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Academic Policies and Procedures

View the Registrar's Office.
# Graduate Course Descriptions

## ANTH - Anthropology

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 699</td>
<td>Independent Study</td>
<td>1.00 - 4.00</td>
</tr>
<tr>
<td></td>
<td>Supervised independent study and/or research in Anthropology. Prior contract with instructor is required.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite for taking this course is completion of ANTH 101 and instructor consent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Typically Offered:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasional by Demand</td>
<td></td>
</tr>
</tbody>
</table>

## ART - Art

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 520</td>
<td>Studies in American Art</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>American art of the Colonial, 19th or 20th Century period including sculpture, architecture and painting.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Typically Offered:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Occasional by Demand</td>
<td></td>
</tr>
<tr>
<td>ART 521</td>
<td>Mediterranean</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Architecture, sculpture, craft, and painting of the Mediterranean and Near East cultures to include any one or combination of Mesopotamian, Egypt, Greece, Rome or early Christian/Byzantine.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Typically Offered:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Occasional by Demand</td>
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</tr>
<tr>
<td>ART 523</td>
<td>Medieval Art</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>a) Early Christian and Byzantine; b) Medieval; c) Romanesque; d) Gothic: A detailed investigation of the art of the Middle Ages.</td>
<td></td>
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<td></td>
<td><strong>Typically Offered:</strong></td>
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<tr>
<td></td>
<td>Occasional by Demand</td>
<td></td>
</tr>
<tr>
<td>ART 524</td>
<td>Visual Arts in Non-Western Societies</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Study of visual arts in non-western societies including North American Indian/Native American; Mesoamerican; Oceania/Pacific Islands, Asian, and African cultures.</td>
<td></td>
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<tr>
<td>General Education Requirements (2016-17 and Prior Catalogs):</td>
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<tr>
<td></td>
<td>Fine Arts Appreciation</td>
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<td></td>
<td>Non-Western</td>
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<td></td>
<td><strong>Typically Offered:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Spring Term Only</td>
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</tr>
<tr>
<td>ART 525</td>
<td>Renaissance Art</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Italian or Northern European architecture, sculpture and painting from 1250 to 1600.</td>
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<td></td>
<td><strong>Typically Offered:</strong></td>
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<td>Occasional by Demand</td>
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<tr>
<td>ART 526</td>
<td>Baroque Art to Romanticism</td>
<td>3.00</td>
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<tr>
<td></td>
<td>The Arts in Italy and Northern Europe between 1550 and 1850.</td>
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<td></td>
<td><strong>Typically Offered:</strong></td>
<td></td>
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<td></td>
<td>Occasional by Demand</td>
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<tr>
<td>ART 527</td>
<td>Modern Art</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>Nineteenth Century, 20th Century, Contemporary or Post-Modern art and architecture and the forces which influenced the period.</td>
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<td></td>
<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Spring Term Only</td>
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<tr>
<td>ART 529</td>
<td>Women in Art</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Women's expression in painting and sculpture, primarily of the 19th and 20th Centuries.</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Occasional by Demand</td>
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</tr>
<tr>
<td>ART 536</td>
<td>Contemporary Movements in the Visual Arts</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Record movements in painting, sculpture and architecture, with emphasis on the United States and Canada.

**Typically Offered:**
Occasional by Demand

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>ART 542</td>
<td>Photography History, Theory and Criticism</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Survey of the aesthetic and fundamental technical history of photography as a vital means of artistic expression and communication in North America and Western Europe from 1827 to 1940.</td>
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<tr>
<td></td>
<td><strong>Typically Offered:</strong></td>
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<td>Spring Term Only</td>
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</table>

**ART 550** Psychology of Art  
Art as a fundamental human activity on an individual and societal level. Studies theories of creativity and issues of cultural and social diversity as applicable to art therapy.

**Prerequisites:**
Prerequisite for taking this course is Art Therapy Graduate or consent of instructor.

**Typically Offered:**
Spring Term Every Other Year

**ART 602** Art Therapy Seminar  
Study of the art of clients with different disabilities and psychopathologies. Investigation into methods of inducing visual expression with different clients will be emphasized. The current DSM will be used in conjunction with defining client disabilities and pathologies.

**Typically Offered:**
Fall Term Every Other Year

**ART 605** Drawing  
Advanced problems in drawing. Repeatable up to nine credits.

**Typically Offered:**
Fall and Spring Terms

**ART 610** Painting  
Individual concepts and creative skills in the use of oils, watercolors, and/or related media. Discussions and critiques supplement studio experiences. Repeatable up to nine credits.

**Typically Offered:**
Fall and Spring Terms

**ART 611** Collage  
Advanced studies in collage. Creating artworks with resources from natural, digital, and manufactured world. Emphasis on the development of responsive creativity.

**Typically Offered:**
Spring Term Only

**ART 615** Ecopsychology, Art and Meditation  
Ecopsychology is an emerging field that studies the relationship between people and nature. It has far-reaching implications in sustainability, politics, and the arts on a personal and group level. Through art and meditation a deep understanding of the principles and practices of ecopsychology will be explored. Repeatable up to nine credits.

**Typically Offered:**
Fall and Spring Terms

**ART 619** Multi-Modal Art Therapy  
An exploration of Multi-Modal healing techniques including Drama, Music, Poetry, and Play Therapy and their application in Art Therapy will be studied scholastically and experientially. Guest speakers on the topics presented as well as varied techniques as applicable to Art Therapy will be introduced.

**Prerequisites:**
Prerequisite for taking this course is Art Therapy Graduate or consent of instructor.

**Typically Offered:**
Spring Term Every Other Year

**ART 630** Readings in Art History  
Guided individual research on an approved topic. Repeatable up to 12 credits. Consent of instructor is required to enroll in this course.

**Typically Offered:**
Fall and Spring Terms

**ART 635** Research in Art  
Topic: Art Education. Students plan and conduct an independent research project in art education. Research may be either basic or applied in nature. Results of the study will be reported in the style and form required for publication. Prerequisite: Minimum of 20 undergraduate credits in art and permission of the instructor. Topic: Art Therapy - Research into specific areas and elective topics in art therapy. Consent of instructor is required to enroll in this course.

**ART 640** Printmaking  
Advanced problems in printmaking. Topics: etching (spring semester), woodcut (fall semester). Repeatable up to nine credits.
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<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>ART 641</td>
<td>Photography</td>
<td>3.00</td>
<td>Advanced and graduate studio courses (respectively) concerned with defining a specific direction with a body of work with an emphasis on resolution. Repeatable up to nine credits.</td>
</tr>
<tr>
<td>ART 645</td>
<td>Expressive Arts For Change</td>
<td>3.00</td>
<td>Experiential studio course exploring the expressive arts process in depth through multiple arts media and techniques. Use the expressive arts as an essential tool for social change and personal transformation to contribute to positive change. Repeatable up to nine credits.</td>
</tr>
<tr>
<td>ART 660</td>
<td>Sculpture</td>
<td>3.00</td>
<td>Students work on more specialized problems of their own design in consultation with the instructor. Repeatable up to nine credits</td>
</tr>
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<td>ART 670</td>
<td>Ceramics</td>
<td>0.00</td>
<td>An advanced course that critically examines ceramic processes and aesthetic issues through extended creative projects developed in consultation with the instructor. Emphasis on producing a professional, coherent portfolio and supporting visual artists' materials. Repeatable up to nine credits.</td>
</tr>
<tr>
<td>ART 675</td>
<td>Metalwork</td>
<td>3.00</td>
<td>Advanced techniques and processes. Repeatable up to nine credits</td>
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<tr>
<td>ART 679</td>
<td>Fibers</td>
<td>3.00</td>
<td>Topic: Loom Weaving - Interlocking fibers via loom mechanisms; includes experience with fabric structure, fiber characteristics and the effective use of color. Topic: Off-Loom Fibers - Primary structures through a variety of manipulation techniques; may include primitive forms of weaving, felting, basketry and dyeing. Emphasis on expression. Repeatable up to nine credits.</td>
</tr>
<tr>
<td>ART 683</td>
<td>Art Therapy Fundamentals</td>
<td>3.00</td>
<td>Survey of the origins, history, and theoretical objectives and trends in art therapy. Covers ethical, legal issues, and standards of good practice.</td>
</tr>
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<td>ART 684</td>
<td>The Development of Creative Functioning</td>
<td>3.00</td>
<td>Study of the creative individual; research findings on creativity; techniques for promoting creativity thinking and problem-solving in educational, clinical and business environments.</td>
</tr>
<tr>
<td>ART 685</td>
<td>Art Therapy Techniques</td>
<td>3.00</td>
<td>Theoretical approaches and techniques used in art therapy. Students learn to develop and apply art therapy assessments.</td>
</tr>
<tr>
<td>ART 695</td>
<td>Advanced Art Studio</td>
<td>1.00 - 12.00</td>
<td>Open only to advanced Art students who wish to pursue an individual art problem in any medium of their choosing. The student must take the responsibility of choosing a problem, outlining a plan of study to be submitted to the instructor at registration. The student works informally in co-operation with the instructor, who guides and evaluates in relation to the objective set forth. Consent of instructor is required to enroll in this course.</td>
</tr>
<tr>
<td>ART 697</td>
<td>Art Field Study</td>
<td>1.00 - 3.00</td>
<td>By special arrangement with a department faculty member the student may enroll in an independent study project which may entail travel or the use of resources to be found in the immediate region. Documentation will be required.</td>
</tr>
<tr>
<td>ART 698</td>
<td>Practicum</td>
<td>1.00 - 7.00</td>
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</table>
Supervised experience providing practical application in specific disciplines. Integration of the competencies of the individualized focus in contract form. Topics: Art Education, Art Therapy, Expressive Ecopsychology, Gallery. Consent of instructor is required to enroll in this course.

### ART 702 Art Therapy Seminar
Investigation into methods of inducing visual expression with different treatment settings. The current DSM will be used in conjunction with defining client disabilities and pathologies.

**Prerequisites:**
- Prerequisite for taking this course is Art Therapy Graduate or consent of instructor.

**Typically Offered:**
- Fall and Spring Terms

**ART 704 Issues in Visual Arts**
Advanced study of theoretical frameworks, concepts, contents, and contexts of visual arts. Topic will vary from the spirituality and the sacred in art, psychology and philosophy of art, primitivism in contemporary/modern art, cultural politics in art, feminism in art, science and technology in art, among others.

**Typically Offered:**
- Fall Term Every Other Year

**ART 705 Drawing**
Individual development emphasized. Repeatable up to nine credits

**Typically Offered:**
- Fall and Spring Terms

**ART 710 Painting**
Studio course designed to give the student the opportunity to develop theories and practices on a personal basis relative to the art of painting. Repeatable up to nine credits.

**Typically Offered:**
- Fall and Spring Terms

**ART 711 Collage**
Advanced studies in collage. Creating artworks with resources from natural, digital, and manufactured world. Emphasis on the development of responsive creativity.

**Typically Offered:**
- Spring Term Only

**ART 715 Ecopsychology Art and Meditation**
Ecopsychology is an emerging field that studies the relationship between people and nature. It has far reaching implications in sustainability, politics, and the arts on a personal and group level. Through art and meditation a deep understanding of the principles and practices of ecopsychology will be explored.

**Typically Offered:**
- Fall and Spring Terms

**ART 719 Multi-Modal Art Therapy**
An exploration of Multi-Modal healing techniques and their application in Art Therapy, Drama, Music, Poetry, and Play Therapy will be studied scholastically and experientially. Professionals in the field as well as varied techniques will be introduced.

**Prerequisites:**
- Prerequisite for taking this course is Art Therapy Graduate or consent of instructor.

**Typically Offered:**
- Spring Term Every Other Year

**ART 720 Studies in American Art**
American art of the Colonial, 19th or 20th Century period including sculpture, architecture and painting.

**Typically Offered:**
- Occasional by Demand

**ART 721 Mediterranean**
Architecture, sculpture, craft, and painting of the Mediterranean and Near East cultures to include any one or combination of Mesopotamia, Egypt, Greece, Rome or early Christian/Byzantine.

**Typically Offered:**
- Occasional by Demand

**ART 723 Medieval Art**
a) Early Christian and Byzantine; b) Medieval; c) Romanesque; d) Gothic: A detailed investigation of the art of the Middle Ages.

**Typically Offered:**
- Occasional by Demand

**ART 724 Visual Arts in Non-Western Societies**

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 725</td>
<td>Renaissance Art</td>
<td>3.00</td>
<td>Italian or Northern European architecture, sculpture and painting from 1250 to 1600.</td>
</tr>
<tr>
<td>ART 726</td>
<td>Baroque Art to Romanticism</td>
<td>3.00</td>
<td>The Arts in Italy and Northern Europe between 1550 and 1850.</td>
</tr>
<tr>
<td>ART 727</td>
<td>Modern Art</td>
<td>3.00</td>
<td>Nineteenth Century, 20th Century, Contemporary or Post-Modern Art and architecture and the forces which influenced the period. Research required.</td>
</tr>
<tr>
<td>ART 729</td>
<td>Women in Art</td>
<td>3.00</td>
<td>Women's expression in painting and sculpture, primarily of the 19th and 20th Centuries.</td>
</tr>
<tr>
<td>ART 730</td>
<td>Readings In Art History</td>
<td>3.00</td>
<td>Guided individual research on an approved topic. Repeatable up to nine credits. Consent of instructor is required to enroll in this course.</td>
</tr>
<tr>
<td>ART 732</td>
<td>African Art</td>
<td>3.00</td>
<td>Topics: African-American Art and African Art - Alternate every other Fall. A survey of art created by people of African descent. Also discussed are some influences of Islam, Western Europe, and the Caribbean regions. Repeated up to six credits</td>
</tr>
<tr>
<td>ART 735</td>
<td>Research In Art</td>
<td>3.00</td>
<td>Topic: Art Therapy: Research into specific areas and elective topics in art therapy. Topic: Art Education - Students plan and execute an art education problem in terms of teaching, supervision and/or curriculum planning in keeping with their local school needs and programs. Students carry on an independent research study culminating in the research report written in style and form ready for publication.</td>
</tr>
<tr>
<td>ART 736</td>
<td>Contemporary Movements in the Visual Arts</td>
<td>3.00</td>
<td>Record movements in painting, sculpture and architecture, with emphasis on the United States and Canada.</td>
</tr>
<tr>
<td>ART 740</td>
<td>Printmaking</td>
<td>3.00</td>
<td>Advanced printmaking. Topics: Etching (Spring semester) Woodcut (Fall semester) Repeatable up to nine credits.</td>
</tr>
<tr>
<td>ART 741</td>
<td>Photography Graduate</td>
<td>3.00</td>
<td>Emphasizes concept and process resolution by defining a specific direction through a cohesive body of photographs. Students have the option of working in film or digital.</td>
</tr>
<tr>
<td>ART 745</td>
<td>Expressive Arts For Change</td>
<td>3.00</td>
<td>Experiential studio course exploring the expressive arts process in depth through multiple arts media and techniques. Use the expressive arts as a tool for social change and personal transformation to contribute to positive change. Repeatable up to nine credits.</td>
</tr>
<tr>
<td>ART 750</td>
<td>Psychology of Art</td>
<td>3.00</td>
<td>Study of visual arts in non-western societies including North American Indian/Native American; Mesoamerican; Oceania/Pacific Islands, Asian, and African cultures.</td>
</tr>
</tbody>
</table>
Art as a fundamental human activity on an individual and societal level. Studies theories of creativity and issues of cultural and social diversity as applicable to art therapy.

**Prerequisites:**
Prerequisite for taking this course is Art Therapy Graduate or consent of instructor.

**Typically Offered:**
Spring Term Every Other Year

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 760</td>
<td>Sculpture</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Advanced sculpture. Individual development emphasized. Prerequisite: ART 260,360,460,660. Repeatable up to nine credits.</td>
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<tr>
<td></td>
<td><strong>Prerequisites:</strong></td>
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<tr>
<td></td>
<td>Instructor consent and completion of ART 260, 360, 460, and 660 are prerequisite for taking this course.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Fall and Spring Terms</td>
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**Typically Offered:**
Fall and Spring Terms

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 770</td>
<td>Ceramics</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Individualized studio problems in ceramics. Work at this level is expected to be specialized and without major technical problems. Repeated up to nine credits. Prerequisite for taking this course is Instructor consent.</td>
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<td><strong>Typically Offered:</strong></td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ART 775</td>
<td>Metalwork</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Advanced techniques and processes. Repeatable up to nine credits. Prerequisite for taking this course is Instructor consent.</td>
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<td><strong>Typically Offered:</strong></td>
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<tr>
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<tbody>
<tr>
<td>ART 779</td>
<td>Fiber</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Topic: Loom Weaving - Individually designed series of experiences using the loom in interlocking fibers. Problems planned in consultation with instructor. Topic: Off-Loom Fibers - Advanced problems in primary structures should include research of primitive expression, materials and techniques. Repeatable up to nine credits.</td>
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<td><strong>Typically Offered:</strong></td>
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</thead>
<tbody>
<tr>
<td>ART 783</td>
<td>Art Therapy Fundamentals</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Survey of the origins, history, and theoretical objectives and trends in art therapy. Ethical, legal issues and standards of good practice will be covered.</td>
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<td><strong>Typically Offered:</strong></td>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ART 784</td>
<td>Development of Creative Functioning</td>
<td>3.00</td>
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<tr>
<td></td>
<td>The study of the creative individual, techniques for problem solving and creative thinking, and ways of promoting creativity with individuals and in group settings. Research required.</td>
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<td></td>
<td><strong>Prerequisites:</strong></td>
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</tr>
<tr>
<td></td>
<td>Prerequisite for taking this course is Art Therapy Graduate or consent of instructor.</td>
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<td><strong>Typically Offered:</strong></td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ART 785</td>
<td>Art Therapy Techniques</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Theoretical approaches and techniques used in art therapy will be studied. Students will also learn to develop and apply art therapy assessments.</td>
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<td></td>
<td><strong>Prerequisites:</strong></td>
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<td>Prerequisite for taking this course is Art Therapy Graduate or consent of instructor.</td>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ART 789</td>
<td>ART Elective</td>
<td>1.00 - 99.00</td>
</tr>
<tr>
<td></td>
<td>Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.</td>
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Fall Term Only

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<tbody>
<tr>
<td>ART 790</td>
<td>Graduate Art Seminar</td>
<td>2.00</td>
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<tr>
<td></td>
<td>Advanced seminar concerned with defining one's evolving philosophical relationship with art and developing a dialogue with art through individual oral or visual presentations and class discussion.</td>
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<td><strong>Typically Offered:</strong></td>
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<tbody>
<tr>
<td>ART 795</td>
<td>Independent Study</td>
<td>1.00 - 5.00</td>
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<tr>
<td></td>
<td>Graduate art students work independently under guidance of an instructor. Students submit a proposal of study during the first week of the course. Consent of instructor is required to enroll in this course.</td>
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<td><strong>Typically Offered:</strong></td>
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<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>ART 797</td>
<td>Art Field Study</td>
<td>1.00 - 3.00</td>
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</table>

The Board of Regents of the University of Wisconsin System | 9 of 207
By special arrangement and permission of the department, a student may enroll for the off-campus study of a problem in art. Documentation required. Prerequisite for taking this course is Instructor consent.

Typically Offered:
- Fall and Spring Terms

**ART 798 Practicum**
Supervised experience providing practical application in specific disciplines. Integration of the competencies of the individualized focus in contract form. Topics: Art Education, Art Therapy, Expressive Ecopsychology, Gallery. Consent of instructor is required to enroll in this course.

Typically Offered:
- Fall and Spring Terms

**ART 799 Graduate Terminal Project**
Successful completion of thesis or M.A. exhibition with supporting paper. Consent of instructor is required to enroll in this course.

Typically Offered:
- Fall and Spring Terms

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**ARTED - Art Education**

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ARTED 681</td>
<td>Art for Special Education</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Exploration of art concepts, media, and processes with adaptation for the mainstreamed student with special educational needs. A study of characteristics of students with behavior and/or learning disorders, cognitive delay, physical handicap, and gifted and talented.</td>
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<td></td>
<td>Typically Offered:</td>
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<td></td>
<td>Spring Term Only</td>
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</table>

**ARTED 682 Art Education for the Gifted and Talented**
Study of current guidelines, trends, and program options that address the special educational needs of gifted and talented students. Areas of emphasis include: student characteristics, artwork characteristics, identification procedures, and curriculum models. Prerequisite: Minimum of 20 undergraduate credits in Art and permission of the instructor. By arrangement.

Typically Offered:
- Fall Term Only

**ARTED 781 Art for Special Education**
Exploration of art concepts, media, and processes with adaptations for the mainstreamed student with special educational needs. A study of characteristics of students with behavior and/or learning disorders, cognitive delay, physical handicap, and gifted and talented.

Typically Offered:
- Spring Term Only

**ARTED 782 Art Education for the Gifted and Talented**
Study of current guidelines, trends, and program options that address the special educational needs of gifted and talented students. Areas of emphasis include: student characteristics, artwork characteristics, identification procedures, and curriculum models. Prerequisite: Minimum of 20 undergraduate credits in Art and permission of the instructor. By arrangement.

Typically Offered:
- Occasional by Demand

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**BIOL - Biology**

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 681</td>
<td>Special Topics</td>
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<tr>
<td></td>
<td>In-depth study of specialized current topics in biology selected by the faculty on the basis of student/community interest. May include workshops, seminars, field trips, special problems, independent study, etc. Course may be repeated when topics are different. Instructor permission to enroll in this course.</td>
<td>1.00 - 4.00</td>
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**COAC - Coaching**

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<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COAC 689</td>
<td>Coach Elective</td>
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<td></td>
<td>Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.</td>
<td>1.00 - 12.00</td>
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<tr>
<td>Catalog Nbr.</td>
<td>Course Title/Course Topics</td>
<td>Credits</td>
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<tr>
<td>COMM 501</td>
<td>Selected Topics in Film and Television</td>
<td>3.00</td>
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<td></td>
<td>Examination of one of the major cycles, movements, nationalities, eras, or genres of motion picture and/or television production. Several feature films and/or television programs exemplifying historically and critically important aspects of the topic will be shown. Different topics are repeatable.</td>
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<td><strong>Prerequisites:</strong></td>
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<td>Prerequisite for taking this course is having completed COMM104.</td>
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<tr>
<td>COMM 520</td>
<td>Selected News Writing</td>
<td>3.00</td>
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<td></td>
<td>Students learn to identify a topic and focus an angle, and write feature stories, editorials and commentary. The class works together to analyze strengths and weaknesses of each student's work.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Fall Term Only</td>
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<tr>
<td>COMM 530</td>
<td>Advanced News Gathering and Report</td>
<td>3.00</td>
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<td></td>
<td>This course expands the student's understanding of journalism; its function in a democracy, techniques of investigation, documentary and series reporting; and transition into the electronics and entrepreneurial delivery of news. Students develop their own news blogs and cover local issues through them, and work in groups to create a final feature project (radio, video, print or online).</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Spring Term Only</td>
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<tr>
<td>COMM 532</td>
<td>Communication in Conflict</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Theoretical and applied exploration and analysis of communication in diverse conflict contexts.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Spring Term Only</td>
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<tr>
<td>COMM 548</td>
<td>Screenwriting</td>
<td>3.00</td>
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<td></td>
<td>Theory and extensive practice in narrative writing for television and film. Includes study and application of relevant media writing formats.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Fall Term Every Other Year</td>
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<tr>
<td>COMM 558</td>
<td>Broadcast Journalism</td>
<td>3.00</td>
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<td></td>
<td>Review of the methods and philosophies of news gathering, writing, and reporting for the electronic media. Frequent practical exercises to sharpen the student's writing and reporting abilities.</td>
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<tr>
<td>COMM 561</td>
<td>Narrative Video Production</td>
<td>3.00</td>
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<td></td>
<td>Project-intensive course in which students produce, direct, and edit fictional narrative videos. A variety of theories, techniques, and methods will be studied and applied to the student productions.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Spring Term Only</td>
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<tr>
<td>COMM 562</td>
<td>Documentary Video Production</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Project intensive course in which students produce, direct, and edit documentary videos. A variety of theories, techniques, and methods will be studied and applied to the student productions.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Fall Term Every Other Year</td>
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<tr>
<td>COMM 565</td>
<td>Theatre Direction I</td>
<td>3.00</td>
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<td>Theory and practice of a play production from the viewpoint of the director. Emphasis on directorial choices. Directed laboratory scene work required.</td>
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<td>Spring Term Every Other Year</td>
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<tr>
<td>COMM 566</td>
<td>Theatre Direction II</td>
<td>3.00</td>
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<td>Continued study and practice of stage directing culminating in a supervised production experience.</td>
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<td>Spring Term Every Other Year</td>
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<tr>
<td>COMM 568</td>
<td>Criticism Of Film and Television</td>
<td>3.00</td>
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<td></td>
<td>Advanced study of seminal aesthetic and critical theories for the visual media. Students learn and apply critical frameworks in the analysis of film and television.</td>
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<tr>
<td>COMM 576</td>
<td>Group Communication Processes</td>
<td>3.00</td>
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Exploration of communication processes within the context of the small group with emphasis on interpersonal relations, group dynamics, leadership and participant functions. An experiential/theoretical course.

<table>
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<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>COMM 577</td>
<td>Special Topics In Theatre</td>
<td>3.00</td>
<td>Examination of special topics in the areas of theatre. Topics vary depending on current student interest and needs to the current season offering. Repeatable with different sections.</td>
</tr>
<tr>
<td>COMM 588</td>
<td>Elements Of Design for Theatre</td>
<td>3.00</td>
<td>Designing for the theatrical arts. Emphasis of the aspects of lighting, sound, costuming and scenery to include sketchbooks, drafting, renderings and model making.</td>
</tr>
<tr>
<td>COMM 589</td>
<td>Comm Arts Elective</td>
<td>1.00 - 12.00</td>
<td>Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.</td>
</tr>
<tr>
<td>COMM 592</td>
<td>Leadership Training for Theatre</td>
<td>2.00</td>
<td>Practical experience in serving in leadership positions in Theatre. Section numbers indicate the particular leadership area. Consult with your proposed instructor for the appropriate section number. Contract prior to registration. Arranged.</td>
</tr>
<tr>
<td>COMM 655</td>
<td>Theorizing Media Culture</td>
<td>3.00</td>
<td>Traces the development throughout the 20th century and into the 21st century of different models and theoretical frameworks for understanding mediated communication. The course is reading-intensive and emphasizes the development skills for analyzing, critiquing, and theorizing contemporary media.</td>
</tr>
<tr>
<td>COMM 667</td>
<td>Advanced Intercultural Comm</td>
<td>3.00</td>
<td>Advanced analysis of the communication dimensions involved in enhancing intercultural interactions. Focus is on identity and communication and their relationship to each other in a diverse world.</td>
</tr>
<tr>
<td>COMM 677</td>
<td>Media Law</td>
<td>3.00</td>
<td>Examines the development over the past two centuries of key concepts, principles, and legal precedents affecting media in the United States. Students also scrutinize the changes wrought by newer communication technologies and changing sociocultural practices. Emphasizes the building of skills in critical media literacy.</td>
</tr>
<tr>
<td>COMM 698</td>
<td>Advanced Independent Study</td>
<td>1.00 - 6.00</td>
<td>Individual investigation and/or production by advanced students in Communication, Media, or Theatre to include a study of related literature and formal reports or production. Instructor consent and contract prior to enrollment. Repeatable up to six credits. Arranged.</td>
</tr>
<tr>
<td>COMM 701</td>
<td>Communication Theory</td>
<td>3.00</td>
<td>In-depth study of theoretical traditions and specific theories in Communicating Arts, including Media Communication, and Theatre.</td>
</tr>
<tr>
<td>COMM 702</td>
<td>Communication Research</td>
<td>3.00</td>
<td>Introduction to historical, critical, creative, and ethnographic research in Communicating Arts.</td>
</tr>
<tr>
<td>COMM 708</td>
<td>Media Ethics and Criticism</td>
<td>3.00</td>
<td>Using examples from historical cases and current issues, students analyze the practices of major media organizations and other media makers through an ethical lens. Students also consider how ethical standards and institutional norms, government and corporate interests, and ideologies (e.g., of the free press and of race/ethnicity, gender, sexuality, and class) influence media decision-making. This course emphasizes skills in critical media analysis.</td>
</tr>
<tr>
<td>COMM 711</td>
<td>Graduate Practicum</td>
<td>1.00 - 3.00</td>
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</tbody>
</table>
Graduate-level research study and/or practice in Communication, Theatre, Radio, Video Production, or Journalism. A multiple-section course allowing a high degree of specialization. Repeatable. Project designed in consultation with instructor and academic advisor. Contract prior to enrollment. Arranged.

**Typically Offered:**
- Fall, Spring, and Summer Terms

**COMM 715 Selected Topics in Theatre History**

- Individualized study of a major period in the history of theatre. Emphasis on the relationship of the physical theatre to the social history of the period in review. Instructor Consent required. Arranged.

**Typically Offered:**
- Occasional by Demand

**COMM 721 Advanced Design for Theatre**

- Advanced principles of design as related to technical, historic, and contemporary theatre production. Instructor consent required. Repeatable. Arranged.

**Typically Offered:**
- Occasional by Demand

**COMM 775 Internship**

- Supervised work in professional communication industries and settings. May include collateral reading, reports, and conferences with faculty supervisor. Major emphasis in the area of the internship, must have a signed Affiliation Agreement with organization with which you are interning on file in Communicating Arts Office, contract prior to registration and consent of the Communicating Arts Department chair. The application for internship including written consent from the external agency (Affiliation Agreement) must be submitted to the department chair 30 days prior to enrollment. Arranged.

**Typically Offered:**
- Fall, Spring, and Summer Terms

**COMM 780 Thesis**

- Individual thesis research in Communication, Media, or Theatre. An outline of the proposed thesis must be approved by the advisor and the Communicating Arts Department Chair, and a contract completed before registration. Arranged.

**Prerequisites:**
- Prerequisite for taking this course is having completed COMM 701 and COMM 702.

**Typically Offered:**
- Fall, Spring, and Summer Terms

**COMM 789 Comm Arts Elective**

- Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.

**COMM 795 Special Topics Seminar**

- This department periodically offers specially designed seminars on any number of diverse topics within Communicating Arts.

**Typically Offered:**
- Occasional by Demand

**COMM 798 Independent Study**

- Graduate-level independent investigation and/or production in Communication, Media or Theatre. Project designed in consultation with the instructor and a contract prior to enrollment. Arranged.

**Typically Offered:**
- Fall, Spring, and Summer Terms

**COMM 799 Intern Teaching in Communication**

- Student assists and works with a graduate faculty member in teaching a lower-division, undergraduate Communicating Arts course. Practical work in structuring and presenting the consent of one or more selected units of course under the supervision of the instructor of record. Repeatable. Instructor and department chair consent and a contract prior to registration. Arranged.

**Typically Offered:**
- Fall and Spring Terms

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### COUN - Guidance & Counselor Education

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 681</td>
<td>Seminars in Counselor Education</td>
<td>0.50 - 3.00</td>
</tr>
<tr>
<td>COUN 702</td>
<td>Counseling Theories</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Selected topics and problems in counselor education. May be taken in several units provided a different topic or problem is studied each time.

**Typically Offered:**
- Occasional by Demand

Analysis of counseling theories and practices. Examines several of the major theories -- historic and current -- of counseling. Serves as an introduction to the field of counseling and to illustrate the diversity of theoretical approaches which exist. Students develop a preliminary theoretical philosophy of counseling. One of three courses -- COUN 702, 704, 706 -- that serve as a foundation to the profession and the program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Typically Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 704</td>
<td>Introduction to Counseling</td>
<td>3.00</td>
<td>Spring Term Only</td>
</tr>
<tr>
<td>COUN 706</td>
<td>Pre-practicum</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>COUN 708</td>
<td>Organization and Administration of School Guidance and Other Pupil Services</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>COUN 712</td>
<td>Family Counseling</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>COUN 714</td>
<td>Family Group Systems</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>COUN 716</td>
<td>Couple and Marital Counseling</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>COUN 718</td>
<td>Family Crisis Intervention</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>COUN 720</td>
<td>Counseling Children</td>
<td>3.00</td>
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</tr>
</tbody>
</table>

### Introduction to Counseling
Overview of the counseling profession and its areas of specialization, training, and concern. Examines program development and administration, relevant laws and applications, as well as one's professional identity as a counseling professional. One of three courses -- COUN 702, 704, 712 -- that serve as a foundation to the profession and program.

### Pre-practicum
Introduces counseling skill development, emphasizing the skills essential in the interview and rapport-building process. Students develop a thorough understanding of the counseling process as well as the role and function of the counselor. Students also develop a self-awareness so the counselor-client relationship is therapeutic and so the counselor sets and maintains appropriate professional boundaries. Examines ethical and legal considerations inherent in the counseling process.

**Prerequisites:**
- COUN 702, 704, and 712 are prerequisites for taking this course.

### Organization and Administration of School Guidance and Other Pupil Services
Overview of essential school counseling services and the role and function of the school counselor with emphasis on developing, and managing, and evaluating a comprehensive counseling program within the realms of an entire school. Covers the seven pupil services content standards and additional information pertaining to the other members of the pupil service team with whom the counselor works. Integrates special education, technology, legal and ethical issues.

**Typically Offered:**
- Summer Only

### Family Counseling
Introduction to family systems theory and family therapy techniques. Students develop an understanding of the current epistemological base of family system's theory, major contributors, and specifically review structural, strategic, behavioral and communications approaches to family counseling. Students review the organization and dynamics of their own families, coming to understand how their families impact their world perceptions and everyday behavior.

**Typically Offered:**
- Other, Refer to Catalog

### Family Group Systems
Integrates, at the next level of professional competence, the family theory and family counseling techniques presented in COUN 712 Family Counseling. Assumes students are seeking skill development that will assist in meeting "family counselor" professional certification standards, (state and/or national certifications). Further assumes students have explored their own family issues and will continue to do so through this course, as the course is in part experiential. Students closely review the isomorphic processes reflected within their own familial systems that are reflected in their counseling approach and theory preferences. Students assume the professional functions of a family counselor through current literature, development of professional vita, and exploration of certification. At the successful conclusion of this course, students are assumed to be ready to provide supervised family counseling service.

**Prerequisites:**
- COUN 712 is prerequisite for taking this course.

### Couple and Marital Counseling
While the concept of family seems to be defined and redefined through generational context, the need of the individual to be "affiliated" continues to highlight the dyadic relationship's importance to the emotional and social survival of the individual. This course explores intimate dyadic relationships and their importance to the concept of family, family development, and society. Reviews select couple and family dynamics such as basic assumptions of human intimacy (variations), marriage (dissolution and remarriage), mate selection, communications, human sexuality, family crisis, parenting, and aging. Through lectures, experiential exercises, reading, and class discussion, family theory and techniques are integrated and provide conceptualizations toward therapeutic intervention.

**Prerequisites:**
- COUN 712 is prerequisite for taking this course.

### Family Crisis Intervention
Designed to continue the student's counseling skill development in family systems counseling by focusing on the problem areas of family crises and "pre- and post-divorce dispute." Students are provided with a theoretical base to model crisis and dispute resolution techniques and to therapeutically intervene.

**Prerequisites:**
- COUN 712 is prerequisite for taking this course.

### Counseling Children
Focuses on how the counselor can facilitate self-expression in the counseling context with clients, primarily children, who may have difficulty expressing themselves verbally. Developmental theories and issues that shape children's adjustment to school and to their community form the foundations of the course. Basic solution-oriented brief counseling and consultative techniques are integrated for work with parents and teachers.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 722</td>
<td>Counseling Adolescents</td>
<td>3.00</td>
</tr>
<tr>
<td>COUN 724</td>
<td>Behavior Modification</td>
<td>3.00</td>
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<tr>
<td>COUN 726</td>
<td>Developmental Guidance and Counseling</td>
<td>3.00</td>
</tr>
<tr>
<td>COUN 728</td>
<td>Career Counseling</td>
<td>3.00</td>
</tr>
<tr>
<td>COUN 730</td>
<td>Human Growth and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>COUN 734</td>
<td>Chemical Dependency and the Family</td>
<td>3.00</td>
</tr>
<tr>
<td>COUN 738</td>
<td>Multi-Cultural Counseling</td>
<td>3.00</td>
</tr>
<tr>
<td>COUN 740</td>
<td>Counseling and Human Sexuality</td>
<td>3.00</td>
</tr>
<tr>
<td>COUN 742</td>
<td>Psychopathology</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Typically Offered:**

- **Summer Only**
- **Spring Term Only**
- **Fall Term Only**
- **Occasional by Demand**
- **Other, Refer to Catalog**

Adolescents represent a clientele in transition. This course examines key aspects in their development (biological, cognitive, emotional, and social) and their relationships in the various contexts that influence behaviors and attitudes. Common issues of adolescence as well as various interventions are covered from a developmental context. Students learn how to facilitate client self-expression primarily through brief therapeutic techniques and how to consult with supervising adults. While the focus is on normal development, course also touches on at-risk/problematic behavior and thoughts.

Principles of learning theory and behavior management techniques. Students learn how to apply these principles and techniques to aid individuals in the change process. Students plan, implement, and evaluate a self-change project which will demonstrate their understanding of the theory and techniques of behavioral self-management.

Developing the knowledge, skills, and expertise necessary to teach developmental lessons in the classroom that are appropriate to all ages. Covers classroom management. Students, using the ASCA and Wisconsin Developmental Models, develop a set of lessons (perhaps based on monthly themes) specific to the ages of the children they intend to counsel. Emerging problems in the schools, such as bullying, sexual harassment, and abuse are covered. Class covers the 10 WDPI Teacher and Pupil Services Standards.

Provides counselors with a contemporary understanding of human sexuality and gender issues, myths, and problems (physical/biological, emotional, social, cultural) for people (married and not) considering, engaging in, and/or “recovering” from sexual relationships. Includes interventions and treatment approaches. While the course is a requirement for Marriage and the Family Therapist Licensure, it is open to all interested counseling students.

Typically Offered:
- **Summer Only**
- **Spring Term Only**

Provides an understanding of theories of vocational choice and vocational development. Students learn methods of evaluating, promoting, and enhancing, vocational development in individuals from a diversity of backgrounds. They examine ethical and legal considerations inherent in the career counseling process. Also emphasizes student application of traditional and technology based career assessment techniques. Students participate in experiential activities that focus on the career development of themselves and others.

Assessment and intervention techniques with individuals and families in which one or more other family members is chemically dependent. Specific techniques to intervene with spouses of alcoholics, children of alcoholics (minor children and/or adults) and extended family members are included. Also reviews the impact of other addictive behaviors on the family.

Students conduct an in-depth self-analysis regarding the manner in which counselor and client values, perceptions, attitudes, acculturative experiences, and communication styles impact the counseling process. Students are encouraged to conduct an in-depth cultural self-analysis regarding the issues they have inherited from their own culture as it relates to helping multicultural clients. Furthermore, students learn theories, skills, and cross cultural counseling strategies necessary in working with ethnically and culturally diverse clients. The cross-cultural counseling strategies include both group and individual techniques. Students examine any ethical and legal considerations inherent in the counseling process in regards to clients from a diversity of backgrounds. Designed for counselors already working in the field, and current graduate counseling students. Also helpful for any professional who regularly deals with multicultural individuals.

Provides counselors with a contemporary understanding of human sexuality and gender issues, myths, and problems (physical/biological, emotional, social, cultural) for people (married and not) considering, engaging in, and/or “recovering” from sexual relationships. Includes interventions and treatment approaches. While the course is a requirement for Marriage and the Family Therapist Licensure, it is open to all interested counseling students.

Study of abnormal behavior, including classification of various disorders, descriptions of causal factors, methods of assessment, prevention and treatment. Includes examining the current diagnostic system, DSM-IV TR. Students develop an awareness of the limitations of the current diagnostic system along with multicultural and ethical considerations. Also teaches students how to integrate results from psychological assessment into the diagnostic process.
Typically Offered: Fall Term Only

COUN 746
Ethics in Professional Counseling
Serves the professional needs of Human Service professionals within the area of practice generally referred to as ethics. Assists students in exploring personal values, social expectations/sanctions and professional standards of behavior. Course is in part self-directed and seeks to meet the specific certification and practice needs of the student enrolled. This is a course for students in the last stages of their graduate degree in counseling and/or students who have graduated and are practicing human service professionals.

Typically Offered: Other, Refer to Catalog

COUN 750
Practicum
Assists students in making the transition from theoretical understanding of counseling principles and processes to therapeutic process. Students demonstrate knowledge and skills and refine their knowledge and skills in the following areas: integration of his or her theoretical approach to counseling competence in the basic counseling skills with a focus on individual and group counseling as learned in prior coursework; the ability to identify and assess presenting concerns of clients; diagnose problems, and develop treatment plans; and an ability to present case studies, dialogue, and consult with other professionals regarding his or her effectiveness as a counselor.

Prerequisites:
COUN 706 is prerequisite for taking this course.

Typically Offered: Fall and Spring Terms

COUN 752
Group Counseling
Introduction to group counseling including an understanding of group processes, techniques, role of group members and leaders, ethics, and culture, selected group phenomena, processing of group dynamics and therapeutic movement, application of theory and theoretical techniques. The student is required to form and lead a group using a theoretical orientation, and to process the experience through tapes and class discussions.

Prerequisites:
COUN 706 is prerequisite for taking this course.

Typically Offered: Fall and Spring Terms

COUN 756
Internship-School (preK-12)
Field-based course providing on-the-job practice in counseling with individuals and groups and in the classroom under the guidance of an on-site supervisor and a university faculty supervisor. Weekly group discussions of cases and sharing of work experiences is at the heart of the campus classes. Particular content areas that enhance professional preparation (such as legal and ethical issues, standards, technology) are covered. Students are expected to share their counseling work weekly for supervision and peer review. Counseling Portfolios are completed and readied for submission. Instructor consent required.

Prerequisites:
Completion of COUN 750 and COUN 752 are prerequisite for taking this course.

Typically Offered: Fall and Spring Terms

COUN 758
Internship-Community Counseling
Experiential course that integrates counseling theory into practical application under supervision. Off-campus professional work sites provide students practical experience while weekly class sessions provide support/ supervision for work-site activities. Students’ skill integration will be monitored and modified through class discussion, written assignments, class exercises and one-to-one supervision with instructor. This advanced course seeks to finalize professional readiness. Successful completion is dependent on the assumption of the professional functions and obligations of a human service provider. Each internship is an individual placement that is developed related to the professional needs of the student, the needs of the internship site and the coordination by the internship instructor. Instructor consent required.

Prerequisites:
Completion of COUN 750 and COUN 752 are prerequisite for taking this course.

Typically Offered: Fall and Spring Terms

COUN 760
Introduction to Assessment
Addresses the study of measurement theory and basic statistics needed for understanding assessment. Also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural and ethical considerations. Instruments covered focus on psychological and intellectual functioning, and can generally be administered to clients individually or in groups. Students experience the administration, interpretation and reporting of a select sample of assessment tools. Students will be introduced to professional report writing and consequential treatment implications.

Typically Offered: Fall and Spring Terms

CSCI - Computer Science

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 681</td>
<td>Special Topics</td>
<td>1.00 - 4.00</td>
</tr>
<tr>
<td></td>
<td>Graduate level investigation of one or more topics of current interest. Not intended for independent study projects. May be repeated, but no more than a total of eight credits may be earned from both MATH 681 and CSCI 681.</td>
<td></td>
</tr>
</tbody>
</table>
### ECED - Early Childhood Education

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 681</td>
<td>Seminars in Early Childhood</td>
<td>0.50 - 4.00</td>
</tr>
<tr>
<td></td>
<td>Selected topics and problems in the area of early childhood. May be taken in several units provided a different topic or problem is studied each time.</td>
<td></td>
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</tbody>
</table>

Typically Offered:
Occasional by Demand

### ECON - Economics

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 681</td>
<td>Seminar in Economic Issues</td>
<td>3.00</td>
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<tr>
<td></td>
<td>In-depth discussion of current economic issues. While the focus will be on the economic aspects, social as well as political elements will be included. Various policy options will be developed, discussed, and analyzed.</td>
<td></td>
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</tbody>
</table>

### EDAD - Educational Administration

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 689</td>
<td>EDAD Elective</td>
<td>1.00 - 3.00</td>
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<tr>
<td></td>
<td>Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.</td>
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</tr>
<tr>
<td>EDAD 700</td>
<td>Administrative Leadership</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Study of selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on leadership characteristics of educational administrators, including participatory management, long-range strategic planning and change-agent processes. Particular emphasis given to human relations skills as well as oral and written communication skills needed by public school leaders.</td>
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<tr>
<td>EDAD 701</td>
<td>The Director of Instruction</td>
<td>3.00</td>
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<tr>
<td></td>
<td>A study of the various factors which will provide the student with foundations of research, theory, and best practices in instructional leadership and school.</td>
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<tr>
<td>EDAD 709</td>
<td>Directed Study-Administrative Vision of Learning</td>
<td>1.00 - 3.00</td>
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<tr>
<td></td>
<td>Directed study by the graduate faculty member to the graduate student in the Administrative Vision of Learning contexts of Educational Administration.</td>
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<tr>
<td>EDAD 710</td>
<td>Supervision of Instruction</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the function of supervision and evaluation of personnel is designed to assist in the development of programs which will be appropriate to respective school positions and settings. Prepares any member of an organization for the instructional leadership role which requires program planning, evaluation, human relations, and oral and written communication skills.</td>
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<tr>
<td>EDAD 711</td>
<td>Curriculum Management and Development K-12</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the theories and related practices of curriculum development and curriculum organization in American schools. Focuses on methods, materials and strategies in the development, organization and delivery of curriculum in the American K-12 school system. Special emphasis given to development and interpretation of philosophical statements and management. Attention given to utilization of the Wisconsin Department of Public Instruction curriculum guides.</td>
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</tr>
<tr>
<td>EDAD 719</td>
<td>Directed Study-Administration of Student Learning and Staff Growth</td>
<td>1.00 - 3.00</td>
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<tr>
<td></td>
<td>Directed study by the graduate faculty member to the graduate student in the Administration of Student Learning and Staff Growth contexts of Educational Administration.</td>
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<tr>
<td>EDAD 720</td>
<td>School Business Administration</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Study of fiscal and material resource management and budgeting of K-12 school systems, including school finance, taxation and contract law with emphasis on the principles that should serve to guide the decision-making process.</td>
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<tr>
<td>EDAD 721</td>
<td>The Principalship</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the roles and responsibility of the school principal, with emphasis on development of effective instructional leadership skills for the various levels. Deals with the operational tasks of the principalship at the elementary, middle school, and high school levels. Response to contemporary and anticipated problems affecting the elementary and secondary schools are based on tested theory, research and applied practice.</td>
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<tr>
<td>EDAD 728</td>
<td>Diversity, Equity and Equality in Schools</td>
<td>3.00</td>
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</tbody>
</table>

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Examination of issues related to inequities and inequalities in PK-12 schools. Explores diversity in education from a historical perspective to inform institutional practices regarding race, culture, class, and gender. Considers power dynamics, pedagogy, and ideologies that frame education in a democratic society.

**Typically Offered:**

*Fall Term Every Other Year*

**EDAD 729 Directed Study - Administration of Organization, Operations and Resources**

Directed study by the graduate faculty member to the graduate student in the Administration of Organization, Operations and Resources contexts of Educational Administration.

**EDAD 730 Administration and Supervision Of Special Education and Pupil Services**

Study of leadership and administrative paradigms of special education and pupil services PK-12. Emphasis on exceptional educational needs programming knowledge base for inclusive administrative leadership. Emphasis on special needs programming knowledge base not the prominent responsibility of regular or special education.

**EDAD 739 Directed Study - Administration of Diverse Community Interests**

Directed study by the graduate faculty member to the graduate student in the Administration of Diverse Community Interests contexts of Educational Administration.

**EDAD 741 Conflict Resolution and Mediation in K-12 Educational Settings**

Study in the understanding of conflict and handling such in the educational setting. Recognition of the role of communication to express conflict and knowledge of resolution techniques, different approaches to negotiations and basic mediation skills for administrators in the K-12 setting. Also explores the phenomena of school violence and means to respond.

**EDAD 749 Directed Study-Ethical Manner in Educational Administration**

Directed study by the graduate faculty member to the graduate student in the ethical manner contexts of Educational Administration.

**EDAD 750 School Law**

Study of the legal framework within which school district employees must operate. Emphasis on laws and sources of laws which affect students and instruction.

**EDAD 759 Directed Study-Political, Social, and Economic Contexts of Educational Administration**

Directed study by the graduate faculty member to the graduate student in the political, social, and economic contexts of educational administration.

**EDAD 760 Practicum - Director of Special Education and Pupil Services**

Year-long minimum 320-hour administrative field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.

**EDAD 761 Practicum - School Business Administration**

Year-long minimum 320-hour administrative field experience and seminar in a School Business Administration setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.

**EDAD 762 Practicum - PreK-12 Principal**

Year-long minimum 320-hour administrative field experience and seminar in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.

**EDAD 763 Practicum- PreK-12 Director Of Instruction**

Year-long minimum 320-hour administrative field experience and seminar in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.

**EDAD 809 Externship-Administrative Vision of Learning**

Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdom of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #1. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: Administrative Vision of Learning ISLLC #1, Wisconsin State Standard 2.

**EDAD 810 School Human Resources**

Comprehensive study of K-12 instructional and non-instructional personnel planning, information management, recruitment, selection, induction, appraisal, staff development, compensation, continuity of service, collective bargaining, grievance procedures and employee contract administration.

**EDAD 819 Externship-Administration of Student Learning and Staff Growth**

Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdom of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #2. Pass-Fail. Enrollment limited to emerging and practicing educational administrators. Topics: Administration of Student Learning and Staff Growth, ISLLC #2, Wisconsin State Standard 3.

**EDAD 820 The Superintendency**

Study of the role and responsibilities of the school superintendent with emphasis on the job competency needed for that leadership role. Topics focus on school improvement through organizational and instructional leadership, assessment and long-range planning, political theory and skills, crisis management, and careful allocation of district resources.

**EDAD 821 Data Management**

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDAD 823</td>
<td>Education Budget and Accounting</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Designed for school business personnel pursuing a graduate degree in school</td>
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<td></td>
<td>business administration. Focuses on design and application of budgeting</td>
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<td>and accounting procedures such as coding transactions, designing balance</td>
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<td></td>
<td>sheets, journals and ledgers using spreadsheet programs.</td>
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<tr>
<td>EDAD 824</td>
<td>Educational Program Planning and Evaluation</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Advanced-level study of theory and research/practice in association with the</td>
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<td></td>
<td>organization and operation of public schools. Emphasis on self-analysis of</td>
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<td>supervisory-administrative style as it relates to the process of supervision</td>
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<td>involved in performance tasks. Additional focus on program planning and</td>
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<td></td>
<td>evaluation as related to theory and research/practice in public schools.</td>
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<tr>
<td>EDAD 825</td>
<td>Facilities Planning and Utilization</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the principles, techniques, and procedures used in planning of</td>
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<td></td>
<td>educational facilities in K-12 systems. Emphasis on the assessment of needs,</td>
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<td>involvement in the planning process, development of educational specifications,</td>
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<td></td>
<td>long-range planning and financing. Risk management and insurance issues</td>
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<td></td>
<td>are covered within the knowledge base.</td>
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</tr>
<tr>
<td>EDAD 829</td>
<td>Externship-Administration of Organization, Operations and Resources</td>
<td>1.00 - 3.00</td>
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<tr>
<td></td>
<td>Professional development seminar designed for the practicing school</td>
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<tr>
<td></td>
<td>administrator. Emphasis on synthesizing the theory, research and wisdoms of</td>
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<td></td>
<td>practice of educational administration as related to challenges of</td>
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<tr>
<td></td>
<td>practicing school administration to ISLLC Standard #3. Pass-Fail. Enrollment</td>
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<td></td>
<td>limited to practicing educational administrators. Topics: ISLLC Standard #3.</td>
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<tr>
<td>EDAD 830</td>
<td>Diverse School Community Relations</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the administrative responsibility for successful diverse community</td>
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<tr>
<td></td>
<td>relations with emphasis on the process, principles, channels, opinion</td>
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<tr>
<td></td>
<td>sampling and evolving concepts of communication. A program will be</td>
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<tr>
<td></td>
<td>developed including policy, objectives, defining publics, determining media,</td>
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<tr>
<td></td>
<td>timing and feedback.</td>
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<tr>
<td>EDAD 832</td>
<td>Special Education Law</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Study of the legal aspects of educating disabled learners under Section</td>
<td></td>
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<tr>
<td></td>
<td>504, the Individuals with Disabilities Education Act and No Child Left</td>
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<td></td>
<td>Behind.</td>
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<tr>
<td>EDAD 839</td>
<td>Externship-Administration of Diverse Community Interests</td>
<td>1.00 - 3.00</td>
</tr>
<tr>
<td></td>
<td>Professional development seminar designed for the practicing school</td>
<td></td>
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<tr>
<td></td>
<td>administrator. Emphasis on synthesizing the theory, research and wisdoms of</td>
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<tr>
<td></td>
<td>practice of educational administration as related to challenges of</td>
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<tr>
<td></td>
<td>practicing school administration to ISLLC Standard #4. Pass-Fail. Enrollment</td>
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<tr>
<td></td>
<td>limited to practicing educational administrators. Topics: ISLLC Standard #4.</td>
<td></td>
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<tr>
<td>EDAD 842</td>
<td>Professional Ethics for School Administrators</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Selected theories and research relating to individual and group behaviors in</td>
<td></td>
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<tr>
<td></td>
<td>K-12 educational organizations with emphasis on ethics in public life among</td>
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<td></td>
<td>professionals, leaders and citizens. Particular emphasis given to political,</td>
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<td></td>
<td>cultural, business, computer and legal ethics for school leaders.</td>
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<tr>
<td>EDAD 849</td>
<td>Externship-Ethical Manner in Educational Administration</td>
<td>1.00 - 3.00</td>
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<tr>
<td></td>
<td>Professional development seminar designed for the practicing school</td>
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<tr>
<td></td>
<td>administrator. Emphasis on synthesizing the theory, research and wisdoms of</td>
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<tr>
<td></td>
<td>practice of educational administration as related to challenges of</td>
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<tr>
<td></td>
<td>practicing school administration to ISLLC Standard #5. Pass-Fail. Enrollment</td>
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<tr>
<td></td>
<td>limited to practicing educational administrators.</td>
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<tr>
<td>EDAD 850</td>
<td>School Finance and Taxation</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the theory and practice of school finance at the local, state,</td>
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<tr>
<td></td>
<td>and national levels. Emphasis on the economics of education, public finance,</td>
<td></td>
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<tr>
<td></td>
<td>and taxation.</td>
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<tr>
<td>EDAD 851</td>
<td>Politics Of Education</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Examines the governance structure of education. Focuses on the roles of</td>
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<td></td>
<td>various political factors and special interest groups in the structure and</td>
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<td></td>
<td>the emergence of new political roles and initiatives in educational</td>
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<tr>
<td></td>
<td>administration.</td>
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<tr>
<td>EDAD 854</td>
<td>Advanced Budgeting</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Theory and practice of advanced budgeting at the local school district</td>
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<td></td>
<td>level. Emphasis on the meritorious techniques and standards of excellence in</td>
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<tr>
<td></td>
<td>budget development and presentation.</td>
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<tr>
<td>EDAD 859</td>
<td>Externship-Political, Social and Economic Contexts of Educational Administration</td>
<td>1.00 - 3.00</td>
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<tr>
<td></td>
<td>Professional development seminar designed for the practicing school</td>
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<tr>
<td></td>
<td>administrator. Emphasis on synthesizing the theory, research and wisdoms of</td>
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<tr>
<td></td>
<td>practice of educational administration as related to challenges of</td>
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<tr>
<td></td>
<td>practicing school administration to ISLLC Standard #6. Pass-Fail. Enrollment</td>
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<tr>
<td></td>
<td>limited to practicing educational administrators.</td>
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<tr>
<td>EDAD 860</td>
<td>Internship:PK-12 /Director of Special Education and Pupil Services</td>
<td>3.00 - 6.00</td>
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<td></td>
<td>Year-long minimum 320-hour administrative internship field experience (i.e.</td>
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<td></td>
<td>200 Special Education and 120 Pupil Services) and seminar in a grades</td>
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<td></td>
<td>PK-12 Director of Special Education and Pupil Services setting. Prerequisite:</td>
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<tr>
<td></td>
<td>Completion of nine EDAD credits and permission of the instructor and</td>
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<tr>
<td></td>
<td>EDAD Director of Field Experiences.</td>
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<tr>
<td>EDAD 861</td>
<td>Internship:School Business Administration</td>
<td>3.00 - 6.00</td>
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<tr>
<td></td>
<td>Year-long minimum 320-hour administrative field experience and seminar in a</td>
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<td></td>
<td>School Business Administration setting. Prerequisites: Completion of nine</td>
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<td></td>
<td>EDAD credits and permission of the instructor and EDAD Director of Field</td>
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<tr>
<td></td>
<td>Experiences.</td>
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<tr>
<td>EDAD 862</td>
<td>Internship: PK-12 Principal</td>
<td>3.00 - 6.00</td>
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<tr>
<td></td>
<td>Year-long minimum 320-hour administrative field experience and seminar in a</td>
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<tr>
<td></td>
<td>School Business Administration setting. Prerequisites: Completion of nine</td>
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<tr>
<td></td>
<td>EDAD credits and permission of the instructor and EDAD Director of Field</td>
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<tr>
<td></td>
<td>Experiences.</td>
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</tbody>
</table>
Year-long minimum 320-hour administrative field experience and seminar in grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.

EDAD 863 Internship: PK-12 Director of Instruction
Year-long minimum 320-hour administrative field experience and seminar in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits semester credits and permission of the instructor and EDAD Director of Field Experiences.

EDAD 864 Internship: Superintendency
Year-long minimum 320-hour administrative internship in a grades PK-12 superintendency. Prerequisites: Admission to Specialist Degree Program, completion of nine semester credits in Educational Administration beyond the master's program, and permission of the instructor and EDAD Director of Field Experiences.

EDAD 865 Statistical Methods Research
Study of statistical design and methodology used in educational research with emphasis given to understandings of appropriate application of statistical tests to educational data. The student studies application of skills developed in basic statistics. Emphasis on the understanding, planning, and execution of statistical studies, descriptive and inferential in approach. Study is conducted with a computer-oriented approach.

EDAD 866 Advanced Administrative Analysis
Scholarly work requirement provides the post-graduate student an opportunity to conduct applied scholarship in an educational administration-related project. The research and scholarly paper development is completed under direction of the student's advisor. Guidelines for developing the scholarly work are available from the advisor.

EDAD 867 The Ed.S Thesis
Post-graduate degree requirement provides the student an opportunity to conduct a specific school-related research study. Guidelines for developing the proposal and thesis are available from the major advisor of the candidate's committee.

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**ENGED - English Education**

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGED 606</td>
<td>Advanced Children's Literature</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Advanced study of the various types of fiction and nonfiction literatures published for, used with, or selected by children birth to age 12. Emphasis is on using children's literature across the content areas with best practice instruction. Includes the selection, evaluation, appreciation, and use of children's literature and related media. Explores methods to help develop a child's interest in reading and ability to appreciate quality children's literature.</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Fall and Spring Terms</td>
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<tr>
<td>ENGED 618</td>
<td>Middle Level Literature</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of classic and current readings in middle level literature in conjunction with a discussion of the English language arts and literacy skills and concepts typically addressed in grades 5-8. Engaging instructional strategies and assessment tasks will also be emphasized.</td>
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<td><strong>Typically Offered:</strong></td>
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<tr>
<td></td>
<td>Occasional by Demand</td>
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<tr>
<td>ENGED 663</td>
<td>Advanced Study of Literacy Pre K-3</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the design and implementation of developmentally appropriate curricula and instruction in the language arts that foster the concept of emergent literacy. Focuses on the development of language (both oral and written) and literacy from birth through third grade.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Fall Term Only</td>
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<tr>
<td>ENGED 664</td>
<td>Advanced Literacy Grades 4-12</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the design and implementation of language arts curricula and instruction in grades 4-12. Focuses on creating strategic lifelong readers and writers.</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Spring Term Only</td>
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<tr>
<td>ENGED 665</td>
<td>Advanced Content Area Literacy</td>
<td>3.00</td>
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<td></td>
<td>Study of the use of literacy processes in developing student learning in the content areas. Emphasis is on the integration of learning theory and subject matter knowledge in planning instruction which makes profitable use of test and writing to meet curriculum goals.</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Fall and Spring Terms</td>
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<tr>
<td>ENGED 681</td>
<td>Seminars in Education</td>
<td>1.00 - 3.00</td>
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<tr>
<td></td>
<td>Selected topics and problems in the area of teacher education. May be taken in several units provided a different topic or problem is studied each time.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Fall or Spring Terms</td>
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<tr>
<td>ENGED 701</td>
<td>Introduction to Reading Difficulties</td>
<td>3.00</td>
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</tbody>
</table>

The Board of Regents of the University of Wisconsin System | 20 of 207
Investigation of various aspects of reading difficulties so that special reading teachers and classroom teachers can provide effective reading instruction to readers of a variety of abilities. Strategies for diagnosis and remediation of reading difficulties at the elementary and secondary levels will be considered. It is strongly recommended that students in this course enroll in ENGED 702 during the following semester.

**Typically Offered:**
- Spring Term Only

**ENGED 702 Reading Difficulties Practicum**

Practicum in which theories and instructional strategies learned in ENGED 701 are put into practice as the student plans and conducts a program of diagnosis and instruction for elementary-level and secondary-level readers of a variety of abilities. Clinical experiences are designed to develop the student's skill as a diagnostician and teacher of readers of varying abilities.

**Prerequisites:**
- Prerequisite for taking this course is completion of ENGED 701.

**Typically Offered:**
- Summer Only

**ENGED 705 The K-12 Literacy Program**

In-depth study of K-12 literacy programs. Emphasis is on characteristics of effective school literacy programs and methods of planning, developing, and evaluating effective programs.

**Typically Offered:**
- Fall Term Every Other Year

**ENGED 709 History of Reading**

Exploration of philosophical orientations to literacy instruction with a study of the research base. Students will investigate the history of literacy instruction as well as the most important research studies to affect instruction.

**Typically Offered:**
- Occasional by Demand

**ENGED 751 MSE-Reading Portfolio**

Capstone experience of the student's program demonstrating professional growth through reflections on best-practice skills and knowledge gained throughout the coursework. Satisfactory completion of the portfolio as ascertained by the student's program advisor fulfills the state of Wisconsin portfolio requirement for licensure.

**Typically Offered:**
- Fall and Spring Terms

**ENGED 752 Educational Research Project**

A literacy research project designed and carried out by a student with the advice and approval of the research advisor. Research advisor consent is required to enroll in this course.

**Typically Offered:**
- Fall and Spring Terms

**ENGED 781 Independent Study**

Specially designed study to allow the graduate student to pursue specific areas of need or interest. Instructor consent is required to enroll in this course.

**Typically Offered:**
- Fall and Spring Terms

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### FNS - First Nation Studies

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FNS 681</td>
<td>Counseling the First Nations</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Explores counseling theory and application techniques from a First Nations perspective. First Nations world view and linear vs. holistic thinking are principle topics. Group and individual counseling is addressed and practiced. Designed for people in helping professions that deal with First Nations clients. Cross-listed as COUN 481/681.</td>
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<td>General Education Requirements (2016-17 and Prior Catalogs): Diversity</td>
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<td></td>
<td>Typically Offered: Fall Term Every Other Year</td>
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<tr>
<td>FNS 686</td>
<td>Special Topics</td>
<td>1.00 - 4.00</td>
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<tr>
<td></td>
<td>In-depth study of specialized current topics in First Nations Studies selected by the instructor. May be repeated for credit when instructor and/or topics are different. Instructor's approval required.</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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### GEOG - Geography
### GEOG - Geography

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<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>GEOG 681</td>
<td>Special Topics</td>
<td>1.00 - 6.00</td>
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</tbody>
</table>

In-depth study of specialized topics in geography selected by the faculty on the basis of student interest/need. May include workshops, seminars, special issues, etc. Course may be repeated when topics are different. Offered on demand.

### GEOL - Geology

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<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOL 681</td>
<td>Special Topics</td>
<td>1.00 - 4.00</td>
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</tbody>
</table>

In-depth study of specialized current topics in Geology selected by the faculty on the basis of student/community interest. May include workshops, seminars, field trips, special problems, independent study, etc. May be repeated when topics are different. Offered on demand. Instructor consent required.

### HHP - Health and Human Performance

<table>
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<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HHP 521</td>
<td>Adapted Human Performance (PE)</td>
<td>2.00</td>
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</table>

Activity selection, curricular development and program implementation in teaching exceptional/special needs students. Includes hands-on intervention with exceptional/special needs students.

**Typically Offered:**
- Fall Term Only

| HHP 540      | Organization and Administration of Human Performance, Health & Athletics | 3.00 |

Techniques, procedures, and principles of organizing and administering human performance, allied health and athletic programs. Emphasizes administrative structure, legal liability, and facilities management.

**Typically Offered:**
- Fall and Spring Terms

| HHP 541      | Principles and Theory of Coaching | 2.00 |

Analysis of the role of the coach, including the latest information concerning legal liability, administration/organizational responsibilities; various coaching philosophies, diverse personalities of athletes, developing team cohesion, psychology of coaching and teaching techniques.

**Prerequisites:**
- Prerequisite for taking this course is having completed HHP 102, HHP 110, and Sophomore standing.

**Typically Offered:**
- Spring Term Only

| HHP 562      | Kinesiology | 2.00 |

A review of the basic principles of human biomechanics including an emphasis on the musculoskeletal system and its levers which generate torque to facilitate movement.

**Typically Offered:**
- Spring Term Only

| HHP 563      | Exercise Physiology | 3.00 |

Introductory lecture and laboratory course examining the acute and chronic physiological responses to exercise. The lecture portion covers the sub-cellular and metabolic responses to exercise, followed by the systemic responses (neuromuscular, endocrine, cardiopulmonary) as well as body composition, environmental factors, gender, aging and training principles. The laboratory section allows students to accent the lecture portion with hands-on laboratory experiences.

**Prerequisites:**
- Prerequisite for taking this course is completion of HHP 282 and HLTH 264 and HLTH 265 or BIOL 270 and BIOL 280.

| HHP 566      | Principles Of Nutrition | 3.00 |

Lecture-discussion course covering the basics of human nutrition including the macro and micro nutrients, the role of nutrition in health, weight loss and weight gain practices, ergogenic aids and supplements. Also addresses nutrition through the lifespan and global implications. Students required to complete a comprehensive research paper.

**Prerequisites:**
- Prerequisite for taking this course is completion of HHP 110, HLTH 264, HLTH 265, or BIOL 270, and BIOL 280.

**Typically Offered:**
- Fall Term Only

| HHP 567      | Human Sexuality | 3.00 |

Covers the biological, sociological, and psychological dimensions of human sexuality. Special emphasis on the education aspects.

**Typically Offered:**
- Spring Term Only
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
<th>Typically Offered:</th>
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</thead>
<tbody>
<tr>
<td>HHP 622</td>
<td>Adaptive Human Performance (PE) Fieldwork</td>
<td>1.00 - 8.00</td>
<td>Work experience with exceptional/special needs individuals. Each credit equals approximately 36 hours of on-the-job experience outside the university.</td>
<td>Spring Term Only</td>
</tr>
<tr>
<td>HHP 624</td>
<td>Coaching Students with Special Needs</td>
<td>1.00 - 4.00</td>
<td>Theory, principles and practical application of coaching sports for exceptional/special needs students. Instructor consent is required to enroll in this course. On demand.</td>
<td>Fall Term Only</td>
</tr>
<tr>
<td>HHP 638</td>
<td>Measurement and Evaluation for Human Performance</td>
<td>2.00</td>
<td>Introduction to the field of measurement, evaluation and research in human performance. Students are required to complete an independent research project related to their intended profession. Basics of a research proposal, Institutional Review Board and power point presentations are covered.</td>
<td>Spring Term Only</td>
</tr>
<tr>
<td>HHP 656</td>
<td>Foundations of Sport and Exercise Psychology</td>
<td>2.00</td>
<td>Psychological and scientific principles as they pertain to understanding participants, sport and exercise environments, group processes, and performance, enhancing health and well-being and facilitating psychological growth and development.</td>
<td>Spring Term Only</td>
</tr>
<tr>
<td>HHP 660</td>
<td>Cardiovascular Diagnostics</td>
<td>3.00</td>
<td>Introductory survey of theoretical considerations and practical applications of electrocardiography and other cardiac interventions.</td>
<td>Fall Term Only</td>
</tr>
<tr>
<td>HHP 669</td>
<td>Pathophysiology of Disease/Prevention and Control</td>
<td>3.00</td>
<td>Introductory course of basic pathophysiology including epidemiological basics, infectious and non-infectious diseases, systemic responses, and an in-depth study of the leading causes of death in the United States and Canada (coronary heart disease, cancer, pulmonary disease), as well as common disorders (muscular, skeletal, neurological, gastrointestinal, urological and reproductive systems.) Students are required to complete a comprehensive research paper.</td>
<td>Fall Term Only</td>
</tr>
<tr>
<td>HHP 670</td>
<td>Community and Environmental Health</td>
<td>3.00</td>
<td>Survey of health and environmental issues as they relate to the global community. The organizations, resources and personnel involved in promotion and maintenance of the health of a community. Also examines health education theories as they relate to creating a professional health promotion plan.</td>
<td>Spring Term Only</td>
</tr>
<tr>
<td>HHP 671</td>
<td>Senior Seminar: Community Health Promotion</td>
<td>3.00</td>
<td>Development, implementation, and administration of community health promotion programs.</td>
<td>Fall Term Only</td>
</tr>
<tr>
<td>HHP 690</td>
<td>Independent Study</td>
<td>1.00 - 6.00</td>
<td>Intensive investigation of various phases, trends and/or programs in health or human performance. Each student presents a thorough paper on a selected phase, trend or problem in human performance.</td>
<td>Fall and Spring Terms</td>
</tr>
<tr>
<td>HHP 691</td>
<td>Fieldwork</td>
<td>1.00 - 12.00</td>
<td>Varied opportunities to work in field settings. Each credit equals approximately 36 hours of on-the-job experience outside the university. Normally open to juniors and seniors. Instructor consent is required to enroll in this course.</td>
<td>Fall and Spring Terms</td>
</tr>
<tr>
<td>HHP 692</td>
<td>Experiential Learning</td>
<td>1.00 - 12.00</td>
<td>Credit for certain non-classroom experiences on campus. Normally open to juniors and seniors. Credit for experience is normally sought prior to its occurrence. Instructor consent is required to enroll in this course.</td>
<td>Fall and Spring Terms</td>
</tr>
<tr>
<td>HHP 694</td>
<td>Workshop</td>
<td>1.00 - 8.00</td>
<td></td>
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</tr>
</tbody>
</table>
Short-term, activity/health oriented course in a specialized area. Instructor consent is required to enroll in this course.

Typically Offered:
- Fall and Spring Terms

HHP 695  Current Topics Seminar  1.00 - 12.00
Advanced seminar on major contemporary developments in the area of human performance and athletics.

Typically Offered:
- Occasional by Demand

HHP 696  Internship  10.00 - 20.00
On-the-job experience with community agencies to provide students with realistic opportunities to apply their skills to practical problems. A student must work at a site a minimum of 450 hours to receive internship credit. Field Experiences Director's consent is required to enroll in this course.

Typically Offered:
- Fall and Spring Terms

HHP 700  Research Seminar  3.00
Advanced seminar to instruct students on the procedures and sources for obtaining the latest information in the field and to provide a forum for discussion of advances in the field. Emphasis on library research, bibliographic data retrieval, writing a seminar paper, and oral presentation of the seminar paper.

Prerequisites:
- Consent of cooperating Instructor and Department Chair.

Typically Offered:
- Occasional by Demand

HHP 701  Legal Liability in Human Performance and Athletics  3.00
Case study approach to liabilities that may be encountered by schools and community agencies in their human performance, athletic, intramural and recreational programs. Interpretation of legal precedents and their implications for the organization and management of sports, including, equipment, facilities, supervision, transportation, and handling of injuries.

Prerequisites:
- Consent of cooperating Instructor and Department Chair.

Typically Offered:
- Occasional by Demand

HHP 702  Administration of Athletics  3.00
Independent study of the administrative techniques, policies and procedures necessary to successfully administer athletic programs, including current administrative problems.

Typically Offered:
- Occasional by Demand

HHP 703  Supervision of Human Performance  3.00
History, philosophy, principles and techniques of supervising human performance in the elementary and secondary schools. Professional qualities and preparation of supervisors of student teachers in human performance will also be included.

Prerequisites:
- Consent of cooperating Instructor and Department Chair.

Typically Offered:
- Occasional by Demand

HHP 704  Human Performance Curriculum Development  3.00
Current types of instructional programs in elementary, middle and senior high schools. Emphasizes techniques of planning functional human performance curricula considering facilities and staff.

Prerequisites:
- Consent of cooperating Instructor and Department Chair.

Typically Offered:
- Occasional by Demand

HIST - History

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 589</td>
<td>History Elective</td>
<td>1.00 - 99.00</td>
</tr>
<tr>
<td>HIST 695</td>
<td>Special and Student Initiated Seminar</td>
<td>1.00 - 3.00</td>
</tr>
</tbody>
</table>

Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.

Special and Student Initiated Seminar

This department offers a specially designed seminar or student-initiated seminar when interest warrants. In certain circumstances this course can be adapted to serve as the capstone experience. For further information see Special or Student-Initiated Seminar in the index of this catalog. Code will depend on topic selected.

Typically Offered:
- Occasional by Demand
## HIST 698: Study Abroad

Field trips designed to give students direct experiences in foreign countries. Each program includes preparatory reading, orientation meetings, a faculty-supervised study tour, and a detailed written evaluation of learning situations associated with the instructor. With consent of the department chair and content adaptation, programs provided by other agencies can be considered for this credit. Code depends on region visited.

**Typically Offered:**
Occasional by Demand

## HIST 699: Independent Study

For advanced students majoring or minoring in History who have shown themselves capable of independent work. Each student is directed by a faculty member chosen by the student. Prerequisite: Approval of the department chair. Code will depend on topic selected.

**Typically Offered:**
Occasional by Demand

### HLTH - Health

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 568</td>
<td>Drugs, Health and Human Behavior</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Current, accurate and documented information about drugs and their use and abuse. Attention will be given to understanding drug abuse, family, prevention, intervention, treatment, and drug-specific information.</td>
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<td><strong>Typically Offered:</strong></td>
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<tr>
<td></td>
<td>Spring Term Only</td>
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</tr>
<tr>
<td>HLTH 572</td>
<td>Consumer Health</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>Principles of consumerism are discussed and analyzed with regard to health care products and interventions.</td>
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<td><strong>Typically Offered:</strong></td>
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<tr>
<td></td>
<td>Spring Term Only</td>
<td></td>
</tr>
<tr>
<td>HLTH 589</td>
<td>Health Elective</td>
<td>1.00 - 9.00</td>
</tr>
<tr>
<td></td>
<td>Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.</td>
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</tbody>
</table>

### LIBS - Library Science

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LIBS 503</td>
<td>Information Resources and Services</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Principles and philosophies of library reference service, information literacy, reading, listening and viewing guidance, and information resources with special emphasis on the Application of Wisconsin Model Academic Standards within the school library media center. Knowledge and use of major reference resources as well as discussions of strategies for effective information services.</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Fall Term Only</td>
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</tr>
<tr>
<td>LIBS 507</td>
<td>Selecting and Organizing Library Resources</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Develops the ability to build and maintain resource collections by studying the principles and practices of selection, acquisition, and evaluation for resources to support the library's goals. Includes the study and application of standardized procedures for classifying and cataloging resources and maintaining electronics systems of collections.</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Fall Term Only</td>
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<tr>
<td>LIBS 509</td>
<td>Information Literacy Leadership</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Introduction to information literacy program development in a range of libraries. Examines leadership roles as they relate to information literacy and the collaborative teaching responsibility of librarians.</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Spring Term Only</td>
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</tr>
<tr>
<td>LIBS 510</td>
<td>Young Adult Literature</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Examination of the range of print and mediated literature available to young adults. Criteria for evaluation, selection, and guidance in use to meet both student and curriculum uses are discussed. An appreciation for the literature is developed through experiences in reading, viewing, and classroom reporting.</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Fall Term Only</td>
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<tr>
<td>LIBS 525</td>
<td>Administration of Library Media Programs</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Introduction to administration of library/media programs with emphasis on leadership in the library/media program, the school, and the broader community of the library/media program and the library/media specialist profession. Examines the state and national guidelines appropriate to library/media programs.</td>
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<tr>
<td>Course Code</td>
<td>Course Title/Course Topics</td>
<td>Credits</td>
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<tr>
<td>LIBS 606</td>
<td>Children's Literature</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the various types of fiction and nonfiction literatures published for, used with,</td>
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<td></td>
<td>or selected by children birth to age 12. Emphasis is on using children's literature across</td>
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<td>the content area with best practice instruction. Includes the selection, evaluation,</td>
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<td></td>
<td>appreciation, and use of children's literature and related media. Explores methods to</td>
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<td>help develop a child's interest in reading and ability to appreciate quality children's</td>
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<tr>
<td></td>
<td>literature.</td>
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<tr>
<td>LIBS 612</td>
<td>Trends-Issue K-12 Literature</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Examination of literature for children and young adults published within the last 10</td>
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<td>years. Includes reading and discussion of the literature and trends in children's and</td>
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<tr>
<td></td>
<td>young adult reading. Also includes examination of current selection aids and other</td>
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<td></td>
<td>resources for teachers and librarians serving children and young adults. Topics include</td>
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<td>current thought on the digital age, internet and intellectual freedom issues, and the</td>
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<tr>
<td></td>
<td>teaching of both children's and young adult literature in the classroom. Summer only.</td>
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<tr>
<td>LIBS 616</td>
<td>Advanced Administration of School Library Media Programs</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Focus on advanced preparation for work in the field of school library administration,</td>
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<td></td>
<td>including building as well as district perspective. Topics to be included are: the</td>
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<td>school library media specialist's role in school improvement, collaboration with</td>
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<td></td>
<td>teachers, and the importance of networking with the school, within the district, and in</td>
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<td></td>
<td>the professional field. Emphasis on &quot;real world&quot; issues affecting administration of</td>
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<td></td>
<td>school libraries, with discussion of current trends in the field. Summer only.</td>
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<tr>
<td>LIBS 635</td>
<td>Technology for Teaching and Learning</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Effective use of technology with students and faculty to facilitate teaching and</td>
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<tr>
<td></td>
<td>learning. Educational media selection, design, production, and instructional delivery</td>
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<td>to meet Wisconsin and Minnesota information and technology literacy standards.</td>
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<td></td>
<td>Management and planning concepts for technology in schools and libraries.</td>
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<tr>
<td>LIBS 640</td>
<td>Information Literacy</td>
<td>3.00</td>
</tr>
<tr>
<td>LIBS 645</td>
<td>Integrating Technology in the Library Media Program</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Use of educational theory to select, design, and implement advanced information and</td>
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<td></td>
<td>instructional technologies in the library media program. Development of skills in</td>
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<tr>
<td></td>
<td>planning and providing organizational professional development, and in appropriate use</td>
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<td></td>
<td>of intellectual property in teaching and learning.</td>
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<tr>
<td>LIBS 650</td>
<td>Topics in Library Science</td>
<td>1.00 - 3.00</td>
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<tr>
<td></td>
<td>Concentrated study of current special or advanced topics/issues in librarianship.</td>
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<td></td>
<td>Topics are selected by library faculty based upon student/library community interest.</td>
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<td></td>
<td>Course may be repeated when topics are different. Summer only.</td>
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<tr>
<td>LIBS 685</td>
<td>Library Practice</td>
<td>1.00 - 3.00</td>
</tr>
<tr>
<td></td>
<td>Supervised practice in library situations providing opportunity for practical</td>
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<tr>
<td></td>
<td>application of library principles. Primarily for those in non-teaching areas. Requires</td>
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<td></td>
<td>consent of the instructor. (N.B. For prospective teachers the practicum in school</td>
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<td></td>
<td>library media centers is included in the student teacher's professional sequence.)</td>
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<tr>
<td>LIBS 690</td>
<td>Supervised School Library Practicum Combined</td>
<td>3.00</td>
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<tr>
<td></td>
<td>This course provides licensed teachers in the school library program with the</td>
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<td>opportunity to fully develop, practice, and reflect upon skills acquired through</td>
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<tr>
<td></td>
<td>coursework in a supervised field experience in an elementary and a secondary</td>
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<td></td>
<td>school library and work in their own schools, as appropriate.</td>
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<tr>
<td></td>
<td>Students create a portfolio demonstrating mastery of program competencies. Prerequisites</td>
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<td></td>
<td>Graduate status, consent of instructor, completion of at least 21 credits at UW-Superior,</td>
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<tr>
<td></td>
<td>3.10 GPA in library media courses taken before entering the library media practicum.</td>
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</tr>
<tr>
<td>LIBS 699</td>
<td>Directed Studies in Librarianship</td>
<td>1.00 - 3.00</td>
</tr>
<tr>
<td></td>
<td>Individualized study of a particular area or problem in librarianship. Topic selected</td>
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<tr>
<td></td>
<td>requires approval of the instructor within the program who will be directing the study.</td>
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<td></td>
<td>May be taken in several units providing a different topic is taken each time.</td>
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</tr>
</tbody>
</table>

### MATH - Mathematics

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 681</td>
<td>Special Topics</td>
<td>1.00 - 4.00</td>
</tr>
</tbody>
</table>

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In-depth study of specialized current topics in mathematical sciences. May be repeated when topics are different.

**Typically Offered:**
Occasional by Demand

### MUSI - Music

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 515</td>
<td>Mixed Ensemble</td>
<td>0.00 - 3.00</td>
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</tbody>
</table>

Study and performance of music suitable for mixed ensembles. Offered provided a sufficient number of students register to make a practicable group. May be repeated for credit.

### PHYS - Physics

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 681</td>
<td>Special Topics</td>
<td>1.00 - 6.00</td>
</tr>
</tbody>
</table>

In-depth study of specialized current topics in physics selected by the faculty on the basis of community interest. May include workshops, seminars, field trips, special problems, independent study. May be repeated when topics are different. Instructor consent required.

### PSYC - Psychology

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSYC 789</td>
<td>Psychology Elective</td>
<td>1.00 - 99.00</td>
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</tbody>
</table>

Transfer credits ONLY from another accredited institution not equivalent to a UW-S course.

### SMGT - Sustainable Management

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMGT 700</td>
<td>Cultural and Historical Foundations of Sustainability</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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

**Prerequisites:**
Admission to M.S. in SMGT Program.

**Typically Offered:**
Fall and Spring Terms

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**SMGT 710**

**The Natural Environment**

Natural cycles, climate, water, energy, bio-systems, eco-systems, the role of humans in the biosphere; human impacts on natural systems. Use of case studies; some pre-reading, carbon cycle as a unifying theme. Disturbance pollution and Toxicity, carrying capacity, natural capital.

**Prerequisites:**
Admission to M.S. in SMGT Program.

**Typically Offered:**
Fall and Spring Terms

**SMGT 720**

**Applied Research and the Triple Bottom Line**

Document and project internal and external costs resulting from the inseparability of the natural, social and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect, root cause analysis, regression analysis and business scenario based cases.

**Prerequisites:**
Admission to M.S. in SMGT Program.

**Typically Offered:**
Fall and Spring Terms

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**SMGT 730**

**Policy, Law and Ethics of Sustainability**

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

**Prerequisites:**
Admission to M.S. in SMGT Program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMGT 740</td>
<td>Economics of Sustainability</td>
<td>3.00</td>
</tr>
<tr>
<td>SMGT 750</td>
<td>The built Environment</td>
<td>3.00</td>
</tr>
<tr>
<td>SMGT 760</td>
<td>Geopolitical Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>SMGT 770</td>
<td>Leading Sustainable Organizations</td>
<td>3.00</td>
</tr>
<tr>
<td>SMGT 780</td>
<td>Corporate Social Responsibility</td>
<td>3.00</td>
</tr>
<tr>
<td>SMGT 782</td>
<td>Supply Chain Management</td>
<td>3.00</td>
</tr>
<tr>
<td>SMGT 784</td>
<td>Sustainable Water Management</td>
<td>3.00</td>
</tr>
<tr>
<td>SMGT 785</td>
<td>Waste Management and Resource Recovery</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Typically Offered: Fall and Spring Terms

**SMGT 740 Economics of Sustainability**
Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability. Topics include: history of economic systems and thought; globalization and localization; distinguishing between growth and development; the nature and causes of market failure; consumption, consumerism, and human well-being; emerging markets; technological change; business organization and financial market alternatives; demographic change; and the global food economy.

**Prerequisites:** Admission to M.S. in SMGT Program.

**Typically Offered:** Fall and Spring Terms

**SMGT 750 The built Environment**
Explore how the Built environment came to be and the intersection of human needs: water, air, food, water, waste, transportation, healthcare and education. Evaluate community design: what does a sustainable community look like? Study related technologies and evaluate alternatives, discuss unintended consequences. Course will include case studies.

**Prerequisites:** Admission to M.S. in SMGT Program.

**Typically Offered:** Fall and Spring Terms

**SMGT 760 Geopolitical Systems**
An examination of decision making and public policy for sustainability at the national, state, and local level, with emphasis on the social, economic, political factors affecting decisions within both the public and private sectors. Attention is given to formal American policy making processes, informal grassroots activities and consensus building, public engagement with sustainability decisions, corporate sustainability actions and reporting, the promise of public-private partnerships and collaborative decision making, and practical examples of how decision making fosters effective transitions to sustainability goals at all levels.

**Prerequisites:** Admission to M.S. in SMGT Program.

**Typically Offered:** Fall and Spring Terms

**SMGT 770 Leading Sustainable Organizations**
A macro-level perspective on leading sustainable organizations. Topics addressed include: organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stake holder management and situational leadership styles and behaviors. Focuses on how organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

**Prerequisites:** Admission to M.S. in SMGT Program.

**Typically Offered:** Fall and Spring Terms

**SMGT 780 Corporate Social Responsibility**
Corporate social responsibility and an organization. Evaluation of risks and potential impacts in decision making recognizing the links between the success of an organization and the well being of a community. Integrating corporate social responsibility throughout an organization, creating metrics and communicating CSR policies internally and externally. Development of best practices in an organization pertaining to corporate social responsibility.

**Prerequisites:** Admission to M.S. in SMGT Program.

**Typically Offered:** Fall and Spring Terms

**SMGT 782 Supply Chain Management**
Planning, organizing and controlling the organization's supply chain is examined in context of the triple bottom line. Total cost analyses or product and process life cycles are considered in the context of strategy and operations. Topics include: sourcing, operations, distribution, reverse logistics and service supply chains. Process measurements and the impact on organizational performance in the context of footprints (e.g. carbon, water, pollution). Discussion of existing and potential software systems.

**Prerequisites:** Admission to M.S. in SMGT Program.

**Typically Offered:** Fall and Spring Terms

**SMGT 784 Sustainable Water Management**
This course addresses practical applications of sustainability in aquatic environments. Topics covered include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.

**Prerequisites:** Admission to M.S. in SMGT Program.

**SMGT 785 Waste Management and Resource Recovery**
Topics include the generation, processing, management and disposal of municipal, industrial and agricultural waste with an emphasis on the technical, economic and environmental aspects of various recovery processes. Additional topics will include producer responsibility, design for environment and life cycle analysis.

Prerequisites:  
Admission to M.S. in SMGT Program.

Typically Offered:  
Fall and Spring Terms

SMGT 790 Capstone Preparation Course  
Research, data analysis, scholarly inquiry resulting in project proposal.

Typically Offered:  
Fall and Spring Terms

SMGT 792 Capstone Project  
Completion of approved project utilizing concepts from coursework.

Typically Offered:  
Fall and Spring Terms

SMGT 795 Special Topics in Sustainable Management  
Various specialized areas of sustainable management will be examined. This course may be repeated for credit with a different topic.

Prerequisites:  
Admission to M.S. in SMGT Program.

Typically Offered:  
Occasional by Demand

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**SOCI - Sociology**

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<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
</table>
| SOCI 699     | Independent Study  
Supervised independent study and/or research in Sociology. Required prior contract with instructor.        | 1.00 - 4.00 |

Prerequisites:  
Prerequisite for taking this course is completion of SOCI 101 and instructor consent.

Typically Offered:  
Occasional by Demand

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**SPED - Special Education**

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<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
</table>
| SPED 681     | Seminars in Special Education  
Selected topics and issues in the area of special education. May be taken in several units provided a different topic or issue is studied each time. | 0.50 - 4.00 |

Typically Offered:  
Occasional by Demand

| SPED 688     | Characteristics of Exceptionalities  
In-depth study of the classification, etiology, incidence, and prevalence of persons with high incidence exceptionalities. Social, psychological, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in prevention, diagnosis, placement alternatives, education, transitions, and differentiation of instruction for learners with these exceptionalities are examined and discussed. Ten hours of supervised experience with individuals with these exceptionalities are required. | 3.00 |

Typically Offered:  
Spring Term Only

| SPED 704     | Assessment of Learners with Exceptionalities  
Addresses the study of measurement theory and basic statistics needed for understanding assessment. Also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural, and ethical considerations. Assessment interpretation and IEP preparation is examined in depth. Students experience the administration, interpretation and reporting of a select sample of assessment tools. Lab fee. | 3.00 |

Typically Offered:  
Fall Term Only

| SPED 710     | Neurocognition  
This course provides a survey of current research in cognitive neuroscience on language, memory, learning, perception and other higher cognitive functions. Neurocognition involves learning about the anatomy and physiology of the nervous system, along with some coverage of the endocrine system. Presentation of course material is based on typical and atypical development and functioning. Illustrative pathological development and atypical conditions are reviewed as well, such as developmental dyslexia, autistic disorders, and attention-deficit/hyperactivity disorder. | 3.00 |
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 721</td>
<td><strong>Play</strong></td>
<td>3.00</td>
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<td>The primary tool in the early childhood professions is play. This course focuses exclusively on working with families and children between the ages of birth through eight years. Provides an overview of the essential elements and principles of play, including history, theories, modalities, techniques, therapies, applications and skills. An experiential component focuses on basic intervention skill development within the context of ethical and diversity-sensitive practice.</td>
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<tr>
<td>SPED 744</td>
<td><strong>Cognitive Behavioral Counseling</strong></td>
<td>3.00</td>
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<td>Provides students with an in-depth knowledge base of cognitive-behavioral theories, past and present. Addresses theoretical concepts from an historical perspective, applied intervention strategies associated with theoretical underpinnings, and a review of past and current outcome research relevant to theoretical conceptualizations of the seminal work of Bandura, Beck, Ellis, Festinger, Glass, Meichenbaum, among others.</td>
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<tr>
<td>SPED 750</td>
<td><strong>The Exceptional Learner</strong></td>
<td>3.00</td>
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<td>Students research the various federally identified disability groupings of exceptionalities including examination of the effect of federal, state, and local laws and policies on education for students with these exceptionalities. Research into the historical perspectives, legislation and litigation provides background for discussion of current models, theories and philosophies of special education today. Students complete (present) a classroom project (paper) related to current legislation, regulations, policies and/or ethical issues surrounding educational services for students with exceptionalities.</td>
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<tr>
<td>SPED 752</td>
<td><strong>Introduction to ECSE</strong></td>
<td>3.00</td>
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<td>Develops knowledge and skills to identify and teach children birth through age 8 with exceptional educational needs and talents. Also examines principles and theories of child growth and development, learning theory, and classroom organization. Develops knowledge to apply developmentally appropriate assessment tools and to promote parent education and family involvement in regard to EEN young children.</td>
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<tr>
<td>SPED 758</td>
<td><strong>Methods of Adaptive Instruction</strong></td>
<td>3.00</td>
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<td>Students observe, research and reflect upon methods, strategies, and materials for adapting curricula to meet the learning needs of students with mild to severe high-incidence exceptional educational needs. Emphasizes knowledge, skills, and dispositions necessary to evaluate students' academic and social needs, research and design appropriate curricula, make modifications and adaptations throughout and across curricular, differentiate curriculum and instruction, and use research-based teaching strategies. Students modify an existing curricular element and practice the modification with one or more students in the field.</td>
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<tr>
<td>SPED 760</td>
<td><strong>Behavior Analysis and Intervention</strong></td>
<td>3.00</td>
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<td>Students research and discuss behavior theories, strategies and programs, functional analysis of behavior, positive behavior interventions and strategies, RTI, and behavior intervention plans. Students collect data to create a behavior intervention plan and apply it within an educational setting. Course emphasizes the application of theory to the academic and behavioral development of school-age children, especially those with exceptional educational needs and provides practice in communicating those applications and principles to parents, teachers and other community stakeholders.</td>
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<tr>
<td>SPED 762</td>
<td><strong>ECSE Methods I</strong></td>
<td>3.00</td>
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<td>Emphasis on curriculum development, implementation, and evaluation based on typical and atypical child development, learning theory and educational research practice. The use of appropriate strategies to create and manage a learning environment. Develops curricular knowledge and skills to identify and teach children birth through age 8 with exceptional educational needs and talents. The course emphasizes integrated curriculum using art, music and movement. The characteristics of play and its contribution to the cognitive, social, emotional, communication, motor development and learning of children with developmental delays and disabilities birth through age eight. Developmentally based intervention methods are heavily emphasized.</td>
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<tr>
<td>SPED 763</td>
<td><strong>ECSE Methods II</strong></td>
<td>3.00</td>
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<td>Focuses on curriculum development, implementation, and evaluation based on typical and atypical child development, learning theory and educational research and practice. Curricular integration of mathematics, science, and social studies for young children birth through age 8. Children's literature and language arts are integrated into the examination of those curriculum areas as supportive activities. Also requires the study of program, curriculum, and instructional approaches that contribute to the preparation of young children for work, including career exploration, practical application of basic skills, and employability skills and attitudes. The methods for organizing and modifying environments in collaboration with parents and other professionals to maximize the children's development through appropriate use of strategies, materials, equipment and technology.</td>
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<tr>
<td>SPED 764</td>
<td><strong>Mathematics Assessment and Strategies</strong></td>
<td>3.00</td>
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<td></td>
<td>Examines assessment procedures and teaching strategies appropriate to providing instruction to students having difficulty learning mathematics. Emphasis is on differentiating and adapting existing curricular to assist all students in reaching the goals of the National Council of Teachers of Mathematics (NCTM 2000).</td>
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<td>SPED 768</td>
<td><strong>Contemporary Issue and Transitions</strong></td>
<td>3.00</td>
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<td>Engages students in research into and critical analysis of major emerging conceptual and practical issues in special education. Covers in depth topics related to collaboration, professional development, ethics, and transition services. Students complete and present a major project related to a contemporary issue in the provision of educational services to people with exceptionalities.</td>
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</table>
Typically Offered:
Fall Term Only
**SPED 772**
Collaboration and Consultation in Special Education
3.00
Focus on the major issues of learning and reflecting upon the skills and dispositions necessary for managing a special education classroom and/or case load. Includes curriculum design and evaluation, collaboration with multiple stakeholders, time management, assistive technology and universal design. A fieldwork curriculum research project and presentation in required.

Typically Offered:
Spring Term Only
**SPED 775**
Special Education Internship: MC-EA
1.00 - 4.00
Field-based experience in teaching students who have severe to mild exceptional educational needs in the areas of learning disabilities, cognitive disabilities and emotional behavioral disabilities. Students may choose one or more concentrations from the above listed disability areas. A student seminar meets regularly for study and discussion. Student complete and present a professional Special Educator portfolio.

Typically Offered:
Fall and Spring Terms
**SPED 776**
Special Education Internship: EA-A
1.00 - 4.00
Field-based experience in teaching students who have severe to mild exceptional educational needs in the areas of learning disabilities, cognitive disabilities and emotional behavioral disabilities. Students may choose one or more concentrations from the above listed disability areas. A student seminar meets regularly for study and discussion. Student complete and present a professional Special Educator portfolio.

Typically Offered:
Fall and Spring Terms
**SPED 778**
ESCE Internship
3.00 - 12.00
Field-based experience working with children birth to age eight who have developmental delays including severe to mild exceptional educational needs in the areas of learning disabilities, cognitive disabilities and emotional behavioral disabilities. A student seminar meets regularly for study and discussion. Students can be placed in a wide array of settings, including but not limited to schools, hospitals, early intervention programs, 0-3 programs, Early Head Start and Head Start. Students pursuing teacher certification must complete and present a professional special educator portfolio. Pass-Fail.

**SPED 781**
Independent Study
1.00 - 4.00
Uniquely designed study arranged with a particular instructor which allows the graduate student to pursue specific areas of need or interest. Approval of the topic and plan of study is required before enrollment.

Typically Offered:
Fall, Spring, and Summer Terms
**SPED 782**
Service Delivery and Consultation
3.00
Focuses on service delivery and consultation with early childhood programs serving children birth to age eight. Early childhood policy at the national and state level is covered in depth. Examines best practices for consultation and early childhood service development at the local, state and national levels. Child find strategies, informed referral networks, evaluation team responsibilities, individualized family service plans, individualized education program processes, and pertinent state and federal laws, regulations and policies. The appropriate methods of service delivery within natural settings in the home and community such as preschools, Head Start, and family- and center-based child care. The intra- and interagency collaboration and implementation of appropriate service coordination and consultation related to the care, education, and transition of young children and their families. Professional ethics and issues of advocacy, family rights, confidentiality, and teacher liability.

**SPED 783**
SPED Research Project
3.00
Students design and carry out a research project with the advice and approval of the advisor and special area consultant. Upon completion and approval of the research project, the student gives a presentation of the paper and publishes it on the digital university website.

Typically Offered:
Fall, Spring, and Summer Terms

### T ED - Teacher Education

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<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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<tbody>
<tr>
<td>T ED 581</td>
<td>Selected Topics and Problems in the Area of Teacher Education</td>
<td>1.00 - 3.00</td>
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<tr>
<td>T ED 589</td>
<td>Teacher Education Elective</td>
<td>1.00 - 99.00</td>
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<tr>
<td>T ED 607</td>
<td>The Middle School and its Students</td>
<td>3.00</td>
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</table>

**Prerequisites:**
Consent of cooperating Instructor and Department Chair.

Typically Offered:
Fall and Spring Terms
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T ED 686</td>
<td>Administration of Child Development Programs</td>
<td>3.00</td>
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<td>Focuses on the rapidly changing field of child development programming. Emphasis on developing the business skills and knowledge that every director must have: funding, budgeting, selecting, training and supervising staff, housing the program, purchasing the equipment, and implementing a standards-based evaluation for the program. Specific licensing procedures, grant writing, and program accreditation are also covered in considerable depth. Designing accessible programs for both typical and atypically developing children is emphasized. Includes up to 10 hours of field experience in child development programs.</td>
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<td>Typically Offered: Spring Term Only</td>
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<tr>
<td>T ED 689</td>
<td>Teacher Education Elective</td>
<td>1.00 - 99.0</td>
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<td>Allows the student with special needs and interests to pursue particular areas and problems in education. The problem and/or plan of study requires approval of the instructor within the department who will be directing the study.</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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<td>T ED 694</td>
<td>Principles and Practices of Inclusive Teaching</td>
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<td>Involves the principles inherent in the educational process for integrating children with exceptional needs into the general education school environment (K-12). Emphasizes application of these principles so that students are successful both academically and socially, and that all students within the system benefit. Designed specifically for the study of the inclusion of students with special educational needs into the general education program and development of teacher skills and knowledge to support this placement.</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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<tr>
<td>T ED 711</td>
<td>Mathematics Assessment and Strategies</td>
<td>2.00</td>
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<td>Examines assessment procedures and teaching strategies appropriate to providing instruction to students having difficulty learning mathematics. Emphasis on differentiating and adapting existing curriculum to assist all students in reaching the goals of the National Council of Teachers of Mathematics (NCTM 2000).</td>
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<td>Typically Offered: Occasional by Demand</td>
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<td>T ED 712</td>
<td>Education for the 21st Century</td>
<td>3.00</td>
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<td>Fosters the study of historical, philosophical, and social foundations underlying the development, purposes, organization, and issues of K-12 education in the USA. Topics also include legal, ethical, political, and economic aspects, governance, roles and responsibilities of agencies and associations, and trends. [Paper on development of content specialization as an educational area and present practices and pedagogical issues would be a course assignment.] Basics in multicultural and non-sexist education, positive and appropriate portrayal of diversity, disabilities, and instructional strategies that build inclusivity are covered. (15 hours of observation and or tutoring.) Course specifically supports professional development in relation to Wisconsin teacher standards 1, 9, and 10 toward Professional Educator licenses; and INTASC and National Board Standards. (Sequence level 1)</td>
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<td>Typically Offered: Spring Term Only</td>
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<td>T ED 713</td>
<td>Development and Learning Theories</td>
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<td>Examines theories of typical and atypical child and adolescent development (physical, social, emotional, cognitive, and moral). Special emphasis is given to understanding and applications of learning theories and approaches that fit with development levels and enhance learning. Course begins to address diverse learners, motivation, management, and climate for learning that is appropriate for developmental levels. (15 hours of observation and or tutoring.) Course specifically supports professional development in relation to Wisconsin teacher standards 1, 2, 3 and 4 toward Professional Educator licenses; and INTASC and National Board Standards. (Sequence level 1)</td>
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<td>Typically Offered: Fall Term Only</td>
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<tr>
<td>T ED 724</td>
<td>Teaching as Reflective Decision Making: Professional Development for 21st Century</td>
<td>3.00</td>
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<td>Students clarify their professional needs and philosophies using understandings of current issues and license renewal processes, and reflective tasks regarding their own practice. For Wisconsin teachers and other teachers building a professional development plan/portfolio, this course offers support in identifying and reflecting on professional strengths and weaknesses in relation to standards in the field, and setting goals for professional development, as required by license renewal under Wisconsin PI34. Course specifically supports professional development in relation to Wisconsin teacher standards 1, 9, and 10 toward both the Professional and Master Educator licenses; and INTASC and National Board Standards;</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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<tr>
<td>T ED 734</td>
<td>Current Developments in Student Learning and Their Applications</td>
<td>3.00</td>
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<td>Study of foundational and recent theories in student learning, motivation, and learning environments, and their practical implementation in today's k-12 classroom. Focuses on how students learn and how to effect student engagement. Course specifically supports professional development in relation to Wisconsin teacher standards 2, 3, 5 and 6 toward both the Professional and Master Educator licenses; and INTASC and National Board Standards.</td>
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<td>Typically Offered: Spring Term Only</td>
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<tr>
<td>T ED 739</td>
<td>Workshop in Supervision of Student Teachers</td>
<td>1.00</td>
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<td>Participants are informed of the policies, procedures and methods used in the supervision of student teachers at UW-Superior. Aimed primarily at teachers who teach subjects and grade levels for which there are shortages of approved cooperating teachers.</td>
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The Board of Regents of the University of Wisconsin System | 32 of 207
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title/Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>T ED 740</td>
<td>Seminar in Supervision of Student Teachers/Interns</td>
<td>2.00</td>
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<td>Study of policies, procedures and methods used in supervision of student teachers and interns. Open to those who are actual or potential supervisors of student teachers and interns, and is a requirement for teachers who will serve as cooperating teachers in the student teaching and internship program.</td>
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<tr>
<td>T ED 741</td>
<td>Using Educational Assessment to Inform Practice</td>
<td>3.00</td>
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<td>Study of the principles followed in constructing, using, and analyzing formal and informal assessment tasks, tools, standardized tests and results of educational research in the classroom. Course specifically supports professional development in relation to Wisconsin teacher standards 3, 8 and 10 toward both the Professional and Master Educator licenses; and INTASC and National Board standards.</td>
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<tr>
<td>T ED 744</td>
<td>Trends in Curricular and Instructional Practices</td>
<td>3.00</td>
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<td>Engages teachers in analyzing and reflecting on current developments and practices in curriculum planning and instructional strategies in K-12 classrooms. Course specifically supports professional development in relation to Wisconsin teacher standards 1, 4, and 7 toward both the Professional and Master Educator licenses; and INTASC and National Board standards.</td>
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<tr>
<td>T ED 750</td>
<td>Research Foundations of Education</td>
<td>3.00</td>
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<td>Research process as it relates to classroom teaching. Focus is on research design and methodology (quantitative, qualitative and mixed methods) as well as the practitioner's role in initiating and utilizing research. Students create a research proposal and plan. Course specifically supports professional development in relation to Wisconsin Teacher Standards 6, 7, 8 and 10.</td>
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<tr>
<td>T ED 752</td>
<td>Educational Research Project</td>
<td>3.00</td>
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<td>Students design and carry out a research project with the advice and approval of the advisor and special area consultant. Upon completion and approval of the research project by the advisor and consultant, the student gives an oral presentation of the paper to faculty and students. Course specifically supports professional development in relation to Wisconsin Teacher Standards 7, 8 and 9. Consent of instructor is required to enroll in this course.</td>
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<tr>
<td>T ED 781</td>
<td>Independent Study</td>
<td>1.00 - 4.00</td>
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<td>Specially designed studies to allow the graduate student to pursue specific areas of need or interest. Approval of the topic of study and the plan of study by the instructor directing the study is required before enrollment.</td>
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<tr>
<td>T ED 789</td>
<td>Teacher Education Elective</td>
<td>1.00 - 99.00</td>
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<td>Teacher Education Elective</td>
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**WRIT - Writing**

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<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRIT 695</td>
<td>Directed Studies in Writing</td>
<td>1.00 - 3.00</td>
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<td>Supervised graduate study and research in Writing. Repeatable up to nine credits.</td>
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List of Graduate Programs

- Educational Administration
- Master of Arts - Art Education concentration
- Master of Arts - Art History concentration
- Master of Arts - Art Therapy concentration
- Master of Arts - Studio Art concentration
- Master of Arts Degree in Communicating Arts Program Description & Admission
- Master of Science in Education - Instruction
- Master of Science in Education - Instruction with Library Science concentration
- Master of Science in Education - Reading
- Master of Science in Education - Special Education
- Master of Science in Education Degree in Educational Administration
- Master of Science in Guidance and Counseling
- Specialist Degree in Education in Educational Administration
Academic Programs

- Communicating Arts Program
- Educational Leadership Program
- Instruction Program
- Reading Program
- Special Education Program
- Visual Arts Program
Communicating Arts Program

- Graduate Faculty
- Contributing Staff
- Graduate Mission Statement
- Master of Arts Degree in Communicating Arts Program Description & Admission Requirements
- Master of Arts - Communicating Arts Requirements

Graduate Faculty

Keith Berry, Associate Professor
Martha J. Einerson, Professor, Chair
Cathy Fank, Associate Professor
Tara Kachgal, Assistant Professor
Brent Notbohm, Associate Professor
Ephraim Nikol, Assistant Professor
Mark Spitzer, Assistant Professor

Contributing Staff

Tom Nottin, Senior Lecturer

Graduate Mission Statement

The Communicating Arts Department shares in the mission of the University of Wisconsin-Superior and the University of Wisconsin System. In particular, we share the goals of liberal arts education in blending interdisciplinary theory and practice in each program area (Communication, Media, and Theatre). We seek to broaden graduate students' liberal arts coursework, experience, and scholarship along with preparing these advanced students to enter professional careers and pursue advanced study.

Master of Arts Degree in Communicating Arts Program Description & Admission Requirements

The M.A. degree program in Communicating Arts is designed to broaden the student's liberal arts background and to prepare those who wish to enter professional careers in schools, colleges, media industry, professional and community theatres, business, industry, government, and further graduate study.

The three areas of emphasis within the program are Communication, Media, and Theatre.

The Communicating Arts Graduate Program works closely with all graduate students to develop a custom program plan of study, dependent on individual student goals and career objectives. Each graduate student develops an individual program of courses in close consultation with his or her graduate advisor. We offer a flexible curriculum including two required courses, Communication Theory (COMM 701) and Communication Research (COMM 702). Graduate students receive close, personal attention from our graduate faculty on specific research and creative projects related to their area of focus in Communication, Media, and Theatre. The Communicating Arts Graduate Program prides itself in free inquiry and appreciation for new ideas and perspectives, unimpeded by academic politics. Our graduate program comprises a diverse and lively group of faculty who are both demanding and supportive of students. Our overarching characteristic is a love of and dedication to learning, in the best Renaissance tradition.

Admission Procedure:

Admission to the Communicating Arts Department begins with the University of Wisconsin online application for admission to graduate studies, available here. Specific programmatic information is available within the graduate studies application. Students are encouraged to contact Coordinator of the Graduate Studies in the department for programmatic advisement and to answer any questions.

Admission Requirements:

Along with the application to Graduate Studies, the following are required for admission consideration:

1. Students whose undergraduate education is not in communication or a related discipline may be required to complete undergraduate coursework during their first semester.
2. Two letters of recommendation sent directly to the Graduate Studies Office.
3. A two- to three-page essay titled “Reason for Graduate Study” sent directly to the Graduate Studies Office. This essay will address the applicant's degree and career goals. It specifically will address how the Communicating Arts Graduate Program is a good fit for the student, as well as the applicant being a good fit for the program. Applicants should be specific by referring to coursework, faculty program areas, specializations, academic performance, and career goals. If an applicant has questions about the essay, he or she should contact the Coordinator of graduate studies in Communicating Arts.
International Student Applicants:
A. TOEFL 560, TOEFL IBT 90 minimum score; and,
B. Telephone interview scheduled with Graduate Program Coordinator in order to assess conversational proficiency.

Application Deadlines:
Applications should be postmarked by April 1 to be considered for fall semester admission. Applications should be postmarked by October 15 to be considered for spring semester admission.

Degree Requirements:
A minimum of 30 graduate semester hours of approved coursework, with 15 credits at the 700 level.

1. COMM 701 (Communication Theory) and COMM 702 (Communication Research) are required courses for all graduate students.
2. Twenty-four credits in Communicating Arts courses numbering 500 and above, with 15 credits at the 700 level.
3. Six credits in approved courses from a cognate area not previously used in numbers four and five below.
4. Twelve credits (among the cited 24 credits) are within a specialty area, either Communication, Media or Theatre.
5. These 12 credits must be accomplished (earned) in coursework with a minimum of two Communicating Arts graduate faculty members represented in this instruction.
6. Students choose a thesis (COMM 780) or exit project (COMM 798) option for at least three semester credits. If the thesis option is chosen, upon completion one copy is filed in the Communicating Arts office and one electronic copy is filed with the library. The committee for thesis, research papers and production projects must be formed to include a minimum of two Communicating Arts graduate faculty members.

Master of Arts - Communicating Arts Requirements

30 total credits
24 Elective credits; 15 credits numbered 700 or above required

Required courses (6 credits required):
COMM 701: Communication Theory -- 3.00 credits
COMM 702: Communication Research -- 3.00 credits

Communicating Arts Elective courses
COMM 501: Selected Topics in Film and Television -- 3.00 credits
COMM 520: Selected News Writing -- 3.00 credits
COMM 530: Advanced News Gathering and Report -- 3.00 credits
COMM 532: Communication in Conflict -- 3.00 credits
COMM 548: Screenwriting -- 3.00 credits
COMM 561: Narrative Video Production -- 3.00 credits
COMM 562: Documentary Video Production -- 3.00 credits
COMM 565: Theatre Direction I -- 3.00 credits
COMM 566: Theatre Direction II -- 3.00 credits
COMM 568: Criticism Of Film and Television -- 3.00 credits
COMM 576: Group Communication Processes -- 3.00 credits
COMM 577: Special Topics In Theatre -- 3.00 credits
COMM 588: Elements Of Design for Theatre -- 3.00 credits
COMM 592: Leadership Training for Theatre -- 2.00 credits
COMM 655: Theorizing Media Culture -- 3.00 credits
COMM 667: Advanced Intercultural Comm -- 3.00 credits
COMM 698: Advanced Independent Study -- 1.00 - 6.00 credits
COMM 708: Media Ethics and Criticism -- 3.00 credits
COMM 711: Graduate Practicum -- 1.00 - 3.00 credits
COMM 715: Selected Topics in Theatre History -- 3.00 credits
COMM 721: Advanced Design for Theatre -- 3.00 credits
COMM 775: Internship -- 3.00 - 9.00 credits
COMM 795: Special Topics Seminar -- 3.00 credits
COMM 799: Intern Teaching in Communication -- 3.00 credits

Cognate Approved required courses (6 credits required--cannot be courses used above):
Any graduate level courses approved in consultation with student's Graduate advisor...
Specialty Area required courses (12 credits required in either Communication, Media or Theatre area -- may use courses listed above):

These 12 credits must be accomplished (earned) in coursework with a minimum of two Communicating Arts graduate faculty members represented in this instruction.

Thesis or Exit Project Required course (3 credits required):

If the thesis option is chosen, upon completion one copy is filed in the Communicating Arts office and one electronic copy is filed with the library. The committee for thesis, research papers and production projects must be formed to include a minimum of two Communicating Arts graduate faculty members.

COMM 780: Thesis -- 3.00 - 6.00 credits
COMM 798: Independent Study -- 3.00 - 6.00 credits
Educational Leadership Program

- Educational Administration
- Graduate Faculty
- Master of Science in Education Degree in Educational Administration
- Specialist Degree in Education in Educational Administration
- Additional Educational Administration Graduate Degree Program Requirements
- Guidance and Counseling Program

Educational Administration

The Educational Administration Program Office is located in Swenson Hall Room 2025. Interested graduate students may contact the department chair in Swenson Hall Room 2024; call (715) 394-8506; FAX at (715) 394-8146; or view the department's web site at http://www.uwsuper.edu/acaddept/edl/edad/index.cfm.

Graduate Faculty

Mary Churchill, Assistant Professor
Orvin Clark, Associate Professor
Suzanne Griffith, Professor
Carol Hulse, Assistant Professor
Terri Kronszer, Associate Professor, Chair
Mary Lee Nichols, Assistant Professor
Susan Masterson, Assistant Professor
Terry McGlasson, Assistant Professor
John Paul, Assistant Professor

Contributing Graduate Faculty

Tamara Gergum
Rosemary Doyle
Barry Kamrath
Jason Lau
Lee Oling
Kathy Pykkonen
James Sauter
Lanny Tibaldo
Chad Trowbridge

Graduate Faculty Emeriti

Richard D. Carter
James A. Holter
Bernard O. Hughes
Paul D. Keeney
Robert D. Krey
Kenneth Redding
Michael Wallschlaeger

Master of Science in Education Degree in Educational Administration

The Master of Science in Education (M.S.E.) Degree program in Educational Administration is designed for individuals with limited administrative experience who are seeking initial professional preparation and certification for school leadership positions in:

- PK-12 Director of Instruction
- PK-12 Director of Special Education and Pupil Services
- PK-12 Principalship
- School Business Administrator

The EDAD program knowledge base for the M.S.E. degree in Educational Administration is anchored by a theme of Reflective Scholar Constructivists who are Community Leaders Capable of Knowledge-Based Decision-Making consistent with Wisconsin Administrative Standards and approved by the Wisconsin State Department of Public Instruction (DPI) to provide advanced level professionals with:

1. Basic theory, research and wisdoms of professional practice of educational administration and educational leadership.
2. Advanced graduate coursework required to meet professional certification standards.
3. Professional preparation for entry into specialized educational administrative positions.

Admission Procedures
Application for admission to graduate study in Educational Administration must be initiated by contacting the UW-Superior Office of Graduate Studies.

Admission Requirements
1. A professional vita.
2. Written evidence of three years of teaching experience or equivalent. School Business Administrator is exempt from this requirement. The three years of teaching experience is required prior to administrative endorsement by the UW-Superior Certification Office.
3. An applicant for Superintendent license shall hold or be eligible to hold a principal license.
4. A cumulative 2.75 GPA on a 4.0 scale.

Note: Failure or delays in meeting these requirements are often the reason for delays in admission to Graduate Studies. Admission will not be granted until all requirements are achieved.

Admission Categories
Educational Administration admission requirements may exceed those required of other graduate programs of the UW-Superior. A potential graduate student may take a maximum of nine credits in the EDAD program as a Special Student before unconditional admission.

Note: No student shall be awarded a graduate degree in Educational Administration until the student has achieved unconditional admission status, and completed application for a graduate degree.

Degree Requirements
33 total graduate credits with a cumulative GPA of 3.00 or greater

Each student's application to candidacy is individually designed with the student's advisor according to area of specialization and Wisconsin Administrative Standards. The student may expect to complete the program in two years, including one summer session of a minimum of nine credits directly on the UW-Superior campus.

On-Campus Requirements
The Educational Administration Program is strongly committed to a high-quality professional preparation experience within all of its graduate programs. A hallmark of such includes personal involvement with a mentoring faculty and collaborative scholarly interaction with peers. To that end the Educational Administration Program requires a minimum of six semester graduate credits completed directly on the UW-Superior campus not including: Online, Directed Study, Independent Study, Practicum, Thesis and Administrative Analysis.

M.S.E. Program Components
Each student shall complete five degree program requirements for the M.S.E. degree in Educational Administration which include:

- Educational Administration Department's Knowledge Base Theme.
- Area of Specialization Core Coursework:
  - Year-long, three- to six-credit practicum of a minimum of 320 hours in one's area of specialization.
  - Comprehensive examination in one's area of specialization.
- An e-portfolio as required by PI 34. The portfolio is designed to reflect and integrate the seven Wisconsin Administrative Standards.

1. Educational Administration Knowledge Base Theme required courses (18 credits required):
   - EDAD 700: Administrative Leadership -- 3.00 credits
   - EDAD 720: School Business Administration -- 3.00 credits
   - EDAD 741: Conflict Resolution and Mediation in K-12 Educational Settings -- 3.00 credits
   - EDAD 750: School Law -- 3.00 credits
   - EDAD 760: Practicum - Director of Special Education and Pupil Services -- 3.00 - 6.00 credits

2. Specialization Core required courses (12 credits required in at least one area below):
   - PK-12 Director of Instruction required courses (12 credits required):
     - EDAD 701: The Director of Instruction -- 3.00 credits
     - EDAD 710: Supervision of Instruction -- 3.00 credits
     - EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits
     - EDAD 728: Diversity, Equity and Equality in Schools -- 3.00 credits
   - Director of Special Education and Pupil Services required courses (12 credits required):
     - EDAD 710: Supervision of Instruction -- 3.00 credits
     - EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits
     - EDAD 730: Administration and Supervision Of Special Education and Pupil Services -- 3.00 credits
     - EDAD 832: Special Education Law -- 3.00 credits
   - PK-12 Principalship required courses (12 credits required):
     - EDAD 710: Supervision of Instruction -- 3.00 credits
     - EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits
     - EDAD 721: The Principalship -- 3.00 credits
     - EDAD 728: Diversity, Equity and Equality in Schools -- 3.00 credits
   - School Business Administrator required courses (15 credits required):
     - EDAD 810: School Human Resources -- 3.00 credits
EDAD 825: Facilities Planning and Utilization -- 3.00 credits
EDAD 830: Diverse School Community Relations -- 3.00 credits
EDAD 850: School Finance and Taxation -- 3.00 credits
EDAD 854: Advanced Budgeting -- 3.00 credits

3. Practicum Requirement
All M.S.E. students must complete a year-long six-credit practicum of a minimum of 320 hours in their area of specialization. Students must make written application to and obtain prior approval from the director of EDAD field experiences. Additionally, students must have written pre-approval from a licensed school administrator (i.e. within the area of licensure) who will serve in an on-site supervisory capacity with mentoring responsibility. Students must have completed or be concurrently enrolled in a minimum of fifteen semester resident credits in Educational Administration student coursework.

The practicum is scheduled for one entire academic year. Applying students also are expected to attend one of the pre-practicum seminars held in the summer on the UW-Superior campus prior to course registration. Enrolled students are expected to attend two practicum seminars (fall and spring) held at selected locations throughout UW-Superior's service region. The first field experience will be for six credits and any future field experience will be for three credits. Students have the option of paying tuition for three credits per semester or six credits per academic year.

### Standards-Based Professional Development For School Leaders Knowledges -- Performances

#### Wisconsin Administrative Standards Coursework

The student is required to meet all six Wisconsin Administrative standards; however, one or more of the above prescribed course requirements may be substituted by the student's advisor if the substitution meets the standard. Each EDAD course is designed to meet one Wisconsin Administrative standard. Courses are numerically assigned to comply with a standard and are listed below by standard. Additionally, at the student's advisor's best professional judgment, a graduate student may be required to complete a specific course to fulfill a standard.

1. **Wisconsin Administrative Standard 1:** EDAD 700-709 and EDAD 800-809
   - A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

2. **Wisconsin Administrative Standard 2:** EDAD 710-719 and EDAD 810-819
   - A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

3. **Wisconsin Administrative Standard 3:** EDAD 720-729 and EDAD 820-829
   - A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.

4. **Wisconsin Administrative Standard 4:** EDAD 730-739 and EDAD 830-839
   - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

5. **Wisconsin Administrative Standard 5:** EDAD 740-749 and EDAD 840-849
   - A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

6. **Wisconsin Administrative Standard 6:** EDAD 750-759 and EDAD 850-859
   - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

#### Plans of Study

Students must consult with their graduate advisor to obtain an approved Plan of Study.

#### Commencement Participation

The Educational Administration Program requires M.S.E. degree graduates to participate in the UW-Superior Commencement ceremony held in May.

#### Certification-Only Graduate Students

Persons possessing a master's degree in an area other than educational administration or not admitted to the Ed.S postgraduate program may be recommended for certification by completion of the approved program at UW-Superior. Graduate coursework from the student's earned master's degree may be applied -- where appropriate -- to satisfy certification requirements of the approved program. Coursework, however, must clearly parallel those approved program requirements to substitute for such. A minimum of 24 credits need to be completed at the UW-Superior.

**Note:** Certification-only graduate students are required to file an admission to EDAD certification form with the Graduate Studies Office. This is a parallel requirement to degree-seeking candidates, who must file an application with the Graduate Studies Office. Upon completing the certification-only requirements, it is the responsibility of the graduate student to obtain written verification of such from the advisor and submit such to the Certification Office with appropriate license application materials.

Graduate coursework earned at an accredited institution of higher education other than UW-Superior pertinent to the intended certification shall not be transferred into the student's UW-Superior official academic record. Although prior master's degree graduate coursework may satisfy certain specific approved program requirements, prior master's degree earned graduate coursework shall not be used to meet the minimum required graduate credits for a M.S.E. in Educational Administration.

Students seeking educational administration certification in this manner shall complete all requirements of the approved program including:

1. Admission to the Educational Administration program.
2. Certification coursework plan filed with advisor.
3. Minimum of 24 semester credits completed at the UW-Superior, or UW-Superior coursework offered at the UW-Eau Claire and UW-Stevens Point campus, and or UW-Madison.
4. Submission of advisor-verified certification-only plan with certification application materials.

### Specialist Degree in Education in Educational Administration

The Specialist Degree in Educational Administration (Ed.S.) is designed as a planned professional program for educational administrators. Administrators seeking admission to the program may wish to increase their competencies or satisfy certification requirements for present professional positions or positions with new and increased responsibilities. The Ed.S. degree is an action, research-based, postgraduate degree. The program graduate will possess an advanced knowledge base that is grounded by current theory, research and wisdom of professional practice for one's area of specialization within the program. Acquired with new and increased responsibilities. The Ed.S. degree is an action, research-based, postgraduate degree. The program graduate will possess an advanced
The programs of advanced specialization for the postgraduate Specialist Degree include:

- PK-12 Director of Instruction
- PK-12 Director of Special Education and Pupil Services
- PK-12 Principalship
- School Business Administrator
- School District Administrator (Superintendent)

The program for the Ed.S. in Educational Administration is designed to provide career education administration professionals with:

1. Development of advanced specialized professional skills for present and/or anticipated future professional leadership positions.
2. Knowledge to apply theoretical concepts which relate to the professional and ethical role of the practitioner.
3. Background in research and statistical methodology to provide a utilitarian understanding of applied research for informed decision making.

**Specialist Degree Admission Procedure**

Admission to the Specialist Degree program will be processed only after all required information and application materials are on file. Students will be admitted under the policies of the UW-Superior Graduate Catalog current as of date of admission to the Ed.S. program. Any student who applies and is admitted to the Ed.S. degree program but fails to attend the university within one calendar year shall have to reapply for admission.

**Application for Admission to Graduate Studies**

Application for admission to postgraduate study must be initiated by contacting the UW-Superior Office of Graduate Studies.

**Advisement and Graduate Faculty Committee**

Following initial admission to the Ed.S. program, the Educational Administration Department chair shall assign the Ed.S. student an advisor. At the time of application to candidacy the Ed.S. candidate shall select a major advisor and a minimum of two additional graduate faculty committee members to serve as the candidate's Ed.S. degree program and thesis committee.

**Note:** No student shall be awarded a postgraduate degree in Educational Administration until the student has an approved application to candidacy and completed application for graduate degree.

**Ed.S. Internship Requirement**

All Ed.S. students must complete a year-long minimum 320-hour internship in their area of advanced specialization. Students must make written application to and obtain approval from the Educational Administration Director of Field experiences. Additionally, students must have written pre-approval from a practicing educational administrator -- within their area of advanced specialization -- who will serve in an on-site supervisory capacity with mentoring responsibility. Students must have completed a minimum of nine semester resident credits in Educational Administration graduate coursework beyond the master's degree. The first field experience will be for six credits and any future field experience will be for three credits. Students have the option of paying tuition for three credits per semester or six credits for the academic year.

The internship is scheduled for an entire academic school year. Applying students also are expected to attend a pre-internship seminar held in the summer on the UW-Superior campus prior to course registration. Enrolled students are also expected to attend two internship seminars during the academic year held at locations throughout UW-Superior's service region.

**Thesis Requirement**

Once the provost or graduate dean has granted the postgraduate student admission to Ed.S. candidacy, the Ed.S. candidate shall work primarily with his or her committee chair for the development and approval of the thesis proposal and, following its approval by the entire Ed.S. Committee, with the entire committee while the thesis is in final draft form.

All candidates for the Ed.S. degree are required to complete a research thesis of scholarly distinction. Prior to registering for EDAD 867 (the Ed.S. Thesis), the Ed.S. candidate shall meet with his or her Ed.S. committee chair for direction in preparing a thesis proposal. The Ed.S. thesis proposal shall adhere to those established guidelines and shall be disseminated to and approved by the candidate's thesis committee prior to conducting the intended research. A final oral examination, open to the university community, on the Ed.S. thesis will be scheduled and conducted by the candidate's Ed.S. committee.

One copy of the Ed.S. thesis must be provided to the entire candidate's Ed.S. committee for signatory approval within a reasonable timeframe following the successful completion of the oral examination. It is the candidate's responsibility to make arrangements for obtaining thesis reproduction, and with all Ed.S. committee members' signatures verifying successful completion of the thesis. It is also the candidate's responsibility to disseminate the thesis to the following:

Graduate Office - a digital copy for transmittal to the library

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**Ed.S. in Educational Administration Program Standards**

Each postgraduate student shall complete three degree program requirements for the Ed.S. degree in Educational Administration:

1. Educational Administration Department's knowledge base theme.
2. Area of specialization core coursework. Completion of additional Wisconsin Administrative standards coursework.
3. Educational Administration Knowledge Base Theme required courses (18 credits required):
   - EDAD 851: Politics Of Education -- 3.00 credits
   - EDAD 860: Internship: PK-12 /Director of Special Education and Pupil Services -- 3.00 - 6.00 credits
   - EDAD 865: Statistical Methods Research -- 3.00 credits

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EDAD 867: The Ed.S Thesis -- 6.00 credits
EDAD 866: Advanced Administrative Analysis -- 3.00 credits

*Replaces EDAD 867 requirement for certification-only candidates
A research course is required if not taken at master's level.

2. Specialization Core required courses (9 in one area below credits required):
   PK-12 Director of Instruction required courses (9 credits required):
   EDAD 701: The Director of Instruction -- 3.00 credits
   EDAD 710: Supervision of Instruction -- 3.00 credits
   EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits

   Director of Special Education and Pupil Services required courses (9 credits required):
   EDAD 730: Administration and Supervision Of Special Education and Pupil Services -- 3.00 credits
   EDAD 832: Special Education Law -- 3.00 credits

   PK-12 Principalship required courses (9 credits required):
   EDAD 710: Supervision of Instruction -- 3.00 credits
   EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits
   EDAD 721: The Principalship -- 3.00 credits

   School Business Administrator required courses (9 credits required):
   EDAD 823: Education Budget and Accounting -- 3.00 credits
   EDAD 850: School Finance and Taxation -- 3.00 credits
   EDAD 854: Advanced Budgeting -- 3.00 credits

   The Superintendent required courses (9 credits required):
   EDAD 820: The Superintendent -- 3.00 credits
   EDAD 850: School Finance and Taxation -- 3.00 credits
   EDAD 842: Professional Ethics for School Administrators -- 3.00 credits

To be certified as a superintendent in Wisconsin a candidate should hold or be eligible to hold a principal license.

3. Wisconsin Administrative Standards required courses (6 credits required):
   Postgraduate students are required to meet all six Wisconsin Administrative Standards through various selected coursework with their advisor. Each EDAD course is designed to meet one Wisconsin Administrative Standard. Courses are numerically assigned to comply with a standard and are listed above by standard. Students may take 700-level or 800-level coursework to fulfill a standard. Additionally, at the student’s advisor’s best professional judgment, a student may be required to complete a specific course to fulfill a standard.

Ed.S. candidates are required to complete a minimum of 33 semester credits beyond the master's degree. Those candidates who have a master's degree in educational administration and have fulfilled Wisconsin Administrative Standards in such may, in the best professional judgment of their advisor, be able to design an application to candidacy that is individually designed to be comprised of 33 credits rather than the 46 credits required for those candidates not possessing an earned master's degree in educational administration.

Additional Educational Administration Graduate Degree Program Requirements

Academic Regulations for the M.S.E. and Ed.S. Degree
It is the sole responsibility of the student to read, understand and adhere to all Graduate Studies policies and M.S.E. and Ed.S. degree program requirements as set forth in the UW-Superior General Catalog. This responsibility extends to any additional and specified academic and/or approved program requirements of the Educational Administration Program. Therefore, it is critical that each student carefully read the catalog so as to possess a knowledge, understanding and appreciation of his or her responsibility in fulfilling degree and approved program requirements. Lack of awareness of any graduate degree policy, procedure, timeline or approved program requirement shall not constitute a valid justification so as to amend, remand, modify, or waive requirements for matriculation through the Educational Administration Program's degree programs.

Academic Standing and Retention All Educational Administration graduate students shall maintain a minimum 3.00 cumulative GPA (based upon a 4.00 evaluation scale) after completion of 15 semester graduate credits. Failure to achieve this minimum cumulative GPA shall result in the student being placed on academic probation until 24 graduate semester credits are earned. If by the time the student has completed 24 semester graduate credits toward the M.S.E. or Ed.S. degree and does not possess the minimum 3.00 cumulative GPA, the student will be dropped from the Educational Administration degree program.

Awarding of Graduate Degree No Educational Administration student shall be awarded a graduate degree in Educational Administration until the student has...
an approved application to candidacy and completed application for graduation.

Commencement Participation The Education Administration Program requires Ed.S. degree graduates to participate in the UW-Superior Commencement ceremony held in May or December of the student's graduation year.

Credit by Examination Graduate credit will not be awarded through the mechanism of credit by examination for any Educational Administration graduate student. Any student desiring to have completed educational administration graduate coursework entered on the official transcript shall be required to officially enroll in the course, complete all graduate course requirements and have a grade officially recorded by the graduate faculty member of record.

Ed S. Degree Equivalency The Educational Administration program does not offer an Ed.S. equivalency or "sixth year" program. It does, however, offer a post-masters certification-only program.

Formal Application for Graduation Application for the M.S.E. and Ed.S. degree must be made by the graduate student to the UW-Superior Graduate Studies Office according to the timelines and procedures set forth in the university calendar at http://www.uwsuper.edu/registrar/news/calendar.cfm

Graduate Course Repeat No Educational Administration student shall be allowed to repeat more than one graduate-level course taken at UW-Superior for which he or she received a grade other than W (Withdraw). The last grade earned in any attempted graduate coursework shall be the grade of official record.

Independent Study to Fulfill Course Requirements No M.S.E., Ed.S. or Certification-only student shall be allowed to fulfill a specified degree graduate core course requirement by the satisfactory completion of directed study coursework unless the student receives department approval.

Maximum Academic Load The maximum load for an Educational Administration degree student is 15 graduate credits for full time per academic semester or 12 graduate credits for an entire summer session.

Maximum Time to Complete Degree Graduate semester credits used in achieving the requirements for the degree must be earned within a time period of 10 consecutive years, commencing with the starting date for the first university term of the first graduate course used to fulfill the M.S.E. and Ed.S. degree requirements. For the Ed.S. degree applicable approved graduate credits from the master's degree in the Ed.S. graduate program of study are excluded from the 10-year time limit.

Minimum Grade Requirement Only graduate coursework with a grade of C or above (i.e. 2.00-4.00 grade point) shall be included in meeting the M.S.E. and Ed.S. degree requirements. No grade below C (2.00 grade point average) in any graduate coursework shall be awarded credit toward meeting any of the EDAD degree requirements.

Special Student Advisement Special students will be advised by the Educational Leadership Department chair. These students should consult with the department chair prior to each registration. Not more than nine graduate semester credits earned while on special student status shall be applicable to the M.S.E. or Ed.S. degree or Certification-only status. Upon official admission to the Educational Administration program, special students shall be assigned a graduate faculty advisor.

Transfer of Graduate Credit Educational Administration graduate students may transfer a maximum of 12.9 semester credits into either the M.S.E. or Ed.S. degree program. Students who wish to transfer graduate credit from another accredited institution of higher education must have two original transcripts sent by that institution directly to the Graduate Studies Office. If there is any question regarding the validity of graduate credits, it is the responsibility of the student to furnish the Graduate Studies Office with an appropriate level of documentation (e.g. syllabus, assignments, catalog course description, etc.) that the coursework was earned for appropriate graduate credit and directly parallels approved program coursework at UW-Superior. The student is required to complete and submit two copies of a request to transfer credits. This petition requires that each course petitioned to be transferred shall have the signatory approval of the student's graduate faculty advisor and the department chair.

Graduate credit granted for correspondence, workshop, CEUs or similar coursework is not eligible for transfer into Educational Administration graduate degree program requirements.

Guidance and Counseling Program

The University of Wisconsin-Superior, through the Guidance and Counseling Program of the Educational Leadership Department, offers professional training which leads to a Master of Science in Education Degree (M.S.E.) in Guidance and Counseling. The program is designed for those individuals who seek advanced professional training in various occupations in the fields of Counseling. There are three tracks within the program, Clinical Mental Health Counseling, School Counseling and Marriage and Family Therapy. Each track is an integration of academic foundations and professional skills training and is directed at developing a qualified and specialized professional. In order to accommodate working adults, the Guidance and Counseling Program run on a semester rotation: Fall, Spring, and Summer.

Admission Requirements Admission to the Guidance and Counseling Programs begins with application for admission to Graduate Studies online at http://www.uwsuper.edu/graduate. For information call (715) 394-8295.

In addition to the application to the Office of Graduate Studies, the application for admission to the Guidance and Counseling Program must contain:

1. Resume and Letter of Intent addressing: 1. Service to community 2. Volunteer work 3. Commitment to others 4. Work and professional goals 5. Areas which the applicant considers to be his or her strengths or weaknesses.
2. Three letters of reference (one or two academic letters from post-secondary instructors and one or two employment letters) that speak to the candidate's ability to succeed in graduate school.
3. Official transcripts of all undergraduate and graduate work.
4. An undergraduate degree in Psychology, Social Work, Sociology, Education, or related social science with a GPA of 2.75/4.0 or higher. Students admitted as probationary must complete nine semester credits of introductory Counseling courses at the Graduate level with a GPA of 3.0/4.0 or higher to gain unconditional admittance to the program.
5. Pass a Criminal Background Check.

Please contact the Graduate Studies office to obtain admission packets specific to each degree.
Instruction Program

- Master of Science - Instruction -- Goals, Admission & Degree Requirements
- Master of Science in Education - Instruction with Library Science concentration Requirements
- Professional Library Media Specialist Certification Program
- Library Media Specialist - 902 Professional Certification Requirements
- Library Media Specialist Licensure Program - University of Wisconsin System School Library Education Consortium
- Master of Science in Education - Instruction Requirements

Master of Science - Instruction -- Goals, Admission & Degree Requirements

The M.S.E.-Instruction reflects the philosophy and standards of INTASC and of the National Board for Professional Teaching Standards.

The M.S.E.-Instruction is based on the needs of the professional classroom teacher. The first of these needs deals with the nature of the profession. This area includes an in-depth understanding of the theoretical bases of education and the research that supports these theoretical bases. A second major area contributes to a thorough understanding of the processes and practices of learning and assessment of learning. Since there are no major fields of study that remain static, a third major component consists of strengthening and updating individual pedagogical and content areas. Even the best-prepared baccalaureate degree-holders soon find their knowledge and understanding in need of renewal. Coursework will support Wisconsin teachers in completing the license renewal process under PI 34.

Goals
To provide teachers holding baccalaureate degrees and a variety of certifications, or potential for certification, the opportunity:

1. To strengthen their knowledge in the area of contemporary instructional practice.
2. To engage in reflective thinking about their profession (its origins, methodologies and assumptions).
3. To strengthen competencies in their individual fields.
4. To develop instructional and curriculum development leadership abilities in their school systems.
5. To develop a substantial knowledge of contemporary research on effective instruction and apply that research in appropriate ways.

Admission Requirements

Admission to the M.S.E.-Instruction degree program will be limited to people who hold a baccalaureate degree and are currently engaged in classroom teaching or who hold the necessary credentials to hold a position as a classroom teacher, either in the K-12 public schools or in nonpublic educational settings. Applicants must meet requirements for admission to Graduate Studies as prescribed in the university catalog. A student may not apply more than 10 semester hours of graduate work taken prior to admission to the M.S.E.-Instruction toward the completion of this degree. Upon admission to the M.S.E.-Instruction Program the student will be assigned a program advisor in the Educational Leadership Department. The student and this faculty program advisor will develop a plan for the completion of the student's degree.

Degree Requirements

The M.S.E.-Instruction program is designed to emphasize professional development within the pedagogical aspects of teaching, balanced by individualized electives to emphasize greater competence in a particular area such as science, writing, mathematics, technology use, classroom management, etc. In addition to those components listed above, it addresses the application of the elements of instruction, the use of technology and materials, an understanding of the development of curriculum and assessment, and purposeful research within the classroom context.

Course Offerings

Consult the Course Descriptions section of this catalog. If National Board Certification is sought, students need to indicate their intent to their advisors early in their progress.

Master of Science in Education - Instruction with Library Science concentration Requirements

31 total credits

Licensed teachers may earn a Master of Science in Education-Instruction at the same time they complete requirements for their Professional Library Media Specialist licensure. Candidates seeking the Professional Library Media Specialist license must have held an Initial Library Media Specialist license for at least three years.

Required courses (14 credits required):

- T ED 724: Teaching as Reflective Decision Making: Professional Development for 21st Century -- 3.00 credits
- T ED 734: Current Developments in Student Learning and Their Applications -- 3.00 credits
- T ED 741: Using Educational Assessment to Inform Practice -- 3.00 credits
- T ED 750: Research Foundations of Education -- 3.00 credits
T ED 752: Educational Research Project -- 3.00 credits

Library Science, Teacher Education, and Educational Administration required courses (18 credits required): For the Professional Library Media Specialist (902 License):

LIBS 509: Information Literacy Leadership -- 3.00 credits
LIBS 612: Trends-Issues K-12 Literature -- 3.00 credits
LIBS 616: Advanced Administration of School Library Media Programs -- 3.00 credits
LIBS 645: Integrating Technology in the Library Media Program -- 3.00 credits
EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits
T ED 744: Trends in Curricular and Instructional Practices -- 3.00 credits

Additional recommended courses:

LIBS 650: Topics in Library Science -- 1.00 - 3.00 credits
LIBS 685: Library Practice -- 1.00 - 3.00 credits
LIBS 699: Directed Studies in Librarianship -- 1.00 - 3.00 credits

Professional Library Media Specialist Certification Program

UW-Superior offers courses approved by the Wisconsin Department of Public Instruction (DPI) for certification as a Library Media Specialist (902 Professional license). The Library Science program has the right to exceed minimal requirements. Candidates seeking the Professional Library Media Specialist license must have held an Initial Library Media Specialist license for at least three years. Movement to the Professional Library Media Specialist license is required no later than five years after the Initial license has been issued. The Professional license requires completion of coursework beyond the bachelor's degree in a master's degree or the following equivalent approved program.

Library Media Specialist - 902 Professional Certification Requirements

18 total credits
Required courses:

LIBS 509: Information Literacy Leadership -- 3.00 credits
LIBS 612: Trends-Issues K-12 Literature -- 3.00 credits
LIBS 616: Advanced Administration of School Library Media Programs -- 3.00 credits
LIBS 645: Integrating Technology in the Library Media Program -- 3.00 credits
T ED 744: Trends in Curricular and Instructional Practices -- 3.00 credits
EDAD 711: Curriculum Management and Development K-12 -- 3.00 credits

Additional recommended courses:

LIBS 650: Topics in Library Science -- 1.00 - 3.00 credits
LIBS 685: Library Practice -- 1.00 - 3.00 credits
LIBS 699: Directed Studies in Librarianship -- 1.00 - 3.00 credits

Library Media Specialist Licensure Program - University of Wisconsin System School Library Education Consortium

UW-Superior is one of the home campuses for the University of Wisconsin System School Library Education Consortium (UWSSLEC). This program offers courses at the graduate level for the Initial and Professional Library Media Specialist licenses that are primarily web-based. More information may be found at http://merlin.uww.edu/uwsslec/ or contact the department chair.

Master of Science in Education - Instruction Requirements

30 total credits
Required coursework (14 credits required):
T ED 724: Teaching as Reflective Decision Making: Professional Development for 21st Century -- 3.00 credits
T ED 734: Current Developments in Student Learning and Their Applications -- 3.00 credits
T ED 741: Using Educational Assessment to Inform Practice -- 3.00 credits
T ED 750: Research Foundations of Education -- 3.00 credits
T ED 752: Educational Research Project -- 3.00 credits

**Elective required courses:**

Electives could reflect the student's teaching field or be within an area of instruction and/or learning that will enhance the student's teaching. The specific plan will be developed with the advice and approval of the student's program advisor and a faculty consultant from the selected field. It is advisable for students to enter the research course (TED 750) with an idea about an issue they wish to pursue; TED 724 and TED 734 can help generate research foci. In TED 750 the student researches and describes in detail the independent project to be pursued during enrollment in TED 752 with a selected research advisor.
Reading Program

- Reading
- Graduate Faculty
- Master of Science in Education - Reading Program Description
- Master of Science in Education - Reading Requirements
- Reading Student Learning Outcomes
- Certification Programs in Reading

Reading

The University of Wisconsin-Superior offers a graduate program that leads to the Master of Science in Education (M.S.E.) degree in Reading. The degree program also can lead to DPI (Wisconsin Department of Public Instruction) certification as a Reading Specialist or Reading Teacher. Since the program must meet current DPI standards, program requirements are subject to change.

Graduate Faculty

Rebecca Ardren, Senior Lecturer
Deborah Harrison, Assistant Professor
Wendy Kropid, Professor

Master of Science in Education - Reading Program Description

The MSE Reading is designed for certified teachers who wish to pursue graduate work in the field of reading and literacy. The degree is appropriate for both elementary and secondary teachers and can lead to certification in reading at the early childhood through adolescent level. The elective courses should be selected by the student and the program advisor to satisfy the professional interests and certification needs of the student. Transfer credits are subject to the program advisor's approval. A Program Plan must be written and submitted prior to the end of the first semester in the program.

Master of Science in Education - Reading Requirements

30 total credits
The 30 semester credits must be graduate level courses. At least 15 of the 30 credits must be in 700-level courses. The program requires successful completion of two capstones:

1. a portfolio of the student's competencies (ENGED 751), and
2. a thesis, researched and written on a topic of interest related to literacy learning (ENGED 752).

Category 1: Foundations Required Course (3 credits required):

[ TED 607]
T ED 734: Current Developments in Student Learning and Their Applications -- 3.00 credits
T ED 741: Using Educational Assessment to Inform Practice -- 3.00 credits
T ED 744: Trends in Curricular and Instructional Practices -- 3.00 credits

Category 2: Literature Required Courses (3 credits required):

ENGED 606: Advanced Children's Literature -- 3.00 credits

[ENGED 628]
LIBS 510: Young Adult Literature -- 3.00 credits

Category 3: Reading Required courses (18 credits required):

ENGED 663: Advanced Study of Literacy Pre K-3 -- 3.00 credits
ENGED 664: Advanced Literacy Grades 4-12 -- 3.00 credits
ENGED 665: Advanced Content Area Literacy -- 3.00 credits

The Board of Regents of the University of Wisconsin System | 48 of 207
ENGED 701: Introduction to Reading Difficulties -- 3.00 credits
ENGED 702: Reading Difficulties Practicum -- 3.00 credits
ENGED 705: The K-12 Literacy Program -- 3.00 credits

Category 4: Research Required courses (6 credits required):
T ED 750: Research Foundations of Education -- 3.00 credits
ENGED 752: Educational Research Project -- 3.00 credits

Category 5: Capstone (0 credits additional required):
ENGED 751: MSE-Reading Portfolio -- 0.00 credits
ENGED 752: Educational Research Project -- 3.00 credits

Reading Student Learning Outcomes

1. Demonstrate an understanding of the theoretical and research-based foundations of reading/writing processes and instruction.
2. Demonstrate the use of instructional methods, resources, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Demonstrate the use of various assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Demonstrate the ability to create and engage students in literacy practices that expand awareness, understanding, respect, and an appreciation of diversity in our society.
5. Demonstrate the ability to create a literate environment that promotes reading and writing by integrating foundational knowledge, instructional practices, methods, curriculum materials, and the appropriate use of assessments.
6. Demonstrate an understanding of the importance of professional learning and leadership as career-long efforts and responsibilities for themselves and facilitate this understanding for other educators.

Certification Programs in Reading

UW-Superior offers courses approved by the Wisconsin Department of Public Instruction (DPI) for certification as a Reading Teacher (316 license) or a Reading Specialist (017 license).
Special Education Program

- Graduate Faculty
- Special Education Program Description
- Admission Requirements & Removal from Program
- Master of Science in Education - Special Education Requirements
- Certificate Program for Special Education Licensure

Graduate Faculty

James M. Geidner, Assistant Professor
Rhoda Robinson, Associate Professor

Special Education Program Description

The M.S.E.-Special Education degree program is designed for licensed teachers and other professionals who wish to pursue graduate work in the field of special education. The program is appropriate for professionals working with people with disabilities, as well as elementary, secondary, or K-12 teachers. For licensed teachers, the program can lead to special education certification for licensure.

An action research project must be completed prior to being granted the M.S.E.-Special Education degree. A minimum of 30 graduate credits including a minimum of 500 hours of working in an educational setting with children who have special needs must be completed before the action research project is undertaken.

The M.S.E. Special Education degree is designed for practicing teachers and other professionals who want to increase their knowledge about and improve their skills for working with students who have special needs. The degree without certification for licensure is specifically designed for regular education teachers who have students with special needs included in their classrooms and wish to gain new knowledge and skills for working with these students.

The M.S.E. Special Education degree with Certification for Licensure is designed for practicing teachers who want to work directly with children who have special needs. Preparation is included for working in both resource rooms and collaboratively with regular education teachers.

Admission Requirements & Removal from Program

Admission Requirements:

In addition to the requirements for entry to UW-Superior Graduate Studies, applicants for admission to the MSE Special Education degree program must submit:

1. three (3) letters of reference (one or two academic letters from post-secondary instructors and one or two letters from employers) that speak to the candidate's ability to succeed in graduate school;
2. a typewritten Autobiographical Essay (1,000 word maximum) outlining professional goals;
3. a bachelor's or master's degree from an accredited institution; and
4. a current teaching license if getting certified for licensure in Special Education, or a criminal background check.

Removal From M.S.E. Special Education Program

Students can be removed from the MSE Special Education Degree Programs. Any violation occurring that is outlined in the University of Wisconsin System Code Chapters 14 and 17 respectively are grounds for disciplinary action up to and including expulsion. In addition, students can be removed or expelled from the program based on grades and violations of the code of ethics for Special Education. No grade lower than a B- counts toward degree completion. Also, students must be aware of and responsive to life circumstances beyond academic preparation that would exclude them from licensure/certification (e.g., legal history, and/or past professional disbarment).

Master of Science in Education - Special Education Requirements

30 to 44 credits required

Core Component courses (12 credits required):

- SPED 750: The Exceptional Learner -- 3.00 credits
- SPED 710: Neurocognition -- 3.00 credits
- SPED 760: Behavior Analysis and Intervention -- 3.00 credits
- SPED 768: Contemporary Issue and Transitions -- 3.00 credits

Methods Component courses (15 credits required):
ENGED 701: Introduction to Reading Difficulties -- 3.00 credits
ENGED 702: Reading Difficulties Practicum -- 3.00 credits
SPED 764: Mathematics Assessment and Strategies -- 3.00 credits
SPED 758: Methods of Adaptive Instruction -- 3.00 credits
SPED 772: Collaboration and Consultation in Special Education -- 3.00 credits

Research Component courses (6 credits required):

T ED 750: Research Foundations of Education -- 3.00 credits
SPED 783: SPED Research Project -- 3.00 credits

Certification Component courses (4-11 credits required):

SPED 704: Assessment of Learners with Exceptionalities -- 3.00 credits
SPED 775: Special Education Internship: MC-EA -- 1.00 - 4.00 credits
SPED 776: Special Education Internship: EA-A -- 1.00 - 4.00 credits

Students seeking only the M.S.E. Special Education degree must complete a minimum of 24 credits from courses in the Core and Methods components, and 6 credits from the research component.

Students seeking the M.S.E. Special Education degree with Certification for Licensure must complete a minimum of 27 credits in the Core and Methods components, 6 credits in the research component, and a minimum of 7 credits in the Certification Component.

Certificate Program for Special Education Licensure

The Special Education program offers courses approved by the Wisconsin Department of Public Instruction (DPI) for certification for licensure as a special education teacher.

The program leads to certification for licensure in one or more of the following areas:

1. Cross-Categorical Special Education with a concentration in one of the following:
   - Cognitive Disabilities
   - Emotional Disturbance
   - Learning Disabilities

2. Categorical Special Education in the area of:
   - Cognitive Disabilities
   - Emotional Disturbance
   - Learning Disabilities

These certifications are available for working with students in middle childhood through early adolescence (MC-EAages 6-12/13)and for working with students in early adolescence through adolescence (EA-Aages 10-21).

Students seeking certification for cross-categorical licensure will be prepared to work with any or all students with severe to mild high incidence disabilities (cognitive, learning, emotional/behavioral). Although prepared to work with all three high-incidence disability areas, students will concentrate on one particular disability area while completing their fieldwork, research, and internship. Students seeking certification for licensure at both the MC-EA and EA-A levels will complete an internship experience at both licensure levels.

Students seeking certification for categorical licensure will concentrate their curriculum, internship, and research on the chosen area of disability. Students will design their individual program plans for categorical licensure with the program advisor. A minimum one-credit internship is required. Students seeking licensure at both the MC-EA and EA-A levels will complete an internship experience at both licensure levels.

For additional information regarding the Special Education program, contact Dr. Jennifer E. Christensen, Marcovich Wellness Center 1420, (715) 394-8144 , or http://www.uwsuper.edu/graduate/.
Visual Arts Program

- Visual Arts
- Master of Arts Degree in Art
- Admission Requirements

Visual Arts

The University of Wisconsin-Superior offers a graduate program in Visual Arts which leads to the Master of Arts degree. The faculty contact for this degree program is Mr. Tim Cleary, Associate Professor of Visual Arts, HFAC 3102, (715) 394-8391.

Master of Arts Degree in Art

The Master of Arts program in Visual Arts is offered for students seeking a professional degree program in Art Education, Art History, Studio Art, and Art Therapy. The requirements for the degree have been designed to allow for flexibility to suit the needs and goals of individual candidates.

Admission Requirements

Prerequisites for Admission: M.A.: Art Education Concentration
Student applicants may be admitted to the program upon completion of the following minimum prerequisites:

1. The candidate for admission must satisfy the general admission requirements for Graduate Studies, including graduation from an accredited college or university.
2. The candidate must have an undergraduate major in Art or must have completed the equivalent of the Art Foundation courses as specified in the Bachelor degree requirements for Visual Arts in this catalog.
3. Two letters of recommendation from college faculty who are familiar with the applicant's work and potential.
4. Art Education candidates must submit a compact disk showing basic proficiency in drawing, painting, and three-dimensional media. Other media, i.e., photography, ceramics, etc., may be included. Fifteen to 20 images of individual pieces suggested. The quality of the portfolio will be assessed by UW-Superior Visual Arts faculty as a measure of the candidate's likelihood of success in the program.
5. Statement of purpose (2-3 pages)
6. Deadline for application for Fall semester enrollment is the previous April 1. Applications received after April 1 will be considered as vacancies allow.
7. Interview required.

Prerequisites for Admission: M.A.: Art History Concentration
Student applicants may be admitted to the program upon completion of the following minimum prerequisites:

1. Bachelor's degree in Studio Art, Art History, Art Education, Art Therapy, with a minimum of 60 quarter hours or 40 semester hour credits in art.
2. At least nine credit units of the Bachelor's degree work should be in art history courses.
3. Art or art history related writing sample or research paper (any length you choose, but not more than 20 pages)
4. Two letters of recommendation from college art faculty who are familiar with the applicant's work and potential.
5. Statement of purpose (one page maximum).
6. Deadline for application for Fall semester enrollment is the previous April 1. Applications received after April 1 will be considered as vacancies allow.

Prerequisites for Admission: M.A.: Studio Art Concentration
Student applicants may be admitted to the program upon completion of the following minimum prerequisites:

1. A bachelor's degree in Art with a minimum of 60 quarter hours or 40 semester hour credits in Art. At least 20 semester credits of the bachelor's degree work should be in studio courses.
2. Completion of a minimum of six semester credits in Art History.
3. Presentation of a portfolio of representative studio work with emphasis in the applicant's area of specialization. The quality of the portfolio will be assessed by UW-Superior Visual Arts faculty as a measure of the candidate's likelihood of success in the program. The portfolio should contain a compact disk with 20 images of work. Each image must represent an individual art work, with the exception of three-dimensional work, which may be represented with two images.
4. Statement of purpose (one page maximum)
5. Two letters of recommendation from college art faculty who are familiar with the applicant's work and potential.
6. Deadline for application for Fall semester enrollment is the previous April 1. Applications received after April 1 will be considered as vacancies allow.

Prerequisites for Admission: M.A.: Art Therapy Concentration
Student applicants may be admitted to the program upon completion of the following minimum prerequisites:

1. The candidate for admission must satisfy the general admission requirements for Graduate Studies, including graduation from an accredited college or university.
2. Art Therapy candidates must have 18 semester credits of Studio Art including (but not limited to) 3 semester credits each in drawing, painting, and clay; and 9 semester credits in Psychology including (but not limited to) psychopathology, abnormal, human growth and development.
3. Two letters of recommendation from college faculty who are familiar with the applicant's work and potential.
4. Art Therapy candidates must submit a compact disk portfolio showing basic proficiency in drawing, painting and three-dimensional media. Other media, i.e., photography, ceramics, etc., may be included. Fifteen to 20 images of individual pieces suggested. The quality of the portfolio will be assessed by UW-Superior Visual Arts faculty as a measure of the candidate's likelihood of success in the program.
5. Statement of reason/purpose (2-3 pages)
6. Deadline for application for Fall semester enrollment is the previous April 1. Applications received after April 1 will be considered as vacancies allow.
7. Be advised that criminal background checks must be passed by many practicum sites and future employers.

Transcripts, two letters of recommendation, a statement of purpose, a writing sample or a research paper, and a portfolio of representative studio work are required. All materials should be submitted to the Graduate Studies Office, HFAC 3102, (715) 394-8391.

Deadline for application for Fall semester enrollment is the previous April 1. Applications received after April 1 will be considered as vacancies allow.
Academic Departments

- Business and Economics Department
- Communicating Arts
- Educational Leadership
- Health and Human Performance
- Human Behavior, Justice and Diversity
- Mathematics and Computer Science
- Music
- Natural Sciences
- Social Inquiry
- World Languages, Literatures and Cultures
- Writing and Library Science
Mission Statement

The Department of Business and Economics works toward developing effective decision-makers and leaders in both the private and public sectors through a strong practical business education as well as a comprehensive liberal arts education. Academic programs instill excellence, build confidence, and develop strong leadership skills that graduates can use throughout their careers.

Faculty and Staff

Biga, Kay - Assistant Professor
Butler, Rebecca - Senior Lecturer, Accounting
Cao, Mei - Assoc Prof, Trans & Logistics
Carlson, Diek - Senior Lecturer, Economics
Christensen, Ethan - Assistant Professor, Marketing
Derick, Kathleen - Acad Dept Assoc, Trans & Logis
Dorin, Patrick - Sr Lecturer, Trans & Logis
Hembd, Jerry - Professor
Johnson, David - Assoc Professor, Finance
Kibler, Bruce - Senior Lecturer, Management
Laughlin, Jill - Lecturer
Mahjabeen, Rubana - Asst Professor
Mahmud, Sakib - Assistant Professor
McCoon, Mark - Assistant Professor
Mokashi, Amit - Assistant Professor
Moran, Richard - Senior Lecturer
Nys, Anne - Senior Lecturer, Accounting
Opall, Brent - Assistant Professor
Osell, Shawn - Sr Lecturer, Economics
Pettingill, Kathryn - Academic Dept Assoc
Plasch, Edith - Sr Lecturer, Accounting
Roehnoldt, Cassandra - Research Specialist, Tra & Log
Simkins, Zamira - Asst. Professor, Economics
Spott, Patrick - Sr Lecturer, Business
Stewart, Richard - Professor
Trudeau, Gregory - Professor
VanHornweder, Rachel - Sr Lecturer, Accounting

Course Descriptions

ECON - Economics
<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 681</td>
<td>Seminar in Economic Issues</td>
<td>3.00</td>
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<tr>
<td></td>
<td>In-depth discussion of current economic issues. While the focus will be on the economic aspects, social as well as political elements will be included. Various policy options will be developed, discussed, and analyzed.</td>
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</table>

### SMGT - Sustainable Management

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMGT 700</td>
<td>Cultural and Historical Foundations of Sustainability</td>
<td>3.00</td>
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<tr>
<td></td>
<td>The changing relationships of humans to the natural environment; changes in dominant scientific perspectives and the process of scientific debate. The quest for understanding, manipulating, and dominating the natural world. Cultural and organizational structures; the role and impact of technology; the systems approach to problem solving and its implications for the future.</td>
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<td></td>
<td>Prerequisites: Admission to M.S. in SMGT Program.</td>
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<td></td>
<td>Typically Offered: Fall and Spring Terms</td>
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<tr>
<td>SMGT 710</td>
<td>The Natural Environment</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Natural cycles, climate, water, energy, bio-systems, eco-systems, the role of humans in the biosphere; human impacts on natural systems. Use of case studies; some pre-reading, carbon cycle as a unifying theme. Disturbance pollution and toxicity; carrying capacity; natural capital.</td>
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<tr>
<td></td>
<td>Prerequisites: Admission to M.S. in SMGT Program.</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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<tr>
<td>SMGT 720</td>
<td>Applied Research and the Triple Bottom Line</td>
<td>3.00</td>
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<td></td>
<td>Document and project internal and external costs resulting from the inseparability of the natural, social and economic environments. Assess sustainability issues using basic modeling techniques; cause and effect; root cause analysis, regression analysis and business scenario based cases.</td>
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<td></td>
<td>Prerequisites: Admission to M.S. in SMGT Program.</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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<tr>
<td>SMGT 730</td>
<td>Policy, Law and Ethics of Sustainability</td>
<td>3.00</td>
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<td></td>
<td>The Law and Ethics regarding sustainability of Economic development and emerging environmental challenges at national and international levels; including National Environmental Policy Act (NEPA), Carbon Footprints, Kyoto protocol, and Brundtland Commission. The policy and role of government and its agencies such as Army Corps of Engineers; Department of Interior, etc., in building a more just, prosperous, and secure environmental common future.</td>
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<td></td>
<td>Prerequisites: Admission to M.S. in SMGT Program.</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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<tr>
<td>SMGT 740</td>
<td>Economics of Sustainability</td>
<td>3.00</td>
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<td>Understand the economy as a component of the ecosystem within which it resides, with natural capital added to the typical analysis of human, social, built, and financial capital. Explore traditional micro, macro, and international trade theory and policy and the implications of sustainability. Topics include: history of economic systems and thought; globalization and localization; distinguishing between growth and development; the nature and causes of market failure; consumption, consumerism, and human well-being; emerging markets; technological change; business organization and financial market alternatives; demographic change; and the global food economy.</td>
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<td>Prerequisites: Admission to M.S. in SMGT Program.</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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<tr>
<td>SMGT 750</td>
<td>The Built Environment</td>
<td>3.00</td>
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<td></td>
<td>Explore how the Built environment came to be and the intersection of human needs: water, air, food, water, waste, transportation, healthcare and education. Evaluate community design: what does a sustainable community look like? Study related technologies and evaluate alternatives, discuss unintended consequences. Course will include case studies.</td>
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<tr>
<td></td>
<td>Prerequisites: Admission to M.S. in SMGT Program.</td>
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<td>Typically Offered: Fall and Spring Terms</td>
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<tr>
<td>SMGT 760</td>
<td>Geopolitical Systems</td>
<td>3.00</td>
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An examination of decision making and public policy for sustainability at the national, state, and local level, with emphasis on the social, economic, political factors affecting decisions within both the public and private sectors. Attention is given to formal American policy making processes, informal grassroots activities and consensus building, public engagement with sustainability decisions, corporate sustainability actions and reporting, the promise of public-private partnerships and collaborative decision making, and practical examples of how decision making fosters effective transitions to sustainability goals at all levels.

**Smgt 770 Leading Sustainable Organizations**

A macro-level perspective on leading sustainable organizations. Topics addressed include: organizational change and transformation processes, strategic and creative thinking, organizational structures and their impacts, conflict management and negotiation, stake holder management and situational leadership styles and behaviors. Focuses on how organizational leaders develop and enable sustainable organizations, especially in times of environmental change.

**Prerequisites:**
- Admission to M.S. in SMGT Program.

**Typically Offered:**
- Fall and Spring Terms

**Smgt 780 Corporate Social Responsibility**

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

**Prerequisites:**
- Admission to M.S. in SMGT Program.

**Typically Offered:**
- Fall and Spring Terms

**Smgt 782 Supply Chain Management**

Planning, organizing and controlling the organization's supply chain is examined in context of the triple bottom line. Total cost analyses or product and process life cycles are considered in the context of strategy and operations. Topics include: sourcing, operations, distribution, reverse logistics and service supply chains. Process measurements and the impact on organizational performance in the context of footprints (e.g. carbon, water, pollution). Discussion of existing and potential software systems.

**Prerequisites:**
- Admission to M.S. in SMGT Program.

**Typically Offered:**
- Fall and Spring Terms

**Smgt 784 Sustainable Water Management**

This course addresses practical applications of sustainability in aquatic environments. Topics covered include water and health, water quality and quantity, governance, assessing the aquatic environment, water treatment technologies, environmental mitigation, and impacts of climate change. Emphasis will be on selected areas of interest from the perspective of public health, engineering, and municipal conservation management.

**Prerequisites:**
- Admission to M.S. in SMGT Program.

**Smgt 785 Waste Management and Resource Recovery**

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

**Prerequisites:**
- Admission to M.S. in SMGT Program.

**Typically Offered:**
- Fall and Spring Terms

**Smgt 790 Capstone Preparation Course**

Research, data analysis, scholarly inquiry resulting in project proposal.

**Typically Offered:**
- Fall and Spring Terms

**Smgt 792 Capstone Project**

Completion of approved project utilizing concepts from coursework.

**Typically Offered:**
- Fall and Spring Terms

**Smgt 795 Special Topics in Sustainable Management**

Various specialized areas of sustainable management will be examined. This course may be repeated for credit with a different topic.

**Prerequisites:**
- Admission to M.S. in SMGT Program.
Typically Offered:
Occasional by Demand

School of Business and Economics Contact Information

Business and Economics Department
University of Wisconsin - Superior
Erlanson Hall 301
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8206
Email: business@uwsuper.edu
Communicating Arts

- Mission Statement
- Faculty and Staff
- Degrees
- Course Descriptions
- Communicating Arts Department Contact Information

Mission Statement

The Communicating Arts Department offers a balance of theory and practice in our curriculum. Communicating Arts and Theatre majors choose concentrations that prepare them for careers in television, video production, radio, journalism, event planning, politics, management, sales, human resources, professional development and training, acting, directing, technical design, and graduate study. Senior capstone projects and internships provide students with strong academic credentials and professional portfolios to match.

Faculty and Staff

Anderson, Stephany - Theatre
Austin, Beth - Sr Lecturer, Speech
Chuzles, Sharon - Academic Dept Assoc
Einerson, Martha - Professor, Speech
Fank, Cathy - Associate Professor, Theatre
Kachgal, Tara - Assistant Professor, Mass Comm
Laakso, Kathleen - Senior Lecturer
Nikoi, Ephraim Kotev - Asst Professor, Speech
Notbohm, Brent - Assoc Professor(Mass Comm)
Notton, Thomas - Senior Lecturer, Comm Arts
Platner, Stewart - Professor, Communications
Rawson, Kim - Senior Lecturer
Smith, Scott - Sr Lecturer, Speech
Stanich, Susan - Sr Lecturer
Vollrath, Chad - Visiting Assistant Professor
Wedan, Sue - Sr Lecturer/Technical Director

Degrees

- Master of Arts Degree in Communicating Arts Program Description & Admission Requirements

Course Descriptions

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 501</td>
<td>Selected Topics in Film and Television</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Examination of one of the major cycles, movements, nationalities, eras, or genres of motion picture and/or television production. Several feature films and/or television programs exemplifying historically and critically important aspects of the topic will be shown. Different topics are repeatable.

Prerequisites:

Prerequisite for taking this course is having completed COMM104.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 520</td>
<td>Selected News Writing</td>
<td>3.00</td>
<td>Students learn to identify a topic and focus an angle, and write feature stories, editorials and commentary. The class works together to analyze strengths and weaknesses of each student's work.</td>
</tr>
<tr>
<td>COMM 530</td>
<td>Advanced News Gathering and Report</td>
<td>3.00</td>
<td>This course expands the student's understanding of journalism; its function in a democracy, techniques of investigation, documentary and series reporting; and transition into the electronics and entrepreneurial delivery of news. Students develop their own news blogs and cover local issues through them, and work in groups to create a final feature project (radio, video, print or online).</td>
</tr>
<tr>
<td>COMM 532</td>
<td>Communication in Conflict</td>
<td>3.00</td>
<td>Theoretical and applied exploration and analysis of communication in diverse conflict contexts.</td>
</tr>
<tr>
<td>COMM 548</td>
<td>Screenwriting</td>
<td>3.00</td>
<td>Theory and extensive practice in narrative writing for television and film. Includes study and application of relevant media writing formats.</td>
</tr>
<tr>
<td>COMM 558</td>
<td>Broadcast Journalism</td>
<td>3.00</td>
<td>Review of the methods and philosophies of news gathering, writing, and reporting for the electronic media. Frequent practical exercises to sharpen the student's writing and reporting abilities.</td>
</tr>
<tr>
<td>COMM 561</td>
<td>Narrative Video Production</td>
<td>3.00</td>
<td>Project-intensive course in which students produce, direct, and edit fictional narrative videos. A variety of theories, techniques, and methods will be studied and applied to the student productions.</td>
</tr>
<tr>
<td>COMM 562</td>
<td>Documentary Video Production</td>
<td>3.00</td>
<td>Project intensive course in which students produce, direct, and edit documentary videos. A variety of theories, techniques, and methods will be studied and applied to the student productions.</td>
</tr>
<tr>
<td>COMM 565</td>
<td>Theatre Direction I</td>
<td>3.00</td>
<td>Theory and practice of a play production from the viewpoint of the director. Emphasis on directoral choices. Directed laboratory scene work required.</td>
</tr>
<tr>
<td>COMM 566</td>
<td>Theatre Direction II</td>
<td>3.00</td>
<td>Continued study and practice of stage directing culminating in a supervised production experience.</td>
</tr>
<tr>
<td>COMM 568</td>
<td>Criticism Of Film and Television</td>
<td>3.00</td>
<td>Advanced study of seminal aesthetic and critical theories for the visual media. Students learn and apply critical frameworks in the analysis of film and television.</td>
</tr>
<tr>
<td>COMM 576</td>
<td>Group Communication Processes</td>
<td>3.00</td>
<td>Exploration of communication processes within the context of the small group with emphasis on interpersonal relations, group dynamics, leadership and participant functions. An experiential/theoretical course.</td>
</tr>
<tr>
<td>COMM 577</td>
<td>Special Topics In Theatre</td>
<td>3.00</td>
<td>Examination of special topics in the areas of theatre. Topics vary depending on current student interest and needs to the current season offering. Repeatable with different sections.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
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<tr>
<td>COMM 588</td>
<td>Elements Of Design for Theatre</td>
<td>3.00</td>
<td>Designing for the theatrical arts. Emphasis of the aspects of lighting, sound, costuming and scenery to include sketchbooks, drafting, renderings and model making.</td>
</tr>
<tr>
<td>COMM 589</td>
<td>Comm Arts Elective</td>
<td>1.00 - 12.00</td>
<td>Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.</td>
</tr>
<tr>
<td>COMM 592</td>
<td>Leadership Training for Theatre</td>
<td>2.00</td>
<td>Practical experience in serving in leadership positions in Theatre. Section numbers indicate the particular leadership area. Consult with your proposed instructor for the appropriate section number. Contract prior to registration. Arranged.</td>
</tr>
<tr>
<td>COMM 655</td>
<td>Theorizing Media Culture</td>
<td>3.00</td>
<td>Traces the development throughout the 20th century and into the 21st century of different models and theoretical frameworks for understanding mediated communication. The course is reading-intensive and emphasizes the development skills for analyzing, critiquing, and theorizing contemporary media.</td>
</tr>
<tr>
<td>COMM 667</td>
<td>Advanced Intercultural Comm</td>
<td>3.00</td>
<td>Advanced analysis of the communication dimensions involved in enhancing intercultural interactions. Focus is on identity and communication and their relationship to each other in a diverse world.</td>
</tr>
<tr>
<td>COMM 677</td>
<td>Media Law</td>
<td>3.00</td>
<td>Examines the development over the past two centuries of key concepts, principles, and legal precedents affecting media in the United States. Students also scrutinize the changes wrought by newer communication technologies and changing sociocultural practices. Emphasizes the building of skills in critical media literacy.</td>
</tr>
<tr>
<td>COMM 698</td>
<td>Advanced Independent Study</td>
<td>1.00 - 6.00</td>
<td>Individual investigation and/or production by advanced students in Communication, Media, or Theatre to include a study of related literature and formal reports or production. Instructor consent and contract prior to enrollment. Repeatable up to six credits. Arranged.</td>
</tr>
<tr>
<td>COMM 701</td>
<td>Communication Theory</td>
<td>3.00</td>
<td>In-depth study of theoretical traditions and specific theories in Communicating Arts, including Media Communication, and Theatre.</td>
</tr>
<tr>
<td>COMM 702</td>
<td>Communication Research</td>
<td>3.00</td>
<td>Introduction to historical, critical, creative, and ethnographic research in Communicating Arts.</td>
</tr>
<tr>
<td>COMM 708</td>
<td>Media Ethics and Criticism</td>
<td>3.00</td>
<td>Using examples from historical cases and current issues, students analyze the practices of major media organizations and other media makers through an ethical lens. Students also consider how ethical standards and institutional norms, government and corporate interests, and ideologies (e.g., of the free press and of race/ethnicity, gender, sexuality, and class) influence media decision-making. This course emphasizes skills in critical media analysis.</td>
</tr>
<tr>
<td>COMM 711</td>
<td>Graduate Practicum</td>
<td>1.00 - 3.00</td>
<td>Graduate-level research study and/or practice in Communication, Theatre, Radio, Video Production, or Journalism. A multiple-section course allowing a high degree of specialization. Repeatable. Project designed in consultation with instructor and academic advisor. Contract prior to enrollment. Arranged.</td>
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<tr>
<td>COMM 715</td>
<td>Selected Topics in Theatre History</td>
<td>3.00</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Typically Offered</td>
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<tr>
<td>COMM 721</td>
<td>Advanced Design for Theatre</td>
<td>3.00</td>
<td>Occasionally by Demand</td>
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<td>Advanced principles of design as related to technical, historic, and contemporary theatre production. Instructor consent required. Repeatable. Arranged.</td>
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<tr>
<td>COMM 775</td>
<td>Internship</td>
<td>3.00 - 9.00</td>
<td>Occasionally by Demand</td>
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<td></td>
<td>Supervised work in professional communication industries and settings. May include collateral reading, reports, and conferences with faculty supervisor. Major emphasis in the area of the internship, must have a signed Affiliation Agreement with organization with which you are interning on file in Communicating Arts Office, contract prior to registration and consent of the Communicating Arts Department chair. The application for internship including written consent from the external agency (Affiliation Agreement) must be submitted to the department chair 30 days prior to enrollment. Arranged.</td>
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<tr>
<td>COMM 780</td>
<td>Thesis</td>
<td>3.00 - 6.00</td>
<td>Fall, Spring, and Summer Terms</td>
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<td>Individual thesis research in Communication, Media, or Theatre. An outline of the proposed thesis must be approved by the advisor and the Communicating Arts Department Chair, and a contract completed before registration. Arranged.</td>
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<tr>
<td>COMM 789</td>
<td>Comm Arts Elective</td>
<td>1.00 - 9.00</td>
<td>Fall, Spring, and Summer Terms</td>
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<td></td>
<td>Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.</td>
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<tr>
<td>COMM 795</td>
<td>Special Topics Seminar</td>
<td>3.00</td>
<td>Fall, Spring, and Summer Terms</td>
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<td></td>
<td>This department periodically offers specially designed seminars on any number of diverse topics within Communicating Arts.</td>
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<tr>
<td>COMM 798</td>
<td>Independent Study</td>
<td>3.00 - 6.00</td>
<td>Fall, Spring, and Summer Terms</td>
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<td></td>
<td>Graduate-level independent investigation and/or production in Communication, Media or Theatre. Project designed in consultation with the instructor and a contract prior to enrollment. Arranged.</td>
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<tr>
<td>COMM 799</td>
<td>Intern Teaching in Communication</td>
<td>3.00</td>
<td>Fall and Spring Terms</td>
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<td></td>
<td>Student assists and works with a graduate faculty member in teaching a lower-division, undergraduate Communicating Arts course. Practical work in structuring and presenting the consent of one or more selected units of course under the supervision of the instructor of record. Repeatable. Instructor and department chair consent and a contract prior to registration. Arranged.</td>
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**Communicating Arts Department Contact Information**

Communicating Arts  
University of Wisconsin - Superior  
Holden Fine and Applied Arts Center 2100  
Belknap and Catlin Ave.  
P.O. Box 2000  
Superior, WI 54880  
Phone: 715-394-8369  
Email: commarts@uwsuper.edu
Educational Leadership

- Mission Statement
- Faculty and Staff
- Degrees
- Certificates
- Course Descriptions
- Educational Leadership Department Contact Information

Mission Statement

The Department of Educational Leadership focuses on programs and coursework common to all professionals working in K-12 education. This focus includes administrative, counseling services, and teaching personnel. Coursework focuses on knowledge, skills and dispositions required across all subject areas and all ages.

Faculty and Staff

Bednar Munsell, Suzanne - Academic Department Associate
Bergum, Tamara - Lecturer, Counseling Prof
Burdge, Mary Jane - Assistant Professor
Churchill, Mary - Asst Prof
Clark, Orvin - Professor
Cox, Heather - Lecturer
Craig, David - Sr Lecturer
Flaig, Amy - Field Experience and edTPA
Griffith, Suzanne - Professor, Counseling
Hulce, Carol - Asst Prof, School Counseling
Hyland, Elaine - Office Associate
Kamrath, Barry - Senior Lecturer Ed. Lead.
Ketola, Michael - Lecturer, Teacher Educ
Korsch, Mary Anne - Volunteer
Krieg, Tanya - Senior Lecturer
Kronzer, Terri - Assoc Prof, Dean of Grad Study
Larson, Jon - Senior Lecturer
Larson Kidd, Susan - Sr Lecturer, Special Education
Lau, Jason - Sr Lecturer
Lee-Nichols, Mary - Asst Prof
Masterson, Susan - Assistant Professor
McGlasson, Terry - Assistant Professor
Mirasola, Phillip - Teaching Supervisor
Mitchell, Harry - Teaching Supervisor
Oling, Lee - Sr Lecturer, Counseling
Paul, John - Asst Professor, Counseling
Pernu, Sally - Lecturer, Special Educ
Rady, Tammy - Academic Dept Associate
Sauter, James - Senior Lecturer
Seifert, Olivia - Advisor/Recruiter
Strewler, Thomas - Sr Lecturer, Teacher Educ
Tibaldo, Lanny - Senior Lecturer
Trowbridge, Chad - Sr Lecturer

The Board of Regents of the University of Wisconsin System | 63 of 207
Tusken, Thomas - Lecturer
Wright, Sandra - Lecturer

Degrees

- Educational Administration
- Master of Science in Education Degree in Educational Administration
- Specialist Degree in Education in Educational Administration
- Master of Science in Guidance and Counseling Requirements
- Master of Science in Education - Instruction with Library Science concentration Requirements
- Master of Science in Education - Instruction Requirements

Certificates

- Professional Library Media Specialist Certification Program
- Library Media Specialist - 902 Professional Certification Requirements

Course Descriptions

COUN - Guidance & Counselor Education

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 681</td>
<td>Seminars in Counselor Education Selected topics and problems in counselor education. May be taken in several units provided a different topic or problem is studied each time.</td>
<td>0.50 - 3.00</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Occasional by Demand</td>
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<tr>
<td>COUN 702</td>
<td>Counseling Theories Analysis of counseling theories and practices. Examines several of the major theories -- historic and current -- of counseling. Serves as an introduction to the field of counseling and to illustrate the diversity of theoretical approaches which exist. Students develop a preliminary theoretical philosophy of counseling. One of three courses -- COUN 702, 704, 706 -- that serve as a foundation to the profession and the program.</td>
<td>3.00</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Spring Term Only</td>
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<tr>
<td>COUN 704</td>
<td>Introduction to Counseling Overview of the counseling profession and its areas of specialization, training, and concern. Examines program development and administration, relevant laws and applications, as well as one's professional identity as a counseling professional. One of three courses -- COUN 702, 704, 712 -- that serve as a foundation to the profession and program.</td>
<td>3.00</td>
</tr>
<tr>
<td>COUN 706</td>
<td>Pre-practicum Introduces counseling skill development, emphasizing the skills essential in the interview and rapport-building process. Students develop a thorough understanding of the counseling process as well as the role and function of the counselor. Students also develop a self-awareness so the counselor-client relationship is therapeutic and so the counselor sets and maintains appropriate professional boundaries. Examines ethical and legal considerations inherent in the counseling process.</td>
<td>3.00</td>
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<td></td>
<td><strong>Prerequisites:</strong> COUN 702, 704, and 712 are prerequisites for taking this course.</td>
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<td><strong>Typically Offered:</strong></td>
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<td>Fall and Spring Terms</td>
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<tr>
<td>COUN 708</td>
<td>Organization and Administration of School Guidance and Other Pupil Services Overview of essential school counseling services and the role and function of the school counselor with emphasis on developing, and managing, and evaluating a comprehensive counseling program within the realms of an entire school. Covers the seven pupil services content standards and additional information pertaining to the other members of the pupil service team with whom the counselor works. Integrates special education, technology, legal and ethical issues.</td>
<td>3.00</td>
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<td><strong>Typically Offered:</strong></td>
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<td></td>
<td>Summer Only</td>
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<tr>
<td>COUN 712</td>
<td>Family Counseling</td>
<td>3.00</td>
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</tbody>
</table>
Introduction to family systems theory and family therapy techniques. Students develop an understanding of the current epistemological base of family systems theory, major contributors, and specifically review structural, strategic, behavioral and communications approaches to family counseling. Students review the organization and dynamics of their own families, coming to understand how their families impact their world perceptions and everyday behavior.

**Typically Offered:**
Other, Refer to Catalog

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COUN 714</td>
<td>Family Group Systems</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Integrates, at the next level of professional competence, the family theory and family counseling techniques presented in COUN 712 Family Counseling. Assumes students are seeking skill development that will assist in meeting “family counselor” professional certification standards, (state and/or national certifications). Further assumes students have explored their own family issues and will continue to do so through this course, as the course is in part experiential. Students closely review the isomorphic processes reflected within their own familial systems that are reflected in their counseling approach and theory preferences. Students assume the professional functions of a family counselor through current literature, development of professional vita, and exploration of certification. At the successful conclusion of this course, students are assumed to be ready to provide supervised family counseling service.</td>
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<td><strong>Prerequisites:</strong> COUN 712 is prerequisite for taking this course.</td>
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<td><strong>Typically Offered:</strong> Spring Term Every Other Year</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COUN 716</td>
<td>Couple and Marital Counseling</td>
<td>3.00</td>
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<td></td>
<td>While the concept of family seems to be defined and redefined through generational context, the need of the individual to be “affiliated” continues to highlight the dyadic relationship's importance to the emotional and social survival of the individual. This course explores intimate dyadic relationships and their importance to the concept of family, family development, and society. Reviews select couple and family dynamics such as basic assumptions of human intimacy (variations), marriage (dissolution and remarriage), mate selection, communications, human sexuality, family crisis, parenting, and aging. Through lectures, experiential exercises, reading, and class discussion, family theory and techniques are integrated and provide conceptualizations toward therapeutic intervention.</td>
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<td></td>
<td><strong>Prerequisites:</strong> COUN 712 is prerequisite for taking this course.</td>
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<td><strong>Typically Offered:</strong> Spring Term Every Other Year</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COUN 718</td>
<td>Family Crisis Intervention</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Designed to continue the student's counseling skill development in family systems counseling by focusing on the problem areas of family crises and “pre- and post-divorce dispute.” Students are provided with a theoretical base to model crisis and dispute resolution techniques and to therapeutically intervene.</td>
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<td><strong>Prerequisites:</strong> COUN 712 is prerequisite for taking this course.</td>
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<td><strong>Typically Offered:</strong> Other, Refer to Catalog</td>
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<tr>
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<tr>
<td>COUN 720</td>
<td>Counseling Children</td>
<td>3.00</td>
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<td>Focuses on how the counselor can facilitate self-expression in the counseling context with clients, primarily children, who may have difficulty expressing themselves verbally. Developmental theories and issues that shape children's adjustment to school and to their community form the foundations of the course. Basic solution-oriented brief counseling and consultative techniques are integrated for work with parents and teachers.</td>
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<td><strong>Typically Offered:</strong> Summer Only</td>
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<th>Course Code</th>
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<tr>
<td>COUN 722</td>
<td>Counseling Adolescents</td>
<td>3.00</td>
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<td></td>
<td>Adolescents represent a clientele in transition. This course examines key aspects in their development (biological, cognitive, emotional, and social) and their relationships in the various contexts that influence behaviors and attitudes. Common issues of adolescence as well as various interventions are covered from a developmental context. Students learn how to facilitate client self-expression primarily through brief therapeutic techniques and how to consult with supervising adults. While the focus is on normal development, course also touches on at-risk/problematic behavior and thoughts.</td>
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<td><strong>Typically Offered:</strong> Fall Term Only</td>
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<th>Course Code</th>
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<tr>
<td>COUN 724</td>
<td>Behavior Modification</td>
<td>3.00</td>
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<td>Principles of learning theory and behavior management techniques. Students learn how to apply these principles and techniques to aid individuals in the change process. Students plan, implement, and evaluate a self-change project which will demonstrate their understanding of the theory and techniques of behavioral self-management.</td>
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<td><strong>Typically Offered:</strong> Spring Term Only</td>
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>COUN 726</td>
<td>Developmental Guidance and Counseling</td>
<td>3.00</td>
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<td>Developing the knowledge, skills, and expertise necessary to teach developmental lessons in the classroom that are appropriate to all ages. Covers classroom management. Students, using the ASCA and Wisconsin Developmental Models, develop a set of lessons (perhaps based on monthly themes) specific to the ages of the children they intend to counsel. Emerging problems in the schools, such as bullying, sexual harassment, and abuse are covered. Class covers the 10 WDPI Teacher and Pupil Services Standards.</td>
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<td><strong>Typically Offered:</strong> Spring Term Only</td>
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<td>Course Code</td>
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<tr>
<td>COUN 728</td>
<td>Career Counseling</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Provides an understanding of theories of vocational choice</td>
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<td>and vocational development. Students learn methods of</td>
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<td>evaluating, promoting, and enhancing, vocational</td>
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<td>development in individuals from a diversity of</td>
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<td>backgrounds. They examine ethical and legal</td>
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<td>considerations inherent in the career counseling</td>
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<td>process. Also emphasizes student application of</td>
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<td>traditional and technology based career assessment</td>
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<td>techniques. Students participate in experiential</td>
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<td>activities that focus on the career development of</td>
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<td>themselves and others.</td>
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<td>Typically Offered:</td>
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<td>Summer Only</td>
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<tr>
<td>COUN 730</td>
<td>Human Growth and Development</td>
<td>3.00</td>
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<tr>
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<td>Surveys the key physical, cognitive, and social-</td>
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<td>emotional milestones across the life-span, how these</td>
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<td>interact with an individual’s adaptation ability, and</td>
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<td></td>
<td>the implications for mental health professionals.</td>
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<td></td>
<td>Focuses on 1) the key concepts of the major theories of</td>
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<td></td>
<td>development; 2) examination of normal developmental</td>
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<td></td>
<td>stages across the life-span and the influence of social</td>
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<td></td>
<td>forces differences in development based on sex/gender,</td>
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<tr>
<td></td>
<td>age, class, race, ability, and cultural background;</td>
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<td></td>
<td>psychosocial adaptation in the school/work, family, and</td>
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<td></td>
<td>peer systems; and implications for mental health and</td>
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<td></td>
<td>school counseling professionals. Includes legal and</td>
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<td></td>
<td>ethical issues and strategies for interventions to</td>
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<td></td>
<td>enhance development.</td>
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<td>Typically Offered:</td>
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<td></td>
<td>Spring Term Only</td>
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</tr>
<tr>
<td>COUN 734</td>
<td>Chemical Dependency and the Family</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Assessment and intervention techniques with individuals</td>
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</tr>
<tr>
<td></td>
<td>and families in which one or more other family members</td>
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</tr>
<tr>
<td></td>
<td>is chemically dependent. Specific techniques to</td>
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<tr>
<td></td>
<td>intervene with spouses of alcoholics, children of</td>
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<tr>
<td></td>
<td>alcoholics (minor children and/or adults) and</td>
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<tr>
<td></td>
<td>extended family members are included. Also reviews the</td>
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<td></td>
<td>impact of other addictive behaviors on the family.</td>
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<td>Typically Offered:</td>
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<td></td>
<td>Summer Only</td>
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<tr>
<td>COUN 738</td>
<td>Multi-Cultural Counseling</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Students conduct an in-depth self-analysis regarding the</td>
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<td></td>
<td>manner in which counselor and client values, perceptions</td>
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<td></td>
<td>attitudes, acculturative experiences, and communication</td>
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<td></td>
<td>styles impact the counseling process. Students are</td>
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<tr>
<td></td>
<td>encouraged to conduct an in-depth cultural self-analysis</td>
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<td></td>
<td>regarding the issues they have inherited from their own</td>
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<td></td>
<td>own culture as it relates to helping multicultural clients.</td>
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<tr>
<td></td>
<td>Furthermore, students learn theories, skills, and cross</td>
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<td></td>
<td>cultural counseling strategies necessary in working with</td>
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<tr>
<td></td>
<td>ethnically and culturally diverse clients. The cross-</td>
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<td></td>
<td>cultural counseling strategies include both group and</td>
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<td></td>
<td>individual techniques. Students examine any ethical and</td>
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<td></td>
<td>legal considerations inherent in the counseling process</td>
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<td></td>
<td>in regards to clients from a diversity of backgrounds.</td>
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<tr>
<td></td>
<td>Designed for counselors already working in the field, and</td>
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<td></td>
<td>current graduate counseling students. Also helpful for</td>
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<td></td>
<td>any professional who regularly deals with multicultural</td>
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<td></td>
<td>individuals.</td>
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<td>Typically Offered:</td>
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<td></td>
<td>Summer Only</td>
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<tr>
<td>COUN 740</td>
<td>Counseling and Human Sexuality</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Provides counselors with a contemporary understanding of</td>
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<td>human sexuality and gender issues, myths, and problems</td>
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<td></td>
<td>(physical/biological, emotional, social, cultural) for</td>
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<td>people (married and not) considering, engaging in, and/or</td>
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<td></td>
<td>&quot;recovering&quot; from sexual relationships. Includes</td>
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<td></td>
<td>interventions and treatment approaches. While the course</td>
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<td></td>
<td>is a requirement for Marriage and the Family Therapist</td>
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<td></td>
<td>Licensure, it is open to all interested counseling</td>
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<td></td>
<td>students.</td>
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<td>Typically Offered:</td>
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<tr>
<td></td>
<td>Occasional by Demand</td>
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<tr>
<td>COUN 742</td>
<td>Psychopathology</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of abnormal behavior, including classification of</td>
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<td></td>
<td>various disorders, descriptions of causal factors,</td>
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<td></td>
<td>Includes examining the current diagnostic system, DSM-IV</td>
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<td>TR. Students develop an awareness of the limitations of</td>
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<td></td>
<td>the current diagnostic system along with multicultural</td>
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<td></td>
<td>and ethical considerations. Also teaches students how to</td>
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<td></td>
<td>integrate results from psychological assessment into the</td>
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<td></td>
<td>diagnostic process.</td>
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<td>Typically Offered:</td>
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<td></td>
<td>Fall Term Only</td>
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<tr>
<td>COUN 746</td>
<td>Ethics in Professional Counseling</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Serves the professional needs of Human Service</td>
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<td></td>
<td>professionals within the area of practice generally</td>
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<td></td>
<td>referred to as ethics. Assists students in exploring</td>
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<td>personal values, social expectations/sanctions and</td>
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<td></td>
<td>professional standards of behavior. Course is in part</td>
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<td></td>
<td>self-directed and seeks to meet the specific certification</td>
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<td></td>
<td>and practice needs of the student enrolled. This is a</td>
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<tr>
<td></td>
<td>course for students in the last stages of their</td>
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<td></td>
<td>graduate degree in counseling and/or students who have</td>
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<td>graduated and are practicing human service professionals.</td>
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<td>Typically Offered:</td>
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<td>Other, Refer to Catalog</td>
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<tr>
<td>COUN 750</td>
<td>Practicum</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Assists students in making the transition from</td>
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<td></td>
<td>theoretical understanding of counseling principles and</td>
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<td></td>
<td>processes to therapeutic process. Students</td>
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<td>demonstrate knowledge and skills and refine their</td>
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<td></td>
<td>knowledge and skills in the following areas: integration</td>
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<td>of his or her theoretical approach to counseling</td>
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<td></td>
<td>competence in the basic counseling skills with a focus</td>
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<td>on individual and group counseling as learned in prior</td>
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<td>coursework; the ability to identify and assess</td>
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<td>presenting concerns of clients, diagnose problems, and</td>
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<td></td>
<td>develop treatment plans; and an ability to present</td>
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<td></td>
<td>case studies, dialogue, and consult with other</td>
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<td></td>
<td>professionals regarding his or her effectiveness as a</td>
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<td>counselor.</td>
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<td>Prerequisites:</td>
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<td></td>
<td>COUN 706 is prerequisite for taking this course.</td>
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<td>Typically Offered:</td>
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<td></td>
<td>Fall and Spring Terms</td>
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<tr>
<td>COUN 752</td>
<td>Group Counseling</td>
<td>3.00</td>
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</table>

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Introduction to group counseling including an understanding of group processes, techniques, role of group members and leaders, ethics, and culture, selected group phenomena, processing of group dynamics and therapeutic movement, application of theory and theoretical techniques. The student is required to form and lead a group using a theoretical orientation, and to process the experience through tapes and class discussions.

**Prerequisites:**
- EDAD 706 is prerequisite for taking this course.

**Typically Offered:**
- Fall and Spring Terms

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<tr>
<th>Course Code</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COUN 756</td>
<td>Internship-School (preK-12)</td>
<td>2.00 - 4.00</td>
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</table>

Field-based course providing on-the-job practice in counseling with individuals and groups and in the classroom under the guidance of an on-site supervisor and a university faculty supervisor. Weekly group discussions of cases and sharing of work experiences is at the heart of the campus classes. Particular content areas that enhance professional preparation (such as legal and ethical issues, standards, technology) are covered. Students are expected to share their counseling work weekly for supervision and peer review. Counseling Portfolios are completed and readied for submission. Instructor consent required.

**Prerequisites:**
- Completion of COUN 750 and COUN 752 are prerequisite for taking this course.

**Typically Offered:**
- Fall and Spring Terms

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<th>Course Code</th>
<th>Course Title/Course Topics</th>
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<tbody>
<tr>
<td>COUN 758</td>
<td>Internship-Community Counseling</td>
<td>2.00 - 4.00</td>
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</table>

Experiential course that integrates counseling theory into practical application under supervision. Off-campus professional work sites provide students practical experience while weekly class sessions provide support/supervision for work-site activities. Students' skill integration will be monitored and modified through class discussion, written assignments, class exercises and one-to-one supervision with instructor. This advanced course seeks to finalize professional readiness. Successful completion is dependent on the assumption of the professional functions and obligations of a human service provider. Each internship is an individual placement that is developed related to the professional needs of the student, the needs of the internship site and the coordination by the internship instructor. Instructor consent required.

**Prerequisites:**
- Completion of COUN 750 and COUN 752 are prerequisite for taking this course.

**Typically Offered:**
- Fall and Spring Terms

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<th>Course Code</th>
<th>Course Title/Course Topics</th>
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<tbody>
<tr>
<td>COUN 760</td>
<td>Introduction to Assessment</td>
<td>3.00</td>
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</table>

Addresses the study of measurement theory and basic statistics needed for understanding assessment. Also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural and ethical considerations. Instruments covered focus on psychological and intellectual functioning, and can generally be administered to clients individually or in groups. Students experience the administration, interpretation and reporting of a select sample of assessment tools. Students will be introduced to professional report writing and consequential treatment implications.

**Typically Offered:**
- Fall and Spring Terms

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<tr>
<th>Course Code</th>
<th>Course Title/Course Topics</th>
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<tbody>
<tr>
<td>EDAD 689</td>
<td>EDAD Elective</td>
<td>1.00 - 3.00</td>
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Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.

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<tr>
<th>Course Code</th>
<th>Course Title/Course Topics</th>
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<tbody>
<tr>
<td>EDAD 700</td>
<td>Administrative Leadership</td>
<td>3.00</td>
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Study of selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on leadership characteristics of educational administrators, including participatory management, long-range strategic planning and change-agent processes. Particular emphasis given to human relations skills as well as oral and written communication skills needed by public school leaders.

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<tr>
<th>Course Code</th>
<th>Course Title/Course Topics</th>
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<tr>
<td>EDAD 701</td>
<td>The Director of Instruction</td>
<td>3.00</td>
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A study of the various factors which will provide the student with foundations of research, theory, and best practices in instructional leadership and school.

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<th>Course Code</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDAD 709</td>
<td>Directed Study-Administrative Vision of Learning</td>
<td>1.00 - 3.00</td>
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Directed study by the graduate faculty member to the graduate student in the Administrative Vision of Learning contexts of Educational Administration.

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<th>Course Code</th>
<th>Course Title/Course Topics</th>
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<tr>
<td>EDAD 710</td>
<td>Supervision of Instruction</td>
<td>3.00</td>
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Study of the function of supervision and evaluation of personnel is designed to assist in the development of programs which will be appropriate to respective school positions and settings. Prepares any member of an organization for the instructional leadership role which requires program planning, evaluation, human relations, and oral and written communication skills.

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<th>Course Code</th>
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<tbody>
<tr>
<td>EDAD 711</td>
<td>Curriculum Management and Development K-12</td>
<td>3.00</td>
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</table>

Study of the theories and related practices of curriculum development and curriculum organization in American schools. Focuses on methods, materials and strategies in the development, organization and delivery of curriculum in the American K-12 school system. Special emphasis given to development and interpretation of philosophical statements and management. Attention given to utilization of the Wisconsin Department of Public Instruction curriculum guides.
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDAD 719</td>
<td>Directed Study-Administration of Student Learning and Staff Growth</td>
<td>1.00 - 3.00</td>
<td>Directed study by the graduate faculty member to the graduate student in the Administration of Student Learning and Staff Growth contexts of Educational Administration.</td>
</tr>
<tr>
<td>EDAD 720</td>
<td>School Business Administration</td>
<td>3.00</td>
<td>Study of fiscal and material resource management and budgeting of K-12 school systems, including school finance, taxation and contract law with emphasis on the principles that should serve to guide the decision-making process.</td>
</tr>
<tr>
<td>EDAD 721</td>
<td>The Principalship</td>
<td>3.00</td>
<td>Study of the roles and responsibility of the school principal, with emphasis on development of effective instructional leadership skills for the various levels. Deals with the operational tasks of the principalship at the elementary, middle school, and high school levels. Response to contemporary and anticipated problems affecting the elementary and secondary schools are based on tested theory, research and applied practice.</td>
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<tr>
<td>EDAD 728</td>
<td>Diversity, Equity and Equality in Schools</td>
<td>3.00</td>
<td>Examination of issues related to inequities and inequalities in PK-12 schools. Explores diversity in education from a historical perspective to inform institutional practices regarding race, culture, class, and gender. Considers power dynamics, pedagogy, and ideologies that frame education in a democratic society.</td>
</tr>
<tr>
<td>EDAD 729</td>
<td>Directed Study - Administration of Organization, Operations and Resources</td>
<td>1.00 - 3.00</td>
<td>Directed study by the graduate faculty member to the graduate student in the Administration of Organization, Operations and Resources contexts of Educational Administration.</td>
</tr>
<tr>
<td>EDAD 730</td>
<td>Administration and Supervision Of Special Education and Pupil Services</td>
<td>3.00</td>
<td>Study of leadership and administrative paradigms of special education and pupil services PK-12. Emphasis on exceptional educational needs programming knowledge base for inclusive administrative leadership. Emphasis on special needs programming knowledge base not the prominent responsibility of regular or special education.</td>
</tr>
<tr>
<td>EDAD 739</td>
<td>Directed Study - Administration of Diverse Community Interests</td>
<td>1.00 - 3.00</td>
<td>Directed study by the graduate faculty member to the graduate student in the Administration of Diverse Community Interests contexts of Educational Administration.</td>
</tr>
<tr>
<td>EDAD 741</td>
<td>Conflict Resolution and Mediation in K-12 Educational Settings</td>
<td>3.00</td>
<td>Study in the understanding of conflict and handling such in the educational setting. Recognition of the role of communication to express conflict and knowledge of resolution techniques, different approaches to negotiations and basic mediation skills for administrators in the K-12 setting. Also explores the phenomena of school violence and means to respond.</td>
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<tr>
<td>EDAD 749</td>
<td>Directed Study-Ethical Manner in Educational Administration</td>
<td>1.00 - 3.00</td>
<td>Directed study by the graduate faculty member to the graduate student in the ethical manner contexts of Educational Administration.</td>
</tr>
<tr>
<td>EDAD 750</td>
<td>School Law</td>
<td>3.00</td>
<td>Study of the legal framework within which school district employees must operate. Emphasis on laws and sources of laws which affect students and instruction.</td>
</tr>
<tr>
<td>EDAD 759</td>
<td>Directed Study-Political, Social, and Economic Contexts of Educational Administra</td>
<td>1.00 - 3.00</td>
<td>Directed study by the graduate faculty member to the graduate student in the political, social, and economic contexts of educational administration.</td>
</tr>
<tr>
<td>EDAD 760</td>
<td>Practicum - Director of Special Education and Pupil Services</td>
<td>3.00 - 6.00</td>
<td>Year-long minimum 320-hour administrative field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.</td>
</tr>
<tr>
<td>EDAD 761</td>
<td>Practicum - School Business Administration</td>
<td>3.00 - 6.00</td>
<td>Year-long minimum 320-hour administrative field experience and seminar in a School Business Administration setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.</td>
</tr>
<tr>
<td>EDAD 762</td>
<td>Practicum - PreK-12 Principal</td>
<td>3.00 - 6.00</td>
<td>Year-long minimum 320-hour administrative field experience and seminar in a grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.</td>
</tr>
<tr>
<td>EDAD 763</td>
<td>Practicum- PreK-12 Director Of Instruction</td>
<td>3.00 - 6.00</td>
<td>Year-long minimum 320-hour administrative field experience and seminar in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.</td>
</tr>
<tr>
<td>EDAD 809</td>
<td>Externship-Administrative Vision of Learning</td>
<td>1.00 - 3.00</td>
<td>Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #1. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: Administrative Vision of Learning ISLLC #1, Wisconsin State Standard 2.</td>
</tr>
<tr>
<td>EDAD 810</td>
<td>School Human Resources</td>
<td>3.00</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDAD 819</td>
<td>Externship-Administration of Student Learning and Staff Growth</td>
<td>1.00 - 3.00</td>
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<tr>
<td>EDAD 820</td>
<td>The Superintendency</td>
<td>3.00</td>
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<tr>
<td>EDAD 821</td>
<td>Data Management</td>
<td>3.00</td>
</tr>
<tr>
<td>EDAD 822</td>
<td>Education Budget and Accounting</td>
<td>3.00</td>
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<tr>
<td>EDAD 824</td>
<td>Educational Program Planning and Evaluation</td>
<td>3.00</td>
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<tr>
<td>EDAD 825</td>
<td>Facilities Planning and Utilization</td>
<td>3.00</td>
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<tr>
<td>EDAD 829</td>
<td>Externship-Administration of Organization, Operations and Resources</td>
<td>1.00 - 3.00</td>
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<tr>
<td>EDAD 830</td>
<td>Diverse School Community Relations</td>
<td>3.00</td>
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<tr>
<td>EDAD 832</td>
<td>Special Education Law</td>
<td>3.00</td>
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<tr>
<td>EDAD 839</td>
<td>Externship-Administration of Diverse Community Interests</td>
<td>1.00 - 3.00</td>
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<tr>
<td>EDAD 842</td>
<td>Professional Ethics for School Administrators</td>
<td>3.00</td>
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<tr>
<td>EDAD 849</td>
<td>Externship-Ethical Manner in Educational Administration</td>
<td>1.00 - 3.00</td>
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<tr>
<td>EDAD 850</td>
<td>School Finance and Taxation</td>
<td>3.00</td>
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<tr>
<td>EDAD 851</td>
<td>Politics Of Education</td>
<td>3.00</td>
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<tr>
<td>EDAD 854</td>
<td>Advanced Budgeting</td>
<td>3.00</td>
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</tbody>
</table>

Comprehensive study of K-12 instructional and non-instructional personnel planning, information management, recruitment, selection, induction, appraisal, staff development, compensation, continuity of service, collective bargaining, grievance procedures and employee contract administration.

EDAD 819 Externship-Administration of Student Learning and Staff Growth
Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #2. Pass-Fail. Enrollment limited to emerging and practicing educational administrators. Topics: Administration of Student Learning and Staff Growth, ISLLC #2, Wisconsin State Standard 3.

EDAD 820 The Superintendency
Study of the role and responsibilities of the school superintendent with emphasis on the job competency needed for that leadership role. Topics focus on school improvement through organizational and instructional leadership, assessment and long-range planning, political theory and skills, crisis management, and careful allocation of district resources.

EDAD 821 Data Management
Designed for school business personnel pursuing a graduate degree in school business administration. Subject matter will include building files, updating file content, information retrieval and analyses of data associated with school operations.

EDAD 823 Education Budget and Accounting
Designed for school business personnel pursuing a graduate degree in school business administration. Focuses on design and application of budgeting and accounting procedures such as coding transactions, designing balance sheets, journals and ledgers using spreadsheet programs.

EDAD 824 Educational Program Planning and Evaluation
Advanced-level study of theory and research/practice in association with the organization and operation of public schools. Emphasis on self-analysis of supervisory-administrative style as it relates to the process of supervision involved in performance tasks. Additional focus on program planning and evaluation as related to theory and research/practice in public schools.

EDAD 825 Facilities Planning and Utilization
Study of the principles, techniques, and procedures used in planning of educational facilities in K-12 systems. Emphasis on the assessment of needs, involvement in the planning process, development of educational specifications, long-range planning and financing. Risk management and insurance issues are covered within the knowledge base.

EDAD 829 Externship-Administration of Organization, Operations and Resources
Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #3. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: ISLLC Standard #3.

EDAD 830 Diverse School Community Relations
Study of the administrative responsibility for successful diverse community relations with emphasis on the process, principles, channels, opinion sampling and evolving concepts of communication. A program will be developed including policy, objectives, defining publics, determining media, timing and feedback.

EDAD 832 Special Education Law
Study of the legal aspects of educating disabled learners under Section 504, the Individuals with Disabilities Education Act and No Child Left Behind.

EDAD 839 Externship-Administration of Diverse Community Interests
Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #4. Pass-Fail. Enrollment limited to practicing educational administrators. Topics: ISLLC Standard #4.

EDAD 842 Professional Ethics for School Administrators
Selected theories and research relating to individual and group behaviors in K-12 educational organizations with emphasis on ethics in public life among professionals, leaders and citizens. Particular emphasis given to political, cultural, business, computer and legal ethics for school leaders.

EDAD 849 Externship-Ethical Manner in Educational Administration
Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #5. Pass-Fail. Enrollment limited to practicing educational administrators.

EDAD 850 School Finance and Taxation
Study of the theory and practice of school finance at the local, state, and national levels. Emphasis on the economics of education, public finance, and taxation.

EDAD 851 Politics Of Education
Examines the governance structure of education. Focuses on the roles of various political factors and special interest groups in the structure and the emergence of new political roles and initiatives in educational administration.

EDAD 854 Advanced Budgeting
Theory and practice of advanced budgeting at the local school district level. Emphasis on the meritorious techniques and standards of excellence in budget development and presentation.
## EDAD 859  Externship-Political, Social and Economic Contexts of Educational Administration
Professional development seminar designed for the practicing school administrator. Emphasis on synthesizing the theory, research and wisdoms of practice of educational administration as related to challenges of practicing school administration to ISLLC Standard #6. Pass-Fail. Enrollment limited to practicing educational administrators.

## EDAD 860  Internship: PK-12/Director of Special Education and Pupil Services
Year-long minimum 320-hour administrative internship field experience (i.e. 200 Special Education and 120 Pupil Services) and seminar in a grades PK-12 Director of Special Education and Pupil Services setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.

## EDAD 861  Internship: School Business Administration
Year-long minimum 320-hour administrative field experience and seminar in a School Business Administration setting. Prerequisites: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.

## EDAD 862  Internship: PK-12 Principal
Year-long minimum 320-hour administrative field experience and seminar in grades PK-12 Principalship setting. Prerequisite: Completion of nine EDAD credits and permission of the instructor and EDAD Director of Field Experiences.

## EDAD 863  Internship: PK-12 Director of Instruction
Year-long minimum 320-hour administrative field experience and seminar in a grades PK-12 Director of Instruction setting. Prerequisite: Completion of nine EDAD credits semester credits and permission of the instructor and EDAD Director of Field Experiences.

## EDAD 864  Internship: Superintendency
Year-long minimum 320-hour administrative internship in a grades PK-12 superintendency. Prerequisites: Admission to Specialist Degree Program, completion of nine semester credits in Educational Administration beyond the master's program, and permission of the instructor and EDAD Director of Field Experiences.

## EDAD 865  Statistical Methods Research
Study of statistical design and methodology used in educational research with emphasis given to understandings of appropriate application of statistical tests to educational data. The student studies application of skills developed in basic statistics. Emphasis on the understanding, planning, and execution of statistical studies, descriptive and inferential in approach. Study is conducted with a computer-oriented approach.

## EDAD 866  Advanced Administrative Analysis
Scholarly work requirement provides the post-graduate student an opportunity to conduct applied scholarship in an educational administration-related project. The research and scholarly paper development is completed under direction of the student's advisor. Guidelines for developing the scholarly work are available from the advisor.

## EDAD 867  The Ed.S Thesis
Post-graduate degree requirement provides the student an opportunity to conduct a specific school-related research study. Guidelines for developing the proposal and thesis are available from the major advisor of the candidate's committee.

## SPED - Special Education
<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPED 681</td>
<td>Seminars in Special Education</td>
<td>0.50 - 4.00</td>
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<tr>
<td></td>
<td>Selected topics and issues in the area of special education. May be taken in several units provided a different topic or issue is studied each time.</td>
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<td>Typically Offered:</td>
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<td></td>
<td>Occasional by Demand</td>
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<tr>
<td>SPED 704</td>
<td>Assessment of Learners with Exceptionalities</td>
<td>3.00</td>
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<td></td>
<td>Addresses the study of measurement theory and basic statistics needed for understanding assessment. Also focuses on general test construction, appropriate instrument selection with awareness of limitations, multicultural, and ethical considerations. Assessment interpretation and IEP preparation is examined in depth. Students experience the administration, interpretation and reporting of a select sample of assessment tools. Lab fee.</td>
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<td>Typically Offered:</td>
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<td>Fall Term Only</td>
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<tr>
<td>SPED 710</td>
<td>Neurocognition</td>
<td>3.00</td>
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<td>This course provides a survey of current research in cognitive neuroscience on language, memory, learning, perception and other higher cognitive functions. Neurocognition involves learning about the anatomy and physiology of the nervous system, along with some coverage of the endocrine system. Presentation of course material is based on typical and atypical development and functioning. Illustrative pathological development and atypical conditions are reviewed as well, such as developmental dyslexia, autistic disorders, and attention-deficit/hyperactivity disorder.</td>
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<tr>
<td>SPED 721</td>
<td>Play</td>
<td>3.00</td>
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</table>

The Board of Regents of the University of Wisconsin System | 70 of 207
The primary tool in the early childhood professions is play. This course focuses exclusively on working with families and children between the ages of birth through eight years. Provides an overview of the essential elements and principles of play, including history, theories, modalities, techniques, therapies, applications and skills. An experiential component focuses on basic intervention skill development within the context of ethical and diversity-sensitive practice.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SPED 744</td>
<td>Cognitive Behavioral Counseling</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Provides students with an in-depth knowledge base</td>
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<td>of cognitive-behavioral theories, past and present.</td>
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<td>Addresses theoretical concepts from an historical</td>
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<td>perspective, applied intervention strategies</td>
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<td>associated with theoretical underpinnings, and a</td>
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<td>review of past and current outcome research</td>
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<td>relevant to theoretical conceptualizations of</td>
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<tr>
<td></td>
<td>the seminal work of Bandura, Beck, Ellis,</td>
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<td></td>
<td>Festinger, Glass, Meichenbaum, among others.</td>
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<tr>
<td>SPED 750</td>
<td>The Exceptional Learner</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Students research the various federally</td>
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<td></td>
<td>identified disability groupings of exceptionalities</td>
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<td>including examination of the effect of federal,</td>
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<td>state, and local laws and policies on education</td>
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<td></td>
<td>for students with these exceptionalities.</td>
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<td>Research into the historical perspectives,</td>
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<td>legislation and litigation provides</td>
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<td>background for discussion of current models,</td>
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<td>theories and philosophies of special education</td>
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<td>today. Students complete (present) a</td>
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<td>classroom project (paper) related to current</td>
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<td>legislation, regulations, policies and/or ethical</td>
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<td>issues surrounding educational services for</td>
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<td>students with exceptionalities.</td>
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<tr>
<td>SPED 752</td>
<td>Introduction to ECSE</td>
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<tr>
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<td>Develops knowledge and skills to identify and</td>
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<td>teach children birth through age 8 with</td>
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<td>exceptional educational needs and talents. Also</td>
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<td>examines principles and theories of child</td>
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<td>growth and development, learning theory,</td>
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<td>and classroom organization. Develops knowledge</td>
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<td>to apply developmentally appropriate assessment</td>
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<td>tools and to promote parent education and family</td>
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<td>involvement in regard to EEN young children.</td>
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<tr>
<td>SPED 758</td>
<td>Methods of Adaptive Instruction</td>
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<tr>
<td></td>
<td>Students observe, research and reflect upon</td>
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<td>methods, strategies, and materials for adapting</td>
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<td>curricula to meet the learning needs of</td>
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<td>students with mild to severe high-incidence</td>
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<td>exceptional educational needs. Emphasizes</td>
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<td>knowledge, skills, and dispositions necessary</td>
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<td>to evaluate students' academic and social needs,</td>
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<td>research and design appropriate curricula, make</td>
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<td>modifications and adaptations throughout and</td>
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<td>across curricular, differentiate curriculum and</td>
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<td></td>
<td>instruction, and use research-based teaching</td>
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<td></td>
<td>strategies. Students modify an existing curricular</td>
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<td>element and practice the modification with one</td>
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<td>or more students in the field.</td>
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<td><strong>Prerequisites:</strong></td>
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<td>Prequisite for taking this course is completions</td>
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<td>of SPED SPED 750.</td>
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<tr>
<td>SPED 760</td>
<td>Behavior Analysis and Intervention</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Students research and discuss behavior theories,</td>
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<td>strategies and programs, functional analysis</td>
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<td>of behavior, positive behavior interventions</td>
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<td>and strategies, RTI, and behavior intervention</td>
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<td></td>
<td>plans. Students collect data to create a</td>
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<td>behavior intervention plan and apply it within</td>
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<td>an educational setting. Course emphasizes the</td>
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<td></td>
<td>application of theory to the academic and</td>
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<td>behavioral development of school-age children,</td>
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<td>especially those with exceptional educational</td>
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<td>needs and provides practice in</td>
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<td>communicating those applications and principles</td>
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<td>to parents, teachers and other community</td>
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<td>stakeholders.</td>
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<td>SPED 762</td>
<td>ECSE Methods I</td>
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<td>Emphasis on curriculum development, implementation,</td>
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<td>and evaluation based on typical and atypical</td>
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<td>child development, learning theory and</td>
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<td>educational research practice. The use of</td>
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<td>appropriate strategies to create and manage a</td>
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<td>learning environment. Develops curricular</td>
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<td>exceptional educational needs and talents. The</td>
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<td>course emphasizes integrated curriculum using</td>
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<td>art, music and movement. The characteristics of</td>
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<td>play and its contribution to the cognitive,</td>
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<td>social, emotional, communication, motor</td>
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<td>development and learning of children with</td>
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<td>developmental delays and disabilities birth</td>
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<td>through age eight. Developmentally based</td>
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<td></td>
<td>intervention methods are heavily emphasized.</td>
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<td>SPED 763</td>
<td>ECSE Methods II</td>
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<td>Focuses on curriculum development, implementation,</td>
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<td>child development, learning theory and</td>
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<td>educational research and practice. Curricular</td>
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<td>integration of mathematics, science, and social</td>
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<td>studies for young children birth through age 8.</td>
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<td>Changes, literature and language arts are</td>
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<td>integrated into the examination of those</td>
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<td>curriculum areas as supportive activities. Also</td>
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<td>requires the study of program, curriculum, and</td>
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<td>instructional approaches that contribute to the</td>
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<td>preparation of young children for work, including</td>
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<td>career exploration, practical application of</td>
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<td>basic skills, and employability skills and</td>
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<td>attitudes. The methods for organizing and</td>
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<td>modifying environments in collaboration with</td>
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<td>parents and other professionals to maximize the</td>
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<td>children's development through appropriate use</td>
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<td>of strategies, materials, equipment and</td>
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<td>technology.</td>
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<td>SPED 764</td>
<td>Mathematics Assessment and Strategies</td>
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<td></td>
<td>Examines assessment procedures and teaching</td>
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<td>strategies appropriate to providing instruction</td>
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<td>to students having difficulty learning</td>
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<td>mathematics. Emphasis is on differentiating</td>
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<td>and adapting existing curriculum to assist all</td>
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<td>students in reaching the goals of the National</td>
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<td>Council of Teachers of Mathematics (NCTM 2000).</td>
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<tr>
<td>SPED 768</td>
<td>Contemporary Issue and Transitions</td>
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<tr>
<td></td>
<td>Engages students in research into and critical</td>
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<td>analysis of major emerging conceptual and</td>
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<td>practical issues in special education. Covers in</td>
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<td></td>
<td>depth topics related to collaboration,</td>
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<td>professional development, ethics, and</td>
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<td>transition services. Students complete and</td>
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<td>present a major project related to a</td>
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<td>contemporary issue in the provision of</td>
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<td>educational services to people with</td>
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<td></td>
<td>exceptionalities.</td>
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<td>Course Code</td>
<td>Course Title/Course Topics</td>
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<tr>
<td>SPED 772</td>
<td>Collaboration and Consultation in Special Education</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Focus on the major issues of learning and reflecting upon the skills and dispositions necessary for managing a special education classroom and/or case load. Includes curriculum design and evaluation, collaboration with multiple stakeholders, time management, assistive technology and universal design. A fieldwork curriculum research project and presentation in required.</td>
<td></td>
</tr>
<tr>
<td>SPED 775</td>
<td>Special Education Internship: MC-EA</td>
<td>1.00 - 4.00</td>
</tr>
<tr>
<td></td>
<td>Field-based experience in teaching students who have severe to mild exceptional educational needs in the areas of learning disabilities, cognitive disabilities and emotional behavioral disabilities. Students may choose one or more concentrations from the above listed disability areas. A student seminar meets regularly for study and discussion. Student complete and present a professional Special Educator portfolio.</td>
<td></td>
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<tr>
<td>SPED 776</td>
<td>Special Education Internship: EA-A</td>
<td>1.00 - 4.00</td>
</tr>
<tr>
<td></td>
<td>Field-based experience in teaching students who have severe to mild exceptional educational needs in the areas of learning disabilities, cognitive disabilities and emotional behavioral disabilities. Students may choose one or more concentrations from the above listed disability areas. A student seminar meets regularly for study and discussion. Student complete and present a professional Special Educator portfolio.</td>
<td></td>
</tr>
<tr>
<td>SPED 778</td>
<td>ESCE Internship</td>
<td>3.00 - 12.00</td>
</tr>
<tr>
<td></td>
<td>Field-based experience working with children birth to age eight who have developmental delays including severe to mild exceptional educational needs in the areas of learning disabilities, cognitive disabilities and emotional behavioral disabilities. A student seminar meets regularly for study and discussion. Students can be placed in a wide array of settings, including but not limited to schools, hospitals, early intervention programs, 0-3 programs, Early Head Start and Head Start. Students pursuing teacher certification must complete and present a professional special educator portfolio. Pass-Fail.</td>
<td></td>
</tr>
<tr>
<td>SPED 781</td>
<td>Independent Study</td>
<td>1.00 - 4.00</td>
</tr>
<tr>
<td></td>
<td>Uniquely designed study arranged with a particular instructor which allows the graduate student to pursue specific areas of need or interest. Approval of the topic and plan of study is required before enrollment.</td>
<td></td>
</tr>
<tr>
<td>SPED 782</td>
<td>Service Delivery and Consultation</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Focuses on service delivery and consultation with early childhood programs serving children birth to age eight. Early childhood policy at the national and state level is covered in depth. Examines best practices for consultation and early childhood service development at the local, state and national levels. Child find strategies, informed referral networks, evaluation team responsibilities, individualized family service plans, individualized education program processes, and pertinent state and federal laws, regulations and policies. The appropriate methods of service delivery within natural settings in the home and community such as preschools, Head Start, and family- and center-based child care. The intra- and interagency collaboration and implementation of appropriate service coordination and consultation related to the care, education, and transition of young children and their families. Professional ethics and issues of advocacy, family rights, confidentiality, and teacher liability.</td>
<td></td>
</tr>
<tr>
<td>SPED 783</td>
<td>SPED Research Project</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Students design and carry out a research project with the advice and approval of the advisor and special area consultant. Upon completion and approval of the research project, the student gives a presentation of the paper and publishes it on the digital university website.</td>
<td></td>
</tr>
</tbody>
</table>

### T ED - Teacher Education

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>T ED 581</td>
<td>Selected Topics and Problems in the Area of Teacher Education</td>
<td>1.00 - 3.00</td>
</tr>
<tr>
<td></td>
<td>Offered only as Continuing Education credits. May be taken in several units provided a different topic or program is studied each time as requested.</td>
<td></td>
</tr>
<tr>
<td>T ED 589</td>
<td>Teacher Education Elective</td>
<td>1.00 - 99.00</td>
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<tr>
<td></td>
<td>Teacher Education Elective</td>
<td></td>
</tr>
<tr>
<td>T ED 607</td>
<td>The Middle School and its Students</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Provides students with an understanding of the history, philosophy, organization, curriculum, teaching patterns, and particular student needs of middle-level educational institutions. Particular emphasis placed on the planning and maintenance of a school and classroom environment suited to middle-level students to prepare middle-level teachers with the background necessary to teach and work in middle-level schools with students aged 10-14. Includes up to 10 hours of middle-level field experience.</td>
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<tr>
<td>Prerequisites:</td>
<td>Consent of cooperating Instructor and Department Chair.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>T ED 686</td>
<td>Administration of Child Development Programs</td>
<td>3.00</td>
</tr>
<tr>
<td>T ED 689</td>
<td>Teacher Education Elective</td>
<td>1.00 - 99.0</td>
</tr>
<tr>
<td>T ED 694</td>
<td>Principles and Practices of Inclusive Teaching</td>
<td>3.00</td>
</tr>
<tr>
<td>T ED 699</td>
<td>Directed Studies in Teacher Education</td>
<td>0.50 - 6.00</td>
</tr>
<tr>
<td>T ED 711</td>
<td>Mathematics Assessment and Strategies</td>
<td>2.00</td>
</tr>
<tr>
<td>T ED 712</td>
<td>Education for the 21st Century</td>
<td>3.00</td>
</tr>
<tr>
<td>T ED 713</td>
<td>Development and Learning Theories</td>
<td>3.00</td>
</tr>
<tr>
<td>T ED 724</td>
<td>Teaching as Reflective Decision Making: Professional Development for 21st Century</td>
<td>3.00</td>
</tr>
<tr>
<td>T ED 734</td>
<td>Current Developments in Student Learning and Their Applications</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Typically Offered:**
- Fall and Spring Terms
- Spring Term Only
- Fall Term Only

**Typically Offered:**
- Fall and Spring Terms
- Spring Term Only
- Fall Term Only

**Typically Offered:**
- Occasional by Demand
- Fall Term Only

**Typically Offered:**
- Fall and Spring Terms
- Spring Term Only
- Fall Term Only

**Typically Offered:**
- Fall Term Only
- Fall and Spring Terms
- Spring Term Only

**Typically Offered:**
- Fall Term Only
- Fall and Spring Terms
- Spring Term Only
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>T ED 739</td>
<td>Workshop in Supervision of Student Teachers</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>Participants are informed of the policies,</td>
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<tr>
<td></td>
<td>procedures and methods used in the supervision</td>
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<tr>
<td></td>
<td>of student teachers at UW-Superior. Aimed</td>
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<tr>
<td></td>
<td>primarily at teachers who teach subjects and</td>
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<td>grade levels for which there are shortages of</td>
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<td></td>
<td>approved cooperating teachers.</td>
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<tr>
<td>T ED 740</td>
<td>Seminar in Supervision of Student Teachers/Interns</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>Study of policies, procedures and methods used</td>
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<td></td>
<td>in supervision of student teachers and interns.</td>
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<td>Open to those who are actual or potential</td>
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<td></td>
<td>supervisors of student teachers and interns, and</td>
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<td>is a requirement for teachers who will serve as</td>
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<td>cooperating teachers in the student teaching</td>
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<td></td>
<td>and internship program.</td>
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<tr>
<td>T ED 741</td>
<td>Using Educational Assessment to Inform Practice</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Study of the principles followed in constructing,</td>
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<td>using and analyzing formal and informal</td>
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<td>assessment tasks, tools, standardized tests and</td>
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<td>results of educational research in the classroom.</td>
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<td></td>
<td>Course specifically supports professional</td>
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<td></td>
<td>development in relation to Wisconsin teacher</td>
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<td></td>
<td>standards 3, 8 and 10 toward both the Professional</td>
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<td></td>
<td>and Master Educator licenses; and INTASC and</td>
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<tr>
<td></td>
<td>National Board standards.</td>
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<tr>
<td>T ED 744</td>
<td>Trends in Curricular and Instructional Practices</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Engages teachers in analyzing and reflecting</td>
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<td></td>
<td>on current developments and practices in</td>
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<tr>
<td></td>
<td>curriculum planning and instructional strategies</td>
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<td>in k-12 classrooms. Course specifically supports</td>
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<td></td>
<td>professional development in relation to</td>
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<td></td>
<td>Wisconsin teacher standards 1, 4, and 7</td>
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<td></td>
<td>toward both the Professional and Master Educator</td>
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<td></td>
<td>licenses; and INTASC and National Board</td>
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<tr>
<td></td>
<td>standards.</td>
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<tr>
<td>T ED 750</td>
<td>Research Foundations of Education</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Research process as it relates to classroom</td>
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<tr>
<td></td>
<td>teaching. Focus is on research design and</td>
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<td></td>
<td>methodology (quantitative, qualitative and</td>
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<td></td>
<td>mixed methods) as well as the practitioner's</td>
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<td></td>
<td>role in initiating and utilizing research.</td>
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<tr>
<td></td>
<td>Students create a research proposal and plan.</td>
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<td></td>
<td>Course specifically supports professional</td>
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<td></td>
<td>development in relation to Wisconsin Teacher</td>
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<tr>
<td></td>
<td>Standards 6, 7, 8 and 10.</td>
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<tr>
<td>T ED 752</td>
<td>Educational Research Project</td>
<td>3.00</td>
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<tr>
<td></td>
<td>Students design and carry out a research project</td>
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<td>with the advice and approval of the advisor and</td>
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<td></td>
<td>special area consultant. Upon completion and</td>
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<td></td>
<td>approval of the research project by the advisor</td>
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<td></td>
<td>and consultant, the student gives an oral</td>
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<td></td>
<td>presentation of the paper to faculty and</td>
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<tr>
<td></td>
<td>students. Course specifically supports</td>
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<tr>
<td></td>
<td>professional development in relation to</td>
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<tr>
<td></td>
<td>Wisconsin Teacher Standards 7, 8 and 9. Consent</td>
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<tr>
<td></td>
<td>of instructor is required to enroll in this</td>
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</tr>
<tr>
<td></td>
<td>course.</td>
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<tr>
<td>T ED 781</td>
<td>Independent Study</td>
<td>1.00 - 4.00</td>
</tr>
<tr>
<td></td>
<td>Specially designed studies to allow the</td>
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<td></td>
<td>graduate student to pursue specific areas of</td>
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<td></td>
<td>need or interest. Approval of the topic of</td>
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<td></td>
<td>study and the plan of study by the instructor</td>
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<td></td>
<td>directing the study is required before</td>
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<td></td>
<td>enrollment.</td>
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</tr>
<tr>
<td>T ED 789</td>
<td>Teacher Education Elective</td>
<td>1.00 - 99.00</td>
</tr>
<tr>
<td></td>
<td>Teacher Education Elective</td>
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</tr>
</tbody>
</table>

**Educational Leadership Department Contact Information**

Educational Leadership  
University of Wisconsin - Superior  
Swenson Hall 2024  
Belknap and Catlin Ave.  
P.O. Box 2000  
Superior, WI 54880  
Phone: 715-394-8009  
Email: @uwsuper.edu
Health and Human Performance

- Mission Statement
- Faculty and Staff
- Degrees
- Certificates
- Course Descriptions
- Health and Human Performance Department Contact Information

Mission Statement

The mission of the Health and Human Performance Department is to provide students with a knowledge base, creating a positive attitude and lifelong skills in the seven dimensions of wellness: physical, intellectual, emotional, spiritual, career, social and environmental (i.e. personal health) as part of the liberal arts educational foundation. Programs in the Health and Human Performance Department seek to serve all students in a caring educational environment toward liberal arts studies in physical education and health and/or pre-professional studies as physical education, health, early childhood, and special education teachers or non-teaching allied health professionals.

Faculty and Staff

Bell, Christopher - Lecturer
Carlson, Glenn - Asst Professor
Engstrom, Jeffrey - Associate Professor
Geidner, James - Assoc Prof, Early Childhood
Johnson, Jay - Associate Professor
Kroll, David - Assistant Professor
Lebard-Rankila, Kim - Sr Lecturer
Lisdahl, Robin - Academic Dept. Assoc.
Mulhem, Donald - Lecturer
Otterson, David - Lecturer
Reinertsen, Raymond - Senior Lecturer
Simpson, William - Associate Professor
Weets, Darci - Lecturer

Degrees

- Master of Science in Education - Special Education Requirements

Certificates

- Certificate Program for Special Education Licensure

Course Descriptions

<table>
<thead>
<tr>
<th>COAC - Coaching</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COAC 689</td>
<td>Coach Elective</td>
<td>1.00 - 12.00</td>
</tr>
</tbody>
</table>

The Board of Regents of the University of Wisconsin System | 75 of 207
**ECED - Early Childhood Education**

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECED 681</td>
<td>Seminars in Early Childhood</td>
<td>0.50 - 4.00</td>
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<tr>
<td></td>
<td>Selected topics and problems in the area of early childhood. May be taken in several units provided a different topic or problem is studied each time.</td>
<td></td>
</tr>
</tbody>
</table>

**Typically Offered:**
Occasional by Demand

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**HHP - Health and Human Performance**

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHP 521</td>
<td>Adapted Human Performance (PE)</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>Activity selection, curricular development and program implementation in teaching exceptional/special needs students. Includes hands-on intervention with exceptional/special needs students.</td>
<td></td>
</tr>
</tbody>
</table>

**Typically Offered:**
Fall Term Only

| HHP 540      | Organization and Administration of Human Performance, Health & Athletics | 3.00 |
|              | Techniques, procedures, and principles of organizing and administering human performance, allied health and athletic programs. Emphasizes administrative structure, legal liability, and facilities management. |

**Typically Offered:**
Fall and Spring Terms

| HHP 541      | Principles and Theory of Coaching | 2.00 |
|              | Analysis of the role of the coach, including the latest information concerning legal liability, administration/organizational responsibilities; various coaching philosophies, diverse personalities of athletes, developing team cohesion, psychology of coaching and teaching techniques. |

**Prerequisites:**
Prerequisite for taking this course is having completed HHP 102, HHP 110, and Sophomore standing.

**Typically Offered:**
Spring Term Only

| HHP 562      | Kinesiology | 2.00 |
|              | A review of the basic principles of human biomechanics including an emphasis on the musculoskeletal system and its levers which generate torque to facilitate movement. |

**Typically Offered:**
Spring Term Only

| HHP 563      | Exercise Physiology | 3.00 |
|              | Introductory lecture and laboratory course examining the acute and chronic physiological responses to exercise. The lecture portion covers the sub-cellular and metabolic responses to exercise, followed by the systemic responses (neuromuscular, endocrine, cardiopulmonary) as well as body composition, environmental factors, gender, aging and training principles. The laboratory section allows students to accent the lecture portion with hands-on laboratory experiences. |

**Prerequisites:**
Prerequisite for taking this course is completion of HHP 282 and HLTH 264 and HLTH 265 or BIOL 270 and BIOL 280.

| HHP 566      | Principles Of Nutrition | 3.00 |
|              | Lecture-discussion course covering the basics of human nutrition including the macro and micro nutrients, the role of nutrition in health, weight loss and weight gain practices, ergogenic aids and supplements. Also addresses nutrition through the lifespan and global implications. Students required to complete a comprehensive research paper. |

**Prerequisites:**
Prerequisite for taking this course is completion of HHP 110, HLTH 264, HLTH 265, or BIOL 270 and BIOL 280.

**Typically Offered:**
Fall Term Only

| HHP 567      | Human Sexuality | 3.00 |
|              | Covers the biological, sociological, and psychological dimensions of human sexuality. Special emphasis on the education aspects. |

**Typically Offered:**
Spring Term Only

<p>| HHP 622      | Adaptive Human Performance (PE) Fieldwork | 1.00 - 8.00 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHP 624</td>
<td>Coaching Students with Special Needs</td>
<td>1.00 - 4.00</td>
<td>Work experience with exceptional/special needs individuals. Each credit equals approximately 36 hours of on-the-job experience outside the university. Instructors must have 3 years of experience with special needs individuals.</td>
</tr>
<tr>
<td>HHP 638</td>
<td>Measurement and Evaluation for Human Performance</td>
<td>2.00</td>
<td>Introduction to the field of measurement, evaluation and research in human performance. Students are required to complete an independent research project related to their intended profession. Basics of a research proposal, Institutional Review Board and power point presentations are covered.</td>
</tr>
<tr>
<td>HHP 656</td>
<td>Foundations of Sport and Exercise Psychology</td>
<td>2.00</td>
<td>Psychological and scientific principles as they pertain to understanding participants, sport and exercise environments, group processes, and performance, enhancing health and well-being and facilitating psychological growth and development.</td>
</tr>
<tr>
<td>HHP 660</td>
<td>Cardiovascular Diagnostics</td>
<td>3.00</td>
<td>Introductory survey of theoretical considerations and practical applications of electrocardiography and other cardiac interventions.</td>
</tr>
<tr>
<td>HHP 669</td>
<td>Pathophysiology of Disease/Prevention and Control</td>
<td>3.00</td>
<td>Introductory course of basic pathophysiology including epidemiological basics, infectious and non-infectious diseases, systemic responses, and an in-depth study of the leading causes of death in the United States and Canada (coronary heart disease, cancer, pulmonary disease), as well as common disorders (muscular, skeletal, neurological, gastrointestinal, urological and reproductive systems.) Students are required to complete a comprehensive research paper.</td>
</tr>
<tr>
<td>HHP 670</td>
<td>Community and Environmental Health</td>
<td>3.00</td>
<td>Survey of health and environmental issues as they relate to the global community. The organizations, resources and personnel involved in promotion and maintenance of the health of a community. Also examines health education theories as they relate to creating a professional health promotion plan.</td>
</tr>
<tr>
<td>HHP 690</td>
<td>Independent Study</td>
<td>1.00 - 6.00</td>
<td>Intensive investigation of various phases, trends and/or programs in health or human performance. Each student presents a thorough paper on a selected phase, trend or problem in human performance.</td>
</tr>
<tr>
<td>HHP 691</td>
<td>Fieldwork</td>
<td>1.00 - 12.00</td>
<td>Varied opportunities to work in field settings. Each credit equals approximately 36 hours of on-the-job experience outside the university. Normally open to juniors and seniors. Instructor consent is required to enroll in this course.</td>
</tr>
<tr>
<td>HHP 692</td>
<td>Experiential Learning</td>
<td>1.00 - 12.00</td>
<td>Credit for certain non-classroom experiences on campus. Normally open to juniors and seniors. Credit for experience is normally sought prior to its occurrence. Instructor consent is required to enroll in this course.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title/Course Topics</td>
<td>Credits</td>
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<tr>
<td>HHP 694</td>
<td>Workshop: Short-term, activity/health oriented course in a specialized area. Instructor consent is required to enroll in this course.</td>
<td>1.00 - 8.00</td>
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</tr>
<tr>
<td>HHP 695</td>
<td>Current Topics Seminar: Advanced seminar on major contemporary developments in the area of human performance and athletics.</td>
<td>1.00 - 12.00</td>
<td></td>
</tr>
<tr>
<td>HHP 696</td>
<td>Internship: On-the-job experience with community agencies to provide students with realistic opportunities to apply their skills to practical problems. A student must work at a site a minimum of 450 hours to receive internship credit. Field Experiences Director’s consent is required to enroll in this course.</td>
<td>10.00 - 20.00</td>
<td></td>
</tr>
<tr>
<td>HHP 700</td>
<td>Research Seminar: Advanced seminar to instruct students on the procedures and sources for obtaining the latest information in the field and to provide a forum for discussion of advances in the field. Emphasis on library research, bibliographic data retrieval, writing a seminar paper, and oral presentation of the seminar paper. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>HHP 701</td>
<td>Legal Liability in Human Performance and Athletics: Case study approach to liabilities that may be encountered by schools and community agencies in their human performance, athletic, intramural and recreational programs. Interpretation of legal precedents and their implications for the organization and management of sports, including, equipment, facilities, supervision, transportation, and handling of injuries. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>HHP 702</td>
<td>Administration of Athletics: Independent study of the administrative techniques, policies and procedures necessary to successfully administer athletic programs, including current administrative problems. Typically Offered: Occasional by Demand</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>HHP 703</td>
<td>Supervision of Human Performance: History, philosophy, principles and techniques of supervising human performance in the elementary and secondary schools. Professional qualities and preparation of supervisors of student teachers in human performance will also be included. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>HHP 704</td>
<td>Human Performance Curriculum Development: Current types of instructional programs in elementary, middle and senior high schools. Emphasizes techniques of planning functional human performance curricula considering facilities and staff. Prerequisites: Consent of cooperating Instructor and Department Chair. Typically Offered: Occasional by Demand</td>
<td>3.00</td>
<td></td>
</tr>
</tbody>
</table>

## HLTH - Health

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTH 568</td>
<td>Drugs, Health and Human Behavior: Current, accurate and documented information about drugs and their use and abuse. Attention will be given to understanding drug abuse, family, prevention, intervention, treatment, and drug-specific information. Typically Offered: Spring Term Only</td>
<td>3.00</td>
</tr>
<tr>
<td>HLTH 572</td>
<td>Consumer Health</td>
<td>2.00</td>
</tr>
</tbody>
</table>
Principles of consumerism are discussed and analyzed with regard to health care products and interventions.

Typically Offered:
Spring Term Only

HLTH 589  
Health Elective  
Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.

SPED - Special Education

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 688</td>
<td>Characteristics of Exceptionalities</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>In-depth study of the classification, etiology, incidence, and prevalence of persons with high incidence exceptionalities. Social, psychological, behavioral, adaptive, and learning characteristics will be examined. Contemporary issues in prevention, diagnosis, placement alternatives, education, transitions, and differentiation of instruction for learners with these exceptionalities are examined and discussed. Ten hours of supervised experience with individuals with these exceptionalities are required.</td>
<td></td>
</tr>
</tbody>
</table>

Typically Offered:
Spring Term Only

Health and Human Performance Department Contact Information

Health and Human Performance
University of Wisconsin - Superior
Marcovich Wellness Center 1402
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-395-4673
Email: hhp@uwsuper.edu
Human Behavior, Justice and Diversity

- Mission Statement
- Faculty and Staff
- Course Descriptions
- Human Behavior, Justice and Diversity Department Contact Information

Mission Statement

HBJD is a multi-disciplinary department housing Social Work, Psychology, Legal Studies and First Nations Studies. Originally there was a fourth program as well, School Psychology, which first moved to another academic department and then was discontinued altogether in 2001. The remaining three programs have continued to the present day under this departmental structure together.

Faculty and Staff

Beal, Alvin - Asst Prof, 1st Nation Studies
Blue, Elizabeth - Prof, Social Work
Bolton Holz, Kenna - Asst Professor, Psychology
Cuzzo, Maria - Professor, PhD, J D, Mediator
Fena, Andrew - Senior Lecturer
Geary, Erin - Senior Lecturer
Goedt, Lynn - Asst Professor, Social Work
Heehn, Ashley - Lecturer
Johnson, Gary - Asst Professor, First Nation
Johnson, Margaret - Univ Svcs Assoc 2, HBJ D
Jones, Daniel - Sr Lecturer, First Nation
Kevels, Gary - Professor, Crim J us (Legal St)
Larson, Emily - Senior Lecturer
Lewandowski, Diane - University Svcs Program Assoc
Munger, Mark - Sr Lecturer, Legal Studies
O'Connor, Christopher - Asst Professor, Crim J ustice
Peterson, Dawn - Senior Lecturer
Pinnow, Eleni - Asst Prof, Psychology
Rappley-Larson, Maureen - Assistant Professor, HBJ D
Roth Day, Monica - Assoc Prof, Social Work
Schmalzried Schmidt, RaLynn - Asst. Professor (Psychology)
Skwira-Brown, Kevin - Senior Lecturer, Social Work
Stocker, Shevaun - Assoc Professor, Psychology
Weber, Carolyn - Sr Lecturer, Social Work
Woerle, Sandra - Sr Lecturer, Legal Studies
Wright, George - Professor, Political Science

Course Descriptions

FNS - First Nation Studies

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
</table>

The Board of Regents of the University of Wisconsin System | 80 of 207
FNS 681  Counseling the First Nations  3.00
Explores counseling theory and application techniques from a First Nations perspective. First Nations world view and linear vs. holistic thinking are principle topics. Group and individual counseling is addressed and practiced. Designed for people in helping professions that deal with First Nations clients. Cross-listed as COUN 481/681.

General Education Requirements (2016-17 and Prior Catalogs):
Diversity

Typically Offered:
Spring Term Every Other Year

FNS 686  Special Topics  1.00 - 4.00
In-depth study of specialized current topics in First Nations Studies selected by the instructor. May be repeated for credit when instructor and/or topics are different. Instructor's approval required.

Typically Offered:
Fall and Spring Terms

PSYC - Psychology

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 789</td>
<td>Psychology Elective</td>
<td>1.00 - 99.00</td>
</tr>
</tbody>
</table>

Transfer credits ONLY from another accredited institution not equivalent to a UW-S course.

Human Behavior, Justice and Diversity Department Contact Information

Human Behavior, Justice and Diversity
University of Wisconsin - Superior
Swenson Hall 3061
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8423
Email: admissions@uwsuper.edu
Mathematics and Computer Science

- Mission Statement
- Faculty and Staff
- Course Descriptions
- Mathematics and Computer Science Department Contact Information

Mission Statement

UW-Superior's Department of Mathematics and Computer Science provides majors and minors in Computer Science, Mathematics, and Mathematics Education. The programs provide a core of fundamental courses along with an array of electives that enable students to pursue special interests. Using this versatile, highly regarded program, students can choose a major that prepares them for a career or graduate study in Computer Science, Mathematics or Mathematics Education. Students also can pursue a career in Actuarial Science or Computer Security with appropriate choices of elective courses.

Faculty and Staff

Bezroukov, Serguei - Professor
Glesener, Kristopher - Senior Lecturer
Gu, Xiaofeng - Assistant Professor
Kahler, Heather - Senior Lecturer
Kennedy, Diana - Lecturer
Khorooei, Hossain - Sr Lecturer, Mathematics
Leck, Uwe - Associate Professor
Lynch, Shaun - Professor, Info Technology
Lynch, Patser - Academic Dept Assoc
Mattsson, Lisa - Senior Lecturer, Math & CSCI
Moen, Karen - Senior Lecturer
Riesgraf, Kristin - Lecturer, Math Program
Rosenberg, Steven - Associate Professor
Scott, Chad - Professor, Math
Toscano, Marilyn - Senior Lecturer
Tucker, Shin-Ping - Associate Professor

Course Descriptions

CSCI - Computer Science

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCI 681</td>
<td>Special Topics</td>
<td>1.00 - 4.00</td>
</tr>
</tbody>
</table>

Graduate level investigation of one or more topics of current interest. Not intended for independent study projects. May be repeated, but no more than a total of eight credits may be earned from both MATH 681 and CSCI 681.

Typically Offered:
Occasional by Demand

MATH - Mathematics

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 681</td>
<td>Special Topics</td>
<td>1.00 - 4.00</td>
</tr>
</tbody>
</table>

The Board of Regents of the University of Wisconsin System | 82 of 207
In-depth study of specialized current topics in mathematical sciences. May be repeated when topics are different.

Typically Offered:
Occasional by Demand
Music

- Mission Statement
- Faculty and Staff
- Course Descriptions
- Music Department Contact Information

Mission Statement

Accredited by the National Association of Schools of Music, the UW-Superior Music Department has a long-standing reputation for training excellent musicians. This enables our graduates to gain admission to leading graduate schools and to hold positions as performers, teachers and professors throughout the United States and abroad.

Faculty and Staff

Aldridge, Erin - Associate Professor
Berryhill, Dennis - Lecturer
Bombardier, Bradley - Senior Lecturer
Bustos, Nixon - Applied Music Critic
Bustos, Pamela - Assoc Professor/Dir of Bands
Deterling, Ian - Clerical Helper-LTE
Gibbens, Tracey - Sr Lecturer, App Music Critic
Gilbert, E Beth - Professor, Piano
Guderian, Lois - Asst Prof, Music Educ Coor
Hoeschen, Kevin - Senior Lecturer, Viola
Jones, Brett - Assoc Professor, Percussion
Kaiser, Tyler - Lecturer/Guitar/Composition
Lawrence, Sarah - Senior Lecturer, Music
Luzaich, Dana - Academic Dept Associate
Madison, Vicki - Associate Professor, Voice
Madison, Jeffrey - Lecturer
Moore, Gregory - Professor, Jazz Program
Olson, Matthew - Senior Lecturer, Music
Rausch, Deborah - Senior Lecturer, Applied Music
Roytz, Christina - Senior Lecturer
Salemink, Earl - Applied Music Lecturer
Sandor, Alexander - Senior Lecturer
Sever, Melanie - Lecturer
Stevlingson, Norma - Professor
VanBrunt, Laurie - Applied Music Critic
Wheeler, Matthew - Accompanist
Zimmerman, Larry - Senior Lecturer

Course Descriptions

MUSI - Music
<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSI 515</td>
<td>Mixed Ensemble</td>
<td>0.00 - 3.00</td>
</tr>
</tbody>
</table>

Study and performance of music suitable for mixed ensembles. Offered provided a sufficient number of students register to make a practicable group. May be repeated for credit.

Music Department Contact Information

Music
University of Wisconsin - Superior
Holden Fine and Applied Arts Center 1100
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8115
Email: music@uwsuper.edu
Welcome to the Department of Natural Sciences! We are a multidisciplinary group with programs in Biology, Chemistry, Physics, Geology and Geography. Our curriculum focuses on using scientific inquiry as a way of knowing and applying scientific knowledge to societal issues of local, regional, and global importance.

Faculty and Staff

Amhold Davies, Michelle - Asst Professor, Physiology
Bajali, William - Professor
Balcer, Mary - Director, Lake Superior
Breckenridge, Andrew - Associate Professor
Burkett, Edward - Professor, Biology
Chamernick, James - Sr Lecturer, Geography
Cook, Peter - Assistant Professor, Physics
Danz, Nicholas - Assoc Professor, Plant Science
Emmert, Frank - Senior Lecturer
Gabrys-Alexson, Randy - Professor, Geography
Johnson, Robbye - Gardener, Greenhouse
Kyes, James - Senior Lecturer
Lane, James - Professor, Chemistry
Nelsen, Melissa - Associate Professor, Chemistry
Orr, Sandra - Academic Dept Assoc
Polkinghome, Christine - Senior Lecturer
Riker-Coleman, Kristin - Asst Professor, Geology
Rios Mendoza, Lorena - Assistant Professor, Chemistry
Sanda, Carrie - Senior Lecturer
Schmude, Kurt - Associate Professor
Schuldt, Jeffrey - Professor, Biology
Seelke, Ralph - Professor, Biology
Shepard, Lisa - Senior Lecturer, Physics
Teneyck, Matthew - Senior Lecturer
Waxman, Michael - Professor, Chemistry

Course Descriptions

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 681</td>
<td>Special Topics</td>
<td>1.00 - 4.00</td>
</tr>
</tbody>
</table>
In-depth study of specialized current topics in biology selected by the faculty on the basis of student/community interest. May include workshops, seminars, field trips, special problems, independent study, etc. Course may be repeated when topics are different. Instructor permission to enroll in this course.

### GEOG - Geography

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 681</td>
<td>Special Topics</td>
<td>1.00 - 6.00</td>
</tr>
</tbody>
</table>

In-depth study of specialized topics in geography selected by the faculty on the basis of student interest/need. May include workshops, seminars, special issues, etc. Course may be repeated when topics are different. Offered on demand.

### GEOL - Geology

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 681</td>
<td>Special Topics</td>
<td>1.00 - 4.00</td>
</tr>
</tbody>
</table>

In-depth study of specialized current topics in Geology selected by the faculty on the basis of student/community interest. May include workshops, seminars, field trips, special problems, independent study, etc. May be repeated when topics are different. Offered on demand. Instructor consent required.

### PHYS - Physics

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 681</td>
<td>Special Topics</td>
<td>1.00 - 6.00</td>
</tr>
</tbody>
</table>

In-depth study of specialized current topics in physics selected by the faculty on the basis of community interest. May include workshops, seminars, field trips, special problems, independent study. May be repeated when topics are different. Instructor consent required.

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**Natural Sciences Department Contact Information**

Natural Sciences  
University of Wisconsin - Superior  
Barstow Hall 202  
Belknap and Catlin Ave.  
P.O. Box 2000  
Superior, WI 54880  
Phone: 715-394-8322  
Email: natsci@uwsuper.edu
Social Inquiry

- Mission Statement
- Faculty and Staff
- Course Descriptions
- Social Inquiry Department Contact Information

Mission Statement

The Department of Social Inquiry fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices. Through its contribution to the University's general education program and its major and minor curricula, the department helps students to become lifelong learners who seek understanding as a valuable end in itself. In particular, the department encourages students to apply reflective and systematic thought to the social world using the methodological tools of the social sciences and humanities. Our goal is to produce graduates who approach their lives, both as professionals and as responsible members of local and global communities, with reason and creativity. The Department offers majors and minors in Sociology, Political Science, History and Broadfield Social Studies, along with minors in Anthropology, Global Studies, Philosophy and Women and Gender Studies.

Faculty and Staff

Adams, Sarah LaChance - Asst. Professor of Philosophy
Augusburger, Deborah - Asst Prof, Anthropology
Bahrn, Karl - Professor, History
Christian, Cindy - Sr Lecturer, Political Science
Dalpiaz, Brenda - Academic Dept Associate
Dokhanchi, Khalil (Haji) - Professor, Political Science
Edwards, Eric - Asst Professor, Sociology
Evans, Brianna - Senior Lecturer - SI
Gan, Cheong Soon - Assistant Professor
Gilbert, Greg - Senior Lecturer - SI
Johnson, Marshall - Professor, Sociology
Leopold, Theresa - Senior Lecturer, Sociology
Mansbach, Daniela - Assistant Professor, Poli Sci
Mulholland, Susan - Sr Lecturer, Anthropology
Prescott, Jill - Lecturer, Social Studies
Riker-Coleman, Erik - Senior Lectures
Shonk Jr, Kenneth - Asst Professor, Social Studies
Sipress, Joel - Professor, History
Smith, Robert - Senior Lecturer
Starratt, Priscilla - Professor, History
Trine, Mari - Senior Lecturer
Von Hagel, Alisa - Asst. Professor

Course Descriptions

<table>
<thead>
<tr>
<th>ANTH - Anthropology</th>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTH 699</td>
<td>Independent Study</td>
<td>Supervised independent study and/or research in Anthropology. Prior contract with instructor is required.</td>
<td>1.00 - 4.00</td>
</tr>
</tbody>
</table>

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### HIST - History

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 589</td>
<td>History Elective</td>
<td>1.00 - 99.0</td>
</tr>
<tr>
<td></td>
<td>Transfer credits ONLY from another accredited institution not equivalent to a UW-Superior course.</td>
<td></td>
</tr>
<tr>
<td>HIST 695</td>
<td>Special and Student Initiated Seminar</td>
<td>1.00 - 3.00</td>
</tr>
<tr>
<td></td>
<td>This department offers a specially designed seminar or student-initiated seminar when interest warrants. In certain circumstances this course can be adapted to serve as the capstone experience. For further information see Special or Student-Initiated Seminar in the index of this catalog. Code will depend on topic selected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Typically Offered:</strong></td>
<td>Occasional by Demand</td>
</tr>
<tr>
<td>HIST 698</td>
<td>Study Abroad</td>
<td>1.00 - 5.00</td>
</tr>
<tr>
<td></td>
<td>Field trips designed to give students direct experiences in foreign countries. Each program includes preparatory reading, orientation meetings, a faculty-supervised study tour, and a detailed written evaluation of learning situations associated with the instructor. With consent of the department chair and content adaptation, programs provided by other agencies can be considered for this credit. Code depends on region visited.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Typically Offered:</strong></td>
<td>Occasional by Demand</td>
</tr>
<tr>
<td>HIST 699</td>
<td>Independent Study</td>
<td>1.00 - 3.00</td>
</tr>
<tr>
<td></td>
<td>For advanced students majoring or minoring in History who have shown themselves capable of independent work. Each student is directed by a faculty member chosen by the student. Prerequisite: Approval of the department chair. Code will depend on topic selected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Typically Offered:</strong></td>
<td>Occasional by Demand</td>
</tr>
</tbody>
</table>

### SOCI - Sociology

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 699</td>
<td>Independent Study</td>
<td>1.00 - 4.00</td>
</tr>
<tr>
<td></td>
<td>Supervised independent study and/or research in Sociology. Required prior contract with instructor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Prerequisites:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prerequisite for taking this course is completion of SOCI 101 and instructor consent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Typically Offered:</strong></td>
<td>Occasional by Demand</td>
</tr>
</tbody>
</table>

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**Social Inquiry Department Contact Information**

Social Inquiry  
University of Wisconsin - Superior  
Swenson Hall 3061  
Belknap and Catlin Ave.  
P.O. Box 2000  
Superior, WI 54880  
Phone: 715-394-8487  
Email: si@uwuper.edu
Mission Statement

The Department of World Languages, Literatures, and Cultures promotes critical thinking, reading, and writing; oral, listening, and cultural competencies; and strategies for literacy, teaching, and learning across diverse languages, literatures, and cultures within a liberal arts tradition.

Faculty and Staff

Ardren, Rebecca - Sr Lecturer, Language Arts
Crow, Timothy - Professor, German/Spanish
Donovan, Virginia - Asst Professor, French
Fezzey, Hilary - Asst Prof, English
Harrison, Deborah - Asst. Professor, Language Arts
Kortesma, Saundra - Lecturer
Kropid, Wendy - Professor, English Education
Pucheu, Jeanette - Asst Professor, Spanish
Reiff, Raychel - Professor, English
Sloboda, N - Professor, English

Degrees

- Master of Science in Education - Reading Requirements

Minors

- Reading Teacher (316 License) Requirements
- Reading Specialist (017 License) Requirements

Course Descriptions

ENGED - English Education

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGED 606</td>
<td>Advanced Children’s Literature</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Advanced study of the various types of fiction and nonfiction literatures published for, used with, or selected by children birth to age 12. Emphasis is on using children's literature across the content areas with best practice instruction. Includes the selection, evaluation, appreciation, and use of children's literature and related media. Explores methods to help develop a child's interest in reading and ability to appreciate quality children's literature.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGED 618</td>
<td>Middle Level Literature</td>
<td>3.00</td>
<td>Study of classic and current readings in middle level literature in conjunction with a discussion of the English language arts and literacy skills and concepts typically addressed in grades 5-8. Engaging instructional strategies and assessment tasks will also be emphasized.</td>
</tr>
<tr>
<td>ENGED 663</td>
<td>Advanced Study of Literacy Pre K-3</td>
<td>3.00</td>
<td>Study of the design and implementation of developmentally appropriate curricula and instruction in the language arts that foster the concept of emergent literacy. Focuses on the development of language (both oral and written) and literacy from birth through third grade.</td>
</tr>
<tr>
<td>ENGED 664</td>
<td>Advanced Literacy Grades 4-12</td>
<td>3.00</td>
<td>Study of the design and implementation of language arts curricula and instruction in grades 4-12. Focuses on creating strategic lifelong readers and writers.</td>
</tr>
<tr>
<td>ENGED 665</td>
<td>Advanced Content Area Literacy</td>
<td>3.00</td>
<td>Study of the use of literacy processes in developing student learning in the content areas. Emphasis is on the integration of learning theory and subject matter knowledge in planning instruction which makes profitable use of test and writing to meet curriculum goals.</td>
</tr>
<tr>
<td>ENGED 681</td>
<td>Seminars in Education</td>
<td>1.00 - 3.00</td>
<td>Selected topics and problems in the area of teacher education. May be taken in several units provided a different topic or problem is studied each time.</td>
</tr>
<tr>
<td>ENGED 701</td>
<td>Introduction to Reading Difficulties</td>
<td>3.00</td>
<td>Investigation of various aspects of reading difficulties so that special reading teachers and classroom teachers can provide effective reading instruction to readers of a variety of abilities. Strategies for diagnosis and remediation of reading difficulties at the elementary and secondary levels will be considered. It is strongly recommended that students in this course enroll in ENGED 702 during the following semester.</td>
</tr>
<tr>
<td>ENGED 702</td>
<td>Reading Difficulties Practicum</td>
<td>3.00</td>
<td>Practicum in which theories and instructional strategies learned in ENGED 701 are put into practice as the student plans and conducts a program of diagnosis and instruction for elementary-level and secondary-level readers of a variety of abilities. Clinical experiences are designed to develop the student's skill as a diagnostician and teacher of readers of varying abilities. Prerequisites: Prerequisite for taking this course is completion of ENGED 701.</td>
</tr>
<tr>
<td>ENGED 705</td>
<td>The K-12 Literacy Program</td>
<td>3.00</td>
<td>In-depth study of K-12 literacy programs. Emphasis is on characteristics of effective school literacy programs and methods of planning, developing, and evaluating effective programs.</td>
</tr>
<tr>
<td>ENGED 709</td>
<td>History of Reading</td>
<td>3.00</td>
<td>Exploration of philosophical orientations to literacy instruction with a study of the research base. Students will investigate the history of literacy instruction as well as the most important research studies to affect instruction.</td>
</tr>
<tr>
<td>ENGED 751</td>
<td>MSE-Reading Portfolio</td>
<td>0.00</td>
<td>Capstone experience of the student's program demonstrating professional growth through reflections on best-practice skills and knowledge gained throughout the coursework. Satisfactory completion of the portfolio as ascertained by the student's program advisor fulfills the state of Wisconsin portfolio requirement for licensure.</td>
</tr>
<tr>
<td>ENGED 752</td>
<td>Educational Research Project</td>
<td>3.00</td>
<td>A literacy research project designed and carried out by a student with the advice and approval of the research advisor. Research advisor consent is required to enroll in this course.</td>
</tr>
</tbody>
</table>
Typically Offered:
Fall and Spring Terms

ENGED 781  Independent Study
Specially designed study to allow the graduate student to pursue specific areas of need or interest. Instructor consent is required to enroll in this course.

Typically Offered:
Fall and Spring Terms

World Languages, Literatures, and Cultures Department Contact Information

World Languages, Literatures and Cultures
University of Wisconsin - Superior
Swenson Hall 3061
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8195
Email: admissions@uwsuper.edu
Writing and Library Science

- Mission Statement
- Faculty and Staff
- Course Descriptions
- Writing and Library Science Department Contact Information

Mission Statement

The Department of Writing and Library Science supports the University of Wisconsin Superior's liberal arts mission by promoting literacy across disciplines. In doing so, the Department refines skills in reading, writing, listening, speaking, viewing, and thinking (both critical and creative) for both native and non-native speakers of English. Moreover, the Department develops in its students, skills in accessing, processing, creating, evaluating, and sharing print and non-print media including today's technologies.

Faculty and Staff

Britton, Carmen - Academic Dept Assoc
Clark, Amy - Lecturer
Cross, Ella - Assoc Prof, Library Science
Faul, Deborah - Senior Lecturer, ELS
Gard, Julie - Asst Professor, Writing
Gardner, Carolyn - Assistant Professor
Grbavcich, Elizabeth - Sr Lecturer, Writing
Hanick, Riley - Senior Lecturer, Writing
Higgins, Tina - Lecturer, Writing
Isaksen, Susie - Senior Lecturer, Writing
Iwen, Jayson - Asst Professor, Writing
Jacobs, Laura - Assoc. Prof, Library Science
Lindquist, Kristen - Asst Prof, Library Science
Maeshima, Elizabeth - Lecturer, ELS
McCormick, John - Senior Lecturer, Writing
McGrew, Heather - Sr Lecturer, English
Rutford, Yvonne - Assistant Professor, Writing
Schlacks, Deborah - Professor, English
Sharp, Linda - Acad Assoc,Library Science/ESL
Shepard, Allen - Senior Lecturer, Writing
Tu, Yunhong - Assistant Professor
White-Farnham, Jamie - Asst Professor, Writing

Course Descriptions

LIBS - Library Science

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 503</td>
<td>Information Resources and Services</td>
</tr>
</tbody>
</table>

Principles and philosophies of library reference service, information literacy, reading, listening and viewing guidance, and information resources with special emphasis on the Application of Wisconsin Model Academic Standards within the school library media center. Knowledge and use of major reference resources as well as discussions of strategies for effective information services.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBS 507</td>
<td>Selecting and Organizing Library Resources</td>
<td>3.00</td>
<td>Develops the ability to build and maintain resource collections by studying the principles and practices of selection, acquisition, and evaluation for resources to support the library's goals. Includes the study and application of standardized procedures for classifying and cataloging resources and maintaining electronics systems of collections.</td>
</tr>
<tr>
<td>LIBS 509</td>
<td>Information Literacy Leadership</td>
<td>3.00</td>
<td>Introduction to information literacy program development in a range of libraries. Examines leadership roles as they relate to information literacy and the collaborative teaching responsibility of librarians.</td>
</tr>
<tr>
<td>LIBS 510</td>
<td>Young Adult Literature</td>
<td>3.00</td>
<td>Examination of the range of print and mediated literature available to young adults. Criteria for evaluation, selection, and guidance in use to meet both student and curriculum uses are discussed. An appreciation for the literature is developed through experiences in reading, viewing, and classroom reporting.</td>
</tr>
<tr>
<td>LIBS 525</td>
<td>Administration of Library Media Programs</td>
<td>3.00</td>
<td>Introduction to administration of library/media programs with emphasis on leadership in the library/media program, the school, and the broader community of the library/media program and the library/media specialist profession. Examines the state and national guidelines appropriate to library/media programs.</td>
</tr>
<tr>
<td>LIBS 510</td>
<td>Children's Literature</td>
<td>3.00</td>
<td>Study of the various types of fiction and nonfiction literatures published for, used with, or selected by children birth to age 12. Emphasis is on using children's literature across the content area with best practice instruction. Includes the selection, evaluation, appreciation, and use of children's literature and related media. Explores methods to help develop a child's interest in reading and ability to appreciate quality children's literature.</td>
</tr>
<tr>
<td>LIBS 606</td>
<td>Trends-Issues K-12 Literature</td>
<td>3.00</td>
<td>Examination of literature for children and young adults published within the last 10 years. Includes reading and discussion of the literature and trends in children's and young adult reading. Also includes examination of current selection aids and other resources for teachers and librarians serving children and young adults. Topics include current thought on the digital age, internet and intellectual freedom issues, and the teaching of both children's and young adult literature in the classroom. Summer only.</td>
</tr>
<tr>
<td>LIBS 612</td>
<td>Advanced Administration of School Library Media Programs</td>
<td>3.00</td>
<td>Focus on advanced preparation for work in the field of school library administration, including building as well as district perspective. Topics to be included are: the school library media specialist's role in school improvement, collaboration with teachers, and the importance of networking with the school, within the district, and in the professional field. Emphasis on &quot;real world&quot; issues affecting administration of school libraries, with discussion of current trends in the field. Summer only.</td>
</tr>
<tr>
<td>LIBS 616</td>
<td>Advanced Administration of School Library Media Programs</td>
<td>3.00</td>
<td>Focus on advanced preparation for work in the field of school library administration, including building as well as district perspective. Topics to be included are: the school library media specialist's role in school improvement, collaboration with teachers, and the importance of networking with the school, within the district, and in the professional field. Emphasis on &quot;real world&quot; issues affecting administration of school libraries, with discussion of current trends in the field. Summer only.</td>
</tr>
<tr>
<td>LIBS 616</td>
<td>Advanced Administration of School Library Media Programs</td>
<td>3.00</td>
<td>Focus on advanced preparation for work in the field of school library administration, including building as well as district perspective. Topics to be included are: the school library media specialist's role in school improvement, collaboration with teachers, and the importance of networking with the school, within the district, and in the professional field. Emphasis on &quot;real world&quot; issues affecting administration of school libraries, with discussion of current trends in the field. Summer only.</td>
</tr>
<tr>
<td>LIBS 616</td>
<td>Advanced Administration of School Library Media Programs</td>
<td>3.00</td>
<td>Focus on advanced preparation for work in the field of school library administration, including building as well as district perspective. Topics to be included are: the school library media specialist's role in school improvement, collaboration with teachers, and the importance of networking with the school, within the district, and in the professional field. Emphasis on &quot;real world&quot; issues affecting administration of school libraries, with discussion of current trends in the field. Summer only.</td>
</tr>
<tr>
<td>LIBS 635</td>
<td>Technology for Teaching and Learning</td>
<td>3.00</td>
<td>Effective use of technology with students and faculty to facilitate teaching and learning. Educational media selection, design, production, and instructional delivery to meet Wisconsin and Minnesota information and technology literacy standards. Management and planning concepts for technology in schools and libraries.</td>
</tr>
<tr>
<td>LIBS 640</td>
<td>Information Literacy</td>
<td>3.00</td>
<td>Use of educational theory to select, design, and implement advanced information and instructional technologies in the library media program. Development of skills in planning and providing organizational professional development, and in appropriate use of intellectual property in teaching and learning.</td>
</tr>
<tr>
<td>LIBS 645</td>
<td>Integrating Technology in the Library Media Program</td>
<td>3.00</td>
<td>Use of educational theory to select, design, and implement advanced information and instructional technologies in the library media program. Development of skills in planning and providing organizational professional development, and in appropriate use of intellectual property in teaching and learning.</td>
</tr>
<tr>
<td>LIBS 650</td>
<td>Topics in Library Science</td>
<td>1.00 - 3.00</td>
<td>Concentrated study of current special or advanced topics/issues in librarianship. Topics are selected by library faculty based upon student/library community interest. Course may be repeated when topics are different. Summer only.</td>
</tr>
</tbody>
</table>
LIBS 685 Library Practice
Supervised practice in library situations providing opportunity for practical application of library principles. Primarily for those in non-teaching areas. Requires consent of the instructor. (N.B. For prospective teachers the practicum in school library media centers is included in the student teacher’s professional sequence.)

Typically Offered:
Fall and Spring Terms

LIBS 690 Supervised School Library Practicum Combined
This course provides licensed teachers in the school library program with the opportunity to fully develop, practice, and reflect upon skills acquired through coursework in a supervised field experience in an elementary and a secondary school library and work in their own schools, as appropriate. Students create a portfolio demonstrating mastery of program competencies. Prerequisites: Graduate status, consent of instructor, completion of at least 21 credits at UW-Superior, 3.10 GPA in library media courses taken before entering the library media practicum.

LIBS 699 Directed Studies in Librarianship
Individualized study of a particular area or problem in librarianship. Topic selected requires approval of the instructor within the program who will be directing the study. May be taken in several units providing a different topic is taken each time.

Typically Offered:
Fall and Spring Terms

WRIT - Writing

<table>
<thead>
<tr>
<th>Catalog Nbr.</th>
<th>Course Title/Course Topics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 695</td>
<td>Directed Studies in Writing</td>
<td>1.00 - 3.00</td>
</tr>
</tbody>
</table>

Supervised graduate study and research in Writing. Repeatable up to nine credits.

Typically Offered:
Occasional by Demand

Writing and Library Science Department Contact Information

Writing and Library Science
University of Wisconsin - Superior
Swenson Hall 3061
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8195
Email: infowls@uwsuper.edu
• Center for Adult Education and Outreach
• First Year Seminar Courses
• General Education
• High Impact Practices
• Research
Mission Statement

UW-Superior's Center for Adult Education and Outreach serves the life-long learning needs of the people of Northern Wisconsin, and beyond by providing educational programs, research, and resources with an emphasis on extending University expertise into the community.

Adult Education and Outreach Programs

A major portion of UW-Superior's academic outreach mission is fulfilled by faculty and staff working in collaboration with community partners through UW-Extension.

The Center's units:

- Center for Continuing Education
- Online Learning
- Northern Center for Community and Economic Development
- Small Business Development Center

provide university learning and expertise for residents of the region and state.

Center for Continuing Education

The Center for Continuing Education provides credit and non-credit workshops, and other learning experiences designed for adult learners.

Credit Courses

Continuing Education offers a variety of online, video and classroom undergraduate and graduate, credit courses within many academic disciplines, providing educational opportunities to those not able to attend during traditional class hours or who are not enrolled full time. Most courses are offered evenings and weekends, either on campus or in other northern Wisconsin locations. Current offerings are listed on the Center for Continuing Education website.

Continuing Education credit courses are transcripted, may be included as part of a student's resident credits, and count toward graduation.

Professional Development for Educators

Credit courses conferences and workshops are offered each year to enhance the professional expertise of teachers, administrators, guidance counselors, school psychologists, and curriculum directors.

Certificate Programs
Human Resource Generalist Certificate

This program is geared to busy professionals whose duties include human resource management or students who wish to get a first-hand look at some of the issues impacting the field of human resource management today. Seven full-day workshops (including human resource management, team building, current personnel issues, etc.) are required to complete this program. Individuals completing the required 48 Continuing Education Units (48 hours) are awarded a Human Resource Generalist Certificate. Participants may also register to receive 3 academic credits as BUS 499, Human Resource Generalist. Participants may complete the program in one year or two. For more information, call 715-394-8469 or visit https://www.uwsuper.edu/ccce.

Mediation/Conflict Resolution Certificate Program

Continuing Education is a regional leader in the mediation field through quality, diversified, active-learning courses and training designed to serve multiple audiences interested in mediation theory and practice. The certificate program includes a total of 9 semester credits consisting of 5 required courses. Courses may also be taken on a noncredit basis by those not enrolled in the certificate program. Professional education workshops are also offered for area mediators and conflict resolvers who need to fulfill ongoing professional education. https://www.uwsuper.edu/mediation. View the requirements for the Mediation/Conflict Resolution Certificate in the certificate section of this catalog.

The Mediation/Conflict Resolution Certificate is listed on the official University transcript.

Paralegal Certificate Program

The Paralegal Certificate Program consists of 30 credits of coursework in a variety of paralegal areas of theory and practice. Participants must complete 18 required core credits and 12 elective credits. The Paralegal Certificate is usually completed within two years; however, students are allowed to complete the program at their own pace. Completing the certificate program will qualify an individual to work as a paralegal, legal assistant, or office support staff member in law firms, government agencies, private business or non-profit organizations. Visit: https://www.uwsuper.edu/paralegal.

The Paralegal Certificate is listed on the University official transcript.

Nonprofit Administration Certificate Program

The Nonprofit Administration Certificate Program is an educational series for individuals employed in nonprofit management and government administration. This series of noncredit workshops is provided to enhance the managerial and leadership skills of people working in not-for-profit organizations. Individuals completing 10 Continuing Education Units (100 hours) in the prescribed curriculum are awarded a Nonprofit Administration Certificate Program. Participants have up to four years to complete the program. New courses are developed continually to meet the changing needs of today's nonprofit world. Approximately three day-long workshops are held each month in Superior. It is not necessary to be enrolled in the program to attend a seminar. https://www.uwsuper.edu/nonprofit.

Fund Development Certificate

The Nonprofit Fund Development Certificate Program is designed to provide individual with the knowledge, understanding, and skills required to be an effective team or board member in a nonprofit organization. The workshops selected are aligned with some of the concepts required for the Certified Fund Raising Executive (CFRE) exam. Persons completing this certificate will have a well-rounded foundation of not just fund raising but fund development, a critical distinction. https://www.uwsuper.edu/funddev.

Health and Human Issues

The Health and Human Issues Program provides many choices for learning through workshops, conferences, and individual learning opportunities. Subject areas include, but are not limited to aging issues, mental health, Alzheimer's disease, diabetes, obesity, arthritis, cancer, hepatitis, and healthy lifestyles. For information on current offerings call 715-293-8463 or 800-370-9882.

Leadership Superior/Douglas County

Continuing Education sponsors a regional 10-month program to enhance the progress of northern Wisconsin by training present and future leaders and helping them to become engaged in their community. Participants are selected through a competitive process. Persons who live and/or work in Superior or Douglas County are invited to apply for the program each June. For further information contact 715-394-8030 or visit https://www.uwsuper.edu/leadership.

Road Scholar

The Road Scholar programs empower adults to explore the world’s places, peoples, cultures and ideas, and in so doing to discover more about themselves. A fellowship of learning and the joy of discovery are the hallmarks of the Road Scholar experience. Road Scholar programs bring together instructors and participants from diverse backgrounds to foster dynamic interaction, engaging discourse and warm camaraderie. UW-Superior Road Scholar programs focus on the Duluth/Superior Harbor and related shipping industries; the Civilian Conservation Corps, the Edmund Fitzgerald, Life, Legends and Lore of Lake Superior and Apostle Island Exploration.
Distance Learning Center

The Distance Learning Center provides degree completion programs through online learning. Distance Learning Center programs are listed in the Student Services section of this catalog.

The Northern Center for Community and Economic Development

Located in: Erlanson Hall 305
Phone: (715) 394-8294

The Northern Center for Community and Economic Development focuses on applied research and education in Northern Wisconsin. It works with and through the county-based Community Resource Development Educators of UW-Extension. This is in support of the statewide educational emphases in four areas:

1. economic development
2. natural resources
3. leadership and organizational development
4. local government

It also provides leadership and support to statewide programming in the area of sustainable communities. As a regional center, it also works directly with multi-county and statewide organizations and agencies on issues of specific importance to Northern Wisconsin. It seeks to foster partnerships and collaborative relationships in order to leverage limited regional resources.

Small Business Development Center

Located in: Erlanson Hall 305
Phone: (715) 394-8351; toll free: (800) 410-8351
Web: http://www.wisconsinsbdc.org/superior

The Small Business Development Center provides services for small business owners and managers as well as aspiring entrepreneurs in eight northwest Wisconsin counties. The SBDC offers confidential, individual counseling services and training programs in a variety of business related areas including:

- first steps to starting your own business
- writing a business plan
- developing a marketing plan
- accounting practices
- managing personnel
- seeking financing
- buying or selling a business
- controlling cash flow

The Small Business Development Center offers counseling services at no charge through funds provided by the US Small Business Administration, and an eight-session Entrepreneurial Training Program in connection with the Wisconsin Economic Development Corporation.
First Year Seminar Courses

Program Goal: to integrate students into a community of higher order learners by engaging their interest and imagination. Each seminar will advance the Program Goal through the following student Learning Goals.

 Students will be more disposed to:

- value learning in its own right and see themselves as having the ability and right to invest themselves in this learning;
- pursue learning collaboratively, both in formal academic settings and elsewhere;
- actively question previous knowledge and examine new ideas and multiple perspectives.

First Year Seminars are required for all entering students with fewer than 21 college credits. These small seminars of 15 first year students are specially chosen each year to offer a broad array of topics that are either unusual in their focus or in their approach to the topic. Each is designed to challenge and inspire while supporting students in their transition to this campus, its Liberal Arts focus, and its resources for and expectations of students. Each seminar meets a General Education or Core requirement. It should be taken during the first semester on campus and must be taken before sophomore registration.
General Education

- Learning Goals for the General Education Program
- Description of General Education Core Categories
- Description of General Education Knowledge Categories
- Description of General Education Diversity & Non-Western Categories
- General Education Requirements

Learning Goals for the General Education Program

General Education Requirements for 2012-2014

The goals of the General Education Program at the University of Wisconsin-Superior are to foster the growth of the following skills and habits of mind:

1. Communication -- Students demonstrate effective communication skills in writing, speaking, reading and listening.
2. Critical Thinking -- Students engage in critical thinking based on multiple forms evidence.
3. Creative Expression -- Students develop skills in creative expression, including abstract thinking.
4. Diversity and Global Citizenship -- Students demonstrate empathetic and ethical thinking based on knowledge of the diversity of human experience.
5. Interdisciplinary Connections -- Students connect knowledge and methods from a variety of disciplines through courses across the general education curriculum.

Description of General Education Core Categories

1. College Writing (WRIT 101 and 102)
   Improves students' abilities to read critically and write analytically and clearly; develops their rhetorical skills; enables them to see research as a means of discovering ideas, information, and evidence and to conduct library research; helps them learn to properly acknowledge, cite, and document sources; helps them learn to recognize various persuasive appeals in the arguments of others and to incorporate appropriate, reasoned appeals into their own arguments.

2. Communicating Arts (COMM 110)
   Helps students develop essential interpersonal communication, group communication, and public speaking competencies through practice, analysis, and critical exploration of diverse human interactions.

3. Mathematics and Computer Science (MATH & CSCI)
   Develops the skills necessary for analytical and quantitative problem-solving in all subjects, using central concepts and methods from mathematics and computer science, including number systems, symbolic representation, formal languages, mathematical modeling, and logical reasoning.

4. Health and Human Performance (HHP 102)
   Provides students with a knowledge base, creating a positive attitude and lifelong skills concerning the seven dimensions of wellness:
   - Physical
   - Intellectual
   - Emotional
   - Spiritual
   - Career
   - Social
   - Environmental (personal health)

Description of General Education Knowledge Categories

HUMANITIES

History
   Enables students to recognize that reasoned interpretations of the human past, must be consistent with verifiable historical evidence, and are nonetheless contested as they are reshaped to serve the concerns of the present; and empowers students to create personal meaning by developing their own reasoned interpretations of the human past.

Literature
   Instills the joy of reading literature; stimulates the power of the imagination; promotes the analysis of various types of literary expression; and explores different traditions and modes of telling stories.

World Language, Culture and Philosophy
   Encourages students to make connections across all areas of knowledge, different modes of communication, and diverse cultural, linguistic, and conceptual traditions; and encourages students to develop empathy and understanding for other cultural, linguistic, and conceptual traditions.

SOCIAL SCIENCES

Enables students to examine human behavior or interaction using the methods and the assumptions of social science.
NATURAL AND PHYSICAL SCIENCE

Environmental Course
Enables students to understand our natural environment and the effects of human interactions on it.

Lab Course
Enables students to understand the nature of science and scientific inquiry through hands-on experiences.

FINE AND APPLIED ARTS

Fine Arts History, Criticism, and Appreciation
Helps students to analyze, evaluate, and relate artists, creative artifacts, and artistic productions of diverse cultures from ancient times to the present.

Aesthetic Experience
Gives students practical experience in developing their own creativity in one or more genres of expression, and augments appreciation for the diversity of creative communication.

Diversity Requirement
Promotes understanding of issues arising from diversities such as racial, ethnic, linguistic, class, religious, rural/urban/suburban, gender, sexual orientation, abilities, and national origin.

Non-Western Requirement
Promotes empathetic thinking about the world and its challenges through the study of at least one non-European or non-Euro-American society, country, or region.

Description of General Education Diversity & Non-Western Categories

General Education Requirements

Students should check the Center for Academic Advising or their degree audit for additions or changes in courses that qualify for the General Education requirements.

The General Education requirements below do not necessarily meet the Department of Public Instruction requirements for Teacher Education certification. Check the Teacher Education program requirements for details.

Courses that satisfy a General Education requirement and are required as a part of a major and/or minor can be used to fulfill the General Education and major/minor requirements.

All students entering UW-Superior as freshmen must complete the Core General Education Requirements of WRIT 101 and 102, COMM 110, HHP 102 and their choice of MATH or CSCI among their first 60 credits. Failure to complete these courses by that time will result in a hold being placed on an ensuing registration that does not contain the missing course(s), which may not then be dropped. Students will only be able to register through the Registrar's Office and enrollment in the missing course(s) must be included.

A.  Core Courses

General Education requirements, especially the core courses, should be taken early. Core courses strengthen reading, writing, public speaking, problem solving, analytical, and interpersonal skills. Core courses (WRIT 101 and 102, COMM 110, HHP 102 and the MATH or CSCI course) cannot be applied or substituted for any major or minor requirements.

All core courses should be taken in the freshman and sophomore semesters: WRIT 101 and 102 taken sequentially; COMM 110 in the first year, MATH or CSCI started during the first year; HHP 102 in the first semester.

WRIT 101 and 102 (each 3 credits)

These are required courses for all students. Following the second semester of the freshman year, students who have not completed the College Writing sequence with a grade of C- or better will be required to enroll continuously in WRIT 101 and 102 until the courses have been completed with a grade of C- or better.

Placement in the College Writing sequence is done using students' ACT English or SAT Verbal scores. Prior to the time of enrollment, all entering freshmen, except those whose first language is not English, are required to take the Wisconsin English Placement Test (WEPT) if they do not have ACT or SAT scores. If the WEPT, ACT, or SAT score achieved is below that recommended for enrollment in WRIT 101, the student must be placed in WRIT 099 Fundamentals of Writing. The course must be taken during the first term of attendance or the first time the course is offered, and may not be postponed. Students must successfully complete WRIT 099 before earning 30 credits. Students must continually enroll in the course until successful completion. WRIT 099 credits do not count toward graduation. If the WEPT, ACT or SAT score achieved is above a certain level, exemption from the WRIT 101 requirement is granted. A transfer student arriving with or near sophomore status but without having completed the full College Writing requirement must immediately enroll in and work continuously toward the completion of the College Writing requirement.

Credit by examination for WRIT 101 or 102 may be earned through taking the CLEP General Examination in English Composition with essay. A student may also earn credit for WRIT 101 through the appropriate AP (Advanced Placement) exam the English Literature and Composition or the English Language and Composition test.

Communicating Arts 110 (3 credits)

No student may take COMM 110 on a Pass-Fail basis.

Mathematics and Computer Science (3 credits)

A minimum of three credits in MATH and/or CSCI courses chosen from among these courses: MATH 112, 115, 130, 150, 151, 230, 240 or CSCI 101 or 201 or FYS 110 or IDS 110.

The Board of Regents of the University of Wisconsin System | 102 of 207
MATH 112, 130, 150, and CSCI 101 are recommended. For students with appropriate preparation, MATH 115, 151, 240 and CSCI 201 are also recommended. Students are encouraged to work with a faculty advisor to select a course appropriate to their level of mathematical preparation, interests and major field of study.

All students entering UW-Superior are required to take the Wisconsin Math Placement Test. Test results are used to determine which Mathematics and Computer Science courses students are eligible to take at that time. Students with insufficient preparation may become eligible to take more advanced Mathematics and Computer Science courses by completing one or more lower-level courses as indicated by the Math Placement Test results. Students placing into the remedial level MATH 090 or MATH 095 are expected to complete the remedial course before earning 30 credits.

Health and Human Performance 102 (3 credits)

All students must successfully complete HHP 102 Health and Wellness or FYS 100. Students with medical restrictions should contact the coordinator of HHP 102 before the first lab session. All Health and Human Performance department majors and minors must earn a grade of C or better in HHP 102.

B. Knowledge Categories

The General Education courses listed in the Knowledge Categories expose students to a broad array of concepts, perspectives and methodologies. They all integrate skills from the core courses into their content and require active engagement.

No more than six credits from any one program bearing the same prefix may be applied toward Knowledge Category requirements.

The credits given are the minimum for each category.

NW = Meets non-Western requirement
D = Meets diversity requirement

HUMANITIES (9 credits)

History (3 credits): FNS, 223 (D), 224 (D); FYS 101, 111, 121; HIST 111, 151, 152, 160 (NW), 161 (NW), 212, 219 (NW), 220 (NW), 225 (NW), 223 (D), 224 (D), 225 (NW), 230, 231, 240 (NW), 241 (NW), 254 (D), 281 (NW); POLS 175

Literature (3 credits): ENGL 211, 212, 221, 222, 228 (D), 229 (D), 241 (NW), 242 (NW); FYS 102, 112, 212; WLLC 232 (NW)

World Language, Culture, and Philosophy (3 credits): CHIN 101 (NW), 102 (NW), 201 (NW), 202 (NW); FNS 101, 110 (D), 201, 230 (D), 242 (D); FREN 101, 102, 201, 202; FYS 103, 113, 123; GER&F 101, 102, 201, 202; MUSI 161 (NW); PHIL 151, 211, 212, 262; POLS 101 (NW), 262, 265; PSYC 212; SPAN 101, 102, 201, 202; WLLC 203, 204, 255

Any foreign language course will meet the Humanities Elective requirement if it is a language proficiency (rather than culture) course and at minimum three credits.

SOCIAL SCIENCES (6 credits) (Must include two different prefixes)

ANTH 101 (D), 205; CJ US 106; ECON 235, 250, 251; FNS 151; FYS 104, 114, 124; GEOG 100 (NW), 102 (NW); LSTU 115, 261; POLS 100, 150, 151, 200, 201, 210 (D), 273 (D); WST 150 (D), 210 (D)

NATURAL AND PHYSICAL SCIENCE (6 credits) one environmental and one lab course required

Environmental Course: BIOL 100, CHEM 100, 101; FYS 106; GEOL 130

Lab Course: BIOL 111, 115, 123, 130; CHEM 102, 105; FYS 107; GEOL 110, 130; PHYS 100, 107, 160, 201

FINE AND APPLIED ARTS (6 credits)

Art History, Criticism, and Appreciation (3 credits): ART 221, 222, 224 (NW), 331 (NW); COMM 104, 122, 285, 286, 287; FYS 108, 118, 128; MUSI 160, 266 (D); WRIT 215, 216

Aesthetic Experience (3 credits): ART 101; COMM 125, 180, 200, 273; FYS 109, 119, 129; HHP 132-136; MUSI 104-116, 118, 120-139, 170; WRIT 250, 251, 252, 253, 270, 350

C. Diversity and Non-Western Requirement

Undergraduate coursework must include a minimum of three credits with a focus on issues of diversity. Courses within the Knowledge Categories that also satisfy this requirement are indicated with D. Students must choose separate diversity and non-western courses.

Diversity (3 credits): ANTH 101; CJ US 312; COMM 467; ENGL 228, 229, 304, 328; FNS 110, 223, 224, 240, 242, 304, 324, 386, 460, 480, 491; FYS 121, 122, 123, 124, 125, 128, 129; HIST 223, 224, 254, 320, 322, 323, 324, 403, 404, 406, 407, 459, 460; LSTU 357, 365; MUSI 160, 266; PHIL 330, 365; POLS 374; PSYC 258, 360; SOC W 380; SOCI 210, 273, 460; SPAN 350, TED 270; WRIT 250, 348; WST 150, 210, 255, 258, 322, 328, 346, 355, 374, 403, 404, 406, 407, 459, 460

Undergraduate coursework must include a minimum of three credits with a focus on non-western issues. Courses within the Knowledge Categories that also satisfy this requirement are indicated with NW. Students must choose a separate diversity and non-western course.

Non-Western (3 credits): ANTH 306, 315, 320, 368; ART 224, 331; CHIN 101, 102, 201, 202; ENGL 241, 242; FNS 368; FYS 111, 112, 113, 114, 118, 119; GEOG 100, 102; HIST 160, 161, 174, 220, 225, 240, 241, 281, 306, 368, 369, 371, 382, 383, 384, 385, 403, 404; MUSI 161; PHIL 175; POL 101; SOCI 300; WLLC 232, 255; WST 403, 404
High Impact Practices

- High Impact Practices
  - First Year Experience (FYE)
  - Academic Service-Learning
  - Writing Across the Curriculum
  - Global Awareness
  - Senior Experience

High Impact Practices

In 2004, the UW-Superior Faculty Senate endorsed five initiatives designed to further the campus public liberal arts mission. Each initiative, with direction from advisory councils, provides or directs activities throughout the campus that help prepare students to become liberally educated graduates equipped for 21st century lives, careers and life-long learning.

First Year Experience (FYE)

First Year Experience delivers a package of initiatives designed to introduce students into the campus community and our public liberal arts mission. These initiatives offer incoming students a set of experiences that integrate them within UW-Superior community academically, socially, and culturally. These experiences include: Weekend of Welcome programming, a campus induction ceremony, enhanced advisor-advisee contact, peer mentoring, and other community-building activities.

FYE also includes an academic focus with First Year Seminars and an Early Warning System. First Year Seminars are designed to introduce students to the liberal arts through active and collaborative learning, critical thinking, and reflective judgment. Students have the opportunity to choose from an array of diverse topics that are selected to challenge and engage students in seminars limited to 15 students. The Early Warning System alerts students and advisors when there is an academic risk so that appropriate interventions can be set in motion.

Academic Service-Learning

The term "academic service-learning" (AS-L) refers to community-based learning opportunities that are embedded within credit-bearing course to enhance students' understanding of the course learning objectives.

The AS-L initiative aims to make UW-Superior a regional leader in service-learning pedagogy, thus providing a distinctively public quality to UW-Superior's liberal arts mission.

To actualize this objective, UW-Superior has created the Center for Academic Service-Learning (CAS-L). The center's staff works with faculty members to infuse AS-L opportunities throughout the curriculum and coordinates efforts to secure grant funding for on-going AS-L activities.

Writing Across the Curriculum

In recognition of the key role writing plays in a liberal education, the Writing Across The Curriculum program aims to promote a culture of writing on the UW-Superior campus.

To this end, it provides support for students through a writing center where they can meet with trained consultants concerning the writing they are doing in their courses, whatever the discipline. The program also provides support to faculty and teaching staff who make or want to make student writing a meaningful part of their courses. Finally, the program sponsors a variety of writing events on campus and beyond, such as readings by local and regional creative writers and essay competitions.

Global Awareness

UW-Superior offers students a variety of options for enhancing global awareness as a vital part of becoming a liberally educated citizen of the 21st Century world.

The Office of International Programs helps students discover and engage in study abroad opportunities, recruits and works with international students from all over the globe and arranges global awareness campus programs. UW-Superior students have opportunities for studying a variety of foreign languages and/or to take a minor in Global Studies.

Senior Experience

Each department has a required Senior Year Experience which builds on basic liberal education skills of quantitative analysis, communication and critical thinking to create a culminating experience in a major field of study.

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Each student is required to make his or her Senior Experience work publicly known to the campus and wider community. These public presentations of Senior Experiences are uniquely designed by each discipline in accordance with expectations of the particular field of study.
Lake Superior National Estuarine Research Reserve (Lake Superior NERR)

**Background**

The NERR system is a network of 28 reserves which are administered by the U.S. Department of Commerce, National Oceanic and Atmospheric Administration (NOAA) and promotes stewardship of the nation’s estuaries through science and education using a system of protected areas. The NERR system builds federal, state, and community partnerships and promotes management and stewardship of estuarine and coastal habitats through scientific understanding linked with public education through a combination of research, education, and public outreach.

**Mission Statement**

NERRS Mission: The establishment and management, through federal-state cooperation, of a national system of Estuarine Research Reserves representative of the various regions and estuarine types in the United States. Estuarine Research Reserves are established to provide opportunities for long-term research, education, and interpretation.

**Information**

The Lake Superior National Estuarine Research Reserve (Lake Superior NERR) is the 28th research reserve in the NERR System and is the only NERR located in Wisconsin within NOAA’s Lake Superior Biogeographical Region. Designated in October 2010, Lake Superior NERR joins Old Woman Creek on Lake Erie as the second Great Lakes freshwater estuary in the NERR System. Lake Superior NERR is situated on the most western tip of Lake Superior and contains examples of many of the types of habitats associated with the St. Louis River freshwater estuary and its watershed. The St. Louis River is the largest United States tributary to Lake Superior and flows 179 miles through a 3,634 square mile watershed. The lower 23 miles of the St. Louis River form the boundary between Wisconsin and Minnesota.

The Reserve contains a variety of habitats including sedge meadows, emergent marshes, barrier beaches, upland coniferous forests, lowland hardwoods, and open water areas of the freshwater estuary, rivers and tributaries, and near shore areas of Lake Superior. The Lake Superior NERR consists of existing public property, which has an established system of authorities and management plans. Lake Superior NERR, in cooperation with municipal, state, federal, and tribal partners, has developed a management plan following existing management plans and NOAA's NERR guidelines. The three tenets of the Lake Superior NERR are research, education, and stewardship. The Lake Superior NERR will serve as a field laboratory where scientists can study patterns and processes along a river-lake ecological gradient. Lake Superior NERR office will house a visitor center and support public programs where students of all ages can learn about freshwater and Great Lakes ecology. Finally, several of the Lake Superior NERR programs are specifically designed to ensure that scientific knowledge is made available to guide actions of decision makers and members of the public throughout the region.

**University of Wisconsin and Lake Superior NERR**

The Lake Superior NERR is a state-federal partnership. The federal partner, NOAA, provides federal funds and guidance to the Reserve, while the state partner, University of Wisconsin, provides matching funds and is responsible for the management of the Reserve. Two entities within the University of Wisconsin System have strong ties to the Reserve. Federal funds enter the state through the University of Wisconsin-Extension (UWEX), the State’s designated lead agency for the Lake Superior NERR, which is the only Reserve in the NERR system to be managed by the Extension arm of a University. The Lake Superior NERR has a physical presence on the University of Wisconsin-Superior campus. The Lake Superior NERR is housed within two buildings on Barkers Island in Superior, Wisconsin. The administrative offices, laboratory, educational center, and Science and Interpretive Visitors Center are located in these buildings which are owned by University of Wisconsin-Superior and are part of its campus. Lake Superior NERR staff members are appointed through either UWEX or University of Wisconsin-Superior.

**University of Wisconsin-Extension**

Through UWEX, all Wisconsin people can access university resources and engage in lifelong learning, wherever they live and work. UWEX is a unique partnership of counts, the U.S. Department of Agriculture, and the University of Wisconsin working together to help people put knowledge to work. It reflects the vision that has become known as The Wisconsin Idea.

This partnership brings education to people where they live, through Extension offices, throughout Wisconsin. UWEX supports educational programs for farmers, businesses, communities, families, and young people. UWEX uses education to help people understand and solve problems. Educational programs reflect local issues and apply research-based knowledge from the University of Wisconsin, other universities and the United States Department of Agriculture to help address them.

UWEX works in cooperation with the Wisconsin Coastal Management Program and Wisconsin Department of Natural Resources on the Wisconsin Freshwater Estuary Initiative. The Initiative is a statewide effort to increase our understanding and stewardship of Great Lakes freshwater estuaries. One means to reach the goal of this Initiative is through the designation and implementation of the Lake Superior NERR. UWEX is the lead state agency for the Lake Superior NERR and is responsible for the implementation of the management plan.

**University of Wisconsin-Superior**

University of Wisconsin-Superior (UWS) is located in the northwest corner of Wisconsin in the City of Superior. UWS was established in 1893 and joined the University of Wisconsin System in 1971. Enrollment is approximately 2,800 students. UWS has a reputation for academic excellence through its academic programs and research efforts. UWS is home to Lake Superior Research Institute (LSRI) as well as two other research centers focused on transportation and Great Lakes Maritime Commerce.

LSRI was created in 1967 with a mission focused on environmental research, environmental education, and public outreach for the Great Lakes Region. Major research efforts have focused on water quality monitoring, assessment of stream and coastal wetland aquatic communities, Great Lakes monitoring of plankton and benthos, ballast water treatment research, biodiesel fuel research, invasive species monitoring, and toxicity testing. LSRI anticipates expanding research opportunities with the establishment of the Lake Superior NERR. Faculty and researchers work closely with the Lake Superior NERR staff to identify research needs and to work in partnership with NERR researchers.
In addition to the Lake Superior NERR facilities, the UWS owns a 72 acre parcel of land within the Lake Superior Reserve boundaries that includes Dutchman Creek on the south shore of Lake Superior, which is named the Nelson Outdoor Laboratory. The area is to be used to enhance the instruction, research, and public service missions of the University.

Students majoring in natural and social science programs have opportunities to participate in research projects as student research assistants, interns, or temporary employees upon graduation. The Department of Natural Sciences includes majors in biology; broad field science; cell/molecular biology; ecology, aquatic biology, and fishery science; plant science; chemistry; geography; geology; and physics.

Projects and Research
Areas of interest include: Natural Sciences, Chemistry, Economics and Business, Mathematics, Social Sciences, Physics, Anthropology, History, Psychology and Behavior Sciences, Engineering, Education, and Art.

Public Education
In addition to applied research there is a formal educational program within the Lake Superior NERR.

Student Research Opportunities
There are numerous paid and volunteer student research opportunities. Contact Dr. Ralph Garono or Dr. Shon Schooler. To learn about volunteer opportunities, contact Becky Sapper.

**Lake Superior Research Institute (LSRI)**

**Staff**
- Mary Balcer, Director, Professor, Associate Scientist
- Amy Eliot, Assistant Scientist
- Lana Fanberg, Research Specialist
- Deb Fobbe, Research Specialist
- Steve Hagedorn, Associate Database Administrator
- Paul Hlina, Associate Researcher
- Don Liszlári, Associate Research Specialist
- Tom Markee, Associate Scientist
- Kate Nummi, Associate Research Specialist
- Christine Polkinghorne, Assistant Researcher
- Kelsey Pihoda, Associate Researcher, Quality Assurance
- Deanna Reagan, Assistant Researcher
- Carrie Sandra, Associate Outreach Specialist
- Heidi Schaefer, Research Specialist
- Kurt Schmude, Senior Scientist
- Ardeen Stoll, Financial Specialist
- Matt TenEyck, Associate Researcher

**History**
Founded in 1967 and approved by the Board of Regents in 1969, the Lake Superior Research Institute (LSRI) is the applied environmental research and related public outreach unit of UW-Superior. Supported almost entirely by extramural funding, the Institute’s mission is concentrated on continuing evaluation and analysis of the physical, chemical and biological conditions of the greater Lake Superior Basin. Faculty and academic staff associated with the Institute possess training in chemistry, biology, environmental education, toxicology, microbiology, geology, statistics and modeling.

Over the years the Institute has received more than 300 grants and contracts with a combined extramural budget of more than $25 million. More than 45 federal and state agencies plus some private firms have supported LSRI, including the Great Lakes Indian Fish and Wildlife Commission, Environmental Protection Agency, National Science Foundation, Minnesota Pollution Control Agency, National Park Service, Wisconsin Sea Grant, Wisconsin Department of Natural Resources, National Science Foundation, Bureau of Indian Affairs, Department of Education, the Agency for Toxic Substances and Disease Registry, and the Chemical Manufacturers Association.

**Projects and Research**
LSRI is well equipped and staffed to conduct environmental research. Facilities include analytical chemistry laboratories, culture rooms for fish and invertebrates, toxicity testing systems, a microbiology laboratory, and a taxonomy laboratory. LSRI scientists have extensive experience conducting field sampling on Lake Superior, inland lakes, wetlands, and streams. State-of-the-art sampling equipment and watercraft including the 63-foot research vessel, the L. L. Smith Jr., are available for sampling all aquatic environments.

Present research activities include studies on the occurrence and control of exotic species in the Great Lakes, effects of chemicals on aquatic organisms and ecosystems, biological evaluations of contaminated sediments in the Great Lakes, monitoring and assessing environmental parameters in Lake Superior coastal wetlands, streams, and nearshore areas, monitoring water and air quality of the Lake Superior region, analysis of trace levels of organic and inorganic pollutants, and health effects from consuming contaminated Great Lakes fish.

In addition to research, the Institute is active in the publication of results. Papers are regularly presented at scientific meetings and published in professional journals. LSRI scientists have written and published six toxicity research data books which have a worldwide distribution.

**Public Education**
LSRI has been involved with several public environmental education programs, including the National Science Foundation's Young Scholars program, American Indian Science and Engineering Society Workshop for teachers, Wisconsin Water Action Volunteer program, Bird Studies Canada volunteer Marsh Monitoring program and a collaborative effort with the University of Illinois Urbana/Champaign called Envirovet. All programs combine classroom presentations with daily field and laboratory activities. Many of the field trips include sampling cruises aboard LSRI's research vessel—L. L. Smith Jr. Participants in the programs range from elementary school students to senior citizens. Current projects include public education on aquatic invasive species in Douglas County, Wisconsin.

**Student Research Opportunities**
Many students majoring in the sciences at UW-Superior participate in environmentally oriented research projects under direction of faculty and staff from the LSRI and the department of Natural Sciences. Student participation occurs during the school year through part-time jobs as student research assistants and during the summer through full-time jobs as student research assistants or student research interns. In this way, students gain valuable research experience and learn money to help finance their education.

Student research opportunities exist primarily in conjunction with research projects funded by state and federal agencies. The types of opportunities vary according to expertise of staff and availability of funds within those areas.
McNair Scholars Program

History
The Ronald E. McNair Postbaccalaureate Achievement Program (McNair Scholars Program) is a graduate school preparation program. It prepares low-income, first-generation college students and students from groups under-represented in graduate education for doctoral study. Qualifying university students who demonstrate academic ability can apply to the McNair Program as sophomores, juniors or seniors.

Students take part in an extensive graduate school preparation program which consists of monthly workshops and individual meetings, GRE preparation, and mentoring by faculty mentors. As juniors and seniors, they conduct research similar to what they would produce as graduate students and participate in a summer research internship. In the fall of the year students formally present their research projects at a campus-wide poster session and at a National McNair Research Conference.

Projects and Research
The McNair Scholars Program began providing services to students nationally in the 1989-1990 academic year. The University of Wisconsin-Superior received funding through the U.S. Department of Education for the Ronald E. McNair Post-Baccalaureate Achievement Program beginning October 1, 1999. The McNair Program at UWS has worked with over 132 students on research projects across all academic disciplines.

- For a list of current scholars see: [http://www.uwsuper.edu/mcnair/scholars.cfm](http://www.uwsuper.edu/mcnair/scholars.cfm).
- For information on previous research projects and faculty mentors see: [http://www.uwsuper.edu/mcnair/alumni/index.cfm](http://www.uwsuper.edu/mcnair/alumni/index.cfm).

Student Research Opportunities
Applications are due in late October. Students in all majors are welcome to apply. For more information on qualifications and for applications see: [http://www.uwsuper.edu/mcnair/applicants.cfm](http://www.uwsuper.edu/mcnair/applicants.cfm).

Undergraduate Research, Scholarship & Creative Activity (URSCA)

History
The Undergraduate Research, Scholarship and Creative Activity Committee was established by the Faculty Senate in the spring of 2011. While such activities have long been established on campus, the committee was created to formalize and celebrate this work. Specifically the committee was charged to promote and support undergraduate research, creative activity and scholarship. The committee is advisory to the Provost and reports to the Undergraduate Academic Affairs Council.

Projects
The URSCA committee serves as a coordinating body to assist students and staff in accessing regional, state and national opportunities for research, scholarship and creative activities as well as opportunities to showcase these works.

Public Education
The committee organizes at least one all-campus undergraduate research celebration day annually and maintains and publishes a calendar of state and national undergraduate research opportunities for UW Superior students.

Transportation & Logistics Research Center

Staff
Richard Stewart, Professor, Director, Researcher
Mei Cao, Assistant Professor
Kathleen Derick, Academic Department Associate
Cassandra Roehmholdt, Research Associate

History
The Transportation and Logistics Research Center was founded in 1999 with a mission to provide applied transportation, logistics, and supply chain research, education, and advisory services that benefit the region's economy. The Transportation and Logistics Research Center is located in the Department of Business and Economics in Erlanson Hall. Through its strategic goals (as listed below) the center works to promote and enhance its mission:

- Be actively involved in applied research projects that enhance the region's transportation and logistics systems.
- Develop and distribute informational publications and presentations to the academic community and general public.
- Establish continuing education courses in transportation and logistics to improve the economic effectiveness and safety of the region's transportation systems.
- Accept recommendations from the advisory board of professionals to continuously improve the center's service to the university and the community.
- Initiate distinguished speaker series to provide university and community opportunities to learn from and meet leaders in the field.
- Organize seminars and workshops that expose the region to new ideas and highlight opportunities.

Projects and Research
The Transportation and Logistics Research Center is continually active in transportation and logistics research projects. The faculty and academic staff associated with the center have training in economics, accounting, geography, statistics, transportation, logistics, and various other business disciplines. Since its opening in 1999, the center has received more than $8 million in grants and endowments.

The Transportation and Logistics Research Center partners with many different local and national organizations on research projects, seminars, outreach, and education. These organizations include:

- The Transportation and Logistics Advisory Board partners with many different local and national organizations on research projects, seminars, outreach, and education. The Board of Regents of the University of Wisconsin System | 108 of 207
uniquely able to assist in creating excellence in education.

- **Great Lakes Maritime Research Institute (GLMRI)** - The UW-Superior Transportation and Logistics Research Center is a consortium member of GLMRI. The National Maritime Enhancement Institute is dedicated to developing and improving economically and environmentally sustainable maritime commerce on the Great Lakes through applied research. [http://www.glmri.org/](http://www.glmri.org/)
- **National Center for Freight Research and Education (CFIRE)** -- UW-Superior's Transportation and Logistics Research Center is a consortium member of the UW-Madison University Transportation Research Center. [http://www.wistrans.org/cfire/](http://www.wistrans.org/cfire/)
- **Wisconsin Space Grant Consortium** - UW-Superior hosted the 17th annual meeting in 2007 and has been awarded student scholarships and faculty grants.

**Student Research Opportunities**

The **Transportation and Logistics Research Center** offers the opportunity to qualified students looking to become involved in undergraduate research. Student research opportunities vary each semester depending on the number of ongoing projects. Opportunities include part-time jobs, student research assistants, and internships to help students gain valuable research experience, and further their education goals.
Athletics, Security, Technology

- Campus Security
- Technology Services
- Yellowjacket Athletics
Campus Security

- Mission Statement
- Campus Safety Office Contact Information

Mission Statement

The Campus Safety Office is committed to protecting the safety and security of the university and the campus community by providing 24-hour campus security, responding to disturbances and accidents, developing crime awareness programs, patrolling campus buildings and grounds and providing related services.

The department is staffed by full-time police and security officers.

Campus Safety Office Contact Information

Campus Security
University of Wisconsin - Superior
Public Safety Building
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8114
Email: campussafety@uwsuper.edu
Technology Services

- Mission Statement
- Organization and Services
- Technology Policies
- Technology Services Contact Information

Mission Statement

“The mission of Technology Services is to provide technology services that are accessible, reliable, convenient, and secure for the purpose of empowering the UW-Superior community to use technology in teaching, learning, research, creative activity and service”

Please visit the technology website for a complete list of the services and systems that are provided or contact the technology helpdesk at 715-394-8300 or email helpdesk@uwsuper.edu with any technology questions you may have.

Organization and Services

Technology Services consists of three units:

Technology Support Services (a.k.a. the helpdesk) provides a variety of services and facilities for Students, Faculty and Staff to effectively use current and emerging technology solutions. This unit supports several functions including:

- Helpdesk Services - The central contact point for all technology issues and questions. The helpdesk also consults and processes technology purchases and they manage and maintain a technology equipment loan service that offers Students, Faculty and Staff the ability to borrow computers and other technology tools in support of academics. The helpdesk provides a library of training materials that they make available to Students, Faculty, and Staff at no charge to further develop technology skills.
- Classroom Technology and Multimedia Services - Technology in the classroom is supported by the unit including the installation and maintenance of equipment. Audio/Video production, streaming audio, graphic design and production, and assistance with media conferencing are some of the services provided in support of instructional development.
- Teaching and Learning Systems - The Learning Management system (Learn@UWsuperior/D2l) and other teaching and learning software systems such as plagiarism detection and survey software are supported by the unit.
- Web Support Services - The campus webmaster is a member of this unit and is responsible for the installation and maintenance of the content management system. The webmaster also provides training and consultation services to the entire organization and works closely with the University Relations department in the overall design of the website.

Infrastructure Services is responsible for providing highly available, high quality access to the University's electronic resources and the internet. This includes maintaining the systems that support email, access to the internet, wireless coverage and the security systems that protect the campus network and desktop systems. The unit also provides all technology hardware support including computers, servers, student computing labs and the campus telephone system.

Application Services is responsible for the development and maintenance of the primary administrative information systems essential to the operation of the University and the integration with those systems. The primary systems include the student information system (E-hive/PeopleSoft) and the campus document management system (ImageNow). The unit works closely with student support offices to provide administrative tools and applications for both Students and Faculty.

Technology Policies

Use of technology resources is governed by the policies of the University of Wisconsin-Superior Information and Instructional Technology Services (IITS), the University of Wisconsin System and its Board of Regents, and by Federal and State laws. Failure to comply with policies and guidelines can result in loss of access privileges, university disciplinary action, and/or criminal prosecution. A complete list of policies and guidelines is available on the IITS website.

Technology Services Contact Information

Technology Services
University of Wisconsin - Superior
Swenson Hall 2100
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8300
Email: helpdesk@uwsuper.edu
Office Hours: Helpdesk Regular Hours 7:45 a.m. - 6:30 p.m. Monday - Friday Helpdesk Break/Summer Hours 7:45 a.m. - 4:30 p.m. Monday - Friday
Yellowjacket Athletics

- Athletic Staff
- Sports and Head Coaches
- About Yellowjacket Athletics
- Affiliations
- Facilities

Athletic Staff

- Steve Nelson - Athletic Director
- Lynne Deadrick - Assistant Athletic Director
- David Kroll - Athletic Trainer
- Kristie Wilkie - Athletic Trainer
- Jon Garver - Marketing, Fundraising & Sports Information
- Tami Susens - Office and Ticket Manager

Sports and Head Coaches

- Baseball - Edmund Morgan
- Basketball, Men's - Matthew Silverling
- Basketball, Women's - Dr. Don Mulhern
- Cross Country, Men's - Glen Drexler
- Cross Country, Women's - Glen Drexler
- Hockey, Men's - Dan Stauber
- Hockey, Women's - Dan Laughlin
- Soccer, Men's - Joe Mooney
- Soccer, Women's - Melissa Nelmark
- Softball - Roger Plachta
- Track and Field, Men's - Glen Drexler
- Track and Field, Women's - Glen Drexler
- Volleyball - Lynne Deadrick

About Yellowjacket Athletics

The University of Wisconsin-Superior provides a variety of opportunities for men and women to participate in intercollegiate athletics at the NCAA Division III level competing against the finest schools in the nation, thereby enriching the all-around collegiate experience of our student-athletes. Yellowjacket student-athletes are expected to place a priority on academics while participating in an outstanding athletic program, thus striving for excellence as a student and as an athlete.

The athletic programs are not scholarship-based, therefore scholarships received by student-athletes are on the basis of academic performance. UW-Superior intercollegiate athletic programs are intended to enrich both the student-athlete and the university community. Through the athletic programs, the university strives to provide the following:

1. A healthy, competitive, and professionally supervised athletic experience for student-athletes.
2. An array of programs that encourage wide involvement of students either as student-athletes or spectators.
3. A co-curricular laboratory for students interested in related areas such as physical education, coaching, officiating, advertising, sports medicine, broadcasting, and recreation that complements the academic programs of the university.
4. Equal opportunity for men and women student-athletes to participate in competitive intercollegiate sports in each of the three seasons.

Affiliations

UW-Superior competes in NCAA Division III at the national level and is a member of the Northern Collegiate Hockey Association (NCHA), and the Wisconsin Intercollegiate Athletic Conference (WIAC) at the conference level.

Facilities

The Marcovich Wellness Center houses the Health and Human Performance Department, athletic programs, and student fitness and recreation facilities. The building includes the Lydia Thering Field House with an indoor track, 2,500-seat Mertz Mortorelli Gymnasium (home of the Yellowjacket volleyball and men's and women's basketball teams), fitness center, weight room, exercise and physiology labs, basketball courts, climbing wall, swimming pool, dance studio, faculty
and coaches' offices, and offices for the student recreation and intramural programs.

Other athletic facilities include Wessman Arena, which houses the men's and women's hockey teams; Ted Whereatt Field, home to the baseball team; and the Yellowjacket Soccer Complex, home of the men's and women's soccer teams. UW-Superior has an agreement for use of the city softball fields.

The Superior Challenge Ropes Course is located just west of Wessman Arena. It includes high and local ropes elements to accommodate any skill level. The course offers a series of activities for both individual and group participation regardless of age, physical limitation or ability.
Campus Life

- Career Services
- Dean of Students
- Diversity
- First Year Experience
- Health and Counseling
- Recreation
- Residence Life
- Student Activities
- Student Government
- Yellowjacket Union
Mission Statement

Career Services, in partnership with faculty, staff and employers, provides students and alumni with opportunities and resources to identify career goals and develop life-long career management skills.

Services Offered

Career Services also offers professional events such as mock interviews, etiquette dinners, and networking socials and career fairs. We offer preparation for the transition from college, including preparation for graduate school preparation. Counseling and advising for students choosing a major and/or career path; interest, skills, strengths and abilities assessment interpretations.

Job Seeking Assistance

Career Services provides services in resume and cover letter writing; interview preparation; and internship and job search assistance.

Jacket Jobs

We provide job and internship postings through Jacket Jobs including all on-campus employment opportunities.

Career Services Contact Information

Career Services
University of Wisconsin - Superior
Swenson Hall 1061
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8024
Email: career@uwsuper.edu
Office Hours: M-F 7:45am - 4:30pm
Advocacy

The Dean of Students Office plays an important role in helping students navigate the campus environment and in providing programs and services that enrich students’ personal and educational development. The staff in the Dean of Students office serve as advocates for students on a wide range of topics and assist students in making positive connections with staff, faculty, other students and services. Students are encouraged to contact the Dean of Students staff if they have question or concerns.

Student Rights and Responsibilities

Each student at the University has the right to learn in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner that complies with campus policies and procedures. UWS Chapters 17 and 18 of the Wisconsin Administrative Code list the university policies students are expected to uphold and describes the procedures used when students are accused of misconduct. Chapter 17 also lists the possible responses the university may apply when a student is found to violate policy.

UW-Superior students are also obligated to complete course work with honesty and academic integrity. They also have the right to expect that all students will be graded fairly and have the right of due process should they be accused of academic misconduct. UWS Chapter 14 of the Wisconsin Administrative Code explains the policies and procedures that need to be followed in the case of academic misconduct.

Policies related to student conduct can be found at http://www.uwsuper.edu/studentconduct. The Associate Dean of Students office also can provide a physical copy of policies if requested. Contact the Associate Dean at 715-394-8243 or at the Yellowjacket Union Suite 230.

Child Care

UW-Superior offers childcare subsidies to students with children who are enrolled in select childcare centers. The subsidy reduce the cost of childcare tuition and is paid directly to the state licensed center. Students interested in applying for a childcare subsidy. All other questions can be directed to the Associate Dean of Students.

Veteran Services

The Dean of Students staff provide services, programs and advocacy to our students who are veterans and military personnel. Students with questions in this are encouraged to email veterans@uwsuper.edu for more information and/or stop by the Yellowjacket Union Suite 230 to speak with the Associate Dean of Students.

Programs and services offered to military students include but are not limited to: an annual Veteran's Day Honoring Ceremony, parenting programs, a student organization, and a VA work study position. Students are encouraged to utilize the Yellowjacket Union Suite 230 as a veterans lounge. In this space veterans will find a relaxing atmosphere to study in and resources that can help answer questions about campus and community support.

Dean of Students Contact Information

Dean of Students  
University of Wisconsin - Superior  
Yellowjacket Union 146  
Belknap and Catlin Ave.  
P.O. Box 2000  
Superior, WI 54880  
Phone: 715-394-8244  
Email: dos@uwsuper.edu
Diversity

- Mission Statement
- Multicultural Affairs
- First Nations Center
- Gender Equity

Mission Statement

The offices of First Nations Center, GLBT and Gender Equity Programs, and Multicultural Affairs provide an array of experiences and resources which promote an enriched campus community by fostering intercultural awareness, knowledge, and development.

Multicultural Affairs

The Office of Multicultural Affairs (OMA) staff serve as advocates and liaisons for African American, Native American, Asian American and Hispanic/Latino American students. Underrepresented students also receive assistance on with matters (such as financial aid, counseling, and academic advisement) and are connected to other programs and offices on campus. Students will find a "home away from home" atmosphere in the Office of Multicultural Affairs and in the Multicultural Center. Located on the second floor of Old Main, the 2,600-square-foot Center provides the campus with student computers, a lounge with a 63-inch television, break area, individual and group meeting spaces, and student organization conference areas. All students are welcome. OMA also provides the campus with cultural and diversity awareness programming and training.

First Nations Center

The First Nations Center (FNC) is centrally located on the third floor of Swenson Hall and provides a space for Native students and other students interested in Native American culture to gather, study and learn in a positive environment. The FNC staff provide students with advocacy, advisement, and cultural counseling. The Center serves as liaisons between the campus and the greater community to assist in raising awareness of Native American culture. As a part of Indian Country, the First Nations Center works to build an understanding of Native American cultural world view in the region. Collaboratively, the FNC and the Circle of Native Nations (a student organization) work with other entities on campus to provide Native American programs and events. (The university also provides a minor in First Nations Studies.)

Gender Equity

The Gender Equity Programs staff create a safe environment within the campus community. Services and opportunities include exploration of diverse gender roles, education about gender and sexuality, and advocacy of equity for people of varying ages, economic statuses, cultural backgrounds, races, physical abilities, genders, and sexual identities occurs. The program staff collaborates with many departments and student organizations to provide programs and resources that empower students of all genders and sexual identities to have a successful college experience. The Gender Equity Resource Center, located on the first floor of Swenson Hall, is a safe place where the gay, lesbian, bi-sexual and transgender (GLBT) community, advocates for gender equity, and allies can provide support and educate the campus about gender equity and sexual identities.
First Year Experience

- Mission Statement
- Orientation
  - SOAR (Summer Orientation, Advisement & Registration)
  - WoW (Weekend of Welcome)
  - Transfer Welcome
  - Transfer Orientation (on line)
- First Year Seminars (FYS)
- Wisconsin Covenant
- First Year Experience Contact Information

Mission Statement

First Year Experience exists to support a diverse group of students in their academic and social transition into the university by fostering community building, personal growth, and life-long learning through a variety of beneficial courses, programs and services.

Orientation

New-student orientation includes:

- Summer Orientation, Advising and Registration (SOAR) sessions
- Weekend of Welcome (WoW)
- Online Transfer Orientation
- Transfer Welcome

SOAR (Summer Orientation, Advisement & Registration)

SOAR (Summer Orientation Advisement and Registration) is your introduction to the University of Wisconsin-Superior. Each SOAR session is 1 1/2 days. During SOAR you will have a chance to connect with current students, staff and faculty as you learn about UW-Superior and its services. In addition, you will plan out and register for your fall semester courses. As a SOAR student participant you will not only take part in the scheduled sessions, but you will have the opportunity to stay in the residence halls, and take part in some exciting evening activities as part of your experience. All freshmen and transfer students coming in with 21 credits or under are required to attend SOAR and WoW.

WoW (Weekend of Welcome)

This is students’ crash course introduction to all things UW-Superior. During this event, you will find your niche on campus. Through your WoW group, you will meet new people, make friends and connect with an upper-classmen who will serve as your Team Leader. These friends will be with you as you find your way around campus, attend educational sessions, and explore who you are at UW-Superior. All freshmen and transfer students coming in with 21 credits or under are required to attend SOAR and WoW.

*Students entering in spring semester will attend Winter WoW which is a combination program that includes components of SOAR and WoW.

Transfer Welcome

Transfer Welcome is recommended half-day, on-campus program for incoming transfer students with 22 or more credits. This session allows students face-to-face interaction with an advisor prior to the start of the fall semester. In addition to advising, students will receive information about transferring credits, campus policies, and participate in informational sessions provided by university departments.

Transfer Orientation (on line)

Online Transfer Orientation is a requirement of all incoming transfer students with 22 or more credits. The Online Orientation component is contains important information regarding student policies, advising and university resources. Online Orientation content is broken up into several sections, which students must master prior to being allowed to receiving their advisor assignment, attend the Transfer Advisement & Registration program and register for classes.
First Year Seminars (FYS)

The First Year Seminar is designed to introduce first year students to the liberal arts through active and collaborative learning, critical thinking, and reflective judgment. Students can choose from an array of unique and diverse topics selected to challenge and engage and which are limited in size to 15 students. All new students entering with 20 credits or less are required to take a First Year Seminar within their first year.

More about the First Year Seminars.

Wisconsin Covenant

The Wisconsin Covenant is a unique partnership representing the support of the State, our K-12 schools, public and private university and technical college systems, and the community all working together to help students do their best. The Wisconsin Covenant was created to inspire young people to plan early for a successful high-school career that will lead to higher education. UW-Superior is committed to supporting our Wisconsin Covenant Scholars in their educational journey.

First Year Experience Contact Information

First Year Experience
University of Wisconsin - Superior
Yellowjacket Union 145
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8571
Email: fye@uwsuper.edu
Health and Counseling

- Mission Statement
- Services Offered
- Medical Services
- Student Health Insurance
- Counseling Services
- Student Health and Counseling Services Contact Information

Mission Statement

Student Health and Counseling Services (SHCS) supports student well-being by providing health education, prevention, promotion and treatment, ultimately influencing academic achievement and connectedness with campus and community.

Services Offered

Student Health and Counseling Services operates out of the COPE Center (Counseling, Outreach and Prevention Education) in the Marcovich Wellness Center. SHCS offers free services both on-campus and off-campus to eligible UWS students. On campus services include free counseling, health education services and referrals. Off-campus services include free medical services at St. Luke’s Mariner Medical Clinic, at the Health Care Clinic and psychiatric services (SHCS referral required) at Essentia Health’s Behavioral Health.

Medical Services

All medical services are coordinated through St. Luke’s Mariner Medical Clinic located at the Mariner Mall, 109 N 28th St. E, Superior, WI; 715-395-3900. Students should identify themselves as UW-Superior students. Students’ medical needs will be assessed, whether they need simple medical advice or an appointment with a physician.

Free transportation to and from the clinic (from and back to UW-Superior campus only; not to an off-campus address) is available through UW-Superior by calling Courtesy Cab at (218) 590-9222 and showing a student ID to the driver. If a student requests to be dropped off anywhere other than UW-Superior campus, the student will have to pay cab fare.

Student Health Insurance

Individual health insurance is available to enrolled students. It is recommended that all students who are not covered by their family’s insurance plan purchase this or some other type of medical insurance. Information and enrollment packets are also available at the Yellowjacket Union Information Desk or by calling (715) 394-8236. Health insurance is mandatory for international students and student athletes.

Access to the UWS student health insurance [http://www.uwsuper.edu/shcs/physicalhealth/student-health-insurance.cfm](http://www.uwsuper.edu/shcs/physicalhealth/student-health-insurance.cfm)

Counseling Services

The SHCS staff seeks to meet the developmental needs of students, responding to unexpected life crises. Counseling services emphasize personal growth through self-care and the development of adaptive skills through a variety of therapeutic interventions. SHCS/COPE Center maintains referral and informational resources for students and the campus. Mental health consultations and referrals are available. At UW-Superior, students will receive culturally sensitive, confidential sessions with Licensed Professional Counselors. Call (715) 394-8236 to schedule an appointment or stop by MWC 1729.

Student Health and Counseling Services Contact Information

Health and Counseling
University of Wisconsin - Superior
Marcovich Wellness Center 1729
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8236
Recreation

- Mission Statement
- Programs
  - Intramurals
  - Outdoor Adventure
  - Climbing Wall
  - Open Recreation
  - Fitness/Wellness
  - Aquatics
  - Sport Clubs
  - Challenge Course
- Facilities
  - Marcovich Wellness Center
  - Wessman Arena
  - Superior Challenge Ropes Courses
  - Outdoor Fields
  - Track & Field
- Campus Recreation Contact Information

Mission Statement

Through our programs and facilities, we provide an array of recreation and wellness opportunities that foster active and healthy lifestyles. Through involvement with Campus Recreation students will:

- Articulate the importance of physical activity for personal and professional balance and growth.
- Communicate effectively and work towards a shared goal.
- Apply necessary skills and abilities and be empowered to develop and mature.

Programs

Intramurals

Intramurals provides action packed activities for the entire campus community, featuring team and individual competitions throughout the school year. Programs are designed to help students, faculty, and staff become more involved in recreational activities regardless of age, gender, skill level, or past experience. Campus Recreation offers male, female, and co-recreational opportunities organized for various skill levels.

Outdoor Adventure

The Superior Outdoor Adventure Program (SOAP) consists of Outdoor Adventure Trips, Outdoor Equipment Rental, Superior Challenge Ropes Course, and the Climbing Wall. The intent of SOAP is to provide outdoor and social experiences emphasizing adventure, environmental awareness, education, challenge, personal development, safety, a sense of community and fun.

Climbing Wall

Our Climbing Wall is a 28-foot tall, state-of-the-art structure designed to challenge first-timers or seasoned veterans. We change our routes every semester to maintain a high level of fun and challenge. No experience, equipment, or belayer necessary. Our climbing wall staff will outfit you with all the necessary gear, instruction and encouragement you need.

Open Recreation

Open Recreation offers students and MWC members the opportunity to participate in less structured, non-tournament recreation. You must be a student or have an MWC membership to participate in open recreation. Open recreation times are subject to change due to special events and facility maintenance. Throughout the year, facilities are regularly set aside for drop-in activities.

Fitness/Wellness
The focus of our Fitness & Wellness programs are to serve the fitness needs of our campus community through various programs, including group fitness, personal training, and Bee Active Seminars. One of the goals of Campus Recreation is to provide instruction, programming, and training to promote health and fitness awareness.

**Aquatics**

Located in the Marcovich Wellness Center is a fully accessible 25-yard pool staffed with friendly, professional lifeguards who will ensure that you have a safe and positive aquatic experience. The pool is open in the early morning, noon, and in the late afternoon/early evening for your convenience. Activities such as water basketball, open swimming, water aerobics, swimming lessons, and lap swimming programs are offered.

**Sport Clubs**

A Sport Club is a recognized student organization under the administration of the Campus Recreation Department. Each club is a student-based group intended to provide recreational, competitive, and instructional opportunities in addition to those offered by intramurals, physical education programs, or intercollegiate athletics.

**Challenge Course**

The Superior Challenge Ropes Course (SCRC) offers a series of activities designed for individual and group participation regardless of age, physical/cognitive limitations, or ability. Participants develop skills in problem solving, communication, decision making, trust, as well as gain a strong sense of self-worth and accomplishment.

The Superior Challenge Ropes Course experience also promotes calculated risk-taking, enhances leadership and management skills, facilitates organizational change, and builds effective teams. Our outdoor facility at UWS features 15 high elements, 9 low elements and a variety of initiatives.

**Facilities**

**Marcovich Wellness Center**

The Marcovich Wellness Center (MWC) houses the Health and Human Performance Department, Athletic programs, Student Health & Counseling Services, and the Department of Campus Recreation. Used for academics, athletics, and recreation, the MWC features a field house with indoor track, 2,500-seat Mortorelli Gymnasium, fitness center, weight room, exercise and physiology lab, classrooms, racquetball courts, climbing wall, swimming pool, dance studio, and offices for all four departments.

**Wessman Arena**

Siinto S. Wessman Arena provides high-quality educational, athletic, and recreational opportunities for University of Wisconsin-Superior students, and strives to maximize opportunities for the broader community. Wessman Arena is also the home of the UW-Superior men's and women's hockey teams and offers intramural hockey and broomball during the course of the ice season.

**Superior Challenge Ropes Courses**

The Superior Challenge Ropes Course is located just west of Wessman Arena. It includes high and local ropes elements to accommodate any skill level. The course offers a series of activities for both individual and group participation regardless of age, physical limitation or ability.

**Outdoor Fields**

The University of Wisconsin-Superior is also the home to a number of outdoor fields and athletic complexes. The Department of Campus Recreation schedules and helps maintains these facilities which are utilized for academics, athletics, and recreation.

Outdoor Fields include; Ole Haugraud Football Field; three multi-purpose fields; a soccer field, home to the Men's & Women's Soccer teams; Ted Whereatt Field, home to the baseball team; and an outdoor track and field complex. Athletics also has a partnership with the community for use of the local softball fields.

**Track & Field**
The University of Wisconsin-Superior also maintains indoor and outdoor track and field facilities. The indoor track is housed inside the Marcovich Wellness Center, in the Thering Fieldhouse. Here you will find an indoor track capable of hosting high school and NCAA meets. The indoor track is a 6 lane, 200 meter oval on rubberized flooring which was resurfaced in 2012. Inside the Fieldhouse you will also find long jump and triple jump pits; as well as plenty of space to have high jump, pole vault, and shot-put competitions.

The Marcovich Wellness Center also has a mezzanine above the indoor track for fantastic spectator viewing. On track level you will find plenty more viewing opportunities with glass windows on one of our turns. Our lobby provides plenty of area for teams, spectators, and concessions.

The outdoor track is located adjacent to Wessman Arena. It was upgraded in 1999 with a new cushioned running surface and additional facilities to host high school & NCAA track meets. The 400 meter track was last resurfaced in the summer of 2005.

Campus Recreation Contact Information

Recreation
University of Wisconsin - Superior
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-395-4610
Email: campusrec@uwsuper.edu
Office Hours: Summer Hours M-F: 6:00 a.m. - 7:00 p.m. Sunday: 4:00 p.m. - 8:00 p.m.
Residence Life

- Mission Statement
- Student Learning Outcomes
- Residence Halls
- Application Procedure
- Room and Board Costs
- Residence Life Contact Information

Mission Statement

Residence Life commits to supporting the liberal arts environment by providing students with an engaging on-campus living experience in a safe, inclusive community while promoting personal and academic growth through caring stewardship.

Student Learning Outcomes

During your on-campus living experience, you will:

- Gain practical life skills
- Demonstrate academic success
- Become interculturally aware
- Exhibit socially responsible behavior
- Integrate life and academic experiences

Residence Halls

On-campus living exposes students to new ideas, people and cultures. Residential living also promotes interpersonal development, student involvement and academic success.

UW-Superior offers a range of options for students living in university residence halls. All rooms are furnished and equipped with cable TV, and have wired and wireless internet service.

The UW System Board of Regents requires students to live in a university residence hall and to participate in a university meal plan, if the students are:

- first-year students or sophomores and are (students who have not earned at least 56 semester credits by of the first day of classes in the fall) and ARE under the age of 20 by the first day of classes fall semester,
- not veterans,
- not married and/or legally dependent children,
- not living with a parent or guardian within 35 miles of campus (with a commuter card on file with the Residence Life Office).

Application Procedure

Students who complete the admission process will be prompted to complete the online contract, roommate and room selection process. Please go Residence Life for additional information.

Room and Board Costs

Room Costs per Semester:

- Single room: $2,215.00
- Double room: $1,616.00

Board Costs per Semester:

- Superior Plan: $1,380.00
- Black & Gold Plan: $1,175.00

Find more information on Dining Services
Residence Life Contact Information

Residence Life
University of Wisconsin - Superior
Yellowjacket Union 140
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8438
Email: reslife@uwsuper.edu
Student Activities

- Student Organizations
- Annual Events
- Volunteerism
- Leadership
- Yellowjacket Activities Crew (YAC)
- Student Involvement Contact Information

Student Organizations

UW-Superior recognizes over 50 student organizations which connect students with a stronger sense of community while providing opportunities for organizational and leadership development. Students can join a recognized student organization or create a new one based on personal or professional interests. Search the Registered Student Organizations (www.uwsuper.edu/studentorgs) for current organizations.

Annual Events

UW-Superior hosts a number of annual, campus-wide events that are planned by student committees and in collaboration with other campus departments and student organizations. Events include 'Jacket Fest, Fall-a-Palooza family weekend, Winterfest, and more.

Volunteerism

Volunteerism is an important part of a UW-Superior student's liberal arts education. Students give back to the Superior community by partnering with local and regional agencies to volunteer. Students also give back to the greater nation as a whole by planning and participating in an Alternative Spring Break program.

Leadership

The Leadership Program is an accessible and integrated resource that engages our campus community in the process of leadership development through experiential learning and opportunities. Students can get involved with the leadership program by attending workshops and conferences, enrolling in co-curricular courses, or working one-on-one with the leadership staff.

Yellowjacket Activities Crew (YAC)

The Yellowjacket Activities Crew (YAC) is an organization of students who coordinate social, recreational, and cultural programs for the campus community and the Yellowjacket Union. Events include musicians, comedians, dances, movie nights, open mic nights, and more.

Student Involvement Contact Information

Student Activities
University of Wisconsin - Superior
Yellowjacket Union
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8444
Email: involvement@uwsuper.edu

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Student Government

- About Student Government
- Student Government Association Contact Information

About Student Government

The Student Government Association (SGA) is the voice of the student body of UW-Superior. We strive to involve the student population in the decision making process via §36.09(5). This statute gives students from across the state an equal voice in the governance of their UW institution. All UW-Superior students are eligible to participate in SGA through elected or appointed positions or by sitting on campus committees.

Student Government Association Contact Information

Student Government
University of Wisconsin - Superior
Yellowjacket Union 156
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8432
Email: senate@uwsuper.edu
Yellowjacket Union

- Yellowjacket Union (YU)
- Dining Services
  - Mission Statement
  - Information
- Bookstore
  - Mission Statement
  - Hours of Operation
  - Products Sold
  - Book Costs
- Yellowjacket Union Contact Information

Yellowjacket Union (YU)

The Yellowjacket Union (YU) is a vibrant, energetic place where friends meet at UW-Superior to learn, eat, relax and play.

The Yellowjacket Union engages the campus community by providing facilities, services, programs and involvement opportunities that promote student development, reinforce educational goals and foster inclusiveness.

Dining Services

Mission Statement

Campus dining is an integral part of the University experience. Our mission is to provide fresh, great tasting food and excellent service that offers customers fun and flexible dining options.

Information

All students, faculty and staff may eat in any of the dining service areas located in the Yellowjacket Union. Students with a meal plan eat most of their meals in the all-you-can-eat Union Cafeteria and may use retail operations according to the terms of their respective meal plan contracts. We accept meal plans, Jacket Cash, U.S. dollars and debit/credit cards at all dining locations.

Students who are required to live in the residence halls are also required to sign up for a meal plan. Contracts are available from Residence Life or at the Yellowjacket Union Desk. A contract must be completed before meal plan services may be used.

Bookstore

Jacket Book and Supply is open Monday through Friday 7:45-6:00 Monday-Thursday and 7:45-4:30 on Fridays during the fall and spring terms. During the summer we are open from 7:45-4:30 Monday through Friday. We offer extended times during special events on campus. Watch our website for those times.

Mission Statement

UW-Superior's Jacket Book and Supply provides an inviting, collegiate atmosphere offering valuable services and merchandise in a convenient and competitive manner while promoting growth opportunities for students and enriching campus community.

Hours of Operation

Products Sold

We are your connection for all your textbook needs along with logo merchandise, alumni needs, gifts, greeting cards, gift cards, art, school and office supplies and grocery and snack needs.
Book Costs

We offer used and new textbooks and also a wide selection of required books as a rental option. All of our textbook information are posted on our web site prior to the first day of registration for the upcoming term. You can view textbooks needed for each class at our website.

Yellowjacket Union Contact Information

Yellowjacket Union
University of Wisconsin - Superior
Yellowjacket Union
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8244
Email: yodesk@uwsuper.edu
Faculty, Staff, Administration

- Alumni Association
- Emeriti Faculty
- Faculty and Staff Directory
- Foundation
- UW System and UW-Superior Administrators
Alumni Association

- Mission Statement
- UW-Superior Alumni Association Officers
- UW-Superior Alumni Association Board of Directors Members
- Emeritus Board Members
- Ex-Officio Members
- Alumni Association Contact Information

Mission Statement

The mission of the Alumni Association is to foster lifelong pride and loyalty among alumni and friends by offering opportunities to strengthen their continued relationships with the University of Wisconsin - Superior community.

UW-Superior Alumni Association Officers

Brad Lindahl, Chair, Glendora, CA
Tom Fennessey, Vice Chair, Superior, WI
David Anderson, Immediate Past Chair, Wausau, WI
Paul Kienitz, Secretary/Treasurer, Merrill, WI

UW-Superior Alumni Association Board of Directors Members

Katelyn Baumann, Superior, WI
Joe Belany, Mesa, AZ.
Warren Bender, Superior, WI.
Steve Bergquist, Gilbert, AZ.
Tom Culbert, Alexandria, VA.
Donna Dahlvang, Wrenshall, MN.
Amber Fennessey, Superior, WI.
Amy Graves, Coon Rapids, MN.
Jill Knutson-Kaske, Superior, WI.
John McNeil, Waunakee, WI.
David Moen, Burnsville, MN.
Jamie Nauman, Duluth, MN.
Brent Opall, Minneapolis, MN.
Trisha Skajewski, Duluth, MN.
Barb Torgerson, Wausau, WI.
Gayle Wahner, Superior, WI.

Emeritus Board Members

Gary Banker, Superior, WI.
Ann Marie Novack, Superior, WI.

Ex-Officio Members
Alumni Association Contact Information

Alumni Association
University of Wisconsin - Superior
Old Main 237
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8452
Email: alumni@uwsuper.edu
Office Hours: 8:00 a.m. - 4:30 p.m. M-F
Emeriti Faculty

Bernhard Abrahamsson, Ph.D., Economics
Donald Bahnick, Ph.D., Chemistry
Karen Bahnick, Ph.D. Economics and German
Diane Balko, M.M., Music
Harris L. Balko, M.A., Music
Michael R. Ball, Ph.D., Sociology
Lowell W. Banks, M.E., Registrar, Education
Robert Beam, Ph.D., Economics
Wyatt W. Belcher, Ph.D., History
David Beran, D.A, Mathematics
Gordon O. C. Besch, Ph.D., Physics
Joan Bischoff, Ph.D., English
Anthony B. Bukoski, Ph.D., English
Thomas A. Bumgardner, D.M.A., Music
Bob Carmack, M.A., Library Science
David W. Carroll, Ph.D., Psychology
Richard D. Carter, Ph.D., Educational Administration
Donavon E. Coleman, Ed.D., Education
Robert Comstock, M.Ed., Director of Financial Aid
Gail Craig, Ed.D., Teacher Education
John R. Cumming, Ph.D., Educational Administration
Timothy Cummings, Ph.D., Chemistry
Donald M. Dailey, M.S., Physics
Rhea S. Das, Ph.D., Psychology
Donald W. Davidson, Ph.D., Biology
Edmond B. Dennery, Ph.D., Biology
Albert B. Dickas, Ph.D., Geology
Judy Anne Dwyer, M.S.W., Social Work
Julius E. Erlenbach, Ph.D., Music Education
Francis Florey, Ph.D., Mathematics
Roger D. Forseth, Ph.D., English
Noel Francisco, Ph.D., Sociology
Dorothy M. Gott, M.A.T., English
George E. Gott, M.A., English
James E. Graham, M.A., Business and Economics
James R. Grittner, M.F.A., Visual Arts
Barbara Hams, Ph.D., Health and Human Performance
Josef B. Hampton, Ph.D., Political Science
Richard A. Hanson, Ed.D., Education
Delores M. Harris, Ph.D., Counseling
Thomas C. Hartman, Ph.D., Mediterranean Studies
John C. Haugland, Ph.D., Vice Chancellor for Academic Affairs and Dean of the Faculty, History
John C. Hedrick, M.S., Physical Education
Richard H. Heim, M.S., Library Science
James A. Holter, M.S., Education
Joseph W. Horton, Ph.D., Chemistry
Richard H. Hudelson, Ph.D., Philosophy
Bernard O. Hughes, Ed.D., Education
Barbara L. Johnson, Ed.D., Business Administration
Carl C. Johnson, M.S.L.S., Librarian
Robert E. Jordan, Ph.D., Accounting
Albert M. Katz, Ph.D., Communicating Arts
Darol L. Kaufmann, Ph.D., Biology
Rosemary Keefe, Ph.D., English
Paul D. Keeney, Ph.D., Educational Administration
Paul J. Kending, M.S.T., Communicating Arts
Charles D. Kenney, Ph.D., Political Science
Robert D. Krey, Ph.D., Education
Paul W. Lukens, Jr., Ph.D., Biology
Velma J. MacMillan, Ph.D., Education
O. Gayle Manion, Ph.D., Director of Continuing Education, Communicating Arts
Peggy V. Marciniec, Ed.D., Writing & Library Science
Larry Martin, Ph.D., Social Work
Ronald V. Mershart, Ph.D., History
Frank H. Meyer, M.A., Physics
Karl Meyer, Ph.D., Chancellor
Nancy M. Minahan, Ph.D., Psychology
Karl T. A. Moravek, M.Ed., Director of Career Planning and Placement
Robert D. Morden, Ph.D., Biology
Dom A. Moselle, M.S., Physical Education
John D. Munsell, M.A., Communicating Arts
Gladyce Nahbenayash, M.S., First Nations Studies
Edwin A. Nash, Ph.D., Business and Economics
George O. Parker, Ed.D., Business and Economics
Stewart A. Platner, M.F.A., Communicating Arts
Walter C. Prentice, Ph.D., Education
Roger L. Prescott, Ph.D., Health and Human Performance
Mary Pulford, Ph.D., Anthropology
Patrick J. Quinn, Ph.D., Finance
Joseph W. Pritchard, M.S.L.S., Library
James R. Rainaldo, M.E., Director of Student Life and Auxiliary Services,Education
Kenneth L. Redding, Ed.D., Education
Charles J. Reichert, M.S., Accounting
Ronald K. Roubal, Ph.D., Chemistry
John J. Rusch, Ed.D., Education
Gary L. Sherman, Ph.D., Psychology
Myron O. Schneiderwent, Ed.D., Physics
Cecilia E. Schrenker, Ph.D., Writing & Library Science
William A. Swenson, Ph.D., Biology
Winnifred J. Taylor, Ph.D., Counselor Education
Lydia C. Therin, Ed.D., Physical Education
Gloria I. Toivola, Ph.D., Political Science
Robert G. Trauba, Ed.D., Education
Richard Walker, Ed.D., Education
Michael J. Wallshlaeger, Ph.D., Educational Administration
Donald G. Weyers, M.A., Mathematics
Paul L. Williams, Ph.D., Mathematics

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Sarah Lachance Adams (2011) Assistant Professor, Philosophy; M.A., University of Oregon and Seattle University; Ph.D., University of Oregon.


Harry Anderson (2008) Associate Recreation Specialist, Campus Recreation; B.S., University of Wisconsin-Superior.

Gail M. Archambault (1981) Director, Yellowjacket Union; B.S., University of Wisconsin-La Crosse.

Michelle Amhold (2009) Assistant Professor, Biology; B.A. Colorado College; Ph.D., University of Minnesota.

Kalene Arvidson-Hicks (2010) Administrative Program Manager I, Academic Affairs and Outreach; B.A., Bethel College; J.D., Hamline University School of Law.


Lon Bagley (2005) Instructional Program Manager I, Student Support Services; B.S., University of Maine at Presque Isle; M.S.E., University of Maine.

Karl F. Baum (2000) Professor, History; B.A., Seattle University; M.A., University of Michigan; Ph.D., University of Chicago.

William Bajjali (2001) Professor, Geology; B.S., St. Petersburg Mining Institute; M.S., University of Jordan; Ph.D., University of Ottawa.

Mary D. Balcer (1983)* Professor, Biology, and Director and Associate Research Scientist, Lake Superior Research Institute; B.S., University of Wisconsin-Superior; M.S., Ph.D., University of Wisconsin-Madison.

Mama Banks (1984) Outreach Program Manager II, Center for Continuing Education/Extension; B.A., University of Colorado; M.S., Murray State University.

Randy Barker (2011) Counselor, Student Health and Counseling Services; B.S., M.S.E., University of Wisconsin-Superior.

Alvin Beal (1992) Assistant Professor, First Nations Studies; B.S., Southeastern Oklahoma State University; M.Ed., Northeastern State University.

Thomas K. Bergh (2001) Development Specialist, University Advancement; B.A., University of Minnesota; Duluth; M.A., College of St. Scholastica.

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Richard D. Stewart (1999) Professor, Transportation and Logistics Management, and Director, Transportation and Logistics Research Center; B.S., United States Merchant Marine Academy; M.S., University of Wisconsin-Green Bay; Ph.D., Rensselaer Polytechnic Institute.
Shevaun Stocker (2006) Assistant Professor, Psychology; B.S., University of Florida; M.A., Ph.D., University of North Carolina at Chapel Hill.
Matthew TenEyck (2001) Associate Researcher, Lake Superior Research Institute, and Lecturer, Biology; B.S., University of Wisconsin-Superior; M.S., Oklahoma State University.
J. Jeanie Thompson (2011) Vice Chancellor, University Advancement; B.A., M.A., College of St. Scholastica.
Marilyn Toscano (1989) Senior Lecturer, Mathematics; B.A., M.S.T., University of Wyoming.
Yun Hong "Tom" Tu (2006) Assistant Professor, Writing & Library Science/Distance Learning Center; B.A. Jiang Xi Normal University; M.Ed., South Dakota State University; Ed.S., Virginia Polytechnic Institute and State University.
Shin-Ping Liu Tucker (2004) Associate Professor, Information Technology and Systems; B.A., Tunghai University; M.S., Ph.D., University of North Texas.
Yvonne Vainio (1997) Senior Student Services Specialist, Multicultural Affairs; B.A., University of Minnesota.
Alice Von Hagel (2011) Assistant Professor, Political Science; B.A., Concordia University Chicago; M.A., Loyola University; Ph.D, Northern Illinois University.
Renee Wachter (2011) Chancellor and Professor, Business and Economics; B.S. University of Kansas; Ph.D., Indiana University.
Robert Waksdahl (2011) Controller, Business Services; B.S., University of Minnesota-Duluth.
Sandra Wallgren (2011) Associate Advisor, Educational Leadership; B.S., University of Wisconsin-Superior; M.Ed., University of Minnesota-Duluth.

Michael A. Waxman (1997)* Professor, Chemistry; M.S., Novosibirsk Electric Engineering Institute; Ph.D., Tel Aviv University.

Jamie White-Farnham (2011) Assistant Professor, English; B.A., M.A., Bridgewater State College; Ph.D., University of Rhode Island.

Lynne Williams (2010) Director of Public Information, University Relations; B.B.A, University of Minnesota-Duluth; M.A. College of St. Scholastica.

George H. Wright (1987)* Professor, Legal Studies; B.A., Concordia College; M.A., Columbia University; J.D., Valparaiso University; M.A., Ph.D., University of California, Berkeley.

W. Pope Wright (1971)* Professor, Visual Arts; B.A., Roosevelt University; M.S., Illinois Institute of Technology.

*Graduate Faculty
Mission Statement

The mission of the University of Wisconsin-Superior Foundation Inc. is to vigorously promote and contribute to the continuing success of UW-Superior.

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Jeanne Thompson, Vice Chancellor for Advancement, University of Wisconsin-Superior

UW-Superior Foundation Contact Information

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Superior, WI 54880
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The Board of Regents of the University of Wisconsin System | 144 of 207
UW System and UW-Superior Administrators

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- University of Wisconsin System Board of Regents Members
- UW-Superior Administrators

University of Wisconsin System Administrative Officers

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Faith Hensrud, Ed.D., Provost, Vice Chancellor of Academic Affairs and Dean of Faculties
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Maria Cuzzo, Ph.D., Director, Center for Excellence in Teaching and Learning
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Diane Douglas, Ph.D., Registrar
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Gary Gulbrandson, B.S., Director, Campus Safety and Parking Services
Vicki Hajewski, M.S., Vice Chancellor for Campus Life and Dean of Students
Janet Hanson, M.S., Vice Chancellor for Administration and Finance
Ryan Kreuser, B.S., Director, University Housing
Terri Kronzer, J.D., Associate Dean for Graduate Studies
Steven E. Nelson, B.S., Athletic Director
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Reilly O’Halloran, M.S.E., Director, Student Support Services
Rhoda Robinson, Ed.D., Associate Dean for Academic Affairs
Vaughn Russom, B.S., Director, Bookstore Operations
Cherie Sawinski, M.A., Interim Director of International Programs
Mary Schoeler, M.A., Assistant Vice Chancellor for Instructional and Information Technology and Chief Information Officer
Jeanne Thompson, M.A., Vice Chancellor for University of Advancement
Robert Waksdahl, B.S., Controller
Graduate Studies

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Mission Statement

Grounded in professional excellence, University of Wisconsin-Superior graduate programs foster scholarly reflection and growth within a liberal arts tradition.

Graduate Degrees and Majors Offered

See Graduate Studies Degrees webpage.

Certification in Professional Education

Individuals seeking UW-Superior approval for certification in professional education through the graduate programs must apply for admission and must also submit a copy of their current professional educator license. No more than nine semester credits earned before being admitted to Graduate Studies may be applied toward graduate level certification programs in professional education.

Admission to a professional educator certification program, either as part of a degree program or separately from a degree program, may be denied or withdrawn if there is evidence that the applicant does not meet the standards, as defined by Chapter PI 34 of the Wisconsin Administrative Code for the Department of Public Instruction regarding conduct which may endanger the health, welfare, safety or education of any pupil.

Certification for educational licensure is subject to change based on licensing requirements of the Wisconsin Department of Public Instruction. The online catalog maintains the most up-to-date certification requirements.

Faculty and Governance

Accreditation

UW-Superior is accredited by the Higher Learning Commission of the North Central Association of Colleges and School. All Professional Educator programs are accredited by the Wisconsin Department of Public Instruction. The University holds institutional membership in the American Association of Higher Education, the American Association of State Colleges and Universities, the Council of Public Liberal Arts Colleges.

Graduate Faculty

The Graduate Faculty is the community of scholars responsible for creating the academic climate for graduate study by teaching graduate courses, stimulating and conducting research, and advising individual graduate students. The Graduate Faculty serves as the legislative body for the graduate programs, acting within the limits of policies of the State of Wisconsin and the University of Wisconsin System Board of Regents. Members of the Graduate Faculty are identified in the faculty and staff section of this catalog.

Graduate Council

The Graduate Council is a council of the UW-Superior Faculty Senate. The Graduate Council is the policy-making body for graduate studies and acts for the Graduate Faculty in the operation of the graduate programs. The Graduate Council is responsible to the Graduate Faculty, and includes as members one representative with full graduate faculty status from each graduate degree program, a secretary elected from and by the Graduate Faculty, and the Associate Dean of Graduate Studies.

Admission Requirements

1. Submit a completed application online. Applications may be found at http://www.uwsuper.edu/admissions or http://apply.wisconsin.edu.
2. Request official transcripts of all previous undergraduate and graduate work be sent to the Graduate Studies Office directly from all institutions previously attended.
3. Remit a nonrefundable application fee to the University of Wisconsin-Superior.
4. Submit other application materials required by specific programs as identified in the following individual program descriptions.

All application forms and transcripts should be submitted in advance of registration to ensure time for processing. Recommended dates for submission of application materials are April 1 for summer or fall terms and October 15 for the spring term. Students will be admitted under the policies of the current General Catalog. Any student who applies and is admitted but does not attend the university within a one-year period must reapply for admission and must comply with the admission requirements of the then-current university catalog.

Decisions relating to admission are governed by university policy and administered by the Associate Dean of Graduate Studies. Admission to a specific graduate program rests with the faculty advisors and departments.

Unconditional Admission
A student admitted unconditionally to a graduate degree program must meet both the requirements of the individual graduate program and the following Graduate Studies requirements:
1. The applicant holds a baccalaureate degree from an accredited college or university.
2. An undergraduate grade point average of at least 2.75/4.00 or a 2.90/4.00 grade point average in the last half of the undergraduate program.
3. Undergraduate and graduate work from all colleges attended will be considered.
4. An undergraduate major or equivalent evidence of suitable background for entering the chosen program.
5. Evidence of proficiency in written and oral English language skills.
6. Other application material required by individual programs.

Conditional Admission
An applicant desiring to pursue a degree but not meeting one or more of the requirements for unconditional admission may be granted conditional admission if all of the following are met:
1. The applicant holds a baccalaureate degree from an accredited college or university.
2. The applicant has a grade point average greater than 2.50/4.00. Undergraduate and graduate coursework from all colleges will be considered.
3. Other probationary components may be required by individual graduate programs.
4. Conditionally admitted graduate students may be admitted unconditionally when the student, with faculty advisor approval, petitions the Graduate Council with substantial evidence that the student has the potential for doing satisfactory graduate work. Such evidence may include:
   5. A grade point average of 3.00/4.00 or better average in the first nine semester hours of graduate work selected by the faculty advisor (work may count toward degree).
   6. Other evidence as deemed important by the faculty advisor.

Any student who does not successfully become eligible for unconditional admission by the completion of nine semester hours of work will be denied enrollment in graduate studies.

Special Graduate Status
Students enrolling as Special Status students are those who do not wish to pursue a degree or certification from the University of Wisconsin-Superior. This status is reserved for people who want to enroll in graduate courses for other reasons, such as continuing education, PDP credits, etc.

A student may be allowed to enroll in graduate courses with this status if:
1. The applicant holds a baccalaureate degree from an accredited college or university as evidenced by an official transcript.
2. The applicant does not wish to pursue a degree or certification program at this university at this time.
3. Although the applicant will submit an online application (http://apply.wisconsin.edu), applicants for Special Graduate Status are not required to pay an application fee.
4. Students enrolled as Special Graduate Students are not eligible for financial assistance.

If the student with Special Status decides to pursue a degree or a certification from the University of Wisconsin-Superior, a maximum of nine semester credits taken as a special student may be applied to that degree or certification program. The student will need to fulfill the admission requirements for the particular degree or certification program, pay the application fee, and understand that all other conditions apply.

International Student Admission
Qualified international students are welcome to enroll in graduate degree programs at UW-Superior. To be admitted, the following information must be submitted to the Graduate Studies Office:
2. A non-refundable application fee.
3. Official copies with literal English translation of academic credentials (grade reports, transcripts or mark sheets) from secondary school (high school) and any postsecondary (college, university, institute) coursework.
4. A statement or certificate indicating English language proficiency. A score of 550 (paper-based), 213 (computer-based), 79 (internet-based) on the Test of English as a Foreign Language (TOEFL) is recommended. Specific departments may require higher scores and may also require the Test of Spoken English (TSE). Any deviation from these standards must be approved in advance by the appropriate program coordinator and the Associate Dean of Graduate Studies.
5. Documentation of sufficient financial support to live and study full time at UW-Superior. Financial verification is required before the university will issue the U. S. government form, Form I-20, necessary to obtain an F-1 student visa or to transfer from another U. S. institution.

International graduate students may be awarded a partial nonresident tuition waiver. Information regarding nonresident tuition waiver. Information regarding the non-resident tuition waivers is available at http://www.uwsuper.edu/finaid.

Graduate Program Plan of Study
Assignment of an advisor is made by the program coordinator when the student is admitted. The faculty advisor will work with the student to design a Plan of Study and may supervise the thesis, project, or writing requirement. The student's Plan of Study must be filed in the Graduate Studies Office by the end of the second semester of attendance. A minimum of 30 to 60 credits (varies by academic program) is required for the master's degree. At least half the required minimum number of credits should be taken in courses which are open to graduate students only (numbered 700-899).
**Student Responsibility**

It is the responsibility of students to be informed and to follow all university and graduate policies, degree program requirements and any specific requirements of their major program.

Graduate students are expected to maintain academic integrity in meeting the requirements for a graduate degree. Evidence of academic misconduct may result in certain sanctions, such as failure in a course or dismissal from Graduate Studies. Chapter 14 UW-Superior Student Academic Disciplinary Procedures of the Wisconsin Administrative Code for the University of Wisconsin System outlines the procedures for identifying academic misconduct and the appropriate sanctions. Chapter 17 UW-Superior Student Nonacademic Disciplinary Procedures of the Wisconsin Administrative Code for the University of Wisconsin System outlines the procedures for identifying nonacademic misconduct and the appropriate sanctions. Graduate students are expected to abide by the Code of Ethics specific to their chosen field of study.

**Student Identification**

After registration and payment of fees, students should obtain a student identification card at the Yellowjacket Union. Several benefits are available to those who hold a current ID card, including but not limited to: use of materials from and facilities of the Jim Dan Hill Library, use of networked computer labs, use of the Marchovich Wellness Center, and discounts at many university-sponsored events.

**Graduate Policies**

**Registration**

Dates for advanced registration are published. Students should meet with their advisor before registration.

**Course Repeat**

Students may repeat only courses for which they earned a grade of C or lower. The grade earned in the repeated course is the grade used to calculate the cumulative GPA. All course repeats must be taken through UW-Superior.

**Graduate Courses**

Only courses numbered 500 and above may be accepted as graduate courses. Requirements are established by the course instructor and approved by the Graduate Council.

**Credit by Examination**

Graduate credit will not be awarded through the mechanism of credit by examination. Any student desiring to have completed graduate coursework entered on the official transcript shall be required to officially enroll in the course, complete all graduate course requirements and have a grade officially recorded by the graduate faculty member of record.

**Credit Load, Academic Year and Summer**

The minimum full-time credit load for a graduate student is nine credits per semester. The maximum load for a graduate student is 15 credits per semester. The maximum load includes Continuing Education classes. Graduate students may enroll for a maximum of 12 credits in courses which occur during Summer College.

One on-campus class credit is defined as: 1 class hour of classroom or direct faculty instruction per week and a minimum of 2 class hours of out-of-class student work each week.

One distance learning or hybrid class credit is defined as: an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above.

One laboratory credit is defined as: a minimum of 2 class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of 1 class hour of additional out-of-class student work each week.

One studio credit hour is defined as: a minimum of 2 class hours of studio work each week under the direct supervision of an instructor and a minimum of 2 class hours of individual studio work each week.

One ensemble music credit is defined as: a minimum of 1 class hour of supervised rehearsal each week and a minimum of 2 class hours of individual student work each week.

One internship or practicum credit is defined as: at least 45 hours of supervised work in a field placement each semester.

One individualized study credit (e.g. thesis, independent and applied music) is defined as: a minimum of 3 class hours of direct instruction and/or individual work each week.

**Exceptions to Graduate Studies Policies**

Exceptions to established Graduate Studies policies may be requested by submitting a petition to the Graduate Council. Petitions are student initiated and brought forward to the Graduate Council through the student's advisor. Petition forms are available in the Graduate Studies Office or online at www.uwsuper.edu/graduate.

**Final Examination**

The graduate programs hold the option of requiring a written and/or oral examination.

**Grading System**

No grade below C earns graduate credit. A 3.00/4.00 grade point average is required for graduation.

**Incomplete Grade**

A grade of Incomplete (I) may be assigned by an instructor when a student has completed at least two-thirds of the class assignments, but has been prevented by emergency circumstances from completing the course. There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without again attending regular class sessions or needing extensive instructor supervision within one calendar year.

Instructors who assign an I grade must submit a change of grade form (requesting the I be replaced by a regular grade A-F or P) within one calendar year. If a grade change is not submitted by last day of the term not more than one year from the term in which the I grade was assigned, by the instructor who assigned the Incomplete grade (per university policy), the Registrar's Office will lapse the Incomplete grade to a Failing (F) grade.

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In Progress Grade
A grade of In-Progress (IP) may be assigned by an instructor in specially designated courses where the expectation is that students cannot finish the course within one calendar year.

There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully within two calendar years without attending regular class sessions or needing extensive instructor supervision. Courses meeting this requirement are student teaching, internships, capstones, thesis, or exit projects. ONLY specific courses on file with the Registrar can be assigned IP grades. Refer to AP 1107 for list of courses.

Instructors who assign an IP grade must submit a change of grade form (requesting the IP be replaced by a regular grade A-F or P) within two calendar years of the date IP grade was assigned. If a grade change form is not submitted by the end of two calendar years, by the instructor who assigned the IP grade (per university policy), the Registrar’s Office will lapse the IP grade to a Failing (F) grade.

Degree Posting
Degrees will not be posted to transcripts with Incomplete (I) or In-Progress (IP) grades listed on the transcript. Ultimately, it is the student's responsibility to ensure all I and IP grades have been replaced with regular grades prior to applying for a degree.

Reentry
Students who have not enrolled in graduate coursework within a calendar year are considered inactive. Inactive students must update and reactivate their files by completing a Graduate Reentry form before they will be eligible to register for graduate courses. Forms are available at http://www.uwsuper.edu/graduate and the Graduate Studies Office.

Residency Requirement
A minimum of half or 50 percent of the required credits including the last nine (9) credits of each graduate program must be earned through UW-Superior.

Second Master's Degree
Additional master's degrees are permissible but each such degree requires 30 to 60 semester credits (as per the catalog requirements) beyond the credits earned for the previous master's degree(s). Courses taken as part of a prior master's degree may not count toward the credit requirement for a subsequent master's degree. Students who have completed a master’s degree program at UW-Superior who wish to re-enter for a second master's degree may use a Re-Entry form available as indicated above.

Ten-Year Limit
All credits used in meeting the requirements of a graduate degree or certification in professional education must be earned within a period of not more than 10 consecutive years, commencing with the enrollment date in courses applicable to the degree (or certification program) rather than the completion date of applicable courses.

Thesis, Seminar Paper or Project
All master's degree candidates are required to complete a thesis or culminating project as prescribed by the graduate program and approved by the faculty advisor. Evidence of completion of this requirement must be verified by the advisor as indicated on the student's Plan of Study. The thesis, paper or project must be submitted electronically to the student's advisor and to the UW-Superior Library. Individual programs may require additional copies of the final thesis, paper or project.

UW-Superior meets current federal regulations by expecting that all students and faculty doing research will receive training in responsible conduct of research. All research dealing with human subjects will secure approval from the UW-Superior Institutional Review Board for the Protection of Human Subjects.

Transfer Credit
An admitted Graduate student may transfer up to 9 credits, appropriate for the degree/major enrolled in, from other institutions regionally accredited to offer graduate programs.

No credit below a grade of B will transfer. No credit will be allowed for graduate work completed more than ten years before the expected degree date, or work used to complete another degree.

Graduate students who wish to transfer credit from another accredited institution must:

1. Have an official transcript sent to the Graduate Studies Office.
2. Complete a Transfer Credit Request form (available in the Graduate Studies Office or via Graduate website).
3. Each course transferred must have approval of the graduate student's faculty advisor and department.

Each course accepted as transfer will be recorded on the student's official graduate transcript by the Graduate Studies Office.

Graduation Requirements
Completion of catalog requirements in effect upon the student's term of entry and successful completion of the student's Program Plan of Study on file in the Graduate Studies Office define the graduation requirements for the degree sought. Application for the graduate degree must be made online at the beginning of the final term of attendance. Payment of a graduation fee is required.

To be graduated at the end of a specific term, all requirements and course work must be completed within four weeks of the final day of the student's last term of attendance. Students who have applied but do not graduate must reapply for graduation.

Satisfactory Academic Progress

Good Academic Standing
The Associate Dean of Graduate Studies shall notify the faculty advisor of any student who has failed to achieve a 3.00/4.00 grade point average by the time the student has attempted 20 semester hours of graduate work.

Graduate students who receive a stipend, salary, or nonresident tuition waiver from the university, based upon their status as a graduate student, must maintain good academic standing each term of their award or appointment. Good academic standing is defined as a minimum cumulative grade point average (GPA) of 3.0/4.0. Students whose GPA drops below 3.0 will be placed on probation and are restricted to taking 3 credits while on probation. Transfer students accepted
with less than a 3.0 cumulative GPA may be admitted on academic probation. Suspended students reinstated by the Graduate Council will be readmitted on academic probation. Students previously on probation will be suspended if their subsequent semester GPA is less than 3.0, or their cumulative GPA is below 3.0. Suspended students are required to sit-out at least one term prior to submitting a petition for reinstatement to the Graduate Council.

Financial Aid Opportunities

Graduate students have access to a variety of financial aid opportunities as described below.

Advanced Opportunity Program
The Advanced Opportunity Program (AOP) of UW-Superior makes funds available for eligible graduate students who are disadvantaged or belong to American ethnic minorities (limited by UW System Guidelines to Native American, African American, Hispanic, and Southeast Asian students). Applications for AOP Fellowships should be submitted by April 1 preceding the academic year of planned attendance at UW-Superior. Applications are submitted to the Financial Aid Office (http://www.uwsuper.edu/finaid) and the student must file a financial aid application (http://www.fafsa.ed.gov). Partial AOP stipends may be awarded to part-time graduate students who otherwise qualify for the AOP fellowship.

Minnesota-Wisconsin Reciprocity
Minnesota and Wisconsin employ reciprocity for tuition purposes. Minnesota students may pay Minnesota resident fees at UW-Superior provided they are granted Reciprocity Fee Status by the Minnesota Higher Education Coordinating Board. Apply online at http://www.getreadyforcollege.org/hesod/reciprocity/apply1.cfm.

Tuition Award Program
The Tuition Award Program (TAP) allows UW-Superior to waive a portion of the out-of-state tuition that nonresident students are charged. Graduate students applying for admission may also apply for a TAP award. Applications, which include information on limitations and restrictions, are available from the Financial Aid Office or online at http://www.uwsuper.edu/finaid. Applications must be received by April 1 for the following fall semester.

Need-Based Financial Assistance
Graduate students may be eligible for need-based financial aid through the Financial Aid Office or online at www.fafsa.gov. Admission to Graduate Studies and financial aid need to be completed by March 1 for students desiring work study. Graduate special students are not eligible for financial aid.

Beecroft Graduate Travel Grant
The Beecroft Graduate Travel Grant provides a grant of $1,000 for travel to the New England states, the province of Quebec, or countries outside the United States and Canada to graduate students whose graduate work would be aided or enhanced by travel. Applications are available in the Graduate Studies Office or online at http://www.uwsuper.edu/graduate.

Graduate Tuition/Refund of Tuition and Fees
UW System policy specifies that graduate students who take undergraduate courses as part of their graduate program will be charged at the graduate tuition level for all courses. Students will receive refunds for courses dropped from their schedule according to the tuition and fee refund schedule published at http://www.uwsuper.edu/bursar. The day of record for the drop is the day written notification is received by the Registrar's Office.

Graduate Studies Contact Information

Graduate Studies
University of Wisconsin - Superior
Swenson Hall 3065
Belknap and Catlin Ave.
P. O. Box 2000
Superior, WI 54880
Phone: 715-394-8295
Email: gradstudy@uwsuper.edu
General University Information

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Assessment

- University Assessment Program
  - General Education & Discipline Specific Learning Goals and Outcomes
  - Liberal Education Learning Goals
  - Campus Life Student Learning Outcomes

University Assessment Program

Assessment of student learning is critical for the assurance and improvement of institutional excellence. UW-Superior is committed to assessing student learning goals and outcomes at the institutional and curricular/co-curricular program levels. All faculty and staff participate in assessment activities in their appropriate capacities.

Assessment plans, activities, and results are regularly updated at www.uwsuper.edu/assessment.

General Education & Discipline Specific Learning Goals and Outcomes

The UW-Superior Undergraduate Liberal Education Learning Goals (LELGs) were established in 2010 to implement the UW System's LEAP Wisconsin Initiative. They were revised in 2011 with the approval of the Faculty Senate.

- The ability to think and make connections across academic disciplines
- The ability to express oneself in multiple forms
- The ability to analyze and reflect upon multiple perspectives to arrive at a perspective of one's own
- The ability to think and engage as a global citizen
- The ability to engage in evidence-based problem solving

LELGs will be regularly assessed by direct and indirect measures. Assessment results are used to improve curricular and co-curricular offerings and to bring equity to educational opportunities and experiences to all students.

Liberal Education Learning Goals

The General Education Student Learning Goals were revised and approved in 2012. The General Education Committee is responsible for planning and implementing assessment activities and review assessment results.

Discipline-specific student learning goals and outcomes are assessed by the faculty and staff in the given academic program. Each program selects learning outcomes and methods of assessment appropriate to the discipline. Assessment Liaison in each department facilitates the process.

Campus Life Student Learning Outcomes

The Campus Life adopted student learning and developmental outcomes established by the Council for the Advancement of Standards in Higher Education. These outcomes are assessed by multiple methods.
Education Options

- Programs leading to a degree
- Academic outreach programs and other learning programs
- Pre-college programs

Programs leading to a degree

UW-Superior offers many options to accommodate the education needs of traditional and nontraditional students.

Undergraduate (Bachelor's Degree): Academic programs of at least 120 semester credits leading to a Bachelor's Degree.

Distance Learning Center: Selected academic programs offered through a flexible program of study that does not require on-campus class attendance. Distance Learning students complete academic work through online and other communication technologies.

Graduate Studies: Academic programs leading to a Master of Arts, Master of Science in Education or Specialist in Education degree.

Associate Degree: A 60-semester-credit program leading to an Associate Degree.

Academic outreach programs and other learning programs

Continuing Education/Extension: Credit and noncredit classes and workshops for people seeking continuing professional education and lifelong learning.

Distance Learning Center: Complete a bachelor's degree from home through the Distance Learning Center or enroll in individual online courses.

Special Adult Students: Anyone taking courses at UW-Superior but not seeking a degree.

Pre-college programs

Youth Options

The Youth Options program enables high school juniors and seniors to enroll in one or more courses at an institution of higher education in Wisconsin. School districts are required to pay the cost of tuition, books and fees and to determine whether the course satisfies state graduation and high school credit requirements.

For more information, see the Admissions section of this catalog or contact the UW-Superior Admissions Office at (715) 394-8230 or admissions@uwsuper.edu.

Upward Bound

UW-Superior offers the Upward Bound program for eligible students attending Superior High School who face challenges in pursuing higher education without additional support.

During the academic year, students receive tutoring, counseling and study skills training to help them improve their grades and self-confidence. They also visit college campuses, attend plays, concerts and lectures; and build relationships through social, recreational and cultural activities.

During the summer Upward Bound students participate in a six-week residency program on the UW-Superior campus.
Force of Publication

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, UW-Superior reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation and schedules for course offerings without actual notice to individual students.

Every effort will be made to keep students advised of any such changes. Information on changes will be made available in the Chancellor's Office, academic departments, Registrar's Office and Admissions Office.

It is especially important that students note it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program. Degree Progress Reports are available electronically through the E-Hive to help students stay current with degree/major/minor requirements.

This catalog is prepared to enable prospective and enrolled students, and others, to learn about the University of Wisconsin-Superior. It is also intended to explain policies, requirements, regulations and procedures in a manner that will help the student progress through the university. Faculty, advisors and staff at the University of Wisconsin-Superior will provide assistance, but ultimately the responsibility for compliance rests with the student.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, the University of Wisconsin-Superior reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation and schedules for course offerings, without actual notice to individual students.

Every effort will be made to keep students advised of any such changes. Information on changes will be made available in the offices of the chancellor, academic departments, registrar and admissions. It is important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

Curriculum Changes

The new knowledge continually emerging in the field of education, changing concepts in the presentation of this knowledge and consideration of certification requirements may necessitate certain changes in the curriculum of a given department. However, when such changes are anticipated or made after careful review and evaluation, full consideration will have been given to the impact these changes might have on the student's overall academic program during her or his period of matriculation. Consideration will also be given to the impact of any changes on the faculty and the institution as a whole.
Graduate Studies Disclaimer

The policies and procedures in the undergraduate sections of the catalog apply to graduate students unless explicitly stated otherwise in the graduate section of the catalog.
History of UW-Superior

UW-Superior traces its roots to 1893, when state legislators established Superior Normal School to train teachers. The institution grew steadily, becoming Superior State Teachers College in 1926 and granting its first bachelor's degree. Graduate programs were added following World War II.

The college assumed university status in 1964. In 1971 it became part of the University of Wisconsin System and assumed its present name. In 1998, UW-Superior was designated Wisconsin's Public Liberal Arts College by the University of Wisconsin System Board of Regents.

UW-Superior's enrollment is approximately 2,800 students. Most come from cities throughout Wisconsin and Minnesota, but the campus community also includes students from many other states as well as countries around the world. They enjoy a student-to-faculty ratio of approximately 18:1. About 90 percent of our faculty and teaching staff hold the highest degree available in their fields.

Along with traditional campus programs, UW-Superior offers a variety of learning programs to meet the varied needs of people in Wisconsin and around the country. Our Distance Learning Center enables people to complete a bachelor's degree from their homes. The Center for Continuing Education offers a wide array of courses and certificate programs that make university expertise available to people throughout the region.
Introduction

- Welcome to UW-Superior
- Our Mission
- Arrange a Campus Visit
- Our University
- Our Community

Welcome to UW-Superior

The General Catalog 2012-2014 describes the university's undergraduate and graduate academic programs, courses and procedures. It provides information you need to apply for admission, financial aid and campus housing, pay tuition and fees, and take full advantage of the student services we provide.

Our Mission

In addition to the system and core missions, UW-Superior has a select mission: The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices.

To accomplish these ends, the university will:

- Provide students with a carefully articulated and comprehensive foundation in liberal studies as a base for all degree programs.
- Award baccalaureate degrees in selected fields in education, the arts and the humanities, in the sciences and social sciences, and in business.
- Offer graduate programs in areas associated with its undergraduate emphases and strengths.
- Extend its undergraduate and graduate resources beyond the boundaries of the campus through distance learning programs.
- Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree levels, its selected graduate programs and its special mission.
- Engage in appropriate interinstitutional relationships to enhance educational and service opportunities.
- Foster, with University of Wisconsin-Extension, the development of cooperative and general outreach programming and the integration of the extension function with that of this institution.

Arrange a Campus Visit

If you're considering applying to UW-Superior, we urge you to visit us. An admissions counselor will meet with you and your family to answer all your questions.

You can learn more about financial aid. We'll take you on a tour of classrooms, labs and athletic facilities. You can sit in on a class, talk to professors in any program that interests you, or meet with an athletic coach.

To arrange a guided campus visit, contact our Admissions Office by calling (715) 394-8230 or by e-mailing admissions@uwsuper.edu. Additional admissions information for undergraduate and graduate students is available online at http://www.uwsuper.edu/admissions.

Our University

UW-Superior is a four-year university that fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diverse cultures and multiple voices. We do that by focusing on our strengths: small classes, one-on-one contact with professors, an emphasis on active learning, and a supportive environment. The university is one of 13 comprehensive universities in the University of Wisconsin System and it shares in the UW System mission.

UW-Superior is designated Wisconsin's Public Liberal Arts College by the University of Wisconsin System's Board of Regents. UW-Superior is a member of the Council of Public Liberal Arts Colleges.

Our Community

Superior offers the convenience of city living and the year-round recreational opportunities of the Northland.

Located in the northwest corner of Wisconsin, Superior overlooks the western tip of Lake Superior. This historic city of 27,000 remains an important Great Lakes port and transportation hub while also providing jobs in manufacturing, retail and service industries. The city is served by a number of transportation lines, including Amtrak and Greyhound.

The campus is 2.5 miles from Highway 53 and 15 miles from Interstate 35, providing easy access to the Twin Cities of Minnesota and the Iron Range. The campus also is 18 miles south of Duluth, Minnesota, which has been ranked the nation’s 3rd best small city by Fortune Magazine.

Superior is the home of three factories, including General Electric’s Power Systems Division, which supplies the world with turnkey power generation solutions. The city is also home to the George M. Barrow Marine Research Station, which provides research services and offers commercial diving and underwater protection services.

Superior's community is enriched by the presence of the Superior Symphony Association, which has operated under the direction of the Superior Community Concert Association since 1926. The symphony performs four to five times a year in the recently expanded Superior Performing Arts Center.

The community is also home to the Superior Area Chamber of Commerce, which serves as the city's leading business resource. The chamber promotes the city's economic development and provides a variety of services to its members. It also hosts a number of events throughout the year, including the annual Winterfest and the Festival of Lights.

The city of Superior is also home to the Superior Clinic, which provides comprehensive medical care to the residents of the city and surrounding area. The clinic is staffed by a team of dedicated doctors, nurses, and other healthcare professionals.

Superior offers a variety of cultural and recreational opportunities, including the Superior Area Art Association, which sponsors numerous events and exhibits throughout the year. The city is also home to the Superior Public Library, which offers a wide range of resources for residents of all ages.

Superior is a vibrant community that offers a range of educational, cultural, and recreational opportunities. With its convenient location, strong economy, and rich history, it is a great place to live, work, and play.
rich metro setting with live entertainment and shopping as well as numerous opportunities for internships and jobs. Yet, it's just a short drive from fishing, hiking, skiing, snowmobiling and other outdoor activities.
Governance, Accreditation and Approved Programs,

- Accreditations
- Laws
- UW System
Accreditations

University of Wisconsin-Superior is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

The Higher Learning Commission  
230 LaSalle Street  
Chicago, Illinois 60604  
Phone: 800-621-7440; 312-263-0456. Fax: 312-263-7462  
Email: info@hlcommission.org

UW-Superior has been continuously accredited by the North Central Association since 1916.

Individual academic programs and departments are accredited or approved, as noted in respective sections of this catalog by:

- American Chemical Society  
- American Society for Transportation and Logistics  
- Association of Small Business Development Centers  
- Council on Social Work Education  
- National Association of Schools of Music  
- Wisconsin Department of Public Instruction
Equal Opportunities in Education

University of Wisconsin-Superior is an equal opportunity educator in accordance with Wisconsin statute 36.12 governing the University of Wisconsin System, which states: "No student may be denied admission to, participation in or the benefits of or be discriminated against in any service, program, course or facility of the system or its institutions or centers because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy marital status or parental status." (89-90 Wis. Stats). The statute further states that if there is a complaint against the institution alleging student discrimination, the complainant must file the complaint with the institution within 300 days of the alleged violation.

The University offers classroom instruction and educational services in compliance with federal legislation including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Civil Rights Restoration Act of 1987.

The University seeks to maintain a positive educational environment and regards sexual harassment of any student by other students or members of the faculty or staff as unacceptable behavior as defined in the Sexual Harassment Policy approved by the University of Wisconsin System Board of Regents on May 8, 1981.

Complaints regarding alleged discrimination or harassment should be addressed to the Equal Opportunities in Education (Title IX) Coordinator in Main 201, Ext. 8365 or via email. The initial contact is confidential and may be limited to requests for information about discrimination/sexual harassment policies and procedures, discussion of existing situations and/or options for resolving complaints. These options include resolutions by mutual consent or by filing a written complaint.

Use and Disclosure of Social Security Number

Federal law allows the UW System to request and use the Social Security number (20 U.S.C., Section 1232g.).

Disclosure of that social security number is voluntary. Applications received without it will be processed, and another form of student identifier number will be assigned. However, failure to provide the social security number may result in denial of services or benefits.

Authorization to Enroll International Students

In compliance with the Immigration and Nationality Act (P.L. 87-195), UW-Superior publishes the following statement: "This school is authorized under federal law to enroll nonimmigrant alien students."

Consumer Information

Information required under the Higher Education Act of 1965, as amended, Title IV parts 668, 674, 675, 676, 682, 690, and 692 regarding, but not limited to, eligibility and criteria for receiving and availability of financial aid, rights and responsibilities of those receiving financial aid, standards of progress, terms of payment, repayment schedules for those receiving financial aid, conditions of employment related to financial aid, total educational costs of attending UW-Superior and refund policies can be obtained from the Financial Aid Office, Old Main 110, 715-394-8220 or finaid@uwsuper.edu

UW-Superior veteran enrollment requirements and standards of progress information are available from the Registrar's Office, Old Main 139, 715-394-8228 or registrar@uwsuper.edu.

The University is required through state statute (Assembly Bill 431) to share statistics with current students concerning crimes on campus and reported campus incidents of sexual assault and date rape. As required by law, this information is distributed annually to students through the UW-Superior website. In addition, federal laws, Student Right to Know Law and the "Campus Security Act" requires the university to inform prospective as well as current students of similar crime statistics and information on student graduation rates. This information is distributed annually to students through the UW System Introduction and UW-Superior website.

The University is required to provide annually to every student and employee information concerning the university's policies on illicit drugs and alcohol. In compliance with the Drug-Free Schools and Communities Act amendments of 1989, UW-Superior publishes and distributes this information annually. Additional information is available on the university's website or may be obtained from the Office of the Vice Chancellor for Campus Life/Dean of Students at the Yellowjacket Union, 715-394-8241 or campuslife@uwsuper.edu.
Privacy of Records

The University ensures students access to their official University records and maintains the confidentiality of personally identifiable information in accord with federal law. The university's privacy policy implementing the requirements of the Family Educational Rights and Privacy Act (FERPA) is available at http://www.uwsuper.edu/registrar.
The mission of the University of Wisconsin System is to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses, and to serve and stimulate society by developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of purpose. Inherent in this 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.

As an institution in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Superior shares the following core mission with other universities in the cluster:

(a) Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.

(b) Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling and through university-sponsored cultural, recreational and extra-curricular programs.

(c) Offer a core of liberal studies that supports university degrees in the arts, letters and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.

(d) Offer a program of pre-professional curricular offerings consistent with the university's mission.

(e) Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs and its approved mission statement.

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

(g) Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.

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

(i) Support activities designed to promote the economic development of the state.
Student Services

- Admissions
- Cashier (Bursar)
- Center for Academic Advising
- Financial Aid
- Office of International Programs
- Registrar
- Student Support Services (TRIO)
Mission Statement

The Office of Admissions strives to attract qualified students who can contribute to the vibrancy of the campus and to engage the campus community in the recruitment of students.

Admission to UW-Superior

The University of Wisconsin-Superior welcomes all students who meet entrance standards. UW-Superior strives to create a campus community that reflects the diversity of our country. We encourage students of color and others from traditionally underrepresented groups to consider joining us. Students are admitted without regard to race, color, creed, disability, ancestry, age, sexual orientation, pregnancy, marital or parental status, national origin, sex or religion. Discrimination on the basis of any of these categories will not be tolerated.

Students planning to apply for admission should do so early in their senior year of high school. Nontraditional students and transfer students should apply well in advance of the semester they wish to begin at UW-Superior. Priority deadlines are April 1 for fall and December 1 for spring. Complete information and the necessary application forms may be obtained online at www.uwsuper.edu/admissions or by contacting the Office of Admissions.

Apply online

Apply online or download an application at www.uwsuper.edu/admissions or at http://apply.wisconsin.edu

Visit our campus

We encourage prospective students to visit our campus. To arrange a tour, contact our Office of Admissions by calling 715-394-8230 or by emailing Admissions. You also can visit UW-Superior on the web at www.uwsuper.edu/admissions.

Campus visits are offered daily Monday-Friday and the second Saturday of most months.

Admissions categories

Admissions requirements vary for different types of students. Find the category that describes you, then use the admissions information under that category in this portion of the catalog.

Freshmen: Graduates of high schools in the United States or those who have received a GED or HSED who have not attended another university, technical college or other school after high school. Students who have earned college credits while in high school are considered Freshmen.

Transfer or Advanced Standing Students: Students transferring from accredited universities or colleges with 12 or more credits. Applicants with fewer than 12 transferable credits must meet the freshmen requirements.

Distance Learning: Students seeking to earn a degree through an online program of study.

International Students: Anyone seeking to enroll as a freshman or transfer student who is not a citizen or immigrant (permanent resident) of the United States.
Special Students: Anyone taking courses who does not wish to earn a degree. Special students are not eligible for financial aid. Special Students Auditing a Course: Anyone who wished to enroll in a class and not receive credit or a grade. Auditing students are expected to attend class regularly, but will not be expected to submit assignments or take examinations. Audited courses do not count toward a degree and cannot be converted to credit after the last day to add classes.

Youth Options: High school juniors and seniors who meet UW-Superior requirements to take courses through the Wisconsin Youth Options Program. Tuition and fees are paid by the student's school district.

Advanced Admission for Selected High School Students: High school juniors and seniors who meet UW-Superior requirements to take classes for audit or credit.

Advanced Placement: High school seniors who have completed college-level courses through the College Board's Advanced Placement Programs. To see how Advanced Placement classes will transfer, visit the University of Wisconsin System.

Graduate Students: See the Graduate Studies portion of this catalog.

Freshmen

Admissions Requirements
Applicants must satisfy the following minimum requirements to be considered for admission:

I. Graduation from a recognized high school or equivalent

- A recognized high school is one which is:
  1. Operated by a public school district.
  2. A private school accredited by an association certified by the U.S. Department of Education to accredit private schools, and whose names appear in the Federal Register as an accreditation association.
  3. A private school that's not accredited but which may be recognized by an institution in the University of Wisconsin System, based on the performance of previously admitted graduates from that high school.

- An applicant who has not graduated from a recognized high school must provide evidence of ability to begin college work. Such evidence may include General Education Development test scores or a high school equivalency examination or other established criteria, transcripts of coursework completed in high school, high school rank-in-class before leaving, written recommendations, ACT/SAT scores, or other evidence deemed appropriate. High school equivalence applicants may not normally be enrolled unless they are a minimum of two years past their expected date of high school graduation.

- Home-school students will be considered for admission based on a complete review of their curriculum, test scores and other evidence that can be used to demonstrate their preparedness for college-level work. Other applicants who have not graduated from a recognized high school must provide evidence of ability to begin college work. Such evidence may include General Education Development (GED) test scores or a high school equivalency examination (HSED).

II. College preparatory credits
Applicants must have taken a minimum of 17 high school credits in the following pattern.

- 4 -English: including three credits of literature and composition
- 3 -Mathematics: algebra, geometry and higher
- 3 -Social Science/History
- 3 -Natural Science
- 4 -Other Electives: Chosen from the above areas, foreign language, fine arts, computer science and other academic and vocational areas.

Students admitted on the basis of an equivalency certificate diploma or GED examination shall be considered to have fulfilled these minimum requirements.

III. Evaluation criteria
UW-Superior Freshman Admission

The University of Wisconsin-Superior fosters intellectual growth and career preparation within a liberal arts tradition that emphasizes individual attention and embodies respect for diversity and multiple voices.

The University of Wisconsin-Superior strives to create a campus community that reflects the diversity of our world.

Admission to the University of Wisconsin-Superior will be determined by a comprehensive review of academic and non-academic factors.

Academic factors include the challenge of the high school curriculum, cumulative grade point average (GPA), high school class rank, and standardized test scores. (The applicant must submit ACT or SAT scores).

Home-school students will be considered for admission based on a complete review of their curriculum, test scores and other evidence that can be used to demonstrate their preparedness for college-level work. Non-academic factors include, but are not limited, to such things as leadership, community service, unique talents, and other personal characteristics that contribute to the diversity of the University.

Special consideration will be given to service veterans with at least 180 days of active duty.

Special consideration will be given to non-traditional age applicants 20 years of age or older.

IV. Other considerations

A. Special consideration will be given to applicants who:
   1. Are educationally or economically disadvantaged.
   2. Achieve a GED total score of 2500 points.

B. Requirements for out-of-state students will be the same as those for Wisconsin residents. Additional admission criteria will be required of international students.

Application Procedures

Students applying to enter the university as freshmen should submit the following to the Office of Admissions after September 15. Contact the Office of Admissions for application deadlines. Early application is recommended due to enrollment limitations with priority consideration give to those who apply before April 1st for fall and December 15th for spring.
Transfer or Advanced Standing Students

Admissions Requirements

Students transferring to UW-Superior from accredited college parallel programs, colleges or universities with 12 or more earned credits and a cumulative grade point average of 2.0 (C) or better will usually be admitted in good standing. Some academic majors require higher grade point averages to be admitted into their programs.

Transfer applicants with 12 or more credits with less than a 2.0 average may be admitted on probation if their previous collegiate record meets the requirement of Standards for Academic Good Standing at UW-Superior and if they would have originally qualified for admission as freshmen at UW-Superior. If the transfer applicant has not already earned an Associate Degree or Bachelor's Degree at another college or university, then an official high school transcript needs to be submitted to the office of admission.

Meeting General Education requirements

The UW-Superior lower-division General Education requirements are considered satisfied for those students who have earned an associate of arts degree from a University of Wisconsin System institution or from any of the Minnesota State Colleges and University (MNSCU) Community Colleges.

Students who earn Associate of Art or Associate of Science degrees from many community colleges in neighboring states may also be considered to have satisfied the UW-Superior lower-division General Education requirements. Students should contact the Office of Admissions or their community college transfer advisor for more information regarding articulation agreements which list specific courses which must be taken within the degree. (Note: Associate of Applied Science degrees do not meet the requirement.)

UW-Superior also offers program-to-program articulation agreements for students who have graduated from many programs within the Wisconsin Technical College System, UW Colleges and the MNSCU system.

View information regarding articulation agreements.

Credit for military training

Credit may be awarded for military experience or military school training. Depending on the branch of the military, students are requested to supply their military services transcript to the transfer coordinator in the Office of Admissions to have the credit recommended by the American Council on Education be given for training to the student record.

Selecting a catalog of entry

Transfer students may select the pertinent catalog of entry at UW-Superior which corresponds with the start of the academic year at their previous institution. The maximum time between a catalog of entry and a catalog of exit is seven years.

Evaluating credits

An official evaluation of credits will be made and forwarded to the transfer applicant when his or her application form, application fee, and all transcripts have been received by the Office of Admissions and the student has been admitted to the University. Transfer analysis will be based only on official transcripts received directly from the transfer institution, not from student copies. A maximum of 72 semester credits may be transferred to UW-Superior from any one or combination of two-year colleges.

Credits with a grade of D- or better earned at accredited college parallel programs, colleges, or universities will transfer except in freshman English, WRIT 101 which need to be a C- or better.

Credits for military training

Credit may be awarded for military experience or military school training. Depending on the branch of the military, students are requested to supply their military services transcript to the transfer coordinator in the Office of Admissions to have the credit recommended by the American Council on Education be given for training to the student record.

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Evaluating credits

An official evaluation of credits will be made and forwarded to the transfer applicant when his or her application form, application fee, and all transcripts have been received by the Office of Admissions and the student has been admitted to the University. Transfer analysis will be based only on official transcripts received directly from the transfer institution, not from student copies. A maximum of 72 semester credits may be transferred to UW-Superior from any one or combination of two-year colleges.

Credits with a grade of D- or better earned at accredited college parallel programs, colleges, or universities will transfer except in freshman English, WRIT 101 and WRIT 102 which need to be a C- or better.

Elementary Education majors and teacher certification students must earn a minimum of C in COMM 110 and HHP 102.

Application Procedures

Students applying for admission as transfer students must submit to the university:

1. A completed UW System application for admission available online at www.uwsuper.edu/admissions
2. A $44 nonrefundable application fee payable to UW-Superior.
3. Official transcripts of all high school credit completed. Students who have not graduated at the time of application will also need to arrange to have the high school forward a final transcript upon high school graduation. A transcript is only considered official if received in a sealed envelope directly from the high school, faxed from the high school or sent electronically directly to UW-Superior.
4. Official scores from the American College Test (ACT) or from the Scholastic Aptitude Test (SAT). Submission of the ACT/SAT results is optional for applicants age 20 or older. Scores will be considered official if on a high school transcript or sent directly from ACT or SAT.
5. Applicants who wish to be admitted on the basis of high school equivalency must submit official documents such as the Certificate of General Education Development (GED) or other appropriate certificate. Include and unofficial transcript of GED scores.
6. Admitted students who wish to enroll must pay a $100 enrollment deposit, as described in their letter of admission. This deposit will be applied to the costs of the first semester of attendance.
7. Results of the Wisconsin Mathematics Placement Test must be submitted before enrolling. Students who have not submitted ACT or SAT scores and have not completed Writing 101 also need to take the Wisconsin English Placement Test. These tests usually offered in April and May. Most University of Wisconsin System institutions are test sites. The Office of Admissions will inform admitted students when and where they may take these tests. View more information regarding placement exams.

Distance Learning

The Distance Learning admission follows the same comprehensive process used for other UW-Superior admissions categories. Students who have completed high school within the past five years must meet UW-Superior freshmen or transfer admission requirements, as appropriate. Applications by those more than
five years beyond high school will be reviewed with greater consideration of non-academic factors. These latter applicants are encouraged to use the application essay to explain special circumstances or personal changes since previous academic work, as well as plans to ensure success in the intended program.

International students may be admitted on an individual basis, and must meet the UW-Superior International Student admissions requirements. Youth Options students must meet the UW-Superior Youth Options admissions requirements. Non-degree seeking students must meet the UW-Superior Special Students admissions requirements.

All students must have regular access to broadband Internet service for online study.

### International Students (Undergraduate)

**Application Procedures and Requirements**

UW-Superior welcomes qualified students from other countries. The Office of International Programs is responsible for the admission of undergraduate international students. International applicants are encouraged to refer to the undergraduate international admissions website, www.uwsuper.edu/admissions/international for updated information about the application process, requirements, costs, financial assistance and related information.

Undergraduate international applicants may apply to enroll as degree-seeking freshmen or transfer (advanced standing) students. Undergraduate international students who wish to enroll through a UW-Superior-affiliated international program may apply as Special Students.

International students who wish to enroll in undergraduate courses must submit the following:

1. A completed international undergraduate student application and appropriate application fee.
2. Official academic records for secondary and all post-secondary education. Official records must be submitted in their native language and must be accompanied by an official English translation. Official records should be sent to the UW-Superior Office of International Programs directly from the institution or examining board.
3. Verification of English language proficiency (non-native English speaking students only). The requirement will be considered satisfied by any of the following: 1) a TOEFL score of 61 IBT (Internet-Based Test) or 500 PBT (Paper-Based Test), 2) an IELTS (International English Language Testing System) score of 5.5 or higher, or 3) successful completion of English 101 at an accredited U.S. college or university. See English as a Second Language section for related information and requirements.
4. SAT or ACT score report. Native English speakers under age 20 must submit an SAT score or an ACT score. Non-native English speakers and native English speakers 20 or older are encouraged to submit SAT or ACT exam results if available.
5. Documentation of sufficient financial support to live and study full-time at UW-Superior. Financial verification is required before the university will issue the U.S. government form, Form I-20, necessary to obtain an F-1 student visa or to transfer from another U.S. institution.

Freshmen and transfer students who have not taken a mathematics or English course at an accredited U.S. institution are required to take the UW-Superior math placement test and English or ESL placement test, as appropriate, before enrollment or as early as possible during the first semester. The English placement test may not be required if an ACT or SAT score is submitted.

Admitted international students who wish to enroll must pay an enrollment deposit, as described in their letter of admission. This deposit will be applied to the costs of the first semester of attendance.

**Conditional Admission for Non-Native English Speaking Students**

International students who meet all requirements for undergraduate admission except for English proficiency may apply for conditional admission. Conditionally admitted students attend an intensive English language school until they have met the UW-Superior English proficiency requirement. Students who wish to apply for conditional admission must submit the items indicated above, except verification of English proficiency, and the application materials required by the intensive English language school they choose to attend. Conditionally admitted students will be eligible for standard admission to UW-Superior after they have submitted proof of English proficiency and updated documentation, which must be received at least three weeks prior to the start of the semester.

**English as a Second Language (ESL) Requirements**

ESL Placement Exam

Non-Native English-speaking students who submit English proficiency scores in the following ranges are required to take the UW-Superior ESL placement test prior to the beginning of their first semester.

- **TOEFL IBT:** 61-81
- **TOEFL PBT:** 500-550
- **IELTS:** 5.5-6.0

International students whose score falls above these ranges, or who score at least 450 on the SAT critical reading section or at least 18 on the ACT English section, are required to take the UW English Placement Test (EPT) prior to their first semester.

Four ESL courses are offered at UW-Superior: ESL 090 (2 credits), ESL 091 (3 credits), ESL 092 (3 credits) and ESL 093 (2 credits). Credits for these courses, the credits for which do not count toward graduation. Students are placed into appropriate ESL course(s) based on their ESL placement test results. Students who are required to ESL also take one or more appropriate undergraduate credit-bearing courses during their first semester.

Transition from Esl 092 to WRIT 099, 101 or 102:

Students who are required to take ESL 092, Writing for Academic Purposes, are required to take an appropriate English writing course, WRIT 099, WRIT 101 or WRIT 102, the following semester. In the latter half of the semester, ESL 092 students are given the following assignments as part of the ESL 092 course: 1) a 30- to 40 minute timed writing assignment and 2) a multi-draft, two-to three-page essay assignment. The ESL 092 instructor forwards scanned copies of the students' work to the Composition Coordinator two weeks prior to the last day of classes. Determinations regarding placement into WRIT 099, 101 or 102 are made based on the assessment of these writing assignments, not the UW EPT. The Composition Coordinator is responsible for overseeing these determinations and notifying students by the final day of classes.

### Special Students

**Admission Requirements**

Special Students (Non-degree seeking) may take university courses without being admitted as degree-seeking students. This is useful for high school students.
Youth Options applicants should be aware of the following:

Admission to UW-Superior as a Youth Options student will not guarantee availability of space in any desired course.

Authorized by the Board of Regents. Generally, a Youth Options student must be ranked in the upper half of his or her class to be considered for admission.

Admission to UW-Superior as a Youth Options student is subject to course, program and institutional enrollment limits, and to admission requirements as Wisconsin. School districts are required to pay the cost of tuition, books and fees and to determine whether the course satisfies state graduation and high school credit requirements.

The Youth Options program enables Wisconsin high school juniors and seniors to enroll in one or more courses at an institution of higher education in Wisconsin. School districts are required to pay the cost of tuition, books and fees and to determine whether the course satisfies state graduation and high school credit requirements.

UW-Superior welcomes Youth Options students and will attempt to accommodate them if they meet admission requirements and if there is space available in the desired courses. School district approval as a Youth Option student will not guarantee admission to UW-Superior or enrollment in desired courses.

Application Procedures

High school students must complete a UW System application available online at www.uwsuper.edu/admissions and submit a high school transcript and a letter of recommendation from their high school counselor or principal to the Office of Admissions.

Other applicants seeking to enroll as a special adult student must complete the UW System special (non-degree seeking) application available online at www.uwsuper.edu/admissions. There is no application fee.

Changing From Special to Degree-Seeking Status

Students who enter the university as a Special Student may remain in that classification until they earn a maximum of 29 semester credits. If they choose to become degree-seeking students or they reach the maximum 29 credits they must:

Special students who elected to enter the institution as non-degree-seeking students but who would have met the admissions criteria may be changed to degree-seeking upon completion of items below.

1. A completed UW System application for admission as a degree seeking student which is available online at www.uwsuper.edu/admissions.
2. Pay the $44 admission fee.
3. Have earned a 2.0 grade point average or higher as a special student at UW-Superior.
4. Submit an official high school transcript or GED scores to the Office of Admissions.
5. If attended college elsewhere, submit official transcripts from each college or university previously attended to the Office of Admissions.
6. A transcript is only considered official if received in sealed envelope from the school, faxed directly from the school or sent electronically directly to UW-Superior.
7. If students are under 20 years of age at the time they convert, they must submit official ACT or SAT test score to the Office of Admission.
8. Undergo a comprehensive admission review.

Special students who did not meet the university's admission criteria when they initially applied must successfully earn a minimum of 12 credits at UW-Superior (excluding credits in courses below the 100 level) in good academic standing to be considered for admission as degree-seeking students. In addition, the credits must include one course from the core requirements and one course each from two knowledge categories identified in the general education requirements.

Special Auditing Students

Students may audit courses in which they will not receive credit nor a grade. Audited courses do not count toward a degree and cannot be converted to credit after the last day to add classes. A student's transcript will indicate "Aud" and students must indicate when registering that they wish to audit the class.

Information regarding costs of auditing courses can be found online at http://www.uwsuper.edu/bursar/fees.

Application Procedures: Submit UW-Superior Adult Application and indicate wish to audit courses found online at http://www.uwsuper.edu/Registrar/forms/upload/Special-Adult-Application.pdf and include registration for the classes they wish to audit. Auditors who may who are eligible for Social Security Disability must provide the eligibility documentation to Student Support Services.

Youth Options

Admissions Requirements

The Youth Options program enables Wisconsin high school juniors and seniors to enroll in one or more courses at an institution of higher education in Wisconsin. School districts are required to pay the cost of tuition, books and fees and to determine whether the course satisfies state graduation and high school credit requirements.

UW-Superior welcomes Youth Options students and will attempt to accommodate them if they meet admission requirements and if there is space available in the desired courses. School district approval as a Youth Option student will not guarantee admission to UW-Superior or enrollment in desired courses.

Application Procedures

To be considered for admission as a Youth Options student, applicants must submit to the Admissions Office the following:

1. A completed UW System application for admission which is available online at www.uwsuper.edu/admissions.
2. An official transcript of all high school credit completed as of the end of the prior semester. This transcript should indicate current class rank. A transcript is only considered official if received in a sealed envelope from the high school, faxed directly from the high school or sent electronically directly to UW-Superior.
3. Results of the ACT are desirable, but not mandatory.
4. A brief statement describing the student's reasons for enrolling in the Youth Options Program and a list of courses the student would like to take at UW-Superior.

Admission to UW-Superior as a Youth Options student is subject to course, program and institutional enrollment limits, and to admission requirements as authorized by the Board of Regents. Generally, a Youth Options student must be ranked in the upper half of his or her class to be considered for admission. Admission to UW-Superior as a Youth Options student will not guarantee availability of space in any desired course.

Youth Options applicants should be aware of the following:
1. Course enrollment priority will be given to UW-Superior's degree-seeking students.
2. If admitted to UW-Superior, the Office of Admissions will inform Youth Options students the procedures for registering for classes. Before registering for university courses, Youth Options students must submit proof that the proposed coursework has been approved by the school administration.
3. It is the student's responsibility to make the appropriate arrangements to pay for tuition, fees and course materials. Tuition and fees shall be assessed according to institutional policies in regard to withdrawal, dropping a course, late fees, and refunds.
4. Youth Options students will be subject to UW-Superior codes of conduct and academic policies.
5. All coursework taken by Youth Options students will be recorded and transcripted as post-secondary credit. It is the responsibility of the student and the school board to determine whether the coursework may also satisfy high school credit requirements.
6. Course selection is dependent upon appropriate high school preparation, course prerequisites and, in some cases, consent of the instructor.

**Advanced Admission for Selected High School Students**

**Admissions Requirements**

Selected high school students who meet university requirements may be accepted to take courses for audit or credit. These students may pursue their university academic work during summer session or the regular academic year. High school juniors and seniors may be admitted and enrolled for credit if:

1. They submit a completed UW System application.
2. They rank in the upper half of their high school class.
3. There is room for them in the class.

Credits and grades will be averaged into the student's grade point average after one term of University attendance.

**Application Procedures**

High school students who meet the requirements for enrollment at the University prior to high school graduation may apply by submitting the following:

1. Students who want to earn college credit must submit:
   - A completed University of Wisconsin System application for admission which is available online at www.uwsuper.edu/admissions.
   - An official high school transcript. A transcript is only considered official if received in a sealed envelope from the high school, faxed directly from the high school, or sent electronically directly to UW-Superior.
   - A letter of recommendation, on high school letterhead, from either the principal or counselor.

2. Students who wish to enroll as audit students (no college credit) must submit:
   - A completed UW System application for admission.
   - An official high school transcript. A transcript is only considered official if received in a sealed envelope from the high school, faxed directly from the high school, or sent electronically directly to UW-Superior.
   - Submission of ACT or SAT test scores is recommended.

3. Admitted students who wish to enroll must pay a $100 enrollment deposit, as described in their letter of admission. This deposit will be applied to the costs of the first semester of attendance.

**Advanced Placement**

High School seniors who have completed college-level courses through the College Board's Advanced Placement Programs may take the appropriate examination administered by the Educational Testing Service and have their scores, test papers and reports sent to UW-Superior. The university has approved the granting of credit for Advanced Placement in a number of areas. Further information is available online at www.uwsuper.edu/admissions or by contacting the Office of Admissions.

**Project Lead the Way**

High school students who have completed Project Lead the Way courses may be eligible for college credit.
Mission Statement

The Bursar's Office provides a centralized, automated revenue receipting system that includes collection of payments for tuition, fees, room, board and miscellaneous charges, and acts as a deposit service for campus department revenue. The office also distributes payroll checks, posts all financial aid loans, grants and scholarships, and disburses refunds. The Bursar's Office is committed to satisfying our customer's needs to the best of our ability. We will respond to all requests with courtesy, accuracy, and prompt service.

Semester Costs

Undergraduate fees are set by the University of Wisconsin System Board of Regents and are subject to change without notice. The amount includes tuition and segregated fees. However, it does not include meals, housing, lab and material fees charged in some courses, or the miscellaneous fees listed elsewhere in this section of the catalog.

The fees listed below are for one semester, full-time undergraduate students. They are for comparison purposes only because we must prepare this catalog in advance. All tuition, fees and other charges are expected to change yearly. For current tuition and fee listings, please visit the Bursar’s Office website at http://www.uwsuper.edu/bursar/.

Tuition and fees for Fall Semester 2011

Resident: $3,771.08
Minnesota Resident: $3,910.63
Nonresident: $7,557.56

Online Courses

Tuition for online (Internet-based) classes during the 2011-2012 academic year was $290 per undergraduate credit and $535 per graduate credit. Each class had a $60 administrative fee. Online classes are charged separately from “traditional” classes; therefore, they are not included in the 12-18 credit tuition plateau.

(For Example: in the 2011-12 academic year, an undergraduate student with Wisconsin residency enrolled for 12 on-campus credits and 3 online credits would be charged $3,771.08 for the on-campus credits plus an additional $870 for the online credits plus the $60 lab fee for the online credits).

For current semester costs, prospective students should refer to the Fee Schedule, Payment Information and Due Dates available on the Bursar's Office website at http://www.uwsuper.edu/bursar/.

Residency Status

Wisconsin requires payment of nonresident tuition by students who are residents of states other than Wisconsin. For undergraduate students, residency status is determined at the time of admission. Residency status of graduate students is determined during the admission process to the Graduate Studies program.

A student's original resident status remains in effect unless the student requests and is granted reclassification. To learn more about residency and
reclassification, see the Registrar’s section of this catalog.

Minnesota Students

The Minnesota-Wisconsin Reciprocity Agreement enables Minnesota residents attending UW-Superior to pay the same tuition rate they would pay at a similar state institution in Minnesota. This offers a substantial savings over the nonresident fee.

To take part in this program, Minnesota students must file for and receive reciprocity before the end of their first semester of enrollment. We recommend students file for reciprocity before the semester starts or as early as possible. It is the student’s responsibility to apply for reciprocity. Failure to apply for and receive reciprocity will cause the student to be liable for paying nonresident tuition and fees.

The Minnesota Higher Education Services Office requests that students apply for Minnesota Reciprocity online from any internet access computer at: www.ohe.state.mn.us.

Questions about eligibility, the application process, or technical assistance should be directed to the Minnesota Education Services Office at (800) 657-3866.

Fees

Auditing Classes Credit Fee Policy

1. Wisconsin residents age 60 or older (as of the first day of classes) will not pay tuition. All other senior citizens will pay a percentage of the per-credit fee based on residency (see #6 below).
2. Disabled Wisconsin residents who are receiving disability benefits under either Supplemental Security Income (SSI) program or federal Social Security Disability Insurance (SSDI) program will not pay tuition.
3. Students taking courses for credit who are also auditing a course will pay full fees, just as if all courses were for credit. For example, a student who is taking two three-credit courses for credit and auditing another three-credit course will pay the fees for nine credits, including segregated fees.
4. Audit-only students have the option to pay segregated fees if access to segregated fee-funded services is desired. If segregated fees are not paid, access for audit-only students is limited to the library and non-segregated fee-funded activities of the student union.
5. All auditing students will be charged lab fees.
6. Audit-only students will pay a percentage of the per-credit fee based on residency:
   - Wisconsin residents under age 60 pay 30 percent of incidental fees (rounded).
   - Nonresidents pay 50 percent of incidental fees and nonresident tuition (rounded).
   - Minnesota residents pay 30 percent of incidental fees and reciprocity fee (rounded). Minnesota residents must apply for and receive reciprocity from the State of Minnesota. If they do not receive reciprocity, they will be considered the same as nonresidents and will pay according to that schedule.

Lab Fees

Lab fees and where they must be paid are listed in the Class Schedule. Some lab fees are added to the student’s academic fee bill and are payable at the Cashier’s Office. Other lab fees require payment at the first class meeting and are paid directly to the vendor conducting the class.

Miscellaneous Fees

- **Add Fee** - A $20 fee must accompany any late add that occurs during the last week of classes or thereafter.
- **Admission Fee** - A $44 fee must accompany each application for admission to an undergraduate program. A $56 must accompany each application for admission to a graduate program.
- **Graduation Fee** - A $50 fee must accompany each application for both an undergraduate and graduate degree.
- **Parking Permit** - A parking permit is required to park in university lots. Permits may be purchased at Parking Services located at Catlin Avenue and Belknap Street.
- **Drop Fee** - A drop fee of $20 will be assessed for each transaction (independent of number of credits) processed after the second week of classes.
- **Withdrawal Fee** - A withdrawal fee of $50 will be charged to students who withdraw after the semester begins and during the refund period. Students who are de-registered for nonpayment after the semester begins also will be charged $50.
- **Re-registration Fee** - A $25 re-registration fee will be charged to all students who are de-registered for nonpayment, petition for re-admittance, and are allowed back into classes. If the re-registration activity occurs during the last week of classes or thereafter, the fee is increased to $50.
- **Late Payments Fees** - A $75 late payment fee will be charged if the required down payment is not made by the end of the first week of school. This will be pro-rated for part-time students.
- **New Student Orientation Fee** - A $105 orientation fee will be assessed to all new freshmen and transfer students.

All fees are subject to change.

Paying Fees

Current information should be obtained by referring to the Fee Schedule and Payment Information and Due Dates published each semester at http://www.uwsuper.edu/bursar. A Schedule of Student Fees is also available in the Cashier’s Office, Old Main, Room 208, before each semester begins.

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Payment Location

Fees can be paid at the Cashier's Office, Old Main, Room 208. Fees can also be paid by mail or dropped in the Night Depository slot outside Old Main, Room 208.

Deadline

The exact due dates can be found in the Fee Payment Information published each semester. Failure to comply with these due dates will cause registration to be canceled. This includes students receiving financial aid.

Financial aid may be used to meet the minimum payment due as long as financial aid recipients have completed all necessary requirements to have the aid disbursed by the payment deadline.

Billing and Payment

The university has adopted electronic billing, therefore, no billing statements will be mailed to students. Billing statements for Fall Semester will be available for viewing or printing through the My E-Hive portal at http://www.uwsuper.edu/ on or shortly after August 1 and for Spring Semester after January 1. Students unable to access the My E-Hive portal should contact the Technology Help Desk at (715) 394-8300 or 1-800-806-2890 for login and password assistance. The Cashier's Office will send an e-mail reminder to all registered students' university e-mail accounts informing them to view their bills prior to the payment due date. Failure to access bills online will not excuse any payment due dates or late payment fees.

Terms and Conditions of Fee Payment

New students must sign and return a terms and conditions form. This is our confirmation that you actually plan to attend and agree to the terms and conditions of fee payment. Failure to sign a terms and conditions of fee payment will result in a registration hold being placed on the student's account (which will prevent the student from enrolling in future courses).

Fee Payment Options for Fall and Spring Terms*

The following options are being review and are subject to change. Please visit the Bursar's Office website for up-to-date payment options. http://www.uwsuper.edu/bursar/payment/index.cfm.

Option 1: Pay tuition and fees in full by the end of the first week of the term.

Option 2: Make a $100 down payment by the end of the first week of the term and pay the balance before the sixth week of the term. This date is published on the bursar's web page as the first installment date.

Option 3: Make a $100 down payment by the end of the first week of the term and pay balance in two installment; half by the sixth week of the term and the balance by the tenth week of the term.

*Note: To avoid finance charges pay the balance using option 1 or 2. Beginning the seventh week of the fall and spring semester a finance charge will be added to the unpaid balance on each bill at a monthly periodic rate of 1-1/2 percent (annual percentage rate of 18 percent). All students are assumed to be on the partial payment plan when they sign the terms and conditions form and until all fees are paid in full.

Financial aid recipients must complete the necessary requirements for the Financial Aid Office by the due dates set in order to use financial aid for the $100 down payment. Billing dates for the remaining payments will be published on the Bursar's Office website.

Use of the partial payment plan does not imply that a student can withdraw from school and be excused from the remaining payment for the semester. This plan merely defers portions of the fees to be paid later in the term. If a student withdraws after the refund period ends in the fourth week, fees must be paid in full. A withdrawal fee of $50 will be charged all students who withdraw after the semester begins and during the refund period. Students who are deregistered for non-payment after the semester begins will also be charged $50. Terms and conditions are subject to change without notice.

Late Payment Fees

All students are required to make the down payment by the end of the first week of classes. After that, a late payment fee of $75 will be assessed to full-time students (prorated for part-time students) in the second session week and thereafter. Deregistration will be considered in the fourth session week for students who have not made payment or payment arrangements.

Refund of Fees

Most financial aid is applied directly to the student's account. A refund will be issued if the amount paid exceeds the student's charges. The Board of Regents of the University of Wisconsin System | 175 of 207
tuition refunds will be disbursed via the Higher One Card. With the Higher One card, students will elect to have their refunds:

1. deposited electronically to a Higher One checking or debit account
2. deposited electronically to a checking account of the student's choice
3. receive a paper check in the mail.

Student must activate the card and select their refund choice.

Through a contractual relationship with Higher One, UW-Superior offers optional bank accounts that are linked to the Higher One card. Students, faculty, and staff are not required to open an account with Higher One, and they do not need to have a Higher One account in order to use services, such as meal plans, and the library. Many financial institutions are available within the community to meet personal banking needs, and UW Superior encourages everyone to consider all options. UW-Superior followed a competitive procurement process in selecting and contracting with Higher One and, as part of that contract, receives financial consideration that is used to pay the administrative cost of the program. Any revenue exceeding the program cost will be spent on student programs as defined by the student government.

Refunds of less than $5 will not be processed.

**Miscellaneous Fees**

Miscellaneous refunds are made if the department assessing the fee requests the Cashier's Office to process a refund. If you believe you are entitled to a refund of a miscellaneous fee, check with the department assessing the fee.

**Tuition**

Tuition refunds may be made as a result of withdrawal from the university or reduction in the number of enrolled credits. Refunds are pro-rated according to the following schedule:

Fee refund schedule for withdrawals and class drops below full time for full-term courses (excluding summer session):

- First and second week 100 percent refund
- Third and fourth week 50 percent refund
- Thereafter 0 percent refund

The refund may be returned to financial aid programs if payment was from financial aid proceeds.

Official withdrawal forms are available in the Registrar's Office, Old Main, Room 139. Students are considered enrolled unless an official withdrawal card is on file. Refunds are based on the date of withdrawal. The date of withdrawal is determined by the Registrar's Office when the proper withdrawal form is filed in the Registrar's Office.

Official Drop/Add forms are available in the Registrar's Office, Old Main, Room 139. During the 100-percent refund period, a student who adds and drops credits shall be assessed additional fees or receive a refund based on the net result of those adds and drops. After the 100-percent refund period (starting with the third week), students will be assessed for all adds and drops. A drop fee of $18 will be assessed for each transaction (independent of number of credits dropped) processed after the second week of classes.

**Room and Board, Residence Hall Deposit**

Housing and meal plan refunds are made on a weekly pro-rated basis. A session week is defined to end as of 11:59 p.m. each Saturday. Refunds are made in accordance with provisions found in the Housing Contract.

**Returned Checks and Delinquent Accounts**

A $20 Non Sufficient Funds charge will be added to all accounts for returned checks.

**Extenuating Circumstance Petitions**

This petition form is for students requesting waiver or refund of tuition and segregated fees. The members of the decision making Committee are appointed by the Chancellor according to the guidelines in FPPP44.

Any actions affecting academic record (transcript) must be petitioned through the Credits & Reinstatement Committee.

**Bursar/Cashier's Office Contact Information**

Cashier (Bursar)
University of Wisconsin - Superior

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Mission Statement

The Center for Academic Advising provides comprehensive advising services to students who:
- Have not yet declared a major
- Are in transition between majors and/or minors
- Are otherwise undecided about their academic and/or career path

The office also serves as an academic advising information clearinghouse, general referral source, academic advisor development center, and academic policies and procedures consultant for UW-Superior campus advisors and administrators.

Advisement

Staff with the Center for Academic Advising begin working with students from the moment they have completed the application process through graduation and beyond. Students entering the Center are seen by professional advisors who are able to provide academic advisement services. The Center's advising staff provides support to all undergraduates and alumni. Students who are changing majors, minors, and/or advisors may do so by phone, email, or stopping by the Center to declare their changes. Change of major and advisor forms are not processed during the advisement period in November and April. (Consult the Academic Calendar for these date exceptions.) The Center seeks to be a location where students and alumni may feel safe and comfortable to talk about their academic and/or personal goals regardless of major or career level.

Academic advising is a collaborative educational process whereby students and their advisors are partners in meeting the essential learning outcomes, ensuring student academic success, and outlining the steps for achievement of the students' personal, academic, and career goals. Undergraduate degree-seeking students are assigned an academic advisor by Center staff based on their major preferences. Students pursuing a business degree work with Center staff advisors to complete prerequisite course work until they are ready to apply and are admitted into the School of Business. Students who have not declared a major are assigned to advisors who have a commitment toward helping students develop appropriate academic plans. The Advisor's role, in part, includes assisting students with goal-setting, understanding degree and graduation requirements, and long-term career options. Students are required to meet with their advisors each semester before registering for classes.

The Center also serves as an academic advising information clearinghouse, general referral source, academic advisor development center, and academic policies and procedures consultant for UW-Superior campus advisors and administrators. For questions related to undergraduate academic advisement, email advise@uwsuper.edu, call 715 394-8515, or stop in Old Main, Room 134.

Declaring a Major/Minor

Each year, up to 1/3 of the new students arriving on campus enter the university as "undeclared." Other students declare a major and later change it - some change majors more than once. At UW-Superior that's OK! The Undeclared major is the ideal place to explore topics, ideas and professions that may be new to you - all while earning credits toward your degree and being connected to the campus community. As your knowledge and experience grows, you will find a major that fits your needs and interests and continue to build your connections. When you are ready to declare your major, or if you wish to change your major, do so online at http://www.uwsuper.edu/advise/forms or visit the staff in the Center for Academic Advising (Old Main 134).

Electronic Advising Holds

The University places enrollment holds each semester to ensure that all students discuss their course selections with their advisors before registration. Once the student has met with the advisor and had the course selection approved, the advisor will lift the enrollment hold. This allows the student to register for classes after the time listed in the student center.

Center for Academic Advising Contact Information

Center for Academic Advising
University of Wisconsin - Superior
Old Main 134/135
Belknap and Catlin Ave.
P.O. Box 2000
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Financial Aid

- About Financial Aid
- Educational Costs
- Satisfactory Academic Progress Standard for Financial Aid
- Financial Aid Office Contact Information

About Financial Aid

UW-Superior offers a variety of financial aid programs to assist students with their educational goals. During the 2010-2011 academic year approximately $23.2 million was awarded through federal, state and university sources to provide grants, loans and work to undergraduate students. Specific information can be found at [www.uwsuper.edu/finaid](http://www.uwsuper.edu/finaid).

Financial aid is available to most students and limited to educational costs. These costs include fees, tuition, books and supplies, room and board, transportation, and miscellaneous personal expenses. To receive financial aid, a student must complete the Free Application for Federal Student Aid, commonly called FAFSA, at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

April 1 is UW-Superior's priority financial aid application deadline for the following academic year. Students whose aid applications are finalized by that date will receive the first consideration for aid. Aid applications completed after April 1 will receive aid packages as funds are available. Students must re-apply each year.

To be eligible for most financial aid, students must be enrolled as a degree-seeking or teacher certification student at least half time; this is six credits per semester for undergraduates. They also must maintain satisfactory academic progress and comply with Selective Service registration, among other requirements.

Students enrolled less than half time may be eligible for financial aid on a limited basis according to current regulations. Students should be aware that satisfactory academic progress for financial aid differs from academic standards for enrollment in the university.

Grants, scholarships and fellowships that exceed the cost of tuition, fees, books and required educational equipment and supplies are considered to be taxable income and you may be required to pay taxes on it. For additional information contact a tax advisor.

Educational Costs

These are estimated costs used by the Financial Aid Office to determine financial need for each academic year. Actual current costs are available from the UW-Superior Business Office located in Old Main, Room 206. Tuition, fees, housing and meals costs for 2011-2012.

Tuition and Fees
(Based on full-time enrollment September-May):

- Wisconsin Resident Tuition and Fees: $7,542
- Minnesota Reciprocity Tuition and Fees: $7,820
- Nonresident Tuition and Fees: $15,115

Indirect Educational Costs
( Individual circumstances affect these costs. Contact the Financial Aid Office):

- Books and Supplies: $820
- Off or On-Campus Room/Board: $5,750
- Off-Campus or Resident Meal Plan: $2,525
- Travel: $1,400
- Miscellaneous Personal: $2,100

Satisfactory Academic Progress Standard for Financial Aid

A student must maintain satisfactory academic progress toward a degree to receive financial aid, including loans. Failure to maintain satisfactory progress will result in the student having his or her financial aid suspended. A student who has been suspended by the Financial Aid Office may file a petition to have his or her financial aid reinstated (see the Appeal Procedure below).

The UW-Superior Satisfactory Academic Progress Policy has two components: Grade Point Average (GPA) and Completion Rate (Credits Attempted Versus Credits Earned).

Grade Point Average

The Grade Point Average (GPA) component is the same as the requirement for academic good standing (see below). Students who are suspended due to failure to meet GPA requirements will be notified by the Registrar's Office. When academic reinstatement occurs, financial aid reinstatement will automatically occur, as it pertains to GPA.

Completion Rate

The Financial Aid Office monitors Completion Rate at the end of Summer College. The Financial Aid Office will notify students if they have not met the appropriate completion rate (described below). Those students will need to file a Petition for Financial Aid Reinstatement with the Financial Aid Office. (Note: It is possible that at the end of second semester a student may be required to file an appeal with both the Registrar's Office, due to GPA, and the Financial Aid Office, due to Completion Rate.)
Transfer students are assumed to be making satisfactory progress upon entering UW-Superior (i.e., financial aid suspension at another institution does not carry forward). However, those accepted with less than a 2.0 cumulative GPA from all previously attended institutions will be on financial aid probation.

Incompletes and withdrawals after the 10th day of the grading period will be counted as attempted credits. Remedial credits will be counted as attempted credits. Repeated courses will be counted as attempted credits as many times as the course is repeated. Example: A student repeats a three-credit class. The second grade is a passing grade. Thus, the student has attempted six credits and has earned three credits. If both attempts at the class result in two grades of F, then the student has attempted six credits and has earned zero credits.

Successful completion of a credit attempted is credit for which a grade of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, or IP is received.

Students may receive financial aid for no more than 150 percent of the published length of the currently enrolled academic program, measured in credits. For example, a student’s academic program is 120 credits. Financial aid may be received for no more than 180 credits. When pursuing a second degree, no more than 150 percent of the number of credits required to complete the second degree will be allowed. Exceptions to this rule may be made on a case-by-case basis through the appeal procedure.

The obtaining of a degree, with the exception of an associate degree, automatically reinstates the student's eligibility for financial aid.

**Satisfactory Academic Progress Policy**

**Grade Point Average standards - same as the academic standards as follows:**

**Academic Probation**

Students are placed on academic probation whenever their:

- Cumulative grade point average drops below 2.0 **OR**
- Semester grade point average is less than 1.66 regardless of the cumulative grade point average.

Students on probation must earn a 2.0 semester grade point average the following semester to remain in good standing. Once the cumulative grade point average goes to 2.0 or above, they are no longer on probation. If students fail to earn a 2.0 semester grade point average while on probation they will be suspended.

Transfer students accepted with less than a 2.00 cumulative grade point average from all previously attended institutions will be admitted on academic probation.

Suspended students readmitted by the Student Reinstatement Committee will be readmitted on academic probation.

**Academic Suspension**

At the end of each term the university reviews the academic records of all students. Students previously on probation will be suspended if their semester grade point average is less than 2.0.

Students suspended for failure to maintain academic good standing shall be declared ineligible to continue to enroll during any fall or spring term. Suspended students may attend classes during any summer term without being readmitted.

**Completion Rate Standards (Credits Attempted Versus Credits Earned):**

Students are required to make satisfactory progress toward completion of a degree. The method used to monitor this requirement is to determine if the student is earning a specified percentage of credits in which he or she was enrolled as of the tenth day of class and those credits added after the tenth day of class. The appropriate percentage used depends on the grade level of the student. As the student advances from freshman to senior, it is expected that a higher percentage of credits attempted would be completed. Both credits transferred from another institution as well as credits earned at UW-Superior are used to determine the grade level of the student. This in turn determines the appropriate percentage to be applied to the cumulative credits attempted. The result is the minimum number of credits the student must complete to be considered making satisfactory progress.

**Suspension**

Suspension will occur when any of the following, as a minimum, are not met:

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<thead>
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<th>Credits Attempted Appropriate Percentage</th>
<th>01 - 27</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28 - 55</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>56-83</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>84 and above</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>Graduate</td>
<td>66%</td>
</tr>
</tbody>
</table>

**Probation**

Students on probation are monitored at the end of each enrollment to determine whether the terms of the probation were met. If not, suspension will occur. Students who meet the conditions of probation, but who have not met the Progress Standards, will remain on probation until the minimum standards are met.

**Appeal Procedure**

Students who do not meet the above policy standards may be considered to be making satisfactory progress, evaluated on an individual basis, if there are mitigating circumstances including:

- The death of a relative of the student (copy of the death certificate must be provided)
- Injury or illness of the student
- Other special circumstances

A student has the right to submit a written petition to the Student Financial Aid Review Board explaining the mitigating circumstances that prevented the student from meeting the standards of the Satisfactory Academic Progress Policy. If the first petition is denied, the student can submit a second written petition. No personal appeals are allowed, and the decision of the Student Financial Aid Review Board is final.

The Financial Aid Review Board generally meets the week before the start of classes each term. Other meetings are scheduled on an as needed basis. Students may contact the Financial Aid Office for current information on meeting times. The results from actions of the committee will be communicated to the student immediately or may be obtained by contacting the Financial Aid office the day after the meeting.

This policy is under review at the time of publication. Please visit www.uwsuper.edu/finaid for any changes.

**Refunds and the "Return of Title IV Funds" Policy**

When a student withdraws or is expelled from school and has been awarded federal financial aid, per federal law, a portion of that awarded aid may be required to be returned. The amount to be returned may come from the institution, the student, or a combination of the two. To determine who is responsible for returning the funds to the federal government, two calculations are necessary.

The Board of Regents of the University of Wisconsin System | 181 of 207
Calculation 1:

First, per the "Return of Title IV funds" formula dictated by the federal government, the Financial Aid Office will calculate the amount of financial aid awarded to the student that must be returned to the federal government by the institution and the student, if the student withdraws prior to completing 60 percent of the term. The federal formula is applicable to a student receiving a TIP grant, Pell grant, SEOG, Academic Competitiveness Grant/SMART Grant, Perkins Loan, Direct Subsidized, Direct Unsubsidized, and Direct PLUS loans. The percentage of Title IV aid to be returned is equal to the number of calendar days remaining in the semester divided by the number of calendar days in the semester. Scheduled breaks of more than five consecutive days are excluded. Once this calculation has been performed, the Financial Aid Office will notify the Cashier's Office of the amount the institution and/or student is required to return to the Title IV financial aid programs.

Calculation 2:

The Cashier's Office will then calculate the refund of institutional charges due the student per the University of Wisconsin refund policy mandated by the state. If Calculation 1 is greater than Calculation 2, the student must pay the difference to the university and, in some cases, directly to the federal government. The Cashier's Office will notify the student of the amount owed and to whom it must be paid. If any funds are to be returned after the return of Title IV aid, they will be used to repay the following listed in priority order: state funds, UW-Superior Foundation funds, other private sources and the student. If there was an unpaid balance, then all aid sources will be repaid before any funds are returned to the student.

Financial aid awards will be adjusted accordingly for classes never attended prior to the determination of the amounts to be returned to federal programs. Financial aid recipients are encouraged to contact the Financial Aid Office to be advised of the impact of withdrawing from the university prior to initiating the process.

Veterans' Benefits

We are dedicated to serving the educational needs of our university's active duty veterans, guard members, reservists, and dependents of veterans. Information and applications for federal veteran benefits may be obtained online at [www.gibill.va.gov](http://www.gibill.va.gov) or through the Registrar's Office, Old Main Room 139 telephone 715-394-8234. Veterans leaving active duty, if not applying online, must provide UW-Superior a certified copy of their discharge papers (DD214). The county clerk's office in the county in which the student resides can make a certified copy from the original if one is needed. Reservists and National Guard veterans must provide the school with an original of DD 2384 Notice of Basic Eligibility (NOBE), and, if eligible for "kicker" monies, a copy of the kicker agreement. The commanding officer of a student's unit initiates these forms.

A new federal GI Bill® has been implemented. The name of this new program is The Post 911 GI Bill® (Chapter 33). This new bill is in addition to the other federal educational benefits that already exist. The Post 911 GI Bill® is for veterans who served on active duty after September 10, 2001. The Post 911 GI Bill® program will provide veterans, service members and members of the National Guard and Selected Reserve with educational assistance. This assistance will generally be in the form of tuition and fees, a monthly housing allowance, and a books stipend.

Wisconsin veterans may be given a waiver of their tuition and fees if they qualify for the "Wisconsin GI Bill® Program." A brochure which explains this program and includes the forms necessary to apply is available online by going to the Wisconsin Department of Veterans Affairs Education Benefits Page. This information is also available from your County Veterans Service Office.

Be aware that your Veterans Administration educational benefits should not be counted on as the only source to cover school costs.

Financial Aid Office Contact Information

Financial Aid
University of Wisconsin - Superior
Old Main 110
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
Phone: 715-394-8200
Email: finaid@uwsuper.edu
Office of International Programs

- Mission Statement
- Admission Requirements for International Students
  - Application Procedures and Requirements
  - Conditional Admission for Non-Native English Speaking Students
  - English as a Second Language (ESL) Requirements
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  - Wisconsin in Scotland
  - Other Study Abroad Programs
  - National Student Exchange
- Office of International Programs Contact Information

Mission Statement

The Office of International Programs provides assistance and services to prospective and current international students at UW-Superior. International students are defined as students who are not citizens or immigrants [permanent residents] of the United States. International students can get help with issues such as: application and admission procedures; adjusting to campus and community life; maintaining U.S. immigration status; employment and internships; medical insurance; taxes; and personal, cultural, or academic issues.

The office also conducts new international student orientation, hosts cultural events, advises the World Student Association, and assists with university communications with international alumni.

The office also manages all study away programs including faculty-led short-term programs, semester and academic year programs abroad, and the National Student Exchange.

Admission Requirements for International Students

Application Procedures and Requirements

UW-Superior welcomes qualified students from other countries. The Office of International Programs is responsible for the admission of undergraduate international students. International applicants are encouraged to refer to the undergraduate international admissions website, www.uwsuper.edu/admissions/international, for updated information about the application process, requirements, costs, financial assistance and related information.

Undergraduate international applicants may apply to enroll as degree-seeking freshmen or transfer (advanced standing) students. Undergraduate international students who wish to enroll through a UW-Superior-affiliated international program may apply as Special Students. International students who wish to enroll in undergraduate courses must submit the following:

1. A completed international undergraduate student application and appropriate application fee.
2. Official academic records for secondary and all post-secondary education. Official records must be submitted in their native language and must be accompanied by an official English translation. Official records should be sent to the UW-Superior Office of International Programs directly from the institution or examining board.
3. Verification of English language proficiency (non-native English speaking students only). The requirement will be considered satisfied by any of the following: 1) a TOEFL score of 61 iBT (Internet-Based Test) or 500 PBT (Paper-Based Test), 2) an IELTS (International English Language Testing System) score of 5.5 or higher, or 3) successful completion of English 101 at an accredited U.S. college or university. See English as a Second Language section for related information and requirements.
4. SAT or ACT score report. Native English speakers under age 20 must submit an SAT score or an ACT score. Non-native English speakers and native English speakers 20 or older are encouraged to submit SAT or ACT exam results if available.
5. Documentation of sufficient financial support to live and study full-time at UW-Superior. Financial verification is required before the university will issue the U.S. government form, Form I-20, necessary to obtain an F-1 student visa or to transfer from another U.S. institution.

Freshmen and transfer students who have not taken a mathematics or English course at an accredited U.S. institution are required to take the UW-Superior math placement test and English or ESL placement test, as appropriate, before enrollment or as early as possible during the first semester. The English placement test may not be required if an ACT or SAT score is submitted.

Admitted international students who wish to enroll must pay an enrollment deposit, as described in their letter of admission. This deposit will be applied to the costs of the first semester of attendance.

Conditional Admission for Non-Native English Speaking Students

International students who meet all requirements for undergraduate admission except for English proficiency may apply for conditional admission. Conditionally admitted students attend an intensive English language school until they have met the UW-Superior English proficiency requirement. Students who wish to apply for conditional admission must submit the items indicated above, except verification of English proficiency, and the application
returns home a changed person able to see the world through new lenses. To acquire new perspectives, knowledge and skills to succeed, Study Away brings a fresh perspective to career choice and human relationships. Each student experiences the world that broadens students' international and intercultural awareness. To function effectively in the increasingly global economy, U.S. students need to be insured.

Insurance Requirements

The University of Wisconsin System requires all F-1 students to have illness and accident insurance coverage. This requirement is for their protection because medical care in the United States is very expensive. If a student does not have adequate insurance coverage, one serious illness, injury or catastrophic medical emergency could mean financial ruin. In such a case a student would almost surely have to return home, which would mean the end of his/her educational dreams in the United States. UW-Superior offers an affordable international student accident and sickness insurance policy underwritten by AIU. With few exceptions, all international students are required to enroll in the UWS international student health insurance program. Please contact international@uwsuper.edu before purchasing any other insurance. Otherwise, a student may end up having to pay for two plans.

Please note that the UWS policy covers illness and accidents only. It does not cover routine physical examinations, sports examinations, routine vision or dental care. We strongly recommend that students take care of these needs in their home country before coming to UWS, or while they are home during University breaks.

The requirement to purchase our UWS insurance policy can be waived ONLY for students who provide proof of national health insurance from their home country that meets or exceeds the policy offered through UW-Superior. We cannot accept coverage from other U.S.-based insurance providers. If you believe that your policy meets or exceeds the university coverage, you must complete and sign a waiver form and give us a copy of your valid policy enrollment card NO LATER THAN THE END OF THE FIRST WEEK OF CLASSES. We will not read through your policy searching for the required information. It is your responsibility to study your policy to determine the coverage level.

Study Away

Study Away is experiential learning at its best! Time spent overseas, or on another National Student Exchange (NSE) campus in the US, will open a window to the world that broadens students' international and intercultural awareness. To function effectively in the increasingly global economy, U.S. students need to acquire new perspectives, knowledge and skills to succeed. Study Away brings a fresh perspective to career choice and human relationships. Each student returns home a changed person able to see the world through new lenses.
UW-Superior offers numerous short-term and semester/academic year opportunities for students to study in other countries or on other NSE campuses while receiving course credit at the University. Information about Study Away programs is available at the University of Wisconsin System.

All credits earned through any Study Away program are listed on the official UW-Superior transcript and are used to calculate UW-Superior cumulative GPA.

Financial Aid for Study Away

In nearly all cases, students’ financial aid eligibility will transfer for study abroad, and they may be eligible for additional funding through grants, scholarships, and loans. Our staff provides coaching in applying for scholarships such as the Benjamin Gilman and Freeman-Asia Awards.

Faculty Led Programs

Short-term programs led by faculty members are offered to a variety of destinations including Bali, Bosnia, China, Costa Rica, France, Ghana, India, Italy, Mexico, Scotland and Spain. New programs are developed on a regular basis. These programs which travel in January or May range from 3 to 9 credits and all include a pre-course during the semester before departure. Requirements and program fees vary so please check with the program staff at studyabroad@uwsuper.edu for more information.

Wisconsin in Scotland

The Wisconsin in Scotland (WIS) program is an amazing experience that offers virtually limitless opportunities for educational and personal growth. It is an opportunity full of challenges, new experiences, and great rewards and a chance to live in a Scottish castle/palace!

The Wisconsin in Scotland program is a facet of the West Central Wisconsin Consortium (WCWC), under the authority granted by the UW Board of Regents. UW-River Falls, UW-Stout, UW-Superior, UW-Parkside, UW-Whitewater, UW-Colleges and Normandale Community College offer participation in the WIS program to their students and faculty members. Students can participate for either one semester, for the academic year, or for the six-week summer program. View the calendars for more information on dates and events.

Courses are taught by faculty from the participating universities. There are also courses offered by British adjunct faculty during the fall and spring semesters. All courses are designed to take advantage of the Scottish setting. Fall and spring semester students are required to enroll for a minimum of 12 credits. Summer participants are required to enroll for a minimum of 3 credits. During the semester program, there is the opportunity for independent study/directed study courses and/or internships with home campus approval. The semester program allows time for independent travel with a 10-day break and several long weekends. The summer program allows three days of travel/exploration most weekends. Many cultural activities are included in each program. Information is at http://www.uwrf.edu/wis

Other Study Abroad Programs

UW-Superior has bi-lateral exchange agreements with the Global Village Program at Yonsei University, Wonju, South Korea; Ibaraki University in Japan; Carl von Ossietzky University, Oldenburg, Germany; and participates in the Wisconsin-Hessen Exchange with several institutions in Germany.

A semester long experience Experience China set in beautiful Hangzhou provides a rich, cultural immersion with the comfort and safety of an organized and well-staffed international learning community. As a student in the Experience China (ExC) program you will participate in a directed study of Chinese culture alongside your general education courses. The relationship between the United States and China has been described as important not only for the citizens of our two countries, but also for a new era of global development. Position yourself on the leading edge of this new era by immersing yourself in the historic, diverse, and complex culture of China with the ExC program.

Students desiring an immersion experience in Spanish study at the Center for Interdisciplinary Education, CIME, in Costa Rica where a variety of internship experiences are also possible.

Art majors will find a special niche at SRISA, the Santa Reparata International School of Art in Florence, Italy. Teacher Education majors enjoy the many opportunities to student teach abroad or in other parts of the U.S. through the Educators Abroad Program.

In addition to programs sponsored by UW-Superior, UWS students can participate in programs offered by sister institutions within the University of Wisconsin System. Information is available here.

National Student Exchange

Spread your wings and fly away on The National Student Exchange, a consortium of nearly 200 universities in the United States, our territories and Canada! To date, UW-Superior students have exchanged to campuses in 17 states, Puerto Rico and 5 Canadian provinces.

The NSE Program has been compared to a domestic study abroad program. Instead of crossing oceans, however, NSE students cross state, regional, provincial, and cultural borders to take courses not available on their home campuses, expand their academic program options, reside in a different region, be exposed to diverse cultural settings, seek out graduate and professional schools, and explore career options. The changes seen in student attitudes, understanding of other people in other settings, maturity, risk-taking, and decision-making are similar to the experiences of students who study internationally.

NSE is an unbelievable bargain! Our campus participates under Plan B in which a participating student pays tuition and fees at UW-Superior just as if he or she were here, but all housing, meals, and other costs are paid at the host university. Most scholarships and financial aid will apply as usual.
Mission Statement

The Registrar's Office maintains and secures the official academic student record and coordinates all processes involved with the registration of classes and processing of all curriculum changes. The office offers a variety of services including transcript evaluation & disbursement, enrollment verification, grade changes, degree confirmation & graduation, official catalog, academic standing determination, residency appeals, athletic eligibility and serves as the university compliance office for the Family Educational Rights and Privacy Act (FERPA).

Academic Standing (Probation/Suspension)

Students should choose the academic pace that best meets their personal goals; however, successful movement toward goals combined with adequate acquisition of academic competence is a responsibility of the student. The following standards have been defined for undergraduate students classified as freshmen, sophomores, juniors, seniors, or undergraduate specials.

The policies and regulations listed below define the minimum academic standards of the University. A separate set of standards exist for financial aid and athletic eligibility.

Good Academic Standing

To be eligible to enroll for classes, a student must be considered to be in good academic standing. Students who have been suspended are not considered to be in academic good standing and will be eligible to enroll for classes only after approved reinstatement. An exception to this policy is for summer college enrollment. See the following section titled Academic Suspension.

Academic Probation:

Students are placed on academic probation whenever their:

1. Cumulative grade point average drops below 2.0, OR
2. Semester grade point average is less than 1.66 regardless of the cumulative grade point average.

Students on academic probation are restricted to enrollment in a maximum of 12-14 credits (four courses) while on probation. Students on probation must earn a 2.0 semester grade point average the following semester to move good standing. Good Academic Standing occurs once the cumulative grade point average improves to 2.0 or higher. If students fail to earn a 2.0 semester grade point average, while on probation, they will be suspended.

After grades are processed for Fall, Spring and Summer terms, academic standing is calculated. Students whose semester or cumulative grade point average fall below 2.0 are notified via email within two weeks of the end of Fall, Spring and Summer terms. Students should contact their advisor before the beginning of the semester to discuss potential modifications to the next semester's schedule.

Transfer students accepted with less than a 2.0 cumulative grade point average from all previously attended institutions are admitted on academic probation.

Suspended students readmitted by the Credits and Reinstatement Committee are readmitted on academic probation.

Academic Suspension:

After grades are processed for Fall, Spring and Summer terms, academic standing is calculated. Students previously on probation whose semester grade point average fall below 2.0 are notified via email within two weeks of the end of Fall, Spring and Summer terms that they have been suspended for the subsequent term. If students are enrolled in classes for the subsequent term, these classes are dropped by the Registrar's Office.

Suspended students may attend classes during Summer College without being reinstated.
Reinstatement

Suspended students are required to petition for readmission regardless of how long ago the suspension occurred unless they have raised their cumulative grade point average over 2.0 through summer term enrollment. Students are allowed to submit reinstatement petitions at any time to the Registrar's Office. The last possible time to submit a reinstatement petition is one week prior to the beginning of the term in which the student wishes to re-enter. Students will not be considered for Reinstatement before the lapse of at least one semester unless it can be demonstrated to the Credits and Reinstatement Committee that the academic suspension was due to factors beyond the students' control and that the cause for the suspension has been removed. If students have been suspended previously and been readmitted, they will not be eligible to be considered for readmission until a period of one year has elapsed unless they can satisfactorily demonstrate that the cause for suspension has been removed.

Re-entry transfer students must furnish official transcripts. Admission, even after the above waiting periods, is not guaranteed. It will be necessary for the students to demonstrate that their studies can be successfully completed.

Personal Appeal

If a student's written Petition for Reinstatement is denied, the student may request a personal appeal requiring the student to meet with the Credits and Reinstatement Committee personally. Students should be aware that a personal appeal must be supported by information and/or documentation over and above what was provided on the written petition, if the appeal is to have a chance to succeed.

Accommodations for Pregnancy, Religion

The Faculty Senate of UW-Superior reaffirms the obligation of the institution and its employees to make appropriate physical and academic accommodations for students who are pregnant and who give birth during the academic semester; this includes the parent supporting those who are pregnant or giving birth. It is the institution's obligation to provide appropriate accommodations for pregnancy and childbirth and should be clearly indicated in course syllabi, the UW-Superior catalog, and all other locations that list University accommodation policies.

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

UWS 22.03 ACCOMMODATION OF RELIGIOUS BELIEFS

1. A student shall be permitted to make up an examination or other academic requirement at another time or by an alternative method, without any prejudicial effect, where:
   a. There is a scheduling conflict between the students sincerely held religious beliefs and taking the examination or meeting the academic requirements; and
   b. The student has notified the instructor, within the first three weeks of the beginning of classes (within the first week of summer session and short courses) of the specific days or dates on which he or she will request relief from an examination or academic requirement.

2. Instructors may schedule a make-up examination or course requirement before or after their regularly scheduled examination or other academic requirement.

3. Instructors shall accept, at face value, the sincerity of students' religious beliefs.

Attendance

Students are expected to attend all classes. Individual absences from class may be excused only by the instructor. Consult the course syllabus for proper procedures for notifying the instructor in case of emergency.

Group absences for both off- and on-campus activities, such as field trips, music clinics, and athletic trips, must be cleared with the appropriate administrator and a list of students participating be made available for publication. The list of students should be posted on the faculty/staff digest by the sponsoring authority. Students absent for University-approved activities will be excused from class and allowed to make up missed course work. Instructors may require students to complete a supplementary assignment in lieu of class attendance. It is the student's responsibility to directly notify instructors prior to the absence.

Auditing Classes

An auditor may enroll in a course, with the instructor's consent, for which the auditor will receive neither grade nor credit. The student is expected to attend class regularly but will not be expected to submit assignments or take examinations. Audited courses do not count toward a degree and cannot be converted to credit after the last day to add classes. Audited courses do not count in determining credit load. A student's transcript will indicate "Aud" as the grade earned for auditing a course. When registering for an audit, indicate Aud credits on the signed course registration form. Charges for auditing a class are located in the Cashier's section of this catalog.

Change in Catalog Requirements

Students may choose to graduate from the catalog in which they were admitted, or a more recent catalog, as long as the student attended during the time period of the catalog used; provided the catalog is not more than seven year old at the time of graduation. Transfer students may select the pertinent catalog of entry which corresponds with the academic year they started at the previous institution or the UW-Superior catalog in effect at the time of transfer or a more recent catalog, as long as the transfer student attended during the time period of the catalog used; provided the catalog is not more than seven years old at the time of graduation. Mandatory legal changes may provide exceptions to these requirements.

Students may only graduate under one catalog; requirements for the degree, major, minor and general education must all be met using one catalog only. Requests to graduation using a split catalog (major or minor or general education requirements from more one catalog) must be submitted on a student petition form submitted to the Credits and Reinstatement Committee.
Students who do not complete course work for the degree within seven years must be graduated under the provisions of the current catalog. Any exceptions regarding major or minor requirements must be approved by the academic department and submitted to the Registrar’s Office via a course substitution form.

Any student who plans to graduate with course requirements or the required courses for any major offered by all academic departments that will be seven years old at the time of graduation should be aware that the department retains the option to require the student to repeat any such courses. This policy applies to any courses used to satisfy major requirements, regardless of the college or university that granted the credit initially.

The statements set forth in this catalog are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this catalog will ordinarily be applied as stated, UW-Superior reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation and schedules for course offerings without actual notice to individual students. Every effort will be made to keep students advised of any such changes. It is the students’ responsibility to keep apprised of current graduation requirements for their particular degree program by reviewing their Degree Progress Report (DPR) via their E-Hive account.

### Class Level Standing

<table>
<thead>
<tr>
<th>Credits Earned</th>
<th>Class Level</th>
</tr>
</thead>
<tbody>
<tr>
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<td>freshman</td>
</tr>
<tr>
<td>28 - 55</td>
<td>sophomore</td>
</tr>
<tr>
<td>56 - 83</td>
<td>junior</td>
</tr>
<tr>
<td>84+</td>
<td>senior</td>
</tr>
</tbody>
</table>

### Course Numbering

Courses numbered 99 and below are considered non-college level and are referred to as remedial courses. These courses are not used to satisfy graduation or degree requirements. However, the grades earned in remedial classes are used in calculating term and cumulative grade point average. Remedial credits are also used in computing financial aid and athletic eligibility.

Courses numbered 100-299 are classified as lower-division courses. Faculty must assign D or F mid-term grades for all lower-division courses.

Courses numbered 300 to 499 are classified as upper division courses. A minimum of 36 upper-division credits are required for every bachelor’s degree.

Courses numbered 500 and above are considered graduate-level courses. Students (in most cases) must be admitted as a graduate student to enroll in these courses.

The first digit of the course number generally indicates class level for which the course is intended. Students are not encouraged to enroll in more than one year above their class standing.

### Credit Definition & Load

A class hour is defined as 50 minutes. The following definitions refer to number of class hours during a semester that is approximately fifteen weeks long, or an equivalent amount of time for terms of longer or shorter duration.

One on-campus class credit is defined as 1 class hour of classroom or direct faculty instruction per week and an expectation of 2 class hours of out-of-class student work each week.

One distance learning or hybrid class credit is defined as an equivalent amount of instruction and student work leading to equivalent learning outcomes, as required for an on-campus class as defined above.

One laboratory credit is defined as a minimum of 2 class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of 1 class hour of additional out-of-class student work each week.

One studio credit hour is defined as a minimum of 2 class hours of studio work each week under the direct supervision of an instructor and a minimum of 2 class hours of individual studio work each week.

One ensemble music credit is defined as a minimum of 1 class hour of supervised rehearsal each week and a minimum of 2 class hours of individual student work each week.

One internship or practicum credit is defined as at least 45 hours of supervised work in a field placement each semester.

One individualized study credit (e.g. thesis, independent and applied music) is defined as a minimum of 3 class hours of direct instruction and/or individual work each week.

#### Credit Load

Below are Semester Credit Load requirements for Undergraduate Students. Full-time status is 12-18 semester credits for undergraduate students. Additional fees will be charged for credits over 18 and for online or Distance Learning Center courses. Class standing is determined by the number of credits earned, not by number of credits attempted. Students who are in academic difficulty or employed may find it beneficial to take fewer credits than the maximum load. This load could be prescribed by their advisor or by the Credits and Reinstatement Committee.

Remedial Students: Students required to enroll in MATH 095 or 099 or WRIT 099 are considered remedial students. They are limited to 15 credits per term.

Students carrying credits in UW-Extension must include these credits in computing total load.

**Freshmen:** Students who have earned 0-27 credits are limited 18 credits per term. Freshmen wishing to enroll in 19 or more credits must have advisor approval.

**Sophomores, Juniors and Seniors:** Students with 28 or more earned credits are limited to 19 credits per term if the students cumulative GPA is 2.99 or less. Those with a cumulative GPA of 3.0 to 3.49 are limited to 20 credits per term. Those with a cumulative GPA of 3.50 to 4.0 are limited to 22 credits per term.

Sophomores, Juniors or Seniors wishing to enroll in more credits than listed above must include these credits in computing total load.
**Excess Credit Policy**

Students accumulating more than 165 credits (or 30 more than required for a baccalaureate major, whichever is greater) toward their first undergraduate degree will pay the full cost of instruction (which is double the amount of tuition only). This covers all resident undergraduate students including students pursuing a double major. Exceptions include undergraduate special students, students pursuing post-baccalaureate certification or licensure, and Minnesota reciprocity students (until such time that Minnesota adopts a similar surcharge).

The policy applies to all UW System-earned credits and WTCS transfer credits accepted toward a degree. Credits transferred from other institutions as well as other types of credit or coursework for which credit may be awarded (such as advanced placement, retroactive credits, credits by examination, remedial credits, etc.) are not included in the credit limit.

The additional cost is applied to students in the semester following the one in which they reached the earned the credit limit. The Registrar's Office notifies students in advance, via a mailed letter, when they have reached 145 credits.

Appeals for exceptions, because of extenuating circumstances, may be made to the Excess Credit Appeals Committee, which is comprised of the Registrar, the Bursar, and the Financial Aid Director.

**Enrollment in Courses Numbered 001-099**

Students enrolled in Writing and Mathematics courses numbered 099 or lower will normally not be permitted to enroll for more than 15 credits during that term. Courses numbered 099 or lower are considered remedial courses and do not count toward the 120 credits needed for graduation. Grades earned in remedial courses are used to calculate semester and cumulative GPA. New freshman required to take WRIT 099 or MATH 090 and/or MATH 095 must successfully complete remedial coursework before completing 30 semester credits.

**Dean’s List Honors**

To be eligible for Dean’s List honors, students must earn a semester grade point average of at least 3.50, while carrying a minimum of twelve (12) semester college level (courses above 100) credits on the A/F grading system.

Courses graded with a Pass (P) grade and courses numbered below 100 do NOT count toward the 12 semester credits required to calculate Dean’s List honors.

Dean’s list honors are printed on the official transcript.

**Exams**

Final examinations are scheduled during the last week of each semester. The final exam schedule for each term is listed on the Registrar webpage.

In the event that final examinations on a given day have to be cancelled due to inclement weather or other emergency circumstances, the following procedures shall apply:

- The examinations scheduled for that day will be moved to the day immediately following the last scheduled examination day.
- If the cancellations happen during the first part of a split examination week, the make-up day will be the Saturday within the exam week.
- If instructors can determine an alternate time for their examination outside of the above, they are permitted to do so. It is their responsibility to communicate this to members of the class.
- If instructors can determine an alternate examination format (i.e. take home exam, web exam) they are permitted to do so. It is their responsibility to communicate this to members of the class.

**Data Privacy (FERPA)**

The Family Educational Rights and Privacy Act of 1974 (FERPA) as amended: Sets forth requirements regarding the privacy of student records. Specifically, FERPA governs:

- The disclosure of education records maintained by an educational institution; and
- Access to these records
- Notification by the institution to students of their FERPA rights

**Education records:** Records, handwritten or in any media, (including conduct records) that are directly related to a student and maintained by the University of Wisconsin-Superior (UW-Superior) or by a party acting for the institution. Records NOT protected by FERPA include:

- records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute
- records maintained by UW-Superior security/law enforcement unit
- records of employment which relate exclusively to individuals in their capacity as employees (records of students employed by the UW-Superior as a result of their status as students are education records, e.g. work-study)
- records created, or maintained by a physician, psychiatrist or other recognized professional acting in his or her professional capacity (including counseling and health records)
- Alumni records which contain information about a student after s/he is no longer in attendance at UW-Superior and which do not relate to the person as a student.

**Student:** A person, who attains the age of 18, or who attends an institution of higher education regardless of age, who is enrolled in a UW-Superior credit or non-credit course.

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Directory Information:
UW-Superior considers the following Directory Information and will release this information without the written consent of the student:

- Full Name
- Major or Program
- Previous Colleges Attended
- Full or Part-Time Status
- Home Town
- Academic Honors
- Email Address
- Athletic Achievements
- Athlete Height & Weight
- Class Level (Fr., So., J., Sr.)
- Address (campus & home)
- Withdrawal Date
- Dates/Terms Enrolled
- Degrees/Certificates Awarded and Date Confirmed
- Phone number(s)
- Photographs

Students may submit a “Directory Information Restriction Request” form to the Office of the Registrar to prevent directory or non-directory information from being released. This restriction form is valid for one year and must be re-submitted if the student intends for the restriction to be in effect for a longer period of time.

The Solomon Amendment:
This law requires universities to release the information listed below regarding enrolled students to the military for recruitment purposes. Students may restrict this disclosure to the military only by restricting all disclosure of Directory Information.

- Name
- Date and Place of Birth
- Degrees Received
- Most recent educational institution enrolled in by the student
- Address
- Levels of Education
- Telephone Listings
- Academic Majors

Non-Directory Information:
UW-Superior considers Non-Directory Information to include, but not to be limited to the following, and therefore will not release this personally identifiable information without the student's written consent, as specified in this policy.

- Date of Birth
- Class Schedule/Roster
- Academic Standing
- Social Security Number
- Entrance Exam Results
- Age
- Student ID Number
- Grades
- Transcript
- Parent Address(es)
- Semester Grade Point Average
- Gender
- Race/Ethnicity
- Cumulative Grade Point Average
- Citizenship
- Country of origin
- Student Account Information
- Financial Aid Information
- Telephone Listings
- Academic Majors

Upon request, UW-Superior discloses education records without consent to officials of another institution that a student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for the purposes related to the student's enrollment or transfer.

Disclosure of Non-Directory Information:
UW-Superior may disclose non-directory information from students' education records, without student's written consent, to school officials who have a legitimate educational interest in the records, or to certain other individuals or organizations, as specified below. The release of information to those described below does not constitute authorization to those individuals or organizations to share that information with a third party without the student's written consent.

A School Official is:
- A person, organization, or company who is employed by, contracting with, or properly authorized by the Board of Regents, UW-Superior, or state law to perform administrative, supervisory, academic, research, or support functions for UW-Superior.
- This definition includes, but is not limited to:
  - law enforcement personnel;
  - health staff;
  - certain appropriate students;
  - field supervisors;
  - contractors, such as attorneys, auditors, or collection agents;
  - those properly authorized to serve as official board or committee members; or
  - any others properly authorized to assist another school official in performing his or her professional responsibilities for UW-Superior.
- A school official must abide by all applicable policies and procedures regarding confidentiality of education records.

A School Official has a Legitimate Educational Interest if:
The official needs to review an education record in order to fulfill his or her professional responsibility. Those professional responsibilities may include, but are not limited to:

- Performing a task that is specified in his/her position description or by a contract agreement
- Performing a task related to a students' education
- Performing a task related to the academic or behavioral conduct of a student
- Conducting research that benefits students and/or the University

Other Permissible Recipients of Such Disclosures Are:
- The US Department of Education, the Comptroller General, state or local educational authorities
- Organizations conducting certain studies for, or on behalf of UW-Superior
- Organizations conducting research for educational agencies or institutions for developing, validating or administering predictive tests; administering student aid programs; and improving instruction.
- Accrediting organizations
- Comply with a judicial order or lawfully issued subpoena, including ex parte orders under the US Patriot Act
- Appropriate parties in a health or safety emergency
- A victim of a crime of violence or nonforcible sex offense when the information is related to the final results of the disciplinary proceeding conducted by UW-Superior
- Those who seek sex offender registry information required from those required to register as sex offenders under state or federal law
- Officials at other institutions in which the student has already enrolled or seeks to enroll in
- International sponsors
- State and local officials to whom information is specifically required to be reported by a state law as permitted by FERPA
- Parents of a dependent student, as identified on federal tax forms
- Parents of students, under the age of 18 at the time of the disclosure, who have violated any law or any institutional policy governing the use or possession of alcohol or a controlled substance

The Registrar shall decide the legitimacy of requests for permissible disclosures of student information.

Valid Subpoenas:
If the Registrar is served with a valid subpoena requesting student information, the Registrar must comply with the request. Before doing so, the Registrar shall attempt to notify the student of the subpoena in advance of compliance so the student may seek protective action, unless the disclosure is in compliance with a subpoena issued by an agency that has ordered the contents of the subpoena, or the information furnished in response to the subpoena, not be disclosed.

Student Class Schedules:
The Office of the Registrar will not release current class schedules or locations for any student, unless that information is requested pursuant to a valid...
Deceased Students:
Information on deceased students may be made available to survivors or third parties via a request to the Registrar. An individual student's rights under FERPA are no longer valid upon death of that student.

Record of Requests for Disclosure:
UW-Superior must maintain a record of each request, with the exceptions listed below, for access to, and disclosure of, personally identifiable information from education records. The record of each request for access and each disclosure must contain the name of the parties who have requested or receive information and the legitimate interest the parties had in requesting or obtaining the information.
A record does not have to be kept if the request was made by or disclosure was made to:
- An eligible student
- A school official who has been determined to have a legitimate educational interest
- A party with written consent from the eligible student
- A party seeking directory information only
- A student serving on an official committee or assisting another school official

Thus requests for, or disclosure of education record information without a student's written consent, which UW-Superior is required to record, would include, but is not limited to:
- Disclosure to the parent (either custodial or noncustodial) of an eligible student
- Disclosure in response to a lawfully issued court order or subpoena
- Disclosure for external research purposes where individual students have been identified
- Disclosure in response to an emergency

These records must be maintained with the education records of the student as long as the records are maintained by UW-Superior.

Student Rights Under FERPA:
FERPA affords students certain rights with respect to their education records. These rights include:
- The right to inspect and review educational records; requests will be complied with no later than 45 days from the date of the student's written request, which is to be directed to the Registrar's Office. Students do not have the right to receive a copy of their record unless failure to do so would prevent them from inspecting and reviewing their record, such as when the student no longer lives within commuting distance. The Registrar may arrange for the student to inspect the requested records at a college or university located closer to the student.
- The right to request the amendment of education records, which the student believes are inaccurate, misleading or otherwise in violation of the student's rights of privacy. If the Registrar does not agree with the student's request to amend his/her education records, the student may submit a written request to the Dean of Students Office asking for a formal hearing on his/her request. The Dean shall make the final decision regarding the student's request. If the student disagrees with the decision of the Dean, he/she may submit a written statement which will be placed in his/her official record commenting on the disputed information.
- The right to give or to withhold consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;
- The right to file with the US Department of Education a complaint regarding UW-Superior's compliance with the requirements of FERPA;
- Records relating to individuals who apply for admission but are not admitted or do not enroll are not protected by FERPA; and
- The right to receive notification of rights granted by FERPA.

Student Notification:
- New and continuing students are notified of their FERPA rights each semester via message on the Student Digest.
- New students are notified of FERPA rights at all SOAR (summer orientation and registration) events.
- Everyone can access UW-Superior's Student Data Privacy (FERPA) policy at www.uwsuper/registrar

The Office of the Registrar is the primary contact for all student information inquiries.

Access to Public Records
The archivist has been designated by the chancellor as the custodian of all public records maintained at UW-Superior. Requests for records should be made directly to the designated custodian during normal office hours or by mail addressed to Laura J Jacobs, J im Dan Hill Library, University of Wisconsin-Superior, (715) 394-8343. Records which are readily available will be provided promptly.

If an extensive search is required, the person making the request will be notified of costs when they reach a level of $50 or more. Copying charges are 5 cents per page. If copies of records are to be mailed, processing and copying charges will be made. Should the total charge exceed $5, the charges must be prepaid.

Degrees Awarded: Definition and Requirements of Each

Degrees awarded at UW-Superior include: Associate Degree, Bachelor of Arts (BA), Bachelor of Fine Arts (BFA), Bachelor of Music (BM), Bachelor of Music Education (BME) and Bachelor of Science (BS).

Associate Degree
The associate degree (a two-year degree) is primarily intended to provide a broad liberal arts background and is designed to be the foundation for, and satisfy the general education requirements, for most bachelor degree programs. Students who intend to transfer to another institution should earn an Associate degree prior to leaving UW-Superior. Latin honors are not awarded for associate degrees.

Overall Associate degree requirements:
1. Earn a resident (UW-Superior) cumulative grade point average of 2.0.
2. Earn at least 24 credits from UW-Superior.
3. The last 12 credits of the degree must be earned at UW-Superior.
4. Complete General, Core and Knowledge Category requirements. Students admitted Fall 2012 or later must complete one First Year Seminar General Education course.
5. Complete the Diversity and Non-Western Requirements.
6. Submit an electronic application for graduation via E-hive
Bachelor Degrees

Bachelor degrees are four-year degrees that include all general education requirements plus a minimum of additional credits toward a specific major(s)/minor so that a minimum of 120 credits are earned. Latin honors are awarded for bachelor degrees.

Overall Bachelor degree requirements:

Note: See other sections of the catalog for additional or specific requirements for Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science degrees. Other sections of the catalog should also be consulted for the specific requirements for General Education, academic major and minor programs of study, and professional preparation such as teacher education.

A. Overall requirements (Note that credits are semester credits.)

1. 120 or more total undergraduate credits, i.e. in courses numbered 100-499.
2. 36 or more undergraduate credits in upper-division courses, i.e. courses numbered 300-499.
3. A resident grade point average of 2.0 or above for all undergraduate credits.
4. 30 or more undergraduate credits earned at UW-Superior.
5. The last 12 undergraduate credits earned at UW-Superior.

B. Completion of the General Education requirements (See the General Education section of the catalog.)

1. Core courses.
2. Non-Western and diversity requirement.

C. Completion of the requirements for major, minor, and/or comprehensive major programs in different disciplines (See the Academic Programs section of the catalog.)

1. At least one major and one minor in a different discipline; two majors in different disciplines; or a comprehensive major.
2. A major is 30 or more credits, half or more of which are in upper division courses.
   a. A minor is 21 or more credits, one third or more of which are in upper division courses.
   b. A comprehensive major is 51 or more credits, 22 or more of which are in upper division courses.
3. A resident grade point average of 2.0 or above in the courses satisfying the requirements for each major, minor, or comprehensive major. (i.e. a separate grade point average for each program.) A student cannot graduate while on academic suspension.
4. Distinct credits in major, minor, and comprehensive major programs, (i.e. credits counted only once.)
   a. 51 or more total distinct credits.
   b. 22 or more distinct upper-division credits.
   c. In the event that one or more courses satisfy requirements in more than one major and/or minor program, additional credits will be required in one or more of the programs up to the total credits and/or the total upper-division credits required for the program.
   d. The major and minor programs should be in different disciplines, i.e. half or more of the credits and/or upper division credits applied to one program should be distinct from those for another. Additional credits in one or more of the programs may be permitted to satisfy the distinction.

Note: Items c and d above do not apply to comprehensive major programs.

D. Variations from these requirements.

1. Individual programs, departments or certification groups may have additional or higher requirements.
2. A petition process for variations from these or other requirements and policies is published in this catalog.

Bachelor of Arts (BA)

a. Students must complete a minimum of 6 credits in one foreign or indigenous language.
b. Students must complete at least one foreign or indigenous language course at UW-Superior.
c. Students who have successfully completed high school language courses must complete a language placement exam to determine their level of language proficiency.
d. Students who place above the 202 level are not required to enroll in one UW-Superior foreign or indigenous language course.
e. Students are awarded retro-credits for lower level language courses after successfully completing 102, 201 or 202 with a grade of B- or higher. For example, if a student placed into SPAN 202, they would receive retro-credit for SPAN 101, 102 and 201 and it would be posted to the official transcript.
f. Complete a comprehensive major, or a non-comprehensive major with another major or minor.

Bachelor of Fine Art (BFA)

1. Complete the foundation art requirements.
2. Decide upon a studio focus during the first two years in the major.
3. Complete a minimum of 18 credits in sequence taken in one studio area. A minimum of 60 credits is required including the foundation courses plus three credits of drawing beyond ART 105.
4. No minor or second major is required for this comprehensive BFA degree.

Bachelor of Music (BM)

1. Complete one of the following performance areas: Instrumental, Jazz Studies, Keyboard or Voice.
2. Complete a minimum of 72 to 84 credits in music consisting of ear training theory, music history and other specific courses within the chosen performance area.
3. Complete additional requirements, plus 01-2 elective music credits.
4. No minor or second major is required for this comprehensive BM degree.

Bachelor of Music Education (BME)
1. Complete either the Choral/General Music or the Instrumental Music certification majors.
2. Complete MUSI 161 for the World Language, Culture and Philosophy Humanities Knowledge Category General Education requirement.
3. Complete either ART 222 or COMM 122 for the Art History, Criticism and Appreciation Fine and Applied Arts Knowledge Category General Education requirement.
4. Complete 58 credits of specific MUSI/MUSED courses for the Choral/General major.
5. Complete 62 credits of specific MUSI/MUSED courses for the Instrumental major.
6. Complete 29 credits of specific Teacher Education (T ED) courses.
7. Complete a minimum of 126 total credits for the Choral/General major.
8. Complete a minimum of 130 total credits for the Instrumental major.

Bachelor of Science (BS)
See above under degree requirements.

Certificate (CERT)
Certificates are awarded for short programs consisting of 9 to 30 credits. To be awarded a certificate for completion of a credit-bearing certificate program, students must: complete a certificate application form, gain the required signatures, pay a $20 fee and submit the application to the Registrar's Office for the certificate to be posted to the student's transcript.

Students earning certificates do not participate in Commencement and Latin honors are not awarded for certificates.

Certificates are not awarded to students with academic suspension status.

Masters Degrees
Master degrees are graduate-level degrees. The catalog requirements in effect upon the student's term of entry define the graduation requirements for the degree sought. Application for the graduate degree must be made online at the beginning of the final term of attendance.

For a graduate degree to be posted, all requirements and course work must be completed within four weeks of the final day of the student's last term of attendance. Students who have applied, but do not graduate must reapply for graduation.

All credits used in meeting the requirements of a graduate degree or certification in professional education must be earned within a period of not more than 10 consecutive years, commencing with the enrollment date in courses applicable to the degree (or certification program) rather than the completion date of applicable courses.

All master's degree candidates are required to complete a thesis or culminating project as prescribed by the graduate program and approved by the faculty advisor. Evidence of completion of this requirement must be verified by the advisor as indicated on the student's Plan of Study.

UW-Superior awards two master degrees: Master of Arts (MA) and Master of Science in Education (MSE).

Overall Graduate degree requirements:

Master of Arts (MA)
UW-Superior offers MA degrees in:
See specific requirements in the Graduate Studies section of this catalog.

Master of Science in Education (MSE)
UW-Superior offers MSE degrees from the following departments in the following majors with minimum requirements listed:
See specific requirements in the Graduate Studies section of this catalog.

Specialist in Education (EdS)
UW-Superior offers an EdS in Educational Administration with specializations in:

Requirements are:
See specific requirements in the Graduate Studies section of this catalog.

Certification Programs
UW-Superior offers courses that lead to certifications for licensure in:
See specific requirements in the Graduate Studies section of this catalog.

Minor Awarded after Bachelor Degree Earned
Students, who have already earned a baccalaureate degree, and wish to earn a subsequent minor, must complete all requirements of the minor including a minimum of 21 distinct additional semester undergraduate credits that are not applied to the first degree.

This means that students seeking a subsequent minor from UW-Superior must have a minimum of 141 earned degree-seeking credits. Students must apply for and pay the graduation application fee for a subsequent minor.

Students MAY use the same credits to satisfy requirements for a major and minor (double-dipping IS allowed).

The subsequent minor shall be listed separately on the official transcript with the date awarded.

Transfer Students earning a Minor after being awarded a transfer baccalaureate degree.
Students with a baccalaureate degree from any other regionally accredited institution who wish to earn a subsequent minor from UW-Superior must complete a minimum of 21 distinct additional semester undergraduate credits from UW-Superior, subsequent to the awarding of the first degree.

Students MAY use the same credits to satisfy requirements for a major and minor (double-dipping IS allowed).

The subsequent minor IS NOT LISTED on a UW-Superior official transcript and students do NOT apply for graduation.

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Second Degree

**UW-Superior Alum** who wish to earn a second UW-Superior degree who have earned a baccalaureate degree from UW-Superior, may not return to UWS to seek a second major that will be attached to the UW-Superior degree already earned; rather students will be required to earn a second degree.

Students, who have earned a baccalaureate degree from UW-Superior, and who wish to earn a second, distinct undergraduate degree from UW-Superior, must complete a minimum of 30 additional semester undergraduate credits from UW-Superior, subsequent to the awarding of the first degree. Requirements for a second major must be completed AS WELL AS requirements for a third major or a minor (if the second major sought is not a comprehensive major). This means students seeking a second baccalaureate degree from UW-Superior must have a minimum of 150 earned degree-seeking credits. Students must apply for and pay the graduation application fee for a second degree.

For example, a student can be awarded a BS degree in biology and a BS degree in chemistry, assuming s/he has met the requirements of both majors and have earned at least 150 credits from UWS. Students MAY use the same credits to satisfy requirements for more than one major or for a major and minor (double-dipping IS allowed).

**Transfer Students**

Students with a baccalaureate degree from any other accredited institution who wish to earn a second baccalaureate degree from UW-Superior must complete a minimum of 30 additional semester undergraduate credits from UW-Superior. These 30 credits cannot be from the original degree (from the transfer institution).

Transfer students must complete the requirements of a UW-Superior major AND a UW-Superior minor or third major (if not a comprehensive major). This means students, who already hold a baccalaureate degree, seeking a second baccalaureate degree from UW-Superior, must have a minimum of 150 earned degree-seeking credits. Students must apply for and pay the graduation application fee.

**Second Master's Degree**

Additional master's degrees are permissible but each degree requires 30 to 60 semester credits (as per the catalog requirements) beyond the credits earned for the previous master's degree(s). Courses taken as part of a prior master's degree may not count toward the credit requirement for a subsequent master's degree. Students who have completed a master's degree program at UW-Superior who wish to re-enter for a second master's degree must use a re-entry application to begin a subsequent master's degree.

**Posthumous Degree**

A request for a posthumous degree is initiated by a person, or persons associated with the deceased to the Registrar. This is usually a family member, but the academic department of the student can initiate it in accordance to the wishes/support of the family.

The deceased student must have completed at least 7/8 of the degree requirements of his/her major. If the deceased student was not close to meeting graduation requirements, the academic department may recommend that a "Certificate of Accomplishment" or other similar acknowledgement be issued.

The request must be approved by the academic department and the Provost. The Registrar may also suggest a posthumous Associate degree, if the deceased had completed 7/8 of an Associate degree.

**Graduation Latin Honors Designations for Undergraduates**

At UW-Superior there are two Graduation honors notes on the official transcript.

1. Graduation Honors are calculated using both the resident and transfer grade points for students who have earned a minimum of 30 semester credits in residence, with at least 27 of those credits graded with letter grades. Graduating students must earn the minimum GPA at each of the levels of distinction listed below:
   - **Summa Cum Laude** 3.850 and above
   - **Magna Cum Laude** 3.60 to 3.849
   - **Cum Laude** 3.4 to 3.599

2. Major Honors are calculated using both the resident and transfer grade points from the courses that are required for the major. Graduating students must earn the minimum GPA at each of the levels of distinction listed above.

To learn about honors cords distributed for Commencement; see the the Commencement section of this catalog.

**Commencement**

Students become candidates for graduation upon submitting an electronic graduation application via E-Hive. Students must have the "expected graduation term" set to the correct term, in which they plan to graduate, in their E-Hive. Once this done, a link for an electronic graduation application will be visible.

UW-Superior conducts two formal commencement ceremonies each year in December and May. Caps and gowns must be worn by all graduates at Commencement and may be purchased in the "Jacket Book & Supply.

Students completing requirements during the summer term participate in the preceding May Commencement ceremony prior to their degree.

Graduation honors are calculated using all transfer PLUS UW-Superior credits.

Commencement honor cords are given to bachelor degree-seeking students who participate in Commencement based on cumulative GPA (includes transfer plus UW-Superior credits) when s/he participates in Commencement (walking honors). Students retrieve the honor cord from the Registrar's Offered and then the cord is placed on the students at the Commencement ceremony.

Honors posted on official transcripts are calculated on the student's final cumulative GPA (includes transfer plus UW-Superior credits) after all courses have been graded (final honors).

Diplomas list the degree and degree Latin honor earned (if cumulative GPA-transfer plus UW-Superior credits is at least 3.40). Majors, minors, major honors are not printed on the diploma.

Students are allowed to move their graduation term forward one term without having to re-apply and re-pay the $50 graduation fee, if the reason is because the student did not meet all graduation requirements the previous term.

Students graduating following Summer College participate in the preceding May Commencement ceremony unless given permission by the Registrar to attend the subsequent December Commencement ceremony.
Below are listed the official grades of UW-Superior. Grades listed below are used to calculate term and cumulative grade point average (GPA) unless noted with an asterisk. Grade points are assigned for each grade (including zero grade points) used to calculate GPA.

Faculty electronically assign final grades students have earned at the end of each term or Summer College session. Students access grades via their unofficial transcript in E-Hive.

Below are listed grade points assigned for each grade.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points per Credit</th>
<th>Credit Earned?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.000</td>
<td>Yes</td>
</tr>
<tr>
<td>A-</td>
<td>3.667</td>
<td>Yes</td>
</tr>
<tr>
<td>B+</td>
<td>3.333</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>3.000</td>
<td>Yes</td>
</tr>
<tr>
<td>B-</td>
<td>2.667</td>
<td>Yes</td>
</tr>
<tr>
<td>C+</td>
<td>2.333</td>
<td>Yes</td>
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<td>Yes</td>
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<td>C-</td>
<td>1.667</td>
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<td>1.333</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>1.000</td>
<td>Yes</td>
</tr>
<tr>
<td>D-</td>
<td>0.667</td>
<td>Yes</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>AUD (Audit) *</td>
<td>N/A</td>
<td>No</td>
</tr>
<tr>
<td>I (Incomplete) *</td>
<td>N/A</td>
<td>No</td>
</tr>
<tr>
<td>IP (In-Progress-only assigned for specific courses) *</td>
<td>N/A</td>
<td>No</td>
</tr>
<tr>
<td>P (Pass) *</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>NC (No Credit) *</td>
<td>N/A</td>
<td>No</td>
</tr>
<tr>
<td>NR (Not Reported) *</td>
<td>N/A</td>
<td>No</td>
</tr>
<tr>
<td>W (Withdraw) *</td>
<td>N/A</td>
<td>No</td>
</tr>
</tbody>
</table>

Grade Appeal

Instructors are expected to evaluate students regularly and consistently by criteria and guidelines provided to the students at the beginning of the semester in the course syllabus. If a student has reason to believe that a grade is incorrect, the student may act on that concern through the following process.

A student may seek to appeal the grade based on one or more of the following factors:

- An error was made in grade computation;
- The grade was based on factors contrary to those stated in the course syllabus;
- The grade involved some breach of federal or state constitutional protections, federal laws, Regents' Rules, or UW-Superior policies.

Student Appeal Process

1. Student must present rationale for changing the grade to the instructor. This consultation must occur no later than the fourth week of the following semester.
2. Fall Semester grade appeals must be submitted by the fourth week of Spring Semester
   - Spring Semester grade appeals must be submitted by the fourth week of the following Fall Semester
   - Summer College grade appeals must be submitted by the fourth week of the following Fall Semester
3. If the results are not satisfactory and the student wishes to continue the appeal process, the student shall make an appointment to speak with the department chair explaining the grade concern.
4. The department chair can offer to facilitate a meeting between the student and the instructor.
5. If the results are not satisfactory and the student wishes to continue the appeal process, the student has the right to contact the provost and submit a written request for review of the contested grade.
6. The provost can appoint an individual or group to review the student's grade concern and report back to the provost.
7. The provost, after hearing the results of the report in listed above, can suggest an instructor change a grade or that no action be taken to change a grade. The provost, as chief academic officer, has the final determination in establishing cause.
   - The instructor is the only person who can change a grade (unless the instructor is no longer on campus and/or available to make a grade change-at which point the department chair may change the grade.) If there is cause to request a grade change and the instructor declines to make the change, the provost has the right to submit a written description of the complaint to be inserted into the instructor's personnel file. Likewise, the instructor can submit a letter of explanation regarding the grade. If the provost determines that there is no cause to request a change in grade, the matter is closed with no record in the instructor's personnel file.
8. The provost will convey the findings and actions to the student, the instructor, and the department chair.

Grade Changes

It is the student's responsibility to call the instructor's attention to any perceived error in grading as soon as possible after grades are reported. It is the instructor's responsibility to correct grading errors as soon as they are noted, if warranted.

The instructor authorizes a grade change by signing a Change of Grade form. The department chair approves this form and then submits it to the Registrar's Office, where the record will be changed and the student notified of the change of grade.

A change of grade can result in a student's change in academic standing (good standing/probation/suspension).

Instructors have the purview to change grades at anytime, (regardless when the grade was assigned) providing there is no reason to question the change of grade. 

The Board of Regents of the University of Wisconsin System approves of this document.
Incomplete Grade Lapse
A grade of Incomplete (I) may be given by an instructor when a student has been engaged for at least two-thirds of the class, but has been prevented by emergency circumstances from completing the course. There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without again attending regular class sessions or needing extensive instructor supervision.

Instructors who assign an I grade must submit a change of grade form (requesting the I be replaced by a regular grade A-F or P) by the end of the next Fall or Spring term. I grades for Summer lapse after Fall term.

If a grade change is not submitted by the last day of the subsequent term, by the instructor who assigned the Incomplete grade, the Registrar's Office will lapse the Incomplete grade to a Failing (F) grade the day after the last day of the term (last day of final exams).

In-Progress (IP) Grades
A grade of In-Progress (IP) may be assigned by an instructor in specially designated courses where the expectation is that students cannot finish the course within a traditional term. There should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully within one calendar year without attending regular class sessions or needing extensive instructor supervision.

Courses meeting this requirement are student teaching, internships, senior capstones, practicums or theses. ONLY the specific courses listed below can be assigned IP grades:

ANTH 301
ART 435, 497, 498, 635, 697, 698, 735, 797, 798, 799
BIOL 181, 281, 481, 491, 492, 496
COAC 250
CHEM 181, 281, 381, 481, 491, 496, 497
CHIN 399
CJUS 160, 301, 320, 491, 492, 498, 499
COMM 698, 798, 775, 780
CSCI 399
ECHN 301
EDAD 760, 761, 762, 763, 860, 861, 862, 863, 864, 867
COUN 750, 756, 758
FNS 486, 490
FREN 399
GEOG 281, 298, 450, 491, 491, 496, 498, 681
GEOL 281, 281, 491, 496, 681
GERM 399
HHP 188, 339, 422, 423, 424, 435, 458, 471, 490, 491, 492, 494, 495, 496
HIST 301, 490, 495, 695
LSTU 301, 485, 488, 497, 499
MATH 399
PHIL 301
PHYS 281, 381, 481, 681
POLS 301, 485, 499
PSYC
READ (ENGED beginning FA 11) 752
SOCI 301, 497
SOW 422, 427
SPAN 399
TED 441, 442, 443, 444, 446, 448, 449, 450, 752
WST 301

Instructors who assign an IP grade must submit a change of grade form (requesting the IP be replaced by a regular grade A-F or P) within one calendar year of date the IP grade was assigned. If a grade change form is not submitted by the end of one calendar year, by the instructor who assigned the IP grade, the Registrar's Office will lapse the IP grade to a Failing (F) grade.

Degrees will not be posted to transcripts if there are any I grades listed on a transcript. The Registrar will request faculty to change any I grades, for courses not required for graduation with NC (no-credit) grades prior to posting a degree. Ultimately, it is the student's responsibility to ensure all I grades have been replaced with regular grades prior to applying for a degree.

Mid-Term Grades
Students earning a D or F in 100- to 200-level semester-long courses through the middle of the term will receive a mid-semester grade email. Mid-term grades are not issued during summer session. Mid-term grades are not calculated in the grade point average and do not appear on students' transcripts. Mid-term grades are valuable for both students and faculty as progress checks and advising tools. Students are encouraged to discuss their academic performance with the instructor and/or adviser to determine ways to improve course performance so that academic standing is not negatively affected when final term grades are posted.

Mid-term grades are not issued during Summer College.

Pass/Fail Grades
Students are allowed a total of 15 elective Pass/Fail (P/F) credits, with the exclusion of WRIT 101 and WRIT 102.

Specific courses, identified by the various departments and in the student's major, may not be taken P/F. Degree-seeking students cannot take COMM 110 as P/F. Students in Business and Economics programs, and other students who wish to enroll in 300- or 400-level Business or Economics courses, may not include these courses as P/F as pre-requisites. Details are specified in the Business and Economics section of this catalog.

Students who choose the P/F grading option should do so upon enrollment in a course, but they are allowed to change to P/F grading up through the tenth day of Fall or Spring term (or the last day to drop/add for Summer College) -Term courses.

Students who wish to change to P/F grading after the tenth day of term may do so with the approving signature of the faculty teaching the course and the department chair (of the department that houses the course) on a Pass/Fail form obtained from the Registrar's Office (or www.uwsuper.edu/registrar).

Students are allowed to submit this form to the Registrar's Office until the day before final examinations begin for any term or Summer College -Term. If a student receives a Pass grade, s/he may not subsequently repeat this same course for a letter grade.

Students should be aware that it may be difficult to transfer P/F graded courses to other institutions of higher education.
**Prior Learning and Technical Credit**

Students may acquire knowledge and skill competencies through and by experiences which are not necessarily tied to the traditional coursework. It is the philosophy of this University to allow students credit by examination opportunities to broaden students' educational opportunities and accelerate their progress toward completion of degree requirements.

Students transferring to UW-Superior may transfer up to 32 semester credits acquired through credit by examination in those courses and disciplines for which credit by examination opportunities are provided at UW-Superior; this includes CLEP/DANTES exams.

Credit by examination can be pursued through Departmental Exams, CLEP/DANTES exams, Advanced Placement (AP) exams, International Baccalaureate (IB) or Prior Learning:

A. **Departmental Examinations**

   - The following guidelines have been established for departmental examinations:
   - 1. Credit may be awarded for a score of 3 or above on appropriate examinations offered by the College Level Examination Program (CLEP) and the Defense Activity for Nontraditional Educational Support (DANTES). CLEP and DANTES tests are offered online only. The following policies and procedures must be followed to earn credit for CLEP or DANTES:
     1. Students who complete the examination may be awarded credit for courses in which they have earned a grade.
     2. Only students enrolled at UW-Superior may receive credit for CLEP or DANTES examinations. Students who take examinations before actual enrollment at UW-Superior will receive college credit only after enrolling.
     3. Only students enrolled at UW-Superior may receive credit for CLEP or DANTES examinations. Students who take examinations before actual enrollment at UW-Superior will receive college credit only after enrolling.
     4. Students who complete CLEP or DANTES exams at other institutions, will have to request the official CLEP or DANTES transcript be sent to UW-Superior to have credit awarded.
     5. Full credit will be awarded for the course (no grades are awarded). Failure on an exam is not recorded on student records. Students can repeat the examinations six months after the initial examination.
   - 7. Credit for Prior Learning through Portfolio Assessment (PLA). UW-Superior is a participating institution in the Wisconsin Board of Regents' Prior Learning through Portfolio Assessment (PLA) Program. Students may apply for credit based on their life experiences. Students interested in applying for credit based on Prior Learning through Portfolio Assessment (PLA) Program should contact the Graduated Studies Office.

B. **CLEP-DANTES (DSST) Examinations**

   - Students at UW-Superior may receive college credit for passing scores on certain examinations offered by the College Level Examination Program (CLEP) and the Defense Activity for Nontraditional Educational Support (DANTES or DSST). CLEP and DANTES tests are offered online only. The following policies and procedures must be followed to earn credit for CLEP or DANTES:
     1. Students can apply to complete at CLEP or DANTES exam at: http://www.uwsuper.edu/support/forms/clep-dantes-form.cfm.
     2. CLEP or DSST examinations are completed online only for course exams approved by UW-Superior faculty as listed at http://www.uwsuper.edu/support/testing/clp-tests.cfm.
     3. Only students enrolled at UW-Superior may receive credit for CLEP or DANTES examinations. Students who take examinations before actual enrollment at UW-Superior will receive college credit only after enrolling.
     4. Students who complete CLEP or DANTES exams at other institutions, will have to request the official CLEP or DANTES transcript be sent to UW-Superior to have credit awarded.
     5. Full credit will be awarded for the course (no grades are awarded). Failure on an exam is not recorded on student records. Students can repeat the examinations six months after the initial examination.
   - 7. Credit for Prior Learning through Portfolio Assessment (PLA). UW-Superior is a participating institution in the Wisconsin Board of Regents' Prior Learning through Portfolio Assessment (PLA) Program. Students may apply for credit based on their life experiences. Students interested in applying for credit based on Prior Learning through Portfolio Assessment (PLA) Program should contact the Graduated Studies Office.

**Petition Appeals**

Exceptions to established undergraduate policies may be requested by submitting a petition to the Credits and Reinstatement Committee. Petitions are available in the Registrar's Office or at [http://www.uwsuper.edu/support/forms/clep-dantes-form.cfm](http://www.uwsuper.edu/support/forms/clep-dantes-form.cfm)

Petitions are available in the Graduate Studies Office or at [http://www.uwsuper.edu/graduate/forms/index.html](http://www.uwsuper.edu/graduate/forms/index.html).

If students' written petitions are denied, they may request to attend a Credits and Reinstatement Committee meeting in person for a subsequent decision if the student is able to provide additional documentation not submitted with the written petition request.

Exceptions to graduate policies may be requested by submitting a petition to the Graduate Council. Petitions are available in the Graduate Studies Office or at [http://www.uwsuper.edu/graduate/forms/index.html](http://www.uwsuper.edu/graduate/forms/index.html).

**Name/Address Changes**

The Registrar's Office should be notified as soon as possible of a student's change in name or address. Each student is expected to maintain his or her mailing address through his or her E-Hive account or through a change of address form submitted to the Registrar's Office. The mailing address represents the address to which official university mail will be sent during the student's career.

Students who wish to have their billing statements mailed to an address different than their mailing address should contact the Cashier's Office. Graduate students may request a business address be entered by the Graduate Studies Office.

**Petition Appeals**

Exceptions to established undergraduate policies may be requested by submitting a petition to the Credits and Reinstatement Committee. Petitions are available in the Registrar's Office or at [http://www.uwsuper.edu/support/forms/clep-dantes-form.cfm](http://www.uwsuper.edu/support/forms/clep-dantes-form.cfm).

Petitions are available in the Graduate Studies Office or at [http://www.uwsuper.edu/graduate/forms/index.html](http://www.uwsuper.edu/graduate/forms/index.html).

If students' written petitions are denied, they may request to attend a Credits and Reinstatement Committee meeting in person for a subsequent decision if the student is able to provide additional documentation not submitted with the written petition request.

Exceptions to graduate policies may be requested by submitting a petition to the Graduate Council. Petitions are available in the Graduate Studies Office or at [http://www.uwsuper.edu/graduate/forms/index.html](http://www.uwsuper.edu/graduate/forms/index.html).
satisfied:
1. The portfolio process requires presentation of evidence supporting a claim that, through life experiences, the student has mastered learning outcomes equivalent to those for a particular course
2. Verification and documentation of what was learned must be presented. If evidence to verify and document the learning experience is not presented, there is no basis for judgment and evaluation.
3. What was learned must be communicated to the appropriate faculty member(s). If what was learned from the experience cannot be communicated, then no evaluation is impossible. A documented portfolio is prepared by students and evaluated by the faculty. Credit awarded through this process can be used to fulfill graduation requirements.
4. Credit awarded will not count toward the 30 resident credits required for graduation, because PLA credit is awarded at UW-Superior, not earned at UW-Superior.
5. Portfolio credits usually do not transfer to another institution. It is at the discretion of the institution to which you are transferring as to whether or not they accept portfolio credits.
6. Evaluation will be on a “P” (pass) or “F” (fail) basis.
7. Assessment fees are paid upon submission of the portfolio for assessment. Fees include an administrative fee plus a per credit fee for credits assessed.
8. The university accepts credit awarded for prior learning through portfolio assessment by other regionally accredited colleges and universities, through the same process used to award transfer credit.
9. For more information on assessment guidelines, assessment forms and sample portfolios, contact the Assessment of Prior Learning Coordinator in Erlanson Hall, Room 105, or refer to http://www.uwsuper.edu/pla.

F. Students seeking credit for technical college (outside of the existing articulation agreements) or other non-collegiate coursework need to contact the Registrar's Office for procedures. The fee for this process is $25.

Registration and Registration Changes

Web registration for Fall term and Summer College begins on Monday of the first full week in April. Web registration for Spring term and J-term begins on Monday of the first full week of November.

Students are emailed specific assigned appointment times when they can begin the registration process via their E-Hive account. Students must have met with their advisor and have the advisor registration hold removed prior to being able to register through E-Hive.

Students with negative holds on their account will not be allowed to register for classes.

In-Person registration (where students register in-person with a hard-copy registration form) begins on Tuesday of each registration week. Beginning on this same day students may also bring signed Drop/Add forms to the Registrar's Office for processing, providing the form has his/her advisors signature.

Add/Drop

Students may add classes via their E-Hive account, or at the Registrar's Office, without instructor permission, through the fifth class day of each term (pro-rated for Summer College). From the sixth through the tenth class day of each term, students are required to have permission from their advisor and instructors before they are allowed to enroll. This requires either a permission number to add a course via E-Hive, or signatures on a Drop/Add form submitted to the Registrar's Office for processing.

After the eleventh class day of each term, students may add a class with signatures from the instructor, their advisor and department chair on a Petition form which is submitted to the Registrar's Office for consideration by the Credits and Student Reinstatement Committee.

Students who wish to add a class during the last two week of the term, or thereafter, are required to pay a $20 fee.

Adding Classes During Summer College or Shorter Periods

- Students enrolled in classes that are two weeks in length are allowed the first two class days of the session to add a class without instructor permission.
- Students enrolled in classes that are three weeks in length are allowed the first three class days of the session to add a class without instructor permission.
- Students enrolled in classes that are four weeks in length are allowed the four class days of the session to add a class without additional instructor permission.
- Classes five weeks in length or longer, will follow the same procedure listed above for adding regular-term classes.

After the specific class day of the session listed above, students may add a class with signatures from the instructor, their advisor and department chair on a Petition form which is submitted to the Registrar's Office for consideration by the University Petition Committee.

Dropping Classes During a Regular Term

Students may drop classes via their E-Hive account, or by submitting a signed Drop form to the Registrar's Office, through the tenth class day of each term (pro-rated for Summer College). No additional signatures are required on the drop form during this period. Individual classes dropped during this period are not recorded on official transcripts.

If all classes are dropped a single notation of "withdrawn" and the date the student initiated the process is noted for the respective term on the official transcript. There is a $50 fee to drop all classes from the first day of the term through the tenth day of the term.

From the eleventh class day of each term through the 60% calendar day of each term (does not include 9 days of Spring Break week), students may drop classes by completing a drop form that is submitted to the Registrar's Office. There is a $20 fee that must first be paid at the Cashier's Office. This $20 fee is regardless of the number of classes being dropped. Classes dropped during this period are recorded on students' official transcripts with a grade of W (withdrawal).

Students seeking to drop classes after the 60% day of each term must submit such requests to the Credits and Student Reinstatement Committee for consideration with all required signatures and documentation (see the Petition section of this catalog). If the Committee approves the petition, W grades will be entered on the student's transcript for each course approved to drop late. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

Dropping Classes During Summer College or Shorter Periods

Two Week Classes
The last day to drop without permission is the second day of classes for the session. From the third class day of the session to the 60% calendar day of the session, students may drop classes by completing a drop form that is submitted to the Registrar's Office. There is a $20 fee that must first be paid at the Cashier's Office. This $20 fee is regardless of the number of classes being dropped. Classes dropped during this period are recorded on students' official transcripts with a grade of W (withdrawal).

Students seeking to drop classes after the 60% calendar day of the session must submit such requests to the Credits and Student Reinstatement Committee for consideration. If the Committee approves the petition, W grades will be entered on the student's transcript for each course approved to drop late. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

Three Week Classes
The last day to drop without permission is the third day of classes for the session. From the fourth class day of the session to the 60% calendar day of the session, students may drop classes by completing a drop form that is submitted to the Registrar's Office. There is a $20 fee that must first be paid at the Cashier's Office. This $20 fee is regardless of the number of classes being dropped. Classes dropped during this period are recorded on students' official transcripts with a grade of W (withdrawal). Students seeking to drop classes after the 60% calendar day of the session must submit such requests to the Credits and Student Reinstatement Committee for consideration. If the Committee approves the petition, W grades will be entered on the student's transcript for each course approved to drop late. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

**Four Week Classes**

The last day to drop without permission is the fourth day of classes for the session. From the fifth class day of the session to the 60% calendar day of the session, students may drop classes by completing a drop form that is submitted to the Registrar's Office. There is a $20 fee that must first be paid at the Cashier's Office. This $20 fee is regardless of the number of classes being dropped. Classes dropped during this period are recorded on students' official transcripts with a grade of W (withdrawal). Students seeking to drop classes after the 60% calendar day of the session must submit such requests to the Credits and Student Reinstatement Committee for consideration. If the Committee approves the petition, W grades will be entered on the student's transcript for each course approved to drop late. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

**Fives Week (or longer) Classes**

Classes five weeks in length or longer, will follow the same procedure listed above for dropping regular-term classes.

**Cancelling Classes Before a Regular Term/Summer College/Shorter Period**

Students may cancel classes via their E-Hive account, or by submitting a signed Cancellation form to the Registrar's Office, BEFORE the first day of each term. No additional signatures are required on the Cancellation form. Cancelled classes are not recorded on students' official transcripts.

**Cross Registration (with University of Minnesota-Duluth & College of St. Scholastica)**

Full-time undergraduate students (12 credits or more) at UW-Superior can cross-register for two classes per term, except summer, at either the University of Minnesota-Duluth UMD) or the College of St. Scholastica (CSS). UMD evening courses are not available for cross-registration. Online courses, Distance Learning Center courses and Continuing Education courses at UW-Superior are not available for cross-registration. Registration forms are available in the Registrar's Office and on the Registrar's Website.

**Incapacitated Student Total Withdrawal**

Neither UW-Superior faculty nor staff will normally initiate the withdrawal of a student on the basis of non-attendance. Students wishing to use a cross-registered course to fulfill a degree requirement should get confirmation that the course is acceptable prior to enrollment. Repeating a course taken previously at UW-Superior through cross-registration will not remove the initial UW-Superior grade from the record. For courses in a major, the advisor and department chair must authorize the substitution. For general education courses, the advisor and department chair, where the course is offered, must authorize the substitution.

**Distance Learning Registration**

Coursework through the Distance Learning Center (DLC) is normally open only to students enrolled in the program. However, on-campus students, with the support of their advisor, the instructor and the department chair of the instructor, and the DLC director, may enroll in coursework through DLC. The form to request this action is at www.uwsuper.edu/dl under the forms link with the title of Petition for on-campus student to take a DLC course.

**Withdraw**

Dropping all classes for a term is considered a Total Withdrawal. Students must complete a Total Withdraw form at http://www.uwsuper.edu/registrar/forms, secure all required signatures on the form and then meet with the Registrar, who is the last person to sign the Total Withdrawal form.

**Total Withdrawal from All Classes for a Term/Summer College/Shorter Period**

Students must complete a Total Withdraw form, securing all required signatures. The final signature on the form is the Registrar's. Withdrawals are not listed on the official transcript prior to the eleventh day of the term; however a notation of "withdrawn" and the date the student initiated the process does appear on the transcript for the term the student withdrew from. There is a $50 fee for totally withdrawing prior to the eleventh day of a term. This fee must be paid to the Cashier's Office before the form is submitted to the Registrar's Office.

**Eleventh Day to 60% Day of Term**

The last day to totally withdraw from all courses, whereby students earn a W on his/her transcript for each course, is the 60% calendar day of each term or Summer College session/shorter period classes.

Students must complete a Total Withdraw form, securing all required signatures. The final signature on the form is the Registrar's. There is no charge. Withdrawal from all classes after this date requires a petition appeal to the Credits and Reinstatement Committee. There are specific requirements for this request as listed on the Petition form.

**60% Day to End of Term**

Students seeking to withdraw from courses after the 60% calendar day of the term (through the petition process), must secure a signature from each faculty member for each course, as well as the department chair for each course, on the petition form located at http://www.uwsuper.edu/registrar/forms. The form is then submitted to the Registrar's Office for consideration by the Credits and Reinstatement Committee. If the Committee approves the petition, W grades will be entered on the student's transcript for each course and notation of "withdrawn" and the date the student initiated the process. If the Committee denies the petition, the course will remain on the official transcript for faculty to assign the grade the student earned.

Students who fail to complete the official withdrawal process will be considered enrolled and will be graded accordingly.

Student may not totally withdraw from all courses in a term if any of the classes in the respective term, or Summer College session have been graded.

Neither UW-Superior faculty nor staff will normally initiate the withdrawal of a student on the basis of non-attendance.

**Incapacitated Student Total Withdrawal**

When a University official is made aware that a currently enrolled student has become incapacitated due to injury or illness and the Registrar receives written confirmation of such from a medical doctor, the Registrar may initiate a total withdrawal on the student's behalf.

**Senior Students Enrolling in Graduate Courses**

Second-semester UW-Superior seniors, with approval of the Graduate Council, may take a maximum of six graduate semester credits in courses numbered 500-699 during their final semester, subject to certain provisions. The graduate credits must be beyond those required for the baccalaureate degree, and cannot be counted toward the baccalaureate degree. Permission to enroll for the graduate credits requires approval of the Graduate Council, obtained by means of a petition form. The last day to withdraw from all courses, whereby students earn a W on his/her transcript for each course, is the 60% calendar day of each term or Summer College session. There is a $50 fee for totally withdrawing prior to the eleventh day of a term. This fee must be paid to the Cashier's Office before the form is submitted to the Registrar's Office. There is no charge.
count toward the baccalaureate degree. Permission to enroll for the graduate credits requires approval of the Graduate Council, obtained by means of a petition during the prior semester. Seniors seeking this privilege must meet the grade point average required for unconditional admission to Graduate Studies.

Undergraduate academic fees will be charged for these six graduate credits. After completion of an undergraduate degree, these graduate credits will be entered on the student's graduate transcripts. The student will have to pay the differential between undergraduate and graduate fees for the process to be completed.

Repeated Coursework

All students repeating a course taken at UW-Superior must complete a Course Repeat Form and submit it with other registration materials.

Students are allowed to repeat a course previously passed only one time. This means a student can enroll two times maximum for any course. Exceptions to this are:

- Repeated courses required for major/minor.
- Repeated course numbers, but different course titles (special topics courses)
- Repeatable courses as noted in course description

Each time a student attempts to enroll in a previously passed course, s/he will receive a message indicating past enrollment in the course. Students will earn credit only one time for repeated courses, (exceptions listed above). The Registrar's Office will email students notice if they are enrolled in a previously passed course; however, it is the student's obligation to drop the course.

By repeating courses students may raise their grade point averages. The grade of record is the grade earned the last time a course is attempted. Repeating a course will not remove the initial grade from the transcript; however, it will change the cumulative GPA.

Students who believe they have a valid reason to repeat a previously passed course more than one time are required to submit a petition form requesting to do so.

There is no limit on the number of times students can repeat failed courses.

Residency

Wisconsin requires payment of nonresident tuition by students who are residents of states other than Wisconsin.

For undergraduate students, residency status is determined at the time of admission. Residency status of graduate students is determined during the admission process to the Graduate Studies program.

A student's original resident status remains in effect unless the student requests and is granted reclassification. Such requests must be submitted to the Registrar's Office before the tenth day the semester in which reclassification is to take effect. To do this, submit the Residency Change Form.

Full and partial waivers of the nonresident portion of tuition are available on a limited basis to those who qualify. The Non-resident Tuition Waiver (NTW) Program offers financial assistance to non-Wisconsin and non-Minnesota students who enroll at UW-Superior. Non-resident students who are interested in attending UW-Superior and wish to be considered for the NTW Program are encouraged to complete and return the on-line form and apply for admission as early as possible prior to their intended term of enrollment. Note that awards through the NTW Program apply only to the non-resident portion of tuition and do not apply to the resident portion of tuition. The on-line form is located at http://www.uwsuper.edu/admissions/forms/ntw.cfm.

To qualify for exemption from paying nonresident tuition, students must be able to prove number 1 or 2 below.

1. Must have resided in Wisconsin at least 12 months prior to the beginning of the term seeking to enroll in.
2. Must have moved to Wisconsin for purposes other than education.
   a. The state presumes that if a student attended UW-Superior during the 12 months they are initially in the state, they moved here for educational purposes and therefore Wisconsin residency should not be approved.
   b. If a student enrolls immediately upon arrival in Wisconsin, they can overcome the state's presumption if they can prove that attending UW-Superior is a secondary factor and they would have been present in Wisconsin regardless of their enrollment.

If a student is able to answer yes to number 1 and 2 above, then they must prove they are a bona fide Wisconsin resident; meaning they have established and plan to maintain a residence in Wisconsin. A student who enters and remains in Wisconsin mainly to obtain an education, is presumed to continue to reside outside Wisconsin and such presumption continues in effect until rebutted by clear and convincing evidence of bona fide residence.

Intent to become a bona fide resident of Wisconsin may be demonstrated or proved by several factors, including but not limited to: filing Wisconsin income tax returns; eligibility to vote in Wisconsin; motor vehicle registration in Wisconsin; possession of a Wisconsin driver’s license; place of employment; and self support (all items and documentation required are listed on the residency appeal form).

Students can qualify for an exemption from non-resident tuition if they meet one of the qualifications listed below:

1. Has established a bona fide residence in Wisconsin for at least 18 months preceding the first day of the term in which they are seeking a residency change.
2. Is a MINOR student and has parent(s) or legal guardian who has established a bona fide Wisconsin residence for at least 12 month preceding the term in which they are seeking a residency change.
3. Is an ADULT student who is dependent on his/her parents who has established a bona fide Wisconsin residence for at least 12 month preceding the term in which they are seeking a residency change.
4. Is a MINOR student who has substantially resided in Wisconsin during the years of minority, at least 12 month preceding the term in which they are seeking a residency change.
5. Is an ADULT student who has been employed in Wisconsin as a migrant worker for at least 2 months each year for 3 of the 5 years preceding the first day of the term in which they are seeking a residency change.
6. Are refugees
7. Is a non-resident member of the armed forces stationed in Wisconsin (with 90 miles of the border of Wisconsin) on military orders.
   a. Spouses of #7
   b. Children of #7
8. Has graduated from a Wisconsin high school and whose parent(s) have established a bona fide Wisconsin residence for at least 12 month preceding the term in which they are seeking a residency change.
9. Is employed in Wisconsin full-time and was relocated by his/her employer.

The Registrar will assist students in determining whether they qualify as bona fide Wisconsin residents.
Retro-Credit

Retroactive Credit is transcripted for students who acquire learning in vertical content courses in which higher levels are dependent on skill and knowledge learned in at lower levels. If lower level learning can be demonstrated to the satisfaction of faculty who offer vertical content course such as mathematics and foreign languages, student may request to enroll in the higher level course. Students who earn a grade of B- or higher in the higher level course will be awarded retro-credit posted on the official transcript in the term in which the higher level course was completed.

Retro-credits for lower level language courses are only awarded for completing courses numbered 102, 201 or 202 with a grade of B- or higher. For example, if students place into SPAN 202, they would receive retro-credit for SPAN 101, 102 and 201 and it would be posted to the official transcript. Retro-credits are not awarded for upper division language courses.

Students should ensure the faculty teaching the higher level course complete and send the Retro-Credit form to the Registrar requesting the posting of retro-credit.

Transfer Credit

Credit is normally accepted for college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). (Foreign institutions must be recognized by the Ministry of Education in that country.) Courses must be similar in nature, level, and content to a course in UW-Superior's curriculum and applicable to an academic program. Courses that are remedial (usually numbered below 100); technical, vocational, or doctrinal in nature are generally not transferable.

Transfer credit is evaluated by the Transfer Specialist and recorded on the official UW-Superior transcript. The Transfer Specialist evaluates all transfer credit for general education course equivalency as well as equivalency for major and minor courses based on past practice, approved articulation agreements, review of the transfer course description, or approval from the faculty.

Transfer analysis will be based only on official transcripts received directly from the transfer institution, not from student copies or course work posted on a different institution's transcript other than the one where the credit was earned. A transcript must be received from each previous institution attended.

International transfer students are required to submit original grade reports/transcripts for all post-secondary institutions and courses attended and original academic diplomas, certificates, and national or other major exam results. Official records must be submitted in their native language and must be accompanied by an official English translation. Official records should be sent directly from the institution or examining board. Transfer credit evaluation may require submission of course syllabi (official explanation of course content) from the institution.

Transfer courses with descriptions that closely match the descriptions of courses taught at UW-Superior will generally transfer as direct course equivalent credits. For example:

- An introductory macroeconomics course at the previous institution will transfer as UW-Superior's ECON 251 Principles of Macroeconomics. Transfer courses that do not have direct course equivalents at UW-Superior will transfer as elective credits within the appropriate academic department.
- A course on the geology of Minnesota would transfer as geology elective credits because UW-Superior does not offer a course with this particular content. Elective credits may need further evaluation by the major department to determine applicability to a UW-Superior degree program and might be redirected for a general education course, major/minor or degree requirement.

A course that carries more credit than the corresponding UW-Superior course is transferred to meet the credit hours of the UW-Superior course; the additional hours are counted as elective credit.

Credits that do not apply toward specific requirements will be applied toward the minimum number of total credits required for graduation.

Students should not enroll for any UW-Superior course they already have transfer credit indicated. This will result in the transfer course being removed from the transcript since duplicate credit for a course is not allowed. Transfer courses that are not equivalent to UW-Superior courses are designated as elective credit, and assigned the appropriate elective number (189, 289, 389, 489, 589, or 689) for academic level of the course. Transfer grades are not computed in the cumulative UW-Superior grade point average, except for those taken as part of the cross-registration program. If a student is awarded transfer credit for a course and then repeats the course at UW-Superior, the transferred credits will be removed from the student's record.

Grades earned at previous institution(s) are not calculated into the UW-Superior cumulative grade point average; however, transfer grades are used when calculating degree grade point average used for graduation honors. Grades received for transfer work will not replace a grade for a course taken at UW-Superior.

Course substitutions in a particular general education, core or knowledge category may be appropriate when a transfer course is similar but not equal to a UW-Superior course. A course transferred as elective credit is eligible to be redirected for a general education, major, minor, or degree requirement. It is the responsibility of the student to provide the appropriate documentation such as a course description or syllabus from the previous institution to support her/his request. Course substitutions should be broadly interpreted according to the Principles of Accommodation. General Education/liberal arts requirements will be accepted in the broad academic areas of non-Western and diversity, humanities, social sciences, natural and physical sciences, and fine and applied arts.

A course designated as fulfilling a general education, diversity, or non-western requirement at another UW institution will transfer as the same at UW-Superior; whether or not UW-Superior has a direct course equivalent. In general the Transfer Specialist will award the appropriate credit earned from the transfer institution.

Courses completed by UW System transfer students will transfer in accordance with the course equivalency in effect when the course was taken. Transfer credit received from an institution that uses quarter credits will be converted from quarter credits/units to semester credits. A quarter credit is equated to .666 or 2/3 of a semester credit. Thus a course for three quarter credits would be changed to two semester credits when transferred to UW-Superior.

Academic credits with a grade of D- or higher will transfer to UW-Superior. Exceptions include coursework equivalent to College Writing I and II which will only transfer with a grade of C- or higher.

Elementary Education majors and teacher certification students may only transfer a minimum of C in College Writing I and II, COMM 110, MATH requirement of student's major, HHP 102, and teacher certification courses. A course equivalent to Introduction to Education will only transfer with a minimum grade of B- or higher.

The maximum number of combined transferable semester credits from a two-year college is 72. There is no credit limit on transferable credits from a four-year university. Regardless of the number of credits transferred, students still must earn 30 resident credits from UW-Superior.

UW-Superior lower-division General Education requirements are considered satisfied for those students who have earned an associate of arts (AA), associate of science (AS), associate of arts and sciences (AA&S) degree from a University of Wisconsin System institution or from any of the Minnesota State Colleges and University System (MnSCU) community colleges. UW-Superior has program-to-program articulation agreements for students who have graduated from many programs within the Wisconsin Technical College System, UW Colleges and the MnSCU System.

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Students who earn an AA, AS, or AA&S degree from many community colleges in neighboring states may also be considered to have satisfied the UW-Superior lower-division General Education requirements.

The following may not necessarily be satisfied by an Associate Degree:

- Competency requirements or levels of proficiency (e.g., college writing, speech, foreign language, math, quantitative reasoning) established by the receiving institution for continuing students.
- General education courses that are prerequisites to a particular program or major and are required of continuing students (e.g., micro and macro economics for business majors).
- Requirements mandated by external professional accrediting associations or program approving agencies (e.g., Department of Public Instruction, Accreditation Board for Engineering and Technology, American Assembly of Collegiate Schools of Business).

If a student has a previous baccalaureate degree, the student will be awarded 120 hours of transfer credit and have all general education requirements met.

Remedial course work (courses numbered 99 or below) will only be transferred if a college-level course has not been completed in the subject area and the course is needed as a pre-requisite and the grade earned is a C- or higher. The coursework will only be transferred for milestone purposes, so no credit will be accepted.

Transfer students may select the pertinent catalog of entry at UW-Superior which corresponds with the start of the academic year at their previous institution, or students can choose the current UW-Superior catalog at time of transfer. The catalog used cannot be more than seven years old.

All students must receive pre-approval for Study Away courses. Study Away courses will be equated according to the pre-approved study away form. After grades are posted at the study away institution, an official transcript must be mailed to the UW-Superior Registrar's Office from the international institution before courses, credits, and grade points will be posted to a student's degree program. Study away courses are used in calculating cumulative grade point average.

Active-duty or veteran students must request their military transcript be sent to UW-Superior for evaluation for appropriate transfer credit. Enrolling students who have completed basic training will receive 3 transfer credits for HHP 102. Depending on the branch of the military, additional credit may be accepted for basic training as well. In addition, military transcripts are evaluated for academic credit that is similar in nature to UW-Superior undergraduate curriculum and applicable to an academic program.

Credit may be awarded for military experience and/or education. In awarding credit for such technical or specialized training, the recommendations of the American Council on Education are followed:

- Students whose length of service was one year or more are allowed up to six semester credits.
- A maximum of 32 semester credits may be allowed for military experience and education.

An admitted Graduate student may transfer up to 9 credits that are appropriate for his/her UW-Superior graduate program. Credits must be a grade of B or higher to transfer. No credit will be accepted for graduate work completed more than 10 years before the expected degree date, or work used to complete another degree. Each transfer course must be approved by the graduate student's advisor and department.

Graduate credits cannot count toward a baccalaureate degree. Any exceptions must be approved by the Credits and Reinstatement Committee.

College courses taken prior to high school graduation will be accepted at UW-Superior as long as the credit is:

- Transferable
- Earned at an accredited college
- Listed on an official transcript received directly from the college.

Students who wish to appeal the transfer analysis, should contact the Transfer Specialist in the Registrar's Office before proceeding with academic advising and registration.

**Transcripts**

Credentials Inc., furnishes transcripts to potential employers, school officials, and governmental agencies or to students but ONLY with a Transcript Request Form or a letter containing the student's signature. To access the transcript release form, go to [https://www.uwsuper.edu/registrar/transcripts.cfm](https://www.uwsuper.edu/registrar/transcripts.cfm).

Fees for sending transcripts are listed below:

- $10 for standard delivery
- $15 for rush requests (processed same day-standard mail or pick-up)
- $25 for express delivery (processed same day; delivered overnight-Fed-Ex)
- $50 International Express Processing - proceeded same day received and sent Federal Express outside the US.

The request must include: student's name while enrolled, dates of attendance, Social Security number or Student Identification Number (SID), whether graduate or undergraduate transcript, and name and address of person or organization to whom it is to be released and the proper payment.

Telephone requests CANNOT be honored. Transcripts cannot be issued if money is owed to the University, or if any type of hold exists on the student's account. Transcript requests are normally processed within 24 hours, except during the last and the first week of each term.

**Veteran Students**

UW-Superior strives to make the transition from veteran to student as easy as possible. The university's Veterans Coordinator, located in the Registrar's Office, will assist veteran and active duty military students with requirements to be admitted and to receive veteran benefits. For information regarding the veteran's student organization, advocacy and other services, contact the Associate Dean of Students at 715-394-8243 in the Yellowjacket Union Suite 230. UW-Superior is an institutional member of the Servicemembers Opportunity College (SOC), a group of more than 400 colleges and universities providing voluntary post-secondary education to members of the military throughout the world. As a SOC member, UW-Superior recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training and experiences.

Information and applications for federal veteran's benefits may be obtained online at [http://www.gibill.va.gov](http://www.gibill.va.gov) or through the Registrar's Office, Old Main, Room 139, (715) 394-8250. Veterans leaving active duty, if not applying online, must provide UW-Superior a certified copy of their discharge papers (DD214), Reservists and National Guard veterans must provide UW-Superior with an original of DD-2384 Notice Of Basic Eligibility (NOBE), and, if eligible for "kicker" monies, a copy of the kicker agreement. The commanding officer of a student's unit initiates these forms.

Students who have served in the armed services MUST have an official military transcript sent to UW-Superior prior to being admitted to the institution. Veteran
students may receive transfer credit for education and some certain specialized training programs completed while in military. To determine the course equivalency for education and training, the recommendations of the American Council on Education are followed. The American Council for Education (ACE) evaluates military training and education, and translates courses and occupations held by service members into college credit recommendations. Descriptions of the courses and occupations evaluated by ACE, along with recommended numbers of credits, are published in the Guide to the Evaluation of Educational Experiences in the Armed Services (also known as the Guide), distributed every two years to military education offices, colleges, and universities. The actual type and amount of credit awarded depends on the policies of the college or university and your academic goals. The Guide is also available online at http://www.militaryguides.acenet.edu Students whose length of service was of one year or more are allowed up to six semester credits to transfer to UW-Superior. A maximum of 32 semester credits may be transferred for military experience and education.

Soldiers, reservists, veterans, and members of the Army National Guard must request their the Army/ACE Registry Transcript System (AARTS) transcript from The American Council on Education or call toll free (866) 297-4427. Sailors, Marines, and veterans must request their Sailor/Marine/ACE Registry Transcript (SMART) by calling (877) 253-7122. Both AARTS and SMART transcripts are available free of charge to eligible Soldiers, Sailors, and Marines. Please check with the AARTS and SMART Operations Centers to confirm your eligibility.

Military Student Policy

The policy below is to assist Veteran students who must begin classes late, leave/return to classes in mid-term or leave classes early as a result to military deployment or training.

Late Start
Veteran students, or children, or spouse of a veteran student, (already enrolled) who notify the Registrar that s/he must begin attending classes after the first day of a term, due to a military assignment, will be allowed to do so up through the 15th class day of the semester.

Late fees will not be charged to the veteran student, his/her children or spouse who make this request.

The veteran student, his/her children or spouse must provide a copy of the veteran's military orders to the Registrar and state in writing when the veteran will be released and able to attend classes.

The Registrar will send email notices to the following, notifying them of the first day the veteran student, or child or spouse, plans on attending classes for the respective term:

- Dean of Students
- Cashier's Office
- Financial Aid Office
- Residence Life Office
- Faculty for all classes in which the veteran student, child or spouse, is currently enrolled

The Registrar will place an Advising hold (negative service indicator) on the veteran student, child or spouse's record to ensure s/he meets with the Veteran's Official in the Registrar's Office upon return to UW-Superior.

The veteran student, child or spouse returning from military duty shall report to the Veteran's Official in the Registrar's Office upon her/his return to discuss starting classes late and the problems associated with late enrollment. The Veteran's Official shall release the hold (upon meeting with the student).

The Bursar shall withhold any funds to the veteran student, child or spouse, until the Veteran's Coordinator has released the Advising hold.

Faculty will make every attempt to accommodate students for whom this policy applies.

Students are responsible for completing all course requirements (including any portion they may have missed).

Leave During and Return Prior to End of Term
A veteran student who receives verified military orders (copy of military orders is required) requiring him/her to stop-out for a short duration within a term may request to continue enrollment and participate in the course if:

- The student is currently passing the course
- The student has a cumulative GPA of at least 2.5
- The student will miss less than 25% of the total class days for the entire class. The student must consult with the instructor of the course to ensure all required work is completed prior to the end of the term.

Leave Before End of Term
A veteran student, child or spouse, initiating a Total Withdrawal due to verified military activation (copy of military orders) shall be given a choice to either Withdraw from all classes or receive Incomplete grades.

Withdraw from all classes and be given a full tuition refund of monies paid by the student. Students, who receive the WI GI Bill® Waiver, will not receive a refund because their tuition and fees is paid by the Department of Veterans Affairs.

Students seeking a total withdrawal will receive W grades on their transcript, regardless of the date of withdrawal. If the military activation date is within three weeks from the end of a term, veteran students, child or spouse are allowed to request Incomplete grades. Students should seek written procedures, from each faculty member assigning an Incomplete grade, for completing any coursework in which he/she is doing satisfactory work. Incomplete grades lapse to Failing grades after one term. If a veteran student should need longer than one semester, following the semester in which the Incomplete was given, to complete the work; style should consult with the faculty member who assigned in the Incomplete grade. If the student and the faculty member agree to extend the Incomplete deadline for another semester, the faculty member shall notify the Registrar of the extension.

In the event of immediate deployment, the Dean of Students will be empowered to act on behalf of the veteran student, child or spouse for purposes of completing withdrawal procedures.

Students are responsible for completing all course requirements (including any portion they may have missed).
**Student Support Services (TRIO)**

- Mission Statement
- Course Work
- Tutoring: Small Group, One-to-One, and Online Services labs
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- Early Warning Program - ASSIST
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**Mission Statement**

The Student Support Services (SSS) mission is to provide educational access, skill development, personal support, and a level playing field for all in our University community. SSS houses a number of campus programs and activities: The programs that provide these services are both federally and university-funded. The federally funded programs serve students who are qualified according to the following federal guidelines: low income, first-generation college students (neither parent has a baccalaureate degree,) or students with a disability. The University funded programs and activities include developmental math skill building, a study skills course, tutoring, counseling, academic advising, campus wide testing, an academic early warning system called ASSIST, Disability Support Services, and mentoring, and are all open to the entire University Community. Student Support Services offices and labs are located in Swenson Hall 1024.

**Course Work**

MATH 090  Fundamentals of Math  
IDS 095  Collegiate Study skills  
IDS 195  Collegiate Relationships  
IDS 305  Tutoring Practicum  
Access and Bridge Learning Communities

**Tutoring: Small Group, One-to-One, and Online Services labs**

The Mathematics Lab in Swenson Hall 1024 utilizes peer tutors who provide math tutoring in a variety of math courses offered at the university from 8 a.m. to 6 p.m. Monday through Thursday and 8:00 a.m. to 4:00 p.m on Friday. Tutoring in the residence halls is available Sunday through Thursday from 7:00 to 9:00 p.m. in mathematics through calculus, and other specialty topics. Check the Student Support Services website for residence hall locations.

Academic Support Center in Swenson Hall 1025 is open from 9 a.m. to 6 p.m. Monday through Thursday and 9 a.m. to 4 p.m. Friday. Peer tutors assist students in the following areas:

- Study Skills Instruction: Students learn strategies to improve reading efficiency and comprehension, memory, note taking, listening, test taking and time management.
- Tutoring/Study Groups: Staffed by specially trained students who have demonstrated academic proficiency and a strong desire to help other students.
- Peer mentorship/advising
- Nontraditional student assistance/support
- Placement testing, PPST/PRAXIS, ACT, SAT, CLEP, DANTES and Disability testing services
- Word processing/internet peer instruction
- Miscellaneous tutoring/study groups

Online Tutoring is available through Tutor.com. Students can get assistance 24/7 in most subjects. Visit our Online Tutoring website to access this surface and for additional information.

**ACCESS and BRIDGE Programs**

The ACCESS Program, scheduled for the summer and fall, offers a college experience with classes taught by UW-Barron County, on the UW-Superior campus. The program courses are transferable and meet UW-Superior general education requirements. Students who successfully complete their ACCESS courses through UW-Barron County (2.0 GPA or better) are invited to continue their studies full time at UW-Superior within the BRIDGE Program.

The BRIDGE Program consists of a required study skills course, focused advising, and a semester of academic monitoring. The biggest bonus for ACCESS students is that they have established a network and begin their career at UW-Superior 6 to 12 credits ahead of other new students.

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Early Warning Program - ASSIST

The ASSIST/Early Warning Program provides special assistance and guidance to any student who has been identified by faculty or staff to be experiencing some sort of difficulty. The ASSIST/Early Warning Program Coordinator provides students with early guidance that either refers them to the correct office or helps them work through their problem, in order to succeed academically. A one or two credit section of IDS 095 Collegiate Study Skills is also offered through this program.

Disability Support Services

Disability Support Services (DSS) staff are committed to provide reasonable accommodations for students covered by the Americans with Disabilities Act. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability against persons in any program or activity receiving or benefiting from federal funds. Section 504 and the Americans with Disabilities Act also require these institutions to make reasonable accommodations for students with disabilities. These mandates apply to documented learning, physical, sensory, and psychiatric disabilities. Students may familiarize themselves with the DSS Handbook online at www.uwsuper.edu/dr.

The Disability Support Services officer serves as a liaison for students with disabilities, and coordinates reasonable accommodation requests. To become eligible for accommodations, interested students must:

1. Identify themselves to Disability Support Services and provide appropriate documentation of the disability;
2. Schedule an appointment to review the information and develop an accommodation plan with DSS;
3. Inform instructors of accommodation needs at the beginning of each semester by giving them a Faculty Accommodation Form; and
4. Meet with Disability Support Services to update the accommodation plan and to arrange timely services. For questions related to services for students with disabilities, e-mail disability@uwsuper.edu or call (715) 394-8019.

Placement Testing and Other Testing Programs

The UW-Superior Testing Center, located in Swenson Hall 1025, offers UW-Placement exams, Disability testing, CLEP and DSST exams, PRAXIS I and II exams, ACT/SAT Exams. Visit the Testing Center webpage for additional information, or call 715-394-8087 to schedule an exam.

Placement Testing: UW-Superior policy dictates the following:

- Math Placement Test: Required for all students
- English Placement Test: Optional - we place students based upon their ACT English score (we recommend that students take this exam if their ACT English score is 18 or below)
- Foreign Language Tests (French, German, or Spanish): Required for all students who have taken a language in high school, prior to registering for any language at UW-Superior. Foreign language is required for students seeking the Bachelor of Arts degree as well as for students in some academic programs.
- Please note: Students with Youth Options credit, Advanced Placement credit, or transfer credit who believe they might satisfy the English, Mathematics, or Foreign Language requirement, please contact us to determine whether your credits will exempt you from any of these testing requirements.
- All new freshmen should complete testing during the spring Regional Testing Program, and are required to submit the results of the Wisconsin Placement Tests prior to registration for classes.
- Visit the Placement Testing webpage for additional information.

CLEP-DANTES (DSST) Examinations

- Students at UW-Superior may receive college credit for passing scores on certain examinations offered by the College Level Examination Program (CLEP) and the Defense Activity for Nontraditional Educational Support (DANTES or DSST). These examinations are offered by appointment only.
- CLEP and DANTES tests are offered online only. The following policies and procedures must be followed in receiving credit for CLEP or DANTES:
- Only students enrolled at UW-Superior may receive credit for CLEP or DANTES examinations. Students who take examinations before actual enrollment at UW-Superior will receive college credit only after enrolling.
- Students may acquire up to 32 semester credits by examination, whether by departmental examination or CLEP/DANTES examination.
- Credits awarded at UW-Superior for CLEP/DANTES may or may not be transferable to other institutions. Transfer of credit is at the discretion of the institution to which students are transferring.
- When successful on a particular examination, students are awarded credit for the course (no grades are awarded). Failure on an exam is not recorded on student records. Students can repeat the examinations six months after the initial examination.
- Normally, students will not be allowed to gain credit by examination for courses in which they already have earned a grade.
- Visit the CLEP-DANTES (DSST) webpage for additional information.

TRiO Programs

Upward Bound

Upward Bound is a federally funded program created in 1964 to identify and assist promising high school students who face barriers to completing high school and enrolling in a post-secondary institution. Over the past 45 years, more than 778 Upward Bound programs across the nation have helped hundreds of thousands of young people. The University of Wisconsin-Superior is one of 26 Upward Bound programs in Wisconsin providing support services to high potential students who would be unlikely to pursue higher education without extra support. Upward Bound provides that support through
cost to the families or the school district.

**McNair Scholars Program**

The McNair Scholars Program prepares income eligible, first generation college students and students from groups underrepresented in graduate education for doctoral study. Each year, 25 students are chosen to participate in the program's activities, which include seminars, cultural events, graduate school visits, and more. During the summer, 12 scholars participate in a paid individual research experience, working collaboratively with a faculty mentor on a project of interest to the student. Program participants also receive GRE preparation instruction and help in the graduate school application process.

**Educational Success Center Contact Information**

Student Support Services (TRIO)
University of Wisconsin - Superior
Swenson Hall 1024
Belknap and Catlin Ave.
P.O. Box 2000
Superior, WI 54880
**Phone:** 715-394-8185
**Email:** support@uwsuper.edu