildlife@uwrf.edu or visit <http://www.watchwildlife.com>

PSYC 750 3 cr. hrs.

Assessment and Diagnosis of Exceptional Children

Psychology 750 focuses on the processes and materials involved in the diagnosis of learning disabilities. Diagnostic techniques for assessment in reading, written expression, mathematics, social-behavioral, cognitive, physical-perceptual and vocational interests and skills will be represented. Students will become familiar with formal (standardized) and informal instruments. The course in conjunction with PSYC 751, Diagnosis Practicum, serves as the assessment course sequence leading to certification in learning disabilities. Prerequisites: General education teacher certification; PSYC 330/530, 420/620, or consent of instructor. (SS even years)

PSYC 751 2 cr. hrs.

Assessment and Diagnosis of Exceptional Children - Practicum

Psychology 751 focuses on the implementation of the processes and materials involved in the diagnosis of learning disabilities. Diagnostic assessment of reading, written expression, mathematics, social-behavioral, cognitive, physical-perceptual and vocational interests and skills will be implemented. Within a public school environment, students will administer formal (standardized) and informal tests, score tests, interpret results and write the results of assessment in report form. The interpretation and sharing of the assessment results will demonstrate reflective practice in collaboration with others. Attention will be given to special problems in assessment such as cultural diversity or learning style. The course, in conjunction with PSYC 750 serves as the assessment course sequence leading to certification in learning disabilities. Prerequisites: PSYC 750. (F, even years)

PSYC 755 3 cr. hrs.

Interventions for Students with Learning Disabilities

Psychology 755 focuses on the knowledge base for educational intervention of students with learning disabilities. Federal and state guidelines are reviewed, including current guidelines for professional roles and program options. Course content includes intervention strategies for reading, written expression, mathematics, social-behavioral, study skills and vocational interests and career concerns. Students will prepare for effective communication with students, parents and other professionals within the school and community. The development of individual educational program measurable goals and objectives and the role of the teacher of learning disabilities in collaboration with regular and other special educators will be emphasized. Prerequisites: Psyc 750, 751, or consent of instructor. (offered beginning Summer 2005, SS, odd years)

PSYC 756 2 cr. hrs.

Interventions for Students with Learning Disabilities - Practicum

Psychology 756 focuses on the implementation of educational intervention of students with learning disabilities. At least one individual education program is developed and implemented in collaboration with regular and other special educators, parents and students when appropriate. Emphasis is on implementation of intervention strategies for reading, written expression, mathematics, social-be-

havioral, study skills and vocational interests and career concerns. Prerequisites: PSYC 750, 751, 755 or consent of the instructor. (offered beginning Fall 2005, F, odd years)

PSYC 778 3 cr. hrs.

Learning Disabilities Practicum

Psychology 778 represents the terminal course in the learning disabilities certification program. The course is designed primarily to provide clinical supervised experience in working with individuals with learning disabilities. The practicum also provides opportunities to work with parents, regular education classroom teachers, community agencies and other professionals (public school personnel as well as agency employees) involved in providing services to individuals with learning disabilities. A special topic project required for the practicum is a problem-solving and conflict resolution strategy designed, and, if possible, implemented during the practicum experience. Prerequisites: PSYC 750, 751, 755, 756. (offered beginning Spring 2006, Sp even years)

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 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 789 1-3 cr. hrs.

Special Topics in Psychology

READING

READ 622 3 cr. hrs.

Content Area Literacy in Middle and Secondary Schools

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 placed on strategic teaching methods and current technology that enable students to become independent learners and skillful comprehenders of text. Special emphasis on individual differences among readers as well as the social and political implications of global literacy perspectives. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience and READ 700. No prerequisites for other graduate students. [Summer Institute Course] (F, SS, Sp)

READ 661 3 cr. hrs.

Psychology and Pedagogy of Literacy

This course, offered concurrently with TED 461, 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. Prerequisites: graduate school admission. (SS, F, Sp)

READ 700 3 cr. hrs.
Foundations of Literacy
This course is the first course for candidates enrolling in the Reading Teacher Certificate program (DPI Reading Teacher license) and the MSE-Reading degree program (DPI 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.[Summer Institute Course] (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. 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. No prerequisites for graduate students in English or other disciplines. (F)

READ 760 3 cr. hrs.
Literacy Instruction in the Elementary School [Summer Institute Course]
Thorough analysis of the knowledge base and current practices consistent with a constructivist view of elementary literacy. Examination and analyses of traditional and holistic approaches to elementary literacy curriculum processes including materials, instructional technology and classroom assessment alternatives. 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. No prerequisites for other graduate students. (SS, F)

READ 765 3 cr. hrs.
Appraisal and Intervention
Formative and summative assessment instruments and procedures for the intensive appraisal of severe reading difficulties. Diagnostic experience and application of structured intervention strategies. Prerequisites: two years regular classroom teaching experience, Reading Summer Institute (READ 700, 760, and 622), TED 705, and READ 750 or approval by Reading Program Director. (Sp)

READ 766 2 cr. hrs.
Supervision and Administration of the Reading Program
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. Prerequisites: completion of requirements for Reading Teacher Certificate or approval by Reading Program Director. [normally taken concurrently with READ 779] (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 Reading Teacher licensure). Provides supervised clinical practicum experience in intervention strategies for pupils exhibiting a wide range of literacy experiences, grades 1-12. Candidates must inform adviser or the Department of Teacher Education Program Assistant (715-425-3230) by February 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, taken by MSE—Reading candidates. MSE—Reading candidates, under the direction of 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 or approval by Reading Program Director. (SS)

READ 776 3 cr. hrs.
Supervision of Reading Clinic
Designed to provide a clinical supervision experience in which supervisors apply administrative techniques and strategies to improve the teaching of reading clinicians. Enrollees, under the direction of the professor, help supervise Certificate candidates who are taking READ 775. Prerequisites: completion of requirements for Reading Teacher Certificate plus READ 766, READ 779, and READ 785. [runs concurrently with READ 775] (SS)

READ 779 2 cr. hrs.
Field Experience
Practicum experiences in public school settings, some of which must be under the direction of a qualified K-12 Reading Specialist. The candidate will work with teachers, administrators, parents, and other educational stakeholders to develop curriculum and carry out projects as needed

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.

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.

First Summer:
TED 661 Leadership Development Seminar I 4 cr.

First Fall Semester:
TED 763 Oral & Written Communication 1 cr.
*Principalship K-12 3 cr.

First Spring Semester:
*Politics of Education 1 cr.
*School Law 3 cr.

Second Summer:
TED 772 Leadership Development Seminar II 4 cr.

Second Fall Semester:
*Finance/Budget 1 cr.
*Professional Development and Pedagogical Supervision 3 cr.
TED 771 Internship, Seminar, and Individual Project 3 cr.

Second Spring Semester:
* Student Services 1 cr.
* K-12 Curriculum 3 cr.
TED 772 Internship, Seminar, and Individual Project 3 cr.

Reading Certificate and Wisconsin Reading Teacher Licensure

In as few as two academic-year semesters (carrying 2 evening courses per semester) and two summers, enrollees may complete the Certificate Program that qualifies them to receive a DPI Reading Teacher license with the Wisconsin Department of Public Instruction.

Admission Requirements:
• two years of full time classroom teaching experience
• undergraduate grade point average of at least 2.75 on a 4.0.

Program Requirements: The program starts with the 22-day Summer Institute (orientation day plus three consecu-

tive courses for 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. Those wishing to complete requirements over a longer period of time may do so.

Program Overview

Summer I: Summer Reading Institute
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 Courses during Regular Academic Year (in recommended sequence)
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)

Summer II
READ 775 Clinical Practicum in Literacy Instruction (3)

Secondary Education 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 adviser for the College of Education and Professional Studies and the Graduate School, as well as their content area adviser. 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. Students must have passed the Praxis II Examination in their content area before beginning the program.

Specialization - 14-15 graduate credits
Areas are: literature, communication, and language; social studies; 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 19 graduate credits
PSYC 530 The Exceptional Child 3 cr/
TED 740 Foundations of American Education 4 cr.
TED 745 Psychology of Teaching 6 cr.
(requires directed field experience during the school day)
READ 622 Content Area Literacy in Middle & Secondary Schools 3 cr.
TED 623 Writing, Listening and Speaking in the Content Area 3 cr.

GRADUATE CERTIFICATE/LICENSURE PROGRAMS

Community Education Certificate

This is a graduate-level certificate program in community education, which helps meet the need of schools throughout the USA that have community education programs. The program is comprised of four three-credit graduate classes and one three-credit practicum.

Degree Requirements

TED 730- Introduction to Community Education
TED 733-Community Education Administration
TED 734-Extended Learning Administration
TED 736-Family-Community-School-Partnerships
TED 737-Community Education Practicum

For more information or to apply, call (715) 425-3843 or (800) 228-5607 or e-mail: outreach@uwrf.edu or visit http://www.uwrf.edu/ogs/Community_Ed

Learning Disabilities Teacher Certification Program (LD core Psychology courses = 13 Credits)

This program prepares certified teachers for certification in learning disabilities. Candidates learn to: teach students with learning disabilities through direct instruction or resource programs; collaborate with general education teachers having individuals with learning disabilities in their classrooms; and be more effective teachers of persons experiencing learning problems. Students in this program administer and interpret diagnostic tests and provide direct instruction to school-aged individuals. The core coursework, which can be completed in two years, culminates in a practicum experience under the supervision of a certified teacher of learning disabilities.

Program eligibility requires the following:

1. teacher certification;
2. personal statement including rationale for seeking this certification;
3. acceptance by the UW-RF Graduate School;
4. review of credits and discussion of the certification plan with the program coordinator.

New cohort groups begin in even numbered years. Application deadline for the program is March 1 of even numbered years. Students are notified of their status in the program by April 1. Continuation in the program requires satisfactory completion of coursework with a GPA of at least 3.0 on a 4.0 scale.

Prerequisites: The majority of these courses will have been completed in an undergraduate teacher-training program. Each candidate's transcript will be reviewed to be sure all requirements have been met. However, secondary teachers may need additional coursework in curricular instructional areas of reading, math and language arts.

- Teaching methodology courses in the areas of Reading, Math, and Written Language/Language Arts
- Exceptional Child (Psych 330/530)
- Introduction to Learning Disabilities (Psych 420/620)

Learning Disabilities Courses:

First Year (core courses offered in even years)

- Summer - PSYC 750: Assessment & Diagnosis of Exceptional Children, 3 credits
- Fall - PSYC 751: Assessment & Diagnosis of Exceptional Children -Practicum 2 credits

Second Year (core courses offered in odd years)

- Summer - PSYC 755: Interventions for Students with Learning Disabilities 3 credits
- Fall - PSYC 756: Interventions for Students with Learning Disabilities -Practicum, 2 credits
- Spring (even years) - PSYC 778: Learning Disabilities Practicum/Student Teaching 3 credits

- Summer – first or second year - SPSY 622: Emotional and Behavioral Disorders 3 credits

Because state certification requirements are subject to change, it is important to maintain contact with the program coordinator. Coursework may be completed on a certification basis only. For more information, contact Dr. Barbara Rebhuhn, 159 Centennial Science Hall at (715) 425-3576 or ld@uwrf.edu.

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.

to help develop and maintain components of a comprehensive reading program. Prerequisites: completion of requirements for Reading Teacher Certificate or approval by Reading Program Director. [normally taken concurrently with READ 766] (F)

READ 784 3 cr. hrs.

Teacher Research in Literacy

Provides the foundation for subsequent research undertaken in READ 785; covers review, analysis, and synthesis of classroom action research in literacy; 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 presentation of teacher research projects. This course runs concurrently with READ

READ 785 3 cr. hrs.

Research in Literacy

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, Reading Summer Institute (READ 700, READ 760, READ 622), & TED 705; no prerequisites for other graduate students. (Sp)

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)

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.

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).

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

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

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

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 (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.

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.

Additional Program Information
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.

MASTER OF SCIENCE IN EDUCATION - SCHOOL PSYCHOLOGY

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 Studies admissions 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 March 1.

Admissions Decisions: Applicants are advised of admissions decisions by April 1. 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

Required Courses 28 credits

SPSY 622 Emotional/Behavioral Problems of Children/Adolescents 3 cr.
SPSY 701 Introduction to School Psychology 3 cr.
SPSY 745 Psychoeducational Assessment Interventions: Child/Adolescent 5 cr.
SPSY 746 Psychoeducational Assessment Interventions: Preschool 5 cr.
SPSY 795 Directed Research 3 cr.
or SPSY 799 Thesis

PSYC 620 Introduction to Learning Disabilities 3 cr.
COUN 612 Developmental Counseling 3 cr.
COUN 781 Seminar in Counseling: Child/Adolescent Development 3 cr.

Directed Electives 10-12 credits
COUN 610 Introduction to Counseling 3 cr.
COUN 754 Marriage and Family Counseling 3 cr.
COUN 718 Addictive Behaviors 3 cr.
or PSYC 720 Psychopathology 3 cr.
PSYC 530 The Exceptional Child 3 cr.
PSYC 623 Gifted Child 3 cr.
PSYC 621 Mental Retardation 3 cr.
TED 750 Advanced Educational Psychology 3 cr.
TED 760 Methods in Research 3 cr

EdS in School Psychology

Required Courses 33 credits

SPSY 747 Personality Assessment 3 cr.
SPSY 769 Psychoeducational Consultation 3 cr.
SPSY 771 Practicum in School Psychology I 4.5 cr.
SPSY 772 Practicum in School Psychology II 4.5 cr.
SPSY 775 Internship in School Psychology I 6 cr.
SPSY 776 Internship in School Psychology II 6 cr.
SPSY 785 Seminar in School Psychology:
SPSS for Windows 3 cr.
SPSY 785 Seminar in School Psychology: Legal and Ethical Issues 3 cr.

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 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.

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/MUS760. (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, every three years, or upon student request)

SCTA 779 **1-3 cr. hrs.**
Graduate Internship: St. Croix Valley Summer Theatre
Graduate Students will have an opportunity to learn about theatre production by working alongside professional theatre practitioners in the creation of one or more theatre productions. Students will be given the opportunity to exercise leadership as appropriate, by assuming such roles as crew heads, design assistants, or performers. Prerequisites: 9 graduate credits in theatre or related discipline. (SS)

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)

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, every three years, 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.

SOCIOLOGY, ANTHROPOLOGY AND 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)

SCHOOL PSYCHOLOGY

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

SPSY 622 Emotional and Behavioral Problems of Children and Adolescents	3 cr .hrs.
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 701 Introduction to School Psychology	3 cr. hrs.
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 745 Psychoeducational Assessment Interventions: Child/Adolescent	5 cr. hrs.
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 Psychoeducational Assessment Interventions: Preschool	5 cr. hrs.
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 Personality Assessment	3 cr. hrs.
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 specialist student or consent of instructor. (F)

SPSY 749 Assessment Issues in School Psychology	1-3 cr. hrs.
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 Psychoeducational Consultation	3 cr. hrs.
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 Practicum in School Psychology	4.5 cr. hrs.
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 Internship in School Psychology	6 cr. hrs.
This course provides faculty supervision, as well as supervision by qualified school district personnel, to candidates seeking their initial license in Wisconsin, or to those seeking a limited license in Minnesota. 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 Seminar in School Psychology	1-3 cr. hrs.
This course provides an opportunity for in-depth study of contemporary issues, programs, or practices in school	

MASTER OF SCIENCE IN EDUCATION–READING (READING SPECIALIST)

The Master of Science in Education–Reading Program offers two overlapping programs of study which meet licensure standards for reading professionals in Wisconsin and Minnesota.

Certificate Program: In as few as two academic-year semesters (carrying 2 evening courses per semester) and two summers, enrollees may complete the Certificate Program that qualifies them to receive a DPI Reading Teacher license with the Wisconsin Department of Public Instruction.

Master’s Degree: After completing Reading Certificate requirements, candidates who choose to complete an additional five required courses (13 credits) will receive a Master of Science in Education degree and will qualify for the Reading Specialist license with the Wisconsin Department of Public Instruction.

- Admission Requirements
- two years of full time classroom teaching experience
 - undergraduate grade point average of at least 2.75 on a 4.0.

Program Requirements: Both programs start with the 22-day Summer Institute (orientation day plus three consecutive courses for 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. Those wishing to complete requirements over a longer period of time may do so.

Program Overview

Summer I: Summer Reading Institute
 READ 700 Foundations of Literacy 3 cr.
 READ 760 Literacy Instruction in the Elementary School 3 cr.
 READ 622 Content Area Literacy in Middle & Secondary Schools 3 cr.

Evening Courses during Regular Academic Year
 (in recommended sequence)
 READ 750 Children’s Literature in the Reading Program 3 cr.
 TED 705 Language Arts in the Elementary School 3 cr.
 READ 784 Teacher Research in Literacy 3 cr.
 READ 765 Appraisal & Intervention 3 cr.

Summer II
 READ 775 Clinical Practicum in Literacy Instruction 3 cr.

Successful completion of above courses qualifies candidates for Reading Certificate and Wisconsin Reading Teacher licensure.

Requirements for MSE Reading candidates:

Summer II (last session)
 Choose one of the following (or equivalent language development course):
 ENGL 650 Non-Native Speakers in the Midwest 3 cr. or
 ENGL 720 Educational Linguistics 3 cr. or
 adviser-approved substitute

Evening Courses during Regular Academic Year
 READ 766 Supervision/Administration in the Reading Program (2 cr.) (taken concurrently with READ 779)
 READ 779 Field Experience (2 cr.) [taken concurrently with READ 766]
 READ 785 Research in Literacy 3 cr.

Summer III
 READ 776 Supervision of Reading Clinic 3 cr.
 Exit Exams (required).

Successful completion of all of the above courses and exams qualifies candidate for the MSE degree and Wisconsin Reading Specialist licensure.

MASTER OF SCIENCE IN EDUCATION - COUNSELING

Science 30 credits

Designed for secondary and middle school educators with at least one year of teaching experience, this interdisciplinary science program enables teachers to prepare for curricular changes and expand their areas of certification. Courses are offered each summer in a three-week workshop format in the disciplines of biology, chemistry, geology/earth science, and physics.

Science Core Courses 12 credits

Students choose three courses from among the four-credit core courses in the various science disciplines. Examples of courses are listed in parenthesis following each topic.

- Biology Neuroscience Emerging Infectious Diseases, Field Botany for Teachers, Biotechnology for Teachers
- Chemistry Chemical Instrumentation and Analysis, Giant Molecules: The Chemistry of Polymers, Biorganic Chemistry: Concepts and Activities for Lecture and Laboratory
- Geology Minerals Rock, Weather and Planetary Geology for Teachers, Field Geology for Teachers, Field Hydrology and Geomorphology for Teachers
- Physics Mechanics for Secondary Teachers, Electricity and Magnetism for Secondary Teachers, Modern Physics for Secondary Teachers

Science Electives 6 credits

Students choose 6 credits of electives from the 2-credit science electives in the various disciplines or additional core courses. Examples of 2 credit courses are also listed

- Biology: Environmental Assessment by Insect Inventory; Evolution for Teachers, Inquiry-based Labs Using C-Fern as a Model System, Biological Image Analysis for Teachers
- Chemistry: Life in Extreme Environments, Organic Chemistry of Compounds from Natural Sources, Chemical Demonstrations
- Geology: Dinosaurs for Teachers, Catastrophes in Earth History, Oceanography for Teachers, Plate Tectonics for Teachers
- Physics: Science in the Ice, Laser Physics for Secondary School Teachers, Astronomy for Secondary School Teachers, Optics for Secondary School Teachers, Acoustics for Secondary School Teachers

Education Courses 6-7 credits

- TED 760 Methods in Research 3 cr.
- Elective from TED Department 3 cr.
- TED 740 Historical/Philosophical/Multicultural Foundations of American Education 4 cr
- TED 750 Advanced Educational Psychology 3 cr.
- TED 755 Social Issues in Education 3 cr.

Computer/Information Technology Competency 3 credits

Independent Research
BIOL/CHEM/GEOL/PHYS 798 3 credits

Degree Completion

Plan B Paper/Project and Oral Examination

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 adviser 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 40 credits minimum

Before finalizing practicum plans, the student must pass a written examination based upon the content of all of the core courses (COUN 610, 612, 615, 620, 720, 732, 753, 760).

If desired, students may write a thesis.

Core Courses 30-33 credits

- COUN 610 Introduction to Counseling 3 cr.
- COUN 612 Developmental Counseling 3 cr.
- COUN 615 Social and Cultural Foundation of Counseling 3 cr
- COUN 620 Career Counseling 3 cr.
- COUN 720 Techniques of Appraisal 3 cr.
- COUN 732 Group Counseling 3 cr.
- COUN 753 Counseling Theory and Skills 3 cr.
- TED 760 Methods in Research 3 cr.
- COUN 771-774 Practica in consultation with faculty 6-9 cr

Admissions 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.

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.

SOSY 798 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)

TEACHER EDUCATION

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 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 663. Prerequisite: Admission to Teacher Education.

(F,Sp) Students seeking certification in SCIENCE must enroll concurrently in READ 622, TED 623, and 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 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)	3 cr. hrs. TED 722 Advanced Service-Learning This course will introduce students advanced concepts of service learning. Students will learn how to design lesson plans that link learning to state standards and to deeper social justice issues. Students will begin the process of understanding assessment and evaluation; and how to manage programs such as budgeting, transportation, and developing community partnerships. Prerequisite: TED 721.	3 cr. hrs. Literature, Communication and Language 30 credits This flexible and interdisciplinary program enables practicing educators to finish the degree in three summers, taking a nine-credit 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	MATH 711 - Geometry for Educators 4 cr. MATH 726 - Statistics for Educators 4 cr. MATH 736 - Discrete Math for Educators 4 cr. MATH 751 - Modern Algebra for Educators 4 cr. MATH 756 - Probability for Educators 4 cr. MATH 766 - Calculus for Educators 4 cr.
TED 705 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)	3 cr. hrs. TED 723 Service-Learning Research/Evaluation/Assessment This course will address methods of evaluating and assessing the quality of service-learning. When students exit this class they will understand multiple methods of assessing high quality service-learning with a variety of tools. In addition, students will review the literature and analyze existing research around service-learning teaching methodology. Prerequisite: TED 721.	3 cr. hrs. LCL Coursework Content Areas 24 credits In keeping with current instructional purposes and needs of secondary school programs, students choose courses from a mix of disciplines to meet the needs in their educational setting. Examples of courses are listed in parenthesis following each topic. • Literature (Major Authors in the Secondary Classroom; Literature for Disadvantaged Readers; Adolescent Literature: Issues and Trends) • Reading (Psychology and Pedagogy of Literacy; Children's Literature in the Reading Program) • Communication (New Directions in Writing Instruction; Mass Media and Society; Communication Activities in the Classroom) • Film (World Cinema; Teaching Film in the Foreign Language Classroom) • Theatre (Playwrights of Color; Acting Improvisations) • Language (Technology in the Foreign Language Teaching; Non-Native Speakers in the Midwest)	Required Education Course 3 credits TED 760 – Methods in Research 3 cr. Elective Education Course 3-4 credits Choose from: TED 740 Foundations in American Education 4 cr. TED 755 – Social Issues in Education 3 cr.
TED 710 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)	3 cr. hrs. TED 724 Service-Learning: Reflection-Brain-based and Partnerships This course will provide the student with an understanding of how the brain works as it relates to applied learning and how the use of reflection deepens learning. The student will also understand the importance of developing partnerships in the service-learning process, which is an essential component of successful and high quality service-learning. Prerequisite: TED 721.	3 cr. hrs. Education Courses 6 credits TED 760 – Methods in Research 3 cr. Elective from TED Department 3 cr. TED 750 – Advanced Educational Psychology 3 cr. TED 755 – Social Issues in Education 3 cr.	Degree Completion Plan B research-based curriculum project and oral examination Social Science 30-34 credits This program is available in three plans: Plan A Thesis—30 credits with a thesis focused on the use of primary sources and using the methodology appropriate to the subject. The topic and resulting thesis must be approved by the adviser and committee. Plan B Paper—30 credits with a paper approved by the adviser which addresses issues related to at least one of the social sciences. The paper will demonstrate knowledge and skill in using the methodology of the chosen social science. Plan C Portfolio—34 credits with a portfolio illustrating the student's ability to use several of the social science disciplines to create age appropriate curriculum and discuss its use in classroom settings. Attention will be given to the content research base used in creating the products.
TED 715 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)	3 cr. hrs. TED 725 Service-Learning Practicum This is the final course in the five course 15-credit graduate certificate program. Students will develop and implement a plan that will ensure full experience in a work or volunteer environment. Students will locate placements that match their interests with the assistance of the National Youth Leadership Council (NYLC). Students will develop/refine a plan that will ensure 150-200 hours of experience in the field of service-learning. Placement can be in the student's current work environment (if appropriate) or the student may work in a volunteer situation. Prerequisites: TED 721 and six credits of TED 722, 723, or 724. (offered as needed)	3 cr. hrs. Degree Completion • Plan A – Traditional academic thesis and oral examination • Plan B – A mix of research and pedagogical practice presented in a long paper and an oral examination • Plan C – Additional coursework beyond the 30 credit minimum and an oral examination	All programs will have a concluding oral examination/interview with the student's committee. Required Education Courses 6-7 credits TED 760 Methods of Research 3 cr. Choose one from the following: TED 734 Foundations of American Education 4 cr. TED 750 Advanced Educational Psychology 3 cr.
TED 720 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)	3 cr. hrs. TED 730 Introduction to Community Education This course will offer an introduction to the philosophy and history of community education. It will also help the student meet the requirements of the National CE Association's administration endorsement certificate. The course is a building block to help the student develop the skills necessary to manage community education, community schools, extended learning programs, and family-community-school partnerships.	3 cr. hrs. Mathematics 30 credits This innovative summer program is designed for practicing middle and high school mathematics teachers. The program, which can be completed in as few as three years, is made up of practical courses that include numerous classroom applications.	Social Science Core 18 credits Twelve credits from one of the social sciences to form an area of emphasis Six credits—three credits in each of two additional social sciences for renewed breadth Elective: Six to ten credits chosen in consultation with the adviser and approved by the adviser. Three credits may relate to the research project as special project or thesis credit.
TED 721 Introduction to Service-Learning This course will introduce students to the basic core concepts of service learning. Service learning is a teaching method and educational philosophy that connects service with learning academic standards. It allows teachers to address a variety of learning styles by engaging youth in meaningful projects through service to school and their communities. The National Youth Leadership Council (NYLC) will offer a dual certification in service-learning for those completing the five-course service-learning certificate.	3 cr. hrs. TED 733 Administration of Community Education This course will offer an advanced discussion of the philosophy of community education and the operation of community education programs. Emphasis will be on complex management issues including developing budgets, or-	3 cr. hrs. Required Mathematics Courses 24 credits The overall objective of the content area courses is to help educators become more effective teachers. Each course addresses topics in a particular mathematical area and explores their relationship to middle and high school curricula. The courses also provide an opportunity to discuss relevant pedagogical issues such as the effective use of technology, standards-based assessment, and integrated and cooperative approaches to learning. Two courses are offered every summer in consecutive four-week sessions on a three-year cycle.	Area of Specialization 18 credits Selected in consultation with adviser. Electives 5-10 credits Selected in consultation with adviser.

MASTER OF SCIENCE IN EDUCATION - SECONDARY EDUCATION (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.

Communicative Disorders 60-67

This degree prepares an individual with a baccalaureate degree in communicative disorders (education emphasis) to become a certified speech-language pathologist. Students with this degree can meet the certification standards of the American Speech-Language-Hearing Association (ASHA) and the Wisconsin Department of Public Instruction (DPI).

Professional Education Core 3-4 credits
Select one course from the following:
TED 740 Foundations of American Education 4 cr.
TED 750 Advanced Educational Psychology 3 cr.
TED 755 Social Issues in Education 3 cr.

Required Research Course 3 credits
TED 760 Research Methods

Required Undergraduate Techniques Course 0-3 credits
TED 439 Techniques in Education 3
(if not taken at the undergraduate level)

Required Specialization courses: 24-27 credits
COMD 564 Aphasia 3 cr.
COMD 651 Augmentative/Alternative Communication 3 cr.
COMD 652 Dysphagia/Rehabilitation 3 cr.
COMD 715 Speech Pathology 3 cr.
COMD 717 Neuropathology 3 cr.
COMD 730 Clinical Audiology 3 cr.
COMD 762 Developmental Language Disorders 3 cr.
COMD 770 Case Discussions: Appraisal and Diagnostics 2 cr.
COMD 771 Case Discussions: Treatment 2 cr.
COMD 772 Audiology Practicum 2 cr.

Required Electives 9 credits

Electives are to be based on undergraduate transcripts and student strengths and limitations (i.e., if a student has not had an undergraduate orofacial anomalies course, he/she should take that course at the graduate level).

COMD 551 Cleft Palate/Orofacial Anomalies 3 cr.
COMD 562 Language Appraisal and Intervention 3 cr.
COMD 589 Special Topics in Communicative Disorders 1-3 cr.
COMD 660 Voice Disorders 3 cr.
COMD 663 Behavior Modification/Stuttering 3 cr.
COMD 689 Special Topics in Communicative Disorders 3 cr.
COMD 789 Special Topics in Communicative Disorders 3 cr.
COMD 798 Independent Research 1-3 cr.

Required Clinical Experience 18 credits

COMD 579 Clinical Experience Internship 6 cr.
COMD 773 Practicum in the School 6 cr.
(Prerequisite: TED 439)
COMD 774 Practicum in Rehabilitation Facilities 6 cr.

Application Deadlines: All materials must be received by February 1.

Admissions Decisions: Applicants are advised of admissions decisions by April 15. Enrollment in the program begins fall semester of each year.

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 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 programs are structured to be completed in three to four 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 750 Advanced Educational Psychology
TED 755 Social Issues in Education
TED 700-level course chosen in consultation with adviser

Interdisciplinary Core Courses 9 credits
ART 760 Creativity: Theory & Practice 3 cr.
ART 770 Arts Education in a Changing Environment 3 cr.
ART 780 Arts in Society 3 cr.

Fine Arts Specialty Courses 9-12 credits

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

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 adviser 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

Degree Completion: A minimum of 30 semester credits of graduate work (including a paper/project approved by the program director: ART/MUS/SCTA/DANC 798 3 cr.). Final oral exam.

ganization, planning/assessment, policies and the research that supports the community education philosophy. It will also help students meet the requirements of the National CE Association's administration endorsement certificate. The course is a building block to help students develop the skills necessary to manage complex community education, community schools, extended learning programs, and family-community-school partnerships. Prerequisite: TED 730.

TED 734 3 cr. hrs. Extended Learning Administration

This course will provide the student an overall understanding of extended learning programs primarily in public schools. The student will learn about a framework that will provide the building blocks to create an effective program to meet the needs of students in before-after-weekend and summer programs. Prerequisite: TED 730.

TED 736 3 cr. hrs. Family-School-Community Partnerships

To provide instruction in the management of family-community-school action teams and a process to cultivate high quality partnerships that are based on the Johns Hopkins 25 years of research (Dr. Joyce Epstein Model).

TED 737 3 cr. hrs. Community Education Practicum

This is the final class in the five course 15-credit graduate certificate program. Students will locate a placement that matches their interests with the assistance of National Community Education Association (NCEA). Students will develop/refine a plan and implement it that will ensure a minimum of 200 hours of experience in the field of community education. The placement can be in the student's current work environment (if appropriate) or the student may work in a volunteer situation. An option will be presented allowing the student to complete the requirements for the NCEA Endorsement Certificate. Prerequisites: TED 730 and six credits of TED 733, 734, or 736. (offered as needed)

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 de-

velopment, 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)

MASTER OF SCIENCE IN EDUCATION - ELEMENTARY EDUCATION (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 9 credits
 TED 715 Science in the Elementary School 3 cr.
 TED 789 Action Research in the Elementary Setting 3 cr.
 TED 700 Curriculum in the Elementary School 3 cr.

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

Second summer institute 9 credits
 TED 710 Social Studies in the Elementary School 3 cr.
 TED 765 Social Issues in Education 3 cr.
 READ 760 Literacy Instruction in the Elementary School 3 cr.

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

MASTER OF SCIENCE IN EDUCATION - ELEMENTARY EDUCATION (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 34 credits
 TED 700 Curriculum in the Elementary School 3 cr.
 TED 705 Language Arts in the Elementary School 3 cr.
 TED 710 Social Studies in the Elementary School 3 cr.
 TED 715 Science in the Elementary School 3 cr.
 TED 720 Mathematics in the Elementary School 3 cr.
 TED 740 Foundations of American Education 4 cr.
 TED 745 Psychology of Teaching 6 cr.
 READ 661 Psychology & Pedagogy of Literacy 3 cr.
 READ 760 Literacy Instruction in the Elementary School 3 cr.
 PSYC 530 The Exceptional Child 3 cr.

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 cr.

MASTER OF SCIENCE - COMMUNICATIVE DISORDERS

Option III Professional Certification in Agricultural Education

Undergraduate Requirements 15 credits or more

- TED 440 Techniques in Sec Ed-Ag 3 cr
- TED 475 or TED 478 Student/Intern Teaching 12 cr
- Any CAFES classes needed to meet DPI agriculture content standards.
- Any classes needed to meet DPI general education certification requirements.

Certification Requirements 27 credits

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

Research Requirements 4-6 credits

- AGED 781-83 Research Seminar Ag Ed 3
- AGED 798/799 Independent Research/Thesis 1-3 cr.

Other Requirements:

- Contact the Agricultural Education Department for details.
- Field Experience
- Occupational Experience

The Master of Science-Communicative Disorders degree offers the student an advanced course of study that meets the academic and clinical accreditation standards of the American Speech-Language-Hearing Association (ASHA). It provides a program with a core number of specialization courses complemented by elective courses. Required clinical experience is available through the University Speech-Language-Hearing Clinic, public schools, hospitals, rehabilitation agencies, and long-term care facilities. Upon completion of the degree, students are prepared for employment and a clinical fellowship (CF) in speech-language pathology. Completion of the CF and a passing performance on the national examination in speech-language pathology result in the student being eligible for the certificate of clinical competency (CCC) from ASHA.

Required Specialization Courses 27 credits

- COMD 564 Aphasia 3 cr.
- COMD 651 Augmentative/Alternative Communication 3 cr.
- COMD 652 Dysphagia/Rehabilitation 3 cr.
- COMD 715 Speech Pathology 3 cr.
- COMD 717 Neuropathology 3 cr.
- COMD 730 Clinical Audiology 3
- COMD 762 Developmental Language Disorders 3 cr.
- COMD 770 Case Discussions (Appraisal and Diagnostics) 2 cr.
- COMD 770 Case Discussions (Treatment) 2 cr.
- COMD 772 Audiology Practicum 2 cr.

Required Elective Courses 9 credits

Electives are to be based on undergraduate transcripts and student strengths and weaknesses (i.e., if a student has not had an undergraduate cleft palate class, voice class, or stuttering class, they should take that course at the graduate level).

- COMD 551 Cleft Palate/Orofacial Anomalies 3 cr.
- COMD 562 Language Appraisal and Intervention 3 cr.
- COMD 589 Special Topics in Communicative Disorders 1-3 cr.
- COMD 660 Voice Disorders 3 cr.
- COMD 663 Behavior Modification/Stuttering 3 cr.
- COMD 689 Special Topics in Communicative Disorders 3 cr.
- COMD 789 Special Topics in Communicative Disorders 3 cr.
- COMD 798 Independent Research 1-3 cr.

Required Clinical Experience 18 credits

- COMD 579 Clinical Experience Internship 6 cr.
- COMD 773 Practicum in the School 0 cr. or 6 cr.
(Prerequisite: TED 439)
- COMD 774 Practicum in Rehabilitation Facilities 6 cr. or 12 cr.

Required Research Course 3 credits

- TED 760 Research Methods 3 cr.

TOTAL CREDITS to degree 54-57 cr.

Application Deadlines: All materials must be received by February 1.

Admissions Decisions: Applicants are advised of admissions decisions by April 15. Enrollment in the program begins fall semester of each year.

UNIVERSITY SERVICES

ACADEMIC SUCCESS CENTER

105 Chalmer Davee Library
www.uwrf.edu/academic-success/

The Academic Success Center provides a centralized, coordinated, and easily accessible array of services which will support students in their academic endeavors and enhance their success. For full information on the following topics, visit the listed Web sites.

Multicultural Services

www.uwrf.edu/academic-success/Multicult/Multicultural_Services.html

- * Multicultural Scholarships and Grants
- * Multicultural Student Organizations
- * Multicultural Events
- * Pre-College Programs
- * Multicultural Retreat

Pre-Major Advising

www.uwrf.edu/academic-success/Premajor/pre_major.html

- * Advising Students Undeclared in an Academic Major

Tutoring Services

www.uwrf.edu/academic-success/Tutoring/tutor.htm

- * Requesting a Tutor
- * Study Resource Room Hours
- * Becoming a Tutor
- * Information for UW-RF Tutors

Disability Services

www.uwrf.edu/academic-success/Disablt/disablt.htm

- * Accommodations and procedures for obtaining them
- * Important Information for High School Students
- * Disability-focused Links
- * Faculty Information

Student Support Services - TRIO

<http://www.uwrf.edu/academic-success/SSS/SSS.html>

- * For "1st generation," low-income, or disadvantaged students.

The McNair Scholars Program

<http://www.uwrf.edu/academic-success/mcnair/welcome.html>

- * For "1st generation," low-income students or from groups under-represented in doctoral studies.

Additional Services and Information found online:

- * Career Services
- * Counseling Services
- * Student Health Services
- * Study and exam taking tips and tricks
- * ASC Handouts
- * How to withdraw from the university

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

www.uwrf.edu/student-health-service

Telephone: (715) 425-3293

- Access to clinical health services (Pierce County Reproductive Health Services, and River Falls Medical Clinic)
- Taxi service to and from clinical health services
- Immunization information and services
- Health insurance information and resources
- Monitoring of health and mental health status of students
- Collaborative programming, services and policies

Counseling Services

www.uwrf.edu/counseling

Telephone: 425-3884

- Provide free, confidential, individual counseling
- Contract for alcohol/drug assessment
- Educational programming

Career Services

www.uwrf.edu/ccs/

Telephone: 425-3572

- Career Counseling
- Workshops and Seminars
- Exploring and Researching the World of Work
- Preparation for Jobs and Internships
- Making Connections with Employers
- Graduate School Selection and Application

UNIVERSITY FACILITIES

Chalmer Davee 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

A major part of the ITS mission is to provide computing resources to support the university's teaching and research mission. Computer lab and other information technology resources of interest to graduate and undergraduate students are summarized below.

The ITS computer labs complex is the main open-access computer lab facility on campus and is located in room 160 on the ground floor of Davee Library. Available resources include:

- 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.
- Blue, Red, Brown, Orange, and Green microcomputer laboratories containing a total of 100 networked Windows PCs, 60 networked Apple Macintoshes and laser printers.
- Gray and Yellow Labs, located nearby in rooms 101 and 103, with approximately 65 Windows computers available for instruction, word processing, and general access.
- Professional staff that manage the operation of the center, develop campus IT resources and assist users.

Other Computer Facilities: Other computer labs supporting various academic programs are located across campus including:

- The Educational Technology Center in WEB has Macintoshes and Windows PCs for instruction in educational technology and classroom applications of computers, including development of resources such as student portfolios. Support staff are also available to assist.
- The College of Business and Economics has a cluster of computer labs located on the second floor of South Hall, including the CBE Open Lab with 20 Windows computers.
- The Leadership Center located in 123 Hagestad Student Center is a general access lab containing 16 Windows computers.
- Computer labs are available in many academic departments including Ag Engineering Technology, Chemistry, Geography, Modern Language, Physics and Psychology for support of their curriculum. Policies regarding access to these labs is established by the respective academic departments.

All campus 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.

More Information: For more details on computer labs and related resources, check the ITS web site at <http://its.uwrf.edu/facilities/comp-labs/>.

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 3 cr.
MNGT 701 Leadership and Ethics 3 cr.
MNGT 702 Strategic Planning and Marketing 3 cr.
MNGT 703 Human Resource Management 3 cr.
MNGT 704 Law for Managers 2 cr.
MNGT 705 Operations and Project Management 3 cr.
MNGT 706 Financial Management and Budgeting 3 cr.
MNGT 707 Oral Communication for Effective Organization 2 cr.
MNGT 708 Applied Research Methods 3 cr.
MNGT 709 Statistics for Managers 3 cr.
MNGT 710 Master of Management Practicum 2 cr.

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 K-12 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

Professional Education 7 credits

TED 740 Foundations of American Education 4 cr.
TED 750 Advanced Educational Psychology 3 cr.
or TED 760 Methods in Research 3 cr.

Specialization 20-21 credits

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

Non-Specialization 3 credits

Elective courses outside the departments in which courses were selected for:
A) Professional Education and
B) Specialization 3 cr.

Option II Professional Development in Agriculture

Research Methodology 7-9 credits

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

Specialization 18-20 credits

AGED Directed Elective 2-3 cr.
Select one: AGED 569, 603, 662, 701, 723, 724, 726, 732
AGED Elective 2-3 cr.
Specialization Electives 14-17 cr.
(Selected upon consultation with adviser)

Non-Specialization 3 credits

Elective course outside the departments in which courses were selected for
A) Research Methodology and
B) Specialization 3 cr.

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 adviser 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 adviser.

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.

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 Office of Graduate Studies will appoint your graduate committee when the tentative degree plan is accepted. Your adviser 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.

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

RESIDENCE LIFE/FOOD SERVICE

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.

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.

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.

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.

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 Points are available to students only and may be used for food purchases in all dining locations. Purchases made with Food Points are not taxable. Center Points are available to faculty, staff, and students and may be used in all dining locations, at the University Bookstore and in the campus copy machines.

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 except when terminating association with the university. A \$20 processing fee will be charged on all refunds.

Access to all food plan contracts, meal plans and points will be provided through the use of the campus I.D. card.

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. Sandella's 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.

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.

GENERAL FEE PAYMENT INFORMATION

Current Fee information is available online at www.uwrf.edu/accounts-receive/

Registration and Enrollment Deposits

A \$100.00 deposit is required prior to registration. Current and prior terms must be paid in full before the deposit will be accepted for future term registration.

Tuition and Academic Fees

Tuition and fees are due by the 10th day of the term to avoid all finance charges. A 1% finance charge will be assessed every 30 days on unpaid balances. You will not be able to register for the next term until all fees are paid in full and a minimum \$100 registration down payment for the next term is posted to your account.

Tuition and fee amounts are posted to your eSIS account approximately two weeks prior to the first day of the term. A billing statement will be sent to the billing address that you designated in eSIS. Adding or dropping classes may impact the amount due, check your eSIS account for any changes prior to payment. The "Balance for All Accounts" (excluding deposits for future terms) on the Summary for all Terms page is the amount currently due.

The university offers a partial payment plan which provides for two installment payments after the initial due date. Accounts not paid in full by the 10th day of the term automatically convert to the partial payment plan. 50% of the remaining balance is due 30 days after the initial due date. The remaining balance is due 30 days after the second payment. The charges which may be included are academic, segregated, room, board, and special fees.

This partial payment plan is subject to the regulations set forth in the Federal Truth in Lending Act. For further information on the Federal Truth in Lending Act, please contact the Accounts Receivable office. NOTICE: "Any holder of this consumer credit contract is subject to all claims and defenses which the debtor could assert against the seller of goods or services obtained pursuant hereto or with the proceeds hereof. Recovery hereunder by the debtor shall not exceed amounts paid by the debtor hereunder."

A FINANCE CHARGE, assessed at an annual percentage rate of 12%, calculated on the unpaid balance will be added to each bill. To avoid all finance charges, the account must be paid in full by the 10th day of the term. Students on the partial payment plan will be billed for the full amount of the outstanding bill each month. The student may pay the remaining balance or more than the 50% minimum required payment to avoid or reduce future finance charges.

A monthly billing statement showing the previous balance and subsequent activity will be sent to your billing or email address every 30 days. You can verify and/or change your address using eSIS. Students not making their own payments must forward bills to their parents or payment sources. It is the students' responsibility to furnish the University with current addresses. Non-receipt of monthly statements does not excuse non-payment by the due dates.

Payments can be made at the Cashier's Office, 217 North Hall, or mailed to:

Cashier's Office, 217 North Hall
University of Wisconsin – River Falls
410 South 3rd Street
River Falls, WI 54022-5001

Beginning July, 2004 internet payments using MasterCard and electronic check (ACH) will also be accepted. Credit card payments will only be accepted over the web.

To obtain a receipt when paying by mail, please enclose a self-addressed, stamped envelope with your payment. Students needing a receipt or statement of account after the term has closed will be charged \$2.00 per term requested. Statements of account by term are available in eSIS by selecting Account Detail for the term desired within the Account Summary option.

Fees not paid within 60 days of the initial due date are delinquent and will be billed and assessed finance charges each succeeding month until paid in full. Failure to make payments as agreed to will result in a denial of installment credit for future terms.

The university may disclose defaulted installment payments along with other relevant information to collection agencies and/or credit bureaus. The debtor will be responsible to pay for all attorney's fees and collection costs associated with the collection of any amount not paid when due.

The student's social security number may be used for identification purposes for any and all necessary and usual billing and collection efforts including disclosure to:

- Federal, state, or local agencies.
- Private parties such as relatives, present and former employers, and business and personal associates.
- Guarantee agencies.
- Educational and financial institutions.
- Credit bureaus, collection agencies, and agency contractors.

Social security numbers are used in order to verify identity, determine program eligibility and benefits, permit servicing or collecting of the debt, enforce the conditions or terms of the debt, counsel in repayment efforts, investigate possible fraud, and to verify compliance with any relevant program regulation, and/or locate the student in the event the debt becomes delinquent.

Other Charges

A late registration fee of \$25 will be assessed to students who do not initially register prior to the first day of class.

A \$20 handling charge will be assessed for checks returned by banks for insufficient funds and for "stop payment." NSF checks for registration down payments are considered non-payment and registration will be cancelled.

Refer to the Special Course Fee schedule on this web-site for information on course fees.

Administrative withdrawal fees of \$50 or \$100 will be charged for withdrawing during the first two weeks of 12 week courses. \$2.35 of the segregated fees are non-refundable after the first day of the term.

GENERAL INFORMATION

Advisers: Your department chair or program director will assign you an adviser. With your adviser, you will create a plan of study (Tentative Degree Pattern) to accomplish your objectives. You may change advisers by obtaining the approval of the new adviser 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 8-15 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 adviser 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/Unit: 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.

Degree Program and Graduation 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.

Plan for Graduate Study: In consultation with your adviser, 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.

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.

Exam and 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.

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 Adviser 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 at <http://www.uwrf.edu/college-of-education/handbooks/welcome.htm>

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.

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 inwriting 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 adviser'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.

Enrollment at More than One UW School
Students enrolled at more than one UW System institution during the same term may request reimbursement when fees are paid in excess of the full time rate.

Withdrawals
UWRF does NOT cancel courses for non-payment or non-attendance. Refer to the Registrar's website <http://www.uwrf.edu/registrar/withdraw.htm> for more information on how to withdraw.

REFUNDS

Registration and Enrollment Deposit Refunds
New students must notify the university by the Admission Office due date to receive a full refund of the \$100 enrollment down payment. After that date, the \$100 enrollment deposit is non-refundable.
Returning and transfer students must notify the Accounts Receivable Office of their decision to not attend UWRF one week prior to the start of the term in order to receive a full refund of the \$100 registration down payment. After that date, the \$100 down payment is non-refundable.

Academic Fees Refund Schedule for Withdrawal or Drops
The refund schedule below can be used for calculating the refund of tuition and fees based on the session length and time point in the period when the withdrawal or drop occurred. The amount owed or the refund due is based on total charges rather than the amount paid to date.

Refunds are based on total FEES CHARGED rather than amount paid.

Session Length in Weeks	Week One	Week Two	Week Three	Week Four
12 & up	100% - \$52.35*	100%- \$102.35*	50%	50%
8-11	100% - \$52.35*	50%	25%	none
5-7	100% - \$52.35*	50%	none	none
3-4	100% - \$52.35*	25%	none	none
2 weeks	100% - \$52.35*	none	none	none

(No refunds after weeks shown.) *Subject to change.

Room and Board Refunds for Withdrawals or Drops:
Room and board refunds are made on a pro-rated basis. Please call Residential and Food Services at (715) 425-4663 with questions.

Special Course Fee Refunds: Special course fees are refunded 100% through week 2 of courses running 10 weeks or more. Courses running 9 weeks or less are refunded 100% through week one. Special course fees are non-refundable after these times. Appeals of this policy should be directed to the department charging the special course fee.

Financial Assistance Overaward Refunds: Receipt of financial assistance awards may exceed the charges on your academic fee account and result in a credit on your account. Overawards will be automatically refunded beginning the second week of the term. Refer to the refund schedule on the Financial Assistance website: www.uwrf.edu/financialassistance/award_information/

Disbursement.htm. Financial assistance refunds will be processed twice a week during the rest of the term.

Accounts Receivable and the Cashier's Office cannot give out refund information over the phone. Check your eSIS Account Summary, Account Detail for Term, for Refunds. Click on the refund number to see the refund date. Add two business days to that date to determine the date your check will be available in the Cashier's Office. The Cashier's Office requires written notification if you would like your refund mailed. Refund checks for less than \$5.00 will not be issued; the credit will remain on your account.

Overpayment Refunds: Overpayments will be automatically refunded; refund checks are processed twice per week. Refer to your eSIS account for refund information. If you would like overpayments left open on your account, please notify the Accounts Receivable Office in writing.

FEES

Fee Information is based on available information at the time of printing. For updated information, visit www.uwrf.edu/accounts-receive/

Graduate Fees - 2003-2004

Credit	Resident	MN Reciprocity	Non-Resident
1	342.19	342.19	931.64
2	644.40	644.40	1823.30
3	946.61	946.61	2714.96
4	1248.82	1248.82	3606.62
5	1551.03	1551.03	4498.28
6	1853.24	1853.2	5389.94
7	2155.45	2155.45	6281.60
8	2457.66	2457.66	7173.26
9	2726.66	2726.66	8031.71
Per credit charge over 9 credits			
	269.00	369.00	858.00

Master of Management Graduate Fees Spring 2003-04

Credit	Total
1	468.19
2	896.40
3	1324.61
4	1752.82
5	2181.03
6	2609.24
7	3037.45
8	3465.66
Per credit charge over 8 credits	
	395.00

Principal Certificate Graduate Fees Spring 2003-2004

Credit	Total
1	448.19
2	856.40
3	1264.61
4	1672.82
5	2081.03
6	2489.24
7	2897.45
8	3305.66
Per credit charge over 8 credits	
	375.00

School Psychology Graduate Fees 2003-2004

Credit	Total
1	463.19
2	886.40
3	1309.61
4	1732.82
5	2156.03
6	2579.24
7	3002.45
8	3425.66

FINANCIAL ASSISTANCE

Graduate Assistantships

There are a limited number of graduate assistantships available for full-time students. For information, contact the department of your program.

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.

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.

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.

Graduate Admissions – 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 or you will not be permitted to register for some education courses in the following semester.

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 Adviser for the College of Education and Graduate Studies.
3. You must submit an autobiographical statement of one to one and one-half pages, single spaced, which includes four paragraphs that introduce yourself, explain your undergraduate major and/or life experiences and how these will have an impact on your teaching, describe your experience with children, and explain how you view your role as a teacher in today's society.
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); Writing (174); Mathematics (173). 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. Admission to Teacher Education, including passing both the PPST and Praxi II Agricultural Education: Content Knowledge tests, must be completed before you will be admitted to Option III of the Master of Science-Agricultural Education degree program. Please contact the Agricultural Education Department for details.

ADMISSIONS - INTERNATIONAL PROGRAMS

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: 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 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: The Graduate Office, 108 Regional Development Institute, University of Wisconsin–River Falls, 410 S 3rd Street, River Falls WI 54022-5011 (715) 425-3843 or
Director of International Programs, University of Wisconsin–River Falls, River Falls WI 54022-5001, (715) 425-4891, Fax (715) 425-3185

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

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. Students planning to enroll in communicative disorders courses must have department approval.

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 adviser 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 adviser and approve or disapprove transfer of credits.
- You can only transfer up to nine credits from another institution, and the Dean of Graduate Studies must approve such transfers.
- Meet with your adviser to discuss your academic program.
- With your adviser, 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 can be completed online at:
<http://www.apply.wisconsin.edu> ;

Or you may download the form at <http://www.uwrf.edu/> and complete and send it to:

The Graduate Office
108 Regional Development Institute
410 S 3rd Street
University of Wisconsin-River Falls
River Falls WI 54022-5011

To have an application mailed to you, call the Graduate Office at (715) 425-3843.

GRADUATE FACULTY

Debra Allyn (1996) Associate Professor
Health and Human Performance
B.S., M.S., St. Cloud State University;
Ph.D., University of Minnesota.

David J. Alperin (1991) Associate Professor
Political Science
A.B., Grinnell College;
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William A. Anderson (1999) Professor
Plant and Earth Science
B.S., M.S., Ohio State University;
Ph.D., University of Nebraska.

Robert W. Baker (1977) Professor
Plant and Earth Science
B.S., Florida State University;
M.S., University of Maine;
Ph.D., University of Minnesota.

Scott Ballantyne (2002) Assistant Professor
Biology
B.S., University of Wisconsin-Parkside;
M.S., University of California-San Diego;
Ph.D., University of Wisconsin-Madison.

Laurence E. Baumann (1990) Professor
Animal and Food Science
M.S., University of Minnesota;
D.V.M., Purdue University;
Ph.D., University of Minnesota.

Betty A. Bergland (1990) Professor
History and Philosophy
B.A., St. Olaf;
M.S., University of Wisconsin-Madison;
Ph.D., University of Minnesota.

Mark S. Bergland (1978) Professor
Biology
B.S., Colorado State University;
M.S., Ph.D., University of Michigan.

Earl D. Blodgett (1986) Professor
Physics
B.S., University of Wisconsin-River Falls;
M.A., Ph.D., Washington University.

Jennifer Brantley (1995) Assistant Professor
English
B.A., Wake Forest University;
M.A., Kansas State University;
Ph.D., University of Nebraska-Lincoln.

Teresa M. Brown (1989) Professor
English
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Ph.D., University of Florida-Gainesville.

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Robert M. Butler (1983) Professor
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Kelly D. Cain (1986) Professor
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B.S., M.S., Western Kentucky;
Ph.D., University of Minnesota.

Bradley Caskey (1990) Professor
Psychology
B.S., University of Wisconsin-River Falls;
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Keith L. Chavey (1991) Associate Professor
Mathematics
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Perry W. Clark (1982) Professor
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B.S., University of Wisconsin-River Falls;
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Morgan E. Clifford (1990) Professor
Art
B.A., Beloit College;
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Robert L. Coffman (1987) Associate Professor
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Brian E. Copp (1978) Professor
Sociology, Anthropology and Criminal Justice
B.A., Grove City College;
M.A., University of Virginia;
M.A., Ph.D., University of Chicago.

Charles P. Corcoran (1988) Professor
Business Administration
B.B.A., Georgetown University;
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Gary T. Cottrell (1992) Associate Professor
Communicative Disorders
B.A., Michigan State University;
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Teacher Education
B.S., M.S., Ph.D., Indiana University.

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Connie D. Foster (1984) Dean
College of Education and Professional Studies
Professor, Health and Human Performance
B.S., California State University-Long Beach;
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David W. Furniss (1987) Professor
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Tracey L. Gladstone-Sovell (1986) Professor
Political Science
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Thomas P. Goerke (1975) Professor
Animal and Food Science
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James Graham (2001) Assistant Professor
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Brian Huffman (1992) Assistant Professor
Business Administration
B.S., Iowa State University;
M.S., Boston University;
M.B.A., Ph.D., University of Minnesota.

Lisa M. Isenberg (1991) Associate Professor
Psychology
B.A., Gustavus Adolphus College;
Ph.D., University of Minnesota.

GENERAL REQUIREMENTS

The **general requirements** for a master's degree are:
Consult your adviser for additional information

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.

In consultation with your adviser, 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.

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.

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.

ADMISSION REQUIREMENTS

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.

3. Prior to admission to a graduate program leading to initial certification as a teacher, you must take and pass the Praxis II test in your content area. Information about Praxis II and the specific test you will need to pass can be obtained from the Dean's Office, College of Education and Professional Studies, 203 Wyman Education Building, (715) 425-3774.

Admission on Probation requires an undergraduate grade point average between 2.25 and 2.75. Applicants who have earned not less than six graduate credits in an accredited graduate school outside of the University of Wisconsin System, and whose grades for such work are "B" or better may be admitted with probationary status if they meet all requirements other than the undergraduate grade point requirement.

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 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 (communicative disorders majors must seek department approval);
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

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 - 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.

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.

Graduate Certificate/Licensure Programs

Community Education Certificate: This is a graduate-level certificate program in community education, which helps meet the need of schools throughout the USA that have community education programs. The program is comprised of four three-credit graduate classes and one three-credit practicum.

Learning Disabilities Teacher Certification Program: This program prepares certified teachers for certification in learning disabilities. Candidates learn to: teach students with learning disabilities through direct instruction or resource programs, collaborate with general education teachers having individuals with learning disabilities in their classrooms; and be more effective teachers of persons experiencing learning problems. Students in this program administer and interpret diagnostic tests and provide direct instruction to school-aged individuals. The core coursework, which can be completed in two years, culminates in a practicum experience under the supervision of a certified teacher of learning disabilities.

Principal Licensure Program: This 30credit 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 K12 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.

Reading Certificate and Wisconsin Reading Teacher Licensure: In as few as two academic-year semesters (carrying two evening courses per semester) and two summers, enrollees may complete the Certificate Program that qualifies them to receive a DPI Reading Teacher license with the Wisconsin Department of Public Instruction.

Service Learning Graduate Certificate: This is a graduate-level certificate in service-learning, which assists educators to understand, plan and apply service-learning methods in their classrooms and their communities. It consists of four three-credit graduate classes and one three-credit practicum or independent project.

When students are engaged in meaningful service to their schools and their communities, both they and their communities benefit. Educators across the country are discovering the rewards of incorporating established curricula with hands-on service projects to increase student involvement and enhance academic achievement, citizenship, and character development.

This program is one of the few graduate-credit certificates in service-learning offered via the Internet. It will benefit anyone who uses or wants to use service-learning methods as a unique, hands-on and experiential teaching and learning strategy.

Wildlife Recreation and Nature Tourism Graduate Certificate: The WRNT program is a 15-credit interdisciplinary program. It focuses on the core knowledge and skills necessary to achieve positive economic impact and enhanced quality of life for citizens in any community or region (both domestic and international), through the conservation and enhancement of its natural resources and carefully managed nature-based tourism. As part of the program, students write a business management plan for a site they select that integrates biology, resource management, hospitality services and site planning.

Thomas Jensen (1999) Associate Professor
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B.S., Mankato State College;
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Ph.D., University of Cincinnati.

Lynn M. Jermal (1986) Professor
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B.F.A., University of Illinois;
M.A., Chicago Consortium of Universities & Colleges;
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Anthony F. Jilek (1981) Professor
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B.S., University of Wisconsin-River Falls;
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Biology
Assistant Dean, College of Arts & Sciences
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B.F.A., University of Minnesota,
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Nanette J. Jordahl (1976) Associate Professor
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B.A., California State University;
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Nicholas J. Karolides (1964) Professor
English
Associate Dean, College of Arts and Sciences
B.S., M.A., Ph.D., New York University.

Pamela J. Katzman (1992) Associate Professor
Mathematics
B.S., B.A., Specialist Certificate;
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Michael V. Keenan (1974) Professor
Chemistry
B.A., Haverford College, Pennsylvania;
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Sheue L. Keenan (1977) Professor
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Ph.D., The Ohio State University

Annette D. Klemp (1987) Associate Professor
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Karen K. Klyczek (1989) Professor
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Eileen Korenic (1999) Assistant Professor
Physics
B.S., Mount Mary College;
Ph.D., University of Rochester.

Lisa Kroutil (1998) Assistant Professor
Chemistry
B.S., University of Missouri-Rolla;
M.A., Ph.D., Washington University.

Laurel Langford (1997) Assistant Professor
Mathematics
B.S., M.S., Brigham Young University;
Ph.D., University of California-Riverside.

Don H. Leake (1983) Professor
Mathematics
B.S., M.S., University of Missouri-Columbia;
Ph.D., Washington University-St. Louis.

John LeCapitaine (1990) Professor
Counseling and School Psychology
B.S., M.S.E., University of Wisconsin-Eau Claire;
Ed.D., Boston University;
Ph.D., Academy of Metaphysics.
D-ACFE.

Kurt E. Leichtle (1985) Professor
History and Philosophy
B.A., Luther College;
A.M., Ph.D., University of Illinois.

Daniel C. Linwick (1987) Associate Professor
Psychology
B.A., M.S., Western Washington University;
Ph.D., University of Minnesota.

Stephen E. List (1982) Professor Mathematics B.A., Pomona College; M.S., Ph.D., Brown University.	Bradley D. Mogen (1992) Associate Professor Biology B.S., University of Minnesota; M.S., Ph.D., North Dakota State University.
Steven Luebke (1989) Associate Professor English B.A., St Norbert College; M.A., Ph.D., University of Wisconsin-Madison.	Florence Monsour (1991) Professor Teacher Education B.A., Hamline University; M.A., University of St. Thomas; M.S., University of Wisconsin-River Falls; Ed.D., University of Minnesota.
Jean K. Lundholm (1987) Professor Counseling and School Psychology B.S., Illinois State University; M.S., University of Illinois; M.S., Ph.D., Iowa State University.	James B. Mulvey (1980) Professor English B.A., St. Mary's College, Winona; M.A., Ph.D., Marquette University.
Timothy W. Lyden (2001) Assistant Professor Biology B.S., Ph.D., University of Maine.	Robin E. Murray (1987) Professor Speech Communication & Theatre Arts B.S., Oklahoma City University; M.F.A., University of Oklahoma.
James Madsen (1989) Associate Professor Physics B.A., University of Wisconsin-Madison; Ph.D., Colorado School of Music.	Hossein L. Najafi (1990) Associate Professor Computer Science and Information Systems Unit B.E.E., M.S.E.E., Ph.D., University of Minnesota
Mary P. Manke (1999) Associate Professor Teacher Education B.A., University of Hawaii; M.Ed., Ph.D., University of Virginia.	Ronald L. Neuhaus (1966) Professor English B.S., Iowa State University; M.A., University of Iowa; Ph.D., University of Denver.
Lowell McCann (1999) Assistant Professor Physics B.S., UW-River Falls; Ph.D., Michigan State University.	Pascal Ngoboka (1990) Associate Professor Economics B.A., Makerere University; M.A., Ph.D., University of Wisconsin-Milwaukee.
Kevin W. McLaughlin (1993) Associate Professor Chemistry B.A., Indiana University; M.S., University of Michigan; Ph.D., Texas A&M University.	Barbara S. Nielsen (1991) Associate Professor Chemistry B.S., University of Wisconsin-River Falls; Ph.D., Iowa State University.
Michael D. Middleton (1984) Professor Plant and Earth Science B.A., Dartmouth College; M.S., Ph.D., University of Colorado.	Douglas G. Ohmer (2001) Assistant Professor Business Administration B.A., Thomas More College M.B.A., Northern Kentucky University Ph.D., University of Kentucky
Darryl Miller (2000) Associate Professor Business Administration B.A., Purdue University; M.S., M.B.A., Indiana University; Ph.D., Kent State University.	Michael A. Padgett (1978) Professor Art B.A., Eastern Michigan University; M.F.A., Cranbrook Academy of Art.
E. Katherine Miller (1995), Associate Professor Biology B.A., University of California-Santa Cruz; Ph.D., University of Texas Southwest Medical Center-Dallas.	Magdalena E. Pala (1993) Associate Professor Chemistry M.S., Ph.D., Warsaw Technical University.
David A. L. Milne (1990) Associate Professor Music B.A., M.M., Indiana University D.M.A., Eastman School of Music	David A. Pepi (1990) Professor Teacher Education B.A., Humboldt State University; M.S., Ph.D., Cornell University.

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 research, 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 an individual with a baccalaureate degree in communicative disorders (or equivalent) to become a certified speech-language pathologist. Students with this degree can meet the certification standards of the American Speech-Language-Hearing Association (ASHA).

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:

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

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



To new and continuing graduate students of the University of Wisconsin-River Falls and individuals considering a graduate experience -

The University of Wisconsin-River Falls (UW-RF) is part of The University of Wisconsin System, one of the leading university systems in the United States. Our campus mission reflects the mission of the UW System - to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

UW-RF provides an excellent environment for learning, emphasizing the importance of faculty-student interaction in classrooms, laboratories and academic advising. UW-RF expects scholarly activity, including research, scholarship and creative endeavor, that supports its graduate programs. The university offers graduate programs in partnership with the four colleges of the university including education and selected areas of business, agriculture, and the arts and sciences. UW-RF also has developed cooperative graduate instructional programs with other institutions as appropriate in cooperative research, graduate education programs within the state, region and world. As a border institution, the university promotes interstate cooperation.

In addition 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. The university also 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.

My office welcomes returning and new students to campus and encourages interested learners to contact us if you have any questions.

Cordially,

Leon M. Zaborowski
Dean of Outreach and Graduate Study
University of Wisconsin-River Falls
115 Regional Development Institute Building
410 S. Third Street, River Falls WI 54022
(715) 425-3256

Faye J. Perkins (1988) Professor
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Ph.D., University of Utah.

Edward N. Peterson (1954) Professor
History and Philosophy
B.A., M.A., Ph.D., University of Wisconsin-Madison.

Donald E. Petzold (1988) Professor
Geography
B.Sc., M.Sc., Ph.D., McGill University.

Margaret Phinney (1999) Associate Professor
B.A., University of Southern Maine;
B.Ed., Acadia University;
M.Ed., Ed.D., University of Massachusetts-Amherst

Glenn T. Potts (1976) Professor
Economics
B.A., MacMurray College;
M.S., Ph.D., Iowa State University.

James W. Pratt (1977) Professor
Speech Communication and Theatre Arts
B.A., Macalester College;
M.A., Ph.D., University of Minnesota.

Golamreza Rahgozar (1987) Professor
Business Administration Unit
B.S., University of Tehran;
M.B.A., University of LaVerne;
Ph.D., Claremont Graduate School.

David P. Rainville (1982) Professor
Chemistry
B.A., University of New Hampshire;
Ph.D., Texas A & M University.

Barbara Rebhuhn (1991) Associate Professor
Psychology
B.S., University of South Dakota;
M.S.E., University of Wisconsin-River Falls;
Ph.D., University of Wisconsin-Madison.

Michael J. Reich (1985) Professor
Psychology
B.A., St. Mary's College, Winona, MN;
M.S., Ph.D., Iowa State University.

Stephen C. Ridley (1974) Dean
College of Agriculture, Food and Environmental Sciences
Professor, Animal and Food Science
B.S., M.S., Ph.D., University of Maine.

Edward Robins (1972) Professor
Sociology, Anthropology and Criminal Justice
B.A., Queens College, New York;
M.A., Ph.D., Tulane University.

J. Michael Roy (1980) Professor
Music
B.M., M.M., University of Missouri-Kansas City,
Conservatory of Music.

Thomas J. Russo (1981) Professor
Counseling and School Psychology
B.A., Drew University;
M.A., Ball State University;
Ph.D., Utah State University.

David B. Rusterholz (1982) Professor
Chemistry
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Teacher Education
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Stanley A. Schraufnagel (1983) Professor
Agricultural Economics
B.S., University of Wisconsin-Whitewater;
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Economics
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M.A., Ph.D., University of Notre Dame.

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B.S., University of Wisconsin-River Falls;
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Mathematics
B.S., Loyola University
M.S., DePaul University
Ph.D., University of Notre Dame

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Agricultural Economics
B.S., M.S., University of Wisconsin-River Falls;
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Speech Communication & Theatre Arts
B.S., M.A., South Dakota State University;
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Counseling and School Psychology
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Economics
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M.S., Ph.D., Iowa State University.

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Health & Human Performance
B.A., University of Northern Iowa;
M.A., Kearney State College;
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English
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Mathematics
B.A., University of Colorado;
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Animal and Food Science
B.S., Gujarat University;
M.S., University of Baroda;
M.S., University of Southwest Louisiana;
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Teacher Education
B.A., Andrews University;
M.S., SUNY-Albany;
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Economics
B.S., Ph.D., University of Utah.

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Sociology, Anthropology and Criminal Justice
B.A., Millikin University;
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Animal and Food Science
B.S., University of Wisconsin-River Falls;
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Ph.D., University of Wisconsin-Madison.

Barbara Werner (1994) Associate Professor
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Ph.D., University of Kansas.

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Plant and Earth Science
B.S., University of Durham, England;
M.S., University of New Castle Upon Tyne;
Ph.D., University of California-Santa Barbara.

Ronald L. Wilson (1976) Professor
Physics
B.A., M.A., Western Michigan University;
Ph.D., University of Wyoming.

Ruth Wood (1991) Associate Professor
English
B.A., Wartburg College;
M.A., Bowling Green State University;
Ph.D., University of Minnesota.

Zhiguo Yang (2001) Assistant Professor
History and Philosophy
B.A., Shandong Teachers' University, China;
M.A., Beijing University, China;
M.A., Ph.D., University of Maryland.

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Mathematics
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B.A., Westmont College;
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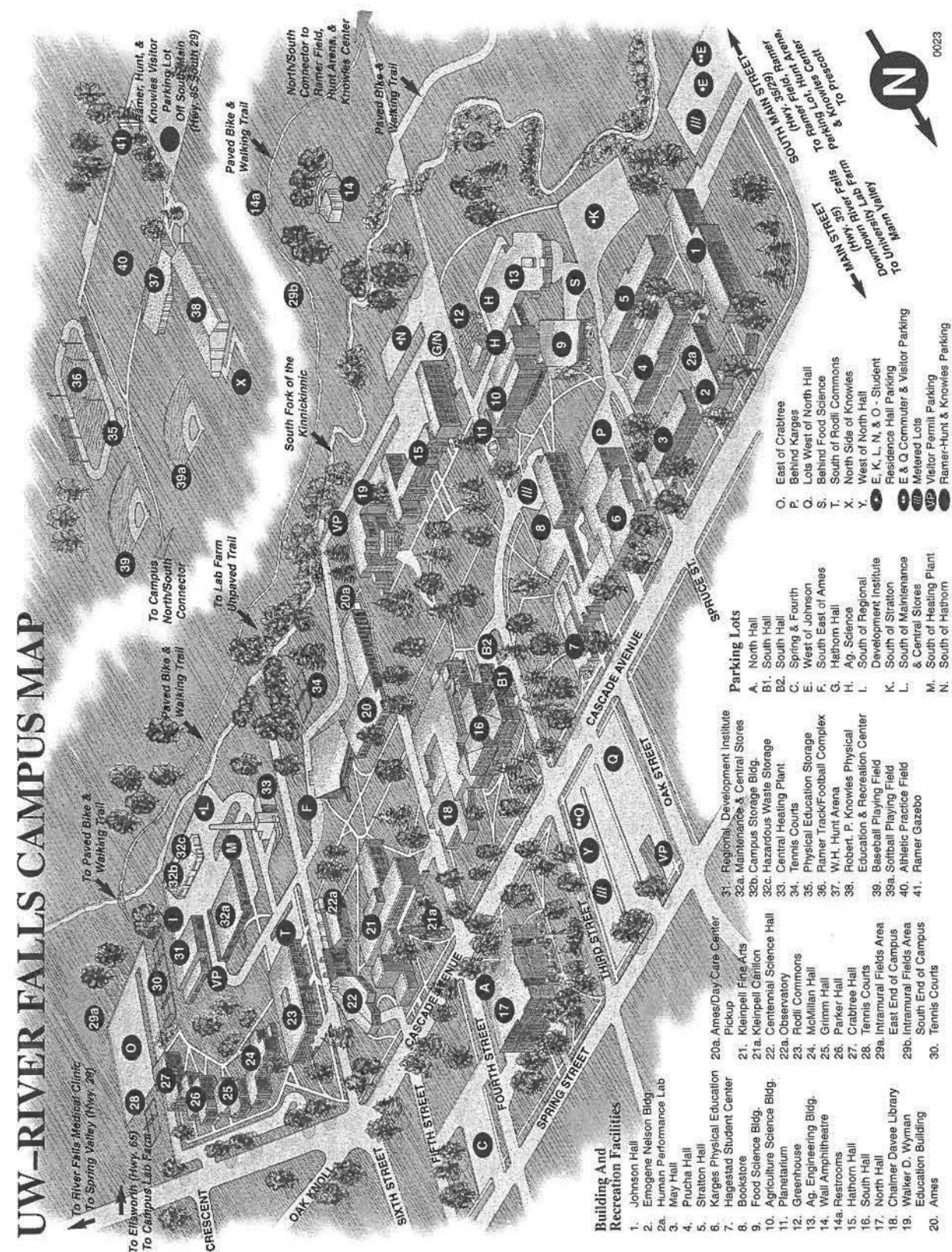
Policy Statement — Title IX and the Rehabilitation Act of 1973

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, 117 North Hall, (715) 425-3833.

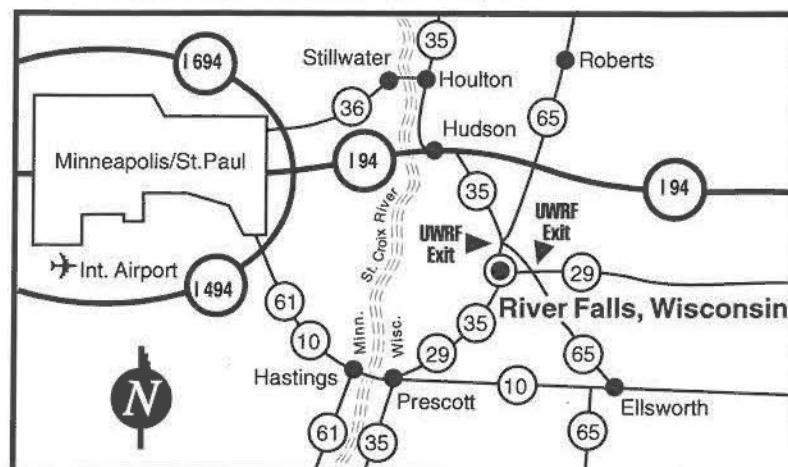
Notice of Student Rights Under the Family Educational Rights and Privacy Act

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.

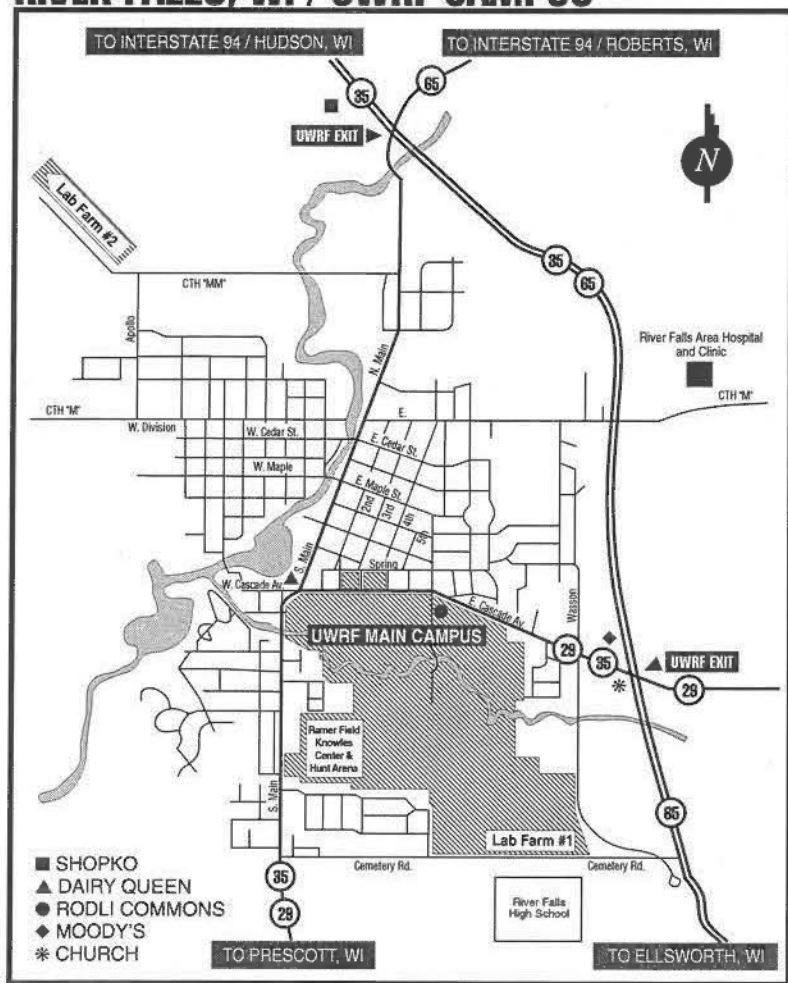
The provisions of this catalog do not constitute a contract between a student at UW-River Falls and the University. The sole purpose of the catalog is to provide regulations, course listings, degree programs and fee schedules which are in effect at the time of publication. UW-River Falls reserves the 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.



TWIN CITIES / RIVER FALLS, WI



RIVER FALLS, WI / UWRF CAMPUS



ADMINISTRATIVE OFFICES

Admissions	(715) 425-3500
(112 South Hall)	
Academic Success Center	425-3531
(102 Davee Library)	
Alumni	425-3505
(310 South Hall)	
Bookstore	425-3962
(102 Hagestad Student Center)	
Business Offices	425-3145/3901
(215 & 221 North Hall)	
Career Services	425-3572/3721
(24 E. Hathorn)	
Cashier's Office	425-3805
(217 North Hall)	
Central Stores	425-3570
(Maint. & Central Stores Bldg.)	
Chancellor's Office	425-3202
(116 North Hall)	
Conferences & Events	425-4484
(215 Hagestad Student Center)	
Counselors	425-3884/3531
(24 E. Hathorn/102 Davee Library)	
Dean, College of Agriculture, Food and Environmental Sciences	425-3784
(210 Ag Science)	
Dean, College of Arts & Sciences	425-3777
(136 Kleinpell Fine Arts)	
Dean, College of Business & Economics (315 North Hall)	425-3335
Dean, College of Education and Professional Studies (203 Wyman Education Building)	425-3774
Dean of Students	425-3711
(118 North Hall)	
Equity and Compliance	425-3833
(117 North Hall)	
Financial Assistance	425-3141
(122 South Hall)	
Food Services, University	425-3361
(251 Student Center)	
Foundation	425-3505
(310 South Hall)	
Graduate Studies	425-3843
(108 Regional Development Inst. Bldg.)	
Housekeeping Services	425-3827
(117 Maintenance)	
International Programs	425-4891
(105 Davee Library)	
Multicultural Services	425-3531
(102 Davee Library)	
Outreach	425-3256
(Regional Development Institute Bldg.)	
Parking	425-3333
(27 South Hall)	
Personnel	425-3221
(218 North Hall)	
Provost/Vice Chancellor	425-3700
(116 North Hall)	
Public Affairs	425-3771
(24 South Hall)	
Public Safety	425-3133
(27 South Hall)	
Purchasing	425-3232
(216 North Hall)	
Registrar's Office	425-3342
(105 North Hall)	
Residence Life - Housing	425-4663
(211 Hagestad Student Center)	
Student Leadership Center	425-4911
(123 Hagestad Student Center)	
TV Studio	425-3175
(114 Kleinpell Fine Arts)	
Vice Chancellor-Administration & Finance	425-3737
(111 North Hall)	

UNIVERSITY OF WISCONSIN RIVER FALLS

GRADUATE CATALOG 2004-2006



August, 2004

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

UNIVERSITY OF WISCONSIN **RIVER FALLS**

GRADUATE CATALOG 2004-2006



August, 2004

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

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. (F)

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. (Sp)

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. (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 clinical experience allowing students to achieve skills outcomes in prevention and assessment in audiology. Includes hearing screening and assessment at the on-campus clinic and off-campus sites. (F,Sp)

COMD 773 6-12 cr. hrs.
Graduate Practicum in the Schools
 This course provides supervised clinical experience that allows students to achieve skills outcomes in prevention, assessment and intervention for children who experience communicative disorders. Students earn clinical clock hours through experiences in urban, suburban and/or rural public schools. (F,Sp-2nd year graduate students only)

COMD 774 2-6 cr. hrs.
Practicum in Rehabilitation Facilities
 This course provides supervised clinical experience that allows students to achieve skills outcomes in prevention, assessment and intervention for children and/or adults who experience communicative disorders. Students earn clinical clock hours through experiences in hospitals, rehabilitation centers, and/or long-term care facilities. (F,Sp,SS-2nd year graduate students only)

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)

COUNSELING

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

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 provides an overview of human development theory as it relates to personal and psychological development: cognitive, ego-identity, aesthetic, moral, social, perspective-taking, multicultural, 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 such 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 school counseling, as well as consider recent developments in diversity, prevention, and advocacy consultation 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
 Contact Program Director

COUN 718 3 cr. hrs.**Addictive Behaviors**

This course is designed to familiarize students with alcohol, drug, and other addictive behavior issues. A review of common disorders which could lead to chemical use, common medications dispensed in the schools, and prevention programs, will be provided. (Sp)

COUN 720 3 cr. hrs.**Techniques of Appraisal**

This course is designed to familiarize students with basic school measurement concepts and standardized tests commonly used in the schools. (F,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. Students will be introduced to theory and practice of designing, facilitating, and evaluating task groups, psychoeducational groups, and small group counseling. Prerequisite: COUN 610. (F,Sp,SS)

COUN 753 3 cr. hrs.**Counseling Theory and Skills**

This course will present to the student the basic theories of counseling. The intent of the course is to provide counseling students with a basic 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. Students will engage, as counselors, in four 30-minute sessions with a client. Prerequisite: consent of the 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 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 600-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 a counselor. (upon student request)

COUN 781 1-3 cr. hrs.**Seminar(s) in Counseling**

These courses are concerned with reviewing interdisciplinary innovations within the field of counseling and psychology. They are designed to broaden the counselor's range of knowledge advanced theory, diagnosis, and remediation. (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, from pretest to posttest, through results and discussion, to the final oral examination. (F,Sp)

COMPUTER SYSTEMS

CSIS 589 1-3 cr. hrs.**Special Topics in Computer Science****CSIS 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

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

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 706 3 cr. hrs.
Developmental Psychology II: Socialization and Personality Development

This course provides an examination of social and personality development from infancy through adolescence. Key topics include: the nature-nurture controversy, Freudian theory, the self (identity, crisis, esteem), attachment, parenting influences, day care, divorce, moral and prosocial development, and sex/gender differences. The socialization process is examined and emphasis is placed on the integration of theory, research, and applied issues related to child rearing and education.

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)

PSYC 750 3 cr. hrs.**Assessment and Diagnosis of Exceptional Children**

Psychology 750 focuses on the processes and materials involved in the diagnosis of learning disabilities. Diagnostic techniques for assessment in reading, written expression, mathematics, social-behavioral, cognitive, physical-perceptual and vocational interests and skills will be represented. Students will become familiar with formal (standardized) and informal instruments. The course in conjunction with PSYC 751, Diagnosis Practicum, serves as the assessment course sequence leading to certification in learning disabilities. Prerequisites: General education teacher certification; PSYC 330/530, 420/620, or consent of instructor. (SS even years)

PSYC 751 2 cr. hrs.**Assessment and Diagnosis of Exceptional Children - Practicum**

Psychology 751 focuses on the implementation of the processes and materials involved in the diagnosis of learning disabilities. Diagnostic assessment of reading, written expression, mathematics, social-behavioral, cognitive, physical-perceptual and vocational interests and skills will be implemented. Within a public school environment, students will administer formal (standardized) and informal tests, score tests, interpret results and write the results of assessment in report form. The interpretation and sharing of the assessment results will demonstrate reflective practice in collaboration with others. Attention will be given to special problems in assessment such as cultural diversity or learning style. The course, in conjunction with PSYC 750 serves as the assessment course sequence leading to certification in learning disabilities. Prerequisites: PSYC 750. (F, even years)

PSYC 755 3 cr. hrs.**Interventions for Students with Learning Disabilities**

Psychology 755 focuses on the knowledge base for educational intervention of students with learning disabilities. Federal and state guidelines are reviewed, including current guidelines for professional roles and program options. Course content includes intervention strategies for reading, written expression, mathematics, social-behavioral, study skills and vocational interests and career concerns. Students will prepare for effective communication with students, parents and other professionals within the school and community. The development of individual educational program measurable goals and objectives and the role of the teacher of learning disabilities in collaboration with regular and other special educators will be emphasized. Prerequisites: Psyc 750, 751, or consent of instructor. (offered beginning Summer 2005, SS, odd years)

PSYC 756 2 cr. hrs.**Interventions for Students with Learning Disabilities - Practicum**

Psychology 756 focuses on the implementation of educational intervention of students with learning disabilities. At least one individual education program is developed and implemented in collaboration with regular and other special educators, parents and students when appropriate. Emphasis is on implementation of intervention strategies for reading, written expression, mathematics, social-be-

havioral, study skills and vocational interests and career concerns. Prerequisites: PSYC 750, 751, 755 or consent of the instructor. (offered beginning Fall 2005, F, odd years)

PSYC 778 3 cr. hrs.**Learning Disabilities Practicum**

Psychology 778 represents the terminal course in the learning disabilities certification program. The course is designed primarily to provide clinical supervised experience in working with individuals with learning disabilities. The practicum also provides opportunities to work with parents, regular education classroom teachers, community agencies and other professionals (public school personnel as well as agency employees) involved in providing services to individuals with learning disabilities. A special topic project required for the practicum is a problem-solving and conflict resolution strategy designed, and, if possible, implemented during the practicum experience. Prerequisites: PSYC 750, 751, 755, 756. (offered beginning Spring 2006, Sp even years)

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

READING

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

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 placed on strategic teaching methods and current technology that enable students to become independent learners and skillful comprehenders of text. Special emphasis on individual differences among readers as well as the social and political implications of global literacy perspectives. Prerequisites for Reading Program licensure candidates: two years regular classroom teaching experience and READ 700. No prerequisites for other graduate students. [Summer Institute Course] (F, SS, Sp)

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

This course, offered concurrently with TED 461, 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

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/MUS760. (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, every three years, or upon student request)

SCTA 779 1-3 cr. hrs.
Graduate Internship: St. Croix Valley Summer Theatre
 Graduate Students will have an opportunity to learn about theatre production by working alongside professional theatre practitioners in the creation of one or more theatre productions. Students will be given the opportunity to exercise leadership as appropriate, by assuming such roles as crew heads, design assistants, or performers. Prerequisites: 9 graduate credits in theatre or related discipline. (SS)

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)

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, every three years, 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.

SOCIOLOGY, ANTHROPOLOGY AND 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)

SCHOOL PSYCHOLOGY

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 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 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 specialist 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 school district personnel, to candidates seeking their initial license in Wisconsin, or to those seeking a limited license in Minnesota. 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.

SOSY 798 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)

TEACHER EDUCATION

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 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 663. Prerequisite: Admission to Teacher Education.

(F,Sp) Students seeking certification in SCIENCE must enroll concurrently in READ 622, TED 623, and 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)