

2025-26
GRADUATE
CATALOG

Table of Contents

Graduate Catalog	4	CS - Financial Technology Graduate Program	50
About UW-La Crosse	5	Emerging Technologies in FinTech Certificate	50
Missions	6	Leading FinTech Transformation Certificate	50
Accreditation	7	CS - Software Engineering Graduate Program	51
State Authorization	7	Master of Software Engineering	51
Administration and Board of Regents	8	CST - Cybersecurity Graduate Program	54
University Academic Calendar	8	Cybersecurity - Master of Science	54
Graduate Program Directors	10	ESS - Athletic Training Graduate Program	56
Admissions - Graduate	12	Athletic Training - Master of Science	56
Graduate & Extended Learning - Graduate	15	ESS - Clinical Exercise Physiology Graduate Program	58
Graduate Assistantships	16	Clinical Exercise Physiology - Master of Science	58
Expenses, Financial Aid, & Scholarships - Graduate	18	ESS - Exercise and Sport Science: Physical Education Teaching Graduate Program	60
Expenses - Graduate	18	ESS: Physical Education Teaching - Master of Science	60
Financial Aid & Scholarships - Graduate	18	ESS: Physical Education Teaching - Adapted Physical Education Emphasis - Master of Science	61
Veteran Benefits - Graduate	19	ESS: Physical Education Teaching - Adventure/Outdoor Pursuits Emphasis - Master of Science	64
Academic Policies - Graduate	21	GEO - Geographic Information Science Graduate Program	66
Academic Eligibility - Graduate	21	Fundamentals of Geographic Information Science (GIS) Certificate	66
Academic Records/FERPA - Graduate	23	HP - Medical Dosimetry Graduate Program	67
Course Information - Graduate	24	Dosimetry for Radiation Therapist (Track A) - Master of Science	67
Credit for Prior Learning Policy - Graduate	25	Dosimetry for Non-Radiation Therapist (Track B) - Master of Science	69
Grading System and Policies - Graduate	26	HP - Occupational Therapy Graduate Program	71
Graduation/Commencement - Graduate	29	Occupational Therapy - Master of Science	71
Registration and Schedules - Graduate	29	HP - Physical Therapy Graduate Program	74
Seven Year Completion Policy - Graduate	32	Doctor of Physical Therapy	74
Student Conduct - Graduate	33	HP - Physician Assistant Studies Graduate Program	78
Withdrawal Policies - Graduate	33	Physician Assistant Studies - Master of Science	78
Student Resources	36	IS - Information Technology Management Graduate Program	82
Murphy Library	36	Information Technology Management - Master of Science	82
Graduate Degree Requirements and Policies	38	Enterprise Infrastructure Certificate	83
Graduate Degrees and Program Requirements	39	IT Leadership Certificate	83
BIO - Biology Graduate Program	41	IT Operations Certificate	84
Biology - Master of Science	42	MIC - Microbiology Graduate Program	85
Biology: Aquatic Science Concentration - Master of Science	43	Microbiology - Master of Science	85
Biology: Cellular and Molecular Biology Concentration - Master of Science	44	Microbiology: Clinical Microbiology Emphasis - Master of Science	87
Biology: Environmental Science Concentration - Master of Science	45	MKT - Digital Marketing Graduate Program	90
Biology: Nurse Anesthesia Concentration - Master of Science	46	Digital Marketing Analytics Certificate	90
Biology: Physiology Concentration - Master of Science	48		

Digital Marketing Management Certificate	90	Special Education Certificate	129
MTH - Applied Statistics Graduate Program	91	Teaching English to Speakers of Other Languages (TESOL) Certificate	130
Applied Statistics - Master of Science	91	Director of Instruction Add-On Certification	131
MTH - Data Science Graduate Program	93	Reading Specialist Add-On Certification	131
Data Science - Master of Science	93	SAA - Student Affairs Administration in Higher Education Graduate Program	133
Data Science Certificate	94	Student Affairs Administration in Higher Education: Online - Master of Science in Education	133
PH - Healthcare Administration Graduate Program	95	Student Affairs Administration in Higher Education: Blended - Master of Science in Education	135
Healthcare Administration - Master of Science	95	SAA - Student Affairs Administration and Leadership Graduate Program	137
Nursing Home Administration Certificate	96	Student Affairs Administration and Leadership - Doctor of Education	137
PH - Public Health Graduate Program	97	Higher Education Leadership Certificate	140
Public Health: Community Health Education Emphasis - Master of Public Health	97	Course descriptions	141
PSY - School Psychology, On-Campus Program	99	Archaeology (ARC) - Graduate Courses	141
Master of Science in Education in School Psychology: On- Campus	100	Art (ART) - Graduate Courses	141
Educational Specialist in School Psychology: On-Campus	101	Athletic Training Studies (ATS) - Graduate Courses	141
PSY - School Psychology, Online Program	104	Biology (BIO) - Graduate Courses	143
Master of Science in Education in School Psychology: Online	105	Business Administration (BUS) - Graduate Courses	148
Educational Specialist in School Psychology: Online	106	Chemistry (CHM) - Graduate Courses	149
REC - Recreation Management Graduate Program	108	Clinical Laboratory Science (CLI) - Graduate Courses	150
Recreation Management - Master of Science	108	Community Health Education (CHE) - Graduate Courses	150
REC - Recreation Management: Professional Development Graduate Program	111	Computer Science (CS) - Graduate Courses	151
Recreation Management: Professional Development Emphasis - Master of Science	111	Curriculum and Instruction (CI) - Graduate Courses	154
RTH - Recreational Therapy Graduate Program	113	Cybersecurity (CYB) - Graduate Courses	154
Recreational Therapy - Master of Science	113	Data Science (DS) - Graduate Courses	156
SOE - Professional Studies in Education Graduate Programs	116	Digital Marketing (DMK) - Graduate Courses	157
Professional Development: Educational Leadership Emphasis - Master of Science in Education	117	Education Learning Community (EDU) - Graduate Courses	158
Professional Development: Educational Leadership and Director of Instruction Emphasis - MSED	118	Educational Foundations (EFN) - Graduate Courses	164
Professional Development: Learning Community Emphasis - Master of Science in Education	120	Educational Studies (EDS) - Graduate Courses	164
Reading - Master of Science in Education - non-certification	121	English (ENG) - Graduate Courses	165
Reading: Reading Teacher Emphasis - Master of Science in Education	122	Exercise and Sport Science (ESS) - Graduate Courses	165
Reading: Reading Specialist Emphasis - Master of Science in Education	124	Financial Technology (FNT) - Graduate Courses	169
Reading: Reading Teacher and Reading Specialist Emphasis - Master of Science in Education	125	Geography (GEO) - Graduate Courses	169
Educational Leadership Certificate	127	Graduate Registration Continuation (GRC) - Graduate Courses	171
Professional Learning Community Certificate	128	Health Education (HED) - Graduate Courses	172
Reading Teacher Certificate	128	Healthcare Administration (HCA) - Graduate Courses	172
		History (HIS) - Graduate Courses	174
		Information Technology Management (ITM) - Graduate Courses	174
		Marketing (MKT) - Graduate Courses	175

Mathematics (MTH) - Graduate Courses	175
Medical Dosimetry (DOS) - Graduate Courses	175
Microbiology (MIC) - Graduate Courses	178
Occupational Therapy (OT) - Graduate Courses	180
Physical Therapy Studies (PTS) - Graduate Courses	186
Physician Assistant Studies (PAS) - Graduate Courses	193
Psychology (PSY) - Graduate Courses	197
Public Health (PH) - Graduate Courses	198
Race, Gender, and Sexuality Studies (RGS) - Graduate Courses	199
Reading (RDG) - Graduate Courses	199
Recreation Management (REC) - Graduate Courses	201
Recreational Therapy (RTH) - Graduate Courses	203
School of Education (SOE) - Graduate Courses	205
School Psychology (SPY) - Graduate Courses	205
Special Education (SPE) - Graduate Courses	207
Statistics (STAT) - Graduate Courses	208
Student Affairs Administration (SAA) - Graduate Courses	209
Faculty and Staff	214
Index	252

Graduate Catalog

This is a record of graduate programs, courses, and policies as of July 2025. Changes that occur after the July publication date will be included in the next catalog.

Welcome

Welcome and thank you for your interest in the University of Wisconsin-La Crosse. UWL offers a two doctoral programs, master's degrees, and wide range of graduate certificates, across the health professions, business, technology, education, and the social and natural sciences. We are proud of our innovation and the opportunities provided for close interaction with excellent faculty through coursework, research, and practical experiences both on campus and in the community. Our focus is on the delivery of high quality experiences for recent college graduates who want to further their education in preparation for their next career or academic step, and for working adults who want to advance in their careers while continuing to work.

The College of Science and Health; the College of Arts, Social Sciences, and Humanities; the College of Business Administration; and the School of Education are all involved in graduate education. About half of our graduate students are enrolled in traditional campus-based programs. Others are pursuing their graduate education through fully online programs, or through hybrid programs with face-to-face sessions in communities across the State of Wisconsin.

Our graduate faculty members are committed to providing high quality, innovative, and challenging opportunities for personal and professional development. We offer a learning environment that places students at the leading edge of their fields and prepares them for continued success.

We look forward to you joining us as you continue your formal education. I invite you to explore the graduate education webpage (<https://www.uwlax.edu/gel/graduate-education/>) for more information.

Sincerely,
Meredith Thomsen
Dean, Graduate & Extended Learning

The mission of graduate education at UWL

A graduate education at UW-La Crosse fosters in students an advanced understanding of disciplinary and professional content, along with skills such as collaboration, problem-solving, leadership, and communication. Graduate faculty and students embody the Wisconsin Idea (https://en.wikipedia.org/wiki/Wisconsin_Idea/) by working together, often one-on-one or with community partners, on projects that serve the current needs of society. The close interactions between students and faculty promote student learning and benefit faculty members by enhancing their teaching, research and service. During their time at UW-La Crosse, students develop as ethical professionals and as members of a diverse workforce. Graduates are prepared to contribute to society by advancing in their professions or by seeking further education.

About this catalog

In compiling our catalog, we have used the most current and accurate information available to us at this time. However, we reserve the right to change any of the information in this catalog at any time and without giving prior notice. When the Universities of Wisconsin or UWL campus deletes or revises any of the information in this catalog, the changes

take effect as soon as it is appropriate. At times, changes are applicable to all students regardless of which catalog they are following.

This catalog does not establish or constitute a contract between UW-La Crosse and its students. Instead, it provides descriptive and summary information outlining university rules, policies, regulations, course listings, and degree programs. It is important for students to become acquainted with UWL requirements and regulations and to continue to keep informed about them while they are enrolled.

Courses listed in this catalog are subject to change through normal academic procedures. New programs and courses and changes in existing coursework are initiated by departments or programs and approved by the appropriate academic dean, the curriculum committees, and the faculty senate. Additions to the curriculum for the ensuing years are published in the official curriculum committee minutes which are on file with Faculty Senate (<https://www.uwlax.edu/faculty-senate/committees/faculty-committees/curriculum/>) and in the Office of Records and Registration.

About UW-La Crosse

- **UW-La Crosse: a profile** (p. 5)
- **Freedom of thought and expression** (p. 5)
- **Civil rights** (p. 5)
- **Accommodation of religious beliefs** (p. 6)
- **Accessibility for individuals with disabilities** (p. 6)

UW-La Crosse: a profile

The University of Wisconsin-La Crosse continues to position itself among the country's elite public universities. UWL is the top-ranked public university in Wisconsin with fewer than 25,000 students, according to Niche's "2025 Best Colleges in America." It has been ranked among the top public universities in the Midwest for more than two decades.

UWL's student body comes from all corners of the United States and from many countries around the world, bringing an array of social, cultural and academic perspectives. UWL's retention rate is an outstanding 87%, and its six-year graduation rate is 73% — both well above national averages.

UWL offers more than 100 undergraduate academic programs in 30 disciplines, 30 graduate programs, and two doctoral programs. A 20:1 student-faculty ratio means small class sizes, with a median class size of 25 students. 78% of full-time faculty hold doctoral or terminal degrees. Students learn directly from professors, including the recipient of the 2021 Board of Regents Teaching Excellence Award — a distinction given to just two instructors across the Universities of Wisconsin.

The university is organized into three academic colleges and two schools: the College of Business Administration; the College of Science and Health; the College of Arts, Social Sciences, and Humanities; the School of Visual and Performing Arts (housed within the College of Arts, Social Sciences, and Humanities); and the School of Education. Teacher education is a campus-wide commitment. Descriptions of the departments and programs within the colleges as well as general information, college curriculum requirements, and any requirements that apply to specific colleges can be found in the undergraduate (<http://catalog.uwlax.edu/undergraduate/>) and graduate (<http://catalog.uwlax.edu/graduate/>) catalogs or through UWL's Academics (<https://www.uwlax.edu/academics/>) page. Descriptions of pre-professional programs can be found in the College of Science and Health section. Wisconsin teacher licensure information can be found in the School of Education section.

UWL's intercollegiate athletic teams, the Eagles, compete in 21 sports, predominately in the NCAA Division III. As of June 2025, they have combined to win 80 national championships. The university is proud of the Veterans Memorial Field Sports Complex, a \$16.6 million athletic complex completed in 2009 and funded entirely by private donations. The site is home to the annual WIAA State Track & Field Championships and has hosted the NCAA III National Track & Field Championships numerous times.

The campus lies in a residential neighborhood in the city of La Crosse (population 52,680, metro 139,627). La Crosse is a major point of interest on the Great River Road that winds north and south through 10 states along the Mississippi River. The city is nestled on the east bank of the river below towering 500-foot bluffs separated by steep-walled ravines known as coulees. See more about the city and area at Explore La Crosse (<http://www.explorelacrosse.com/>).

UWL offers much to western Wisconsin by hosting cultural events, regional and national conferences, and prominent speakers. UWL works cooperatively with other area education and medical institutions to provide cutting-edge health care in the region, as well as a state-of-the-art health research and education facility.

The university's history dates back to 1909, when the La Crosse Normal School opened its doors as a teacher training school. It became a state teachers college in 1927, a state college in 1951, and a state university in 1964. The university became part of the University of Wisconsin System, now called the Universities of Wisconsin, in 1971. Discover more at the University of Wisconsin-La Crosse (<https://www.uwlax.edu/#welcoming>).

Freedom of thought and expression

The mission of the University of Wisconsin-La Crosse is to provide "a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success." In pursuit of this mission, UWL encourages and protects diverse perspectives, the free flow of ideas, and open discussion among students, faculty, staff, and other members of the campus community. Constructive engagement with differing perspectives in a climate of free inquiry is essential to the pursuit of knowledge. UWL is committed to providing all members of the University community the broadest possible latitude to speak, write, listen, challenge and learn.

Encountering new, different or opposing perspectives can be challenging and uncomfortable; this is a necessary feature of the UWL educational experience. Thus, all members of the campus community are encouraged to engage with diverse viewpoints in a manner that affirms our community and furthers our mission, to be thoughtful when participating in the exchange of ideas, and to hold themselves accountable for the impact of their expression on others.

For more information and resources, please see the UWL Civil Discourse and Free Speech (<https://www.uwlax.edu/chancellor/civil-discourse-and-free-speech/>) web page, and the Universities of Wisconsin Regent Policy Document 4-21, Commitment to Academic Freedom and Freedom of Expression (<https://www.wisconsin.edu/regents/policies/commitment-to-academic-freedom-and-freedom-of-expression/>).

Civil rights

The University of Wisconsin-La Crosse is committed to providing equal education and employment opportunity regardless of race, sex, color, creed, religion, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital, parental status, gender identity, gender expression, or veteran status. Pursuant to Title IX of the Educational Amendments of 1972, discrimination on the basis of sex is prohibited in any educational program or activity receiving federal financial assistance. Pursuant to Title VI of the Civil Rights Act of 1964, discrimination on the basis of race, color or national origin is prohibited. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination on the basis of physical or mental disability. Equal educational opportunity includes: admission, recruitment, extracurricular programs and activities, housing facilities, access to course offerings, counseling and testing, financial assistance, employment, health and insurance services, and athletics. Sexual harassment is a form of sex discrimination that is unlawful and contrary to the fundamental standards of a university community. All grievances, questions or requests for information should be referred to the Office of Civil Rights & Compliance (<https://www.uwlax.edu/civil-rights-and-compliance/>), 145 Graff Main Hall.

Accommodation of religious beliefs

It is the policy of the Board of Regents that students' sincerely held religious beliefs shall be reasonably accommodated with respect to all examinations and other academic requirements. Pursuant to UWS 22 (https://docs.legis.wisconsin.gov/code/admin_code/uws/22/), the claim of a religious conflict should be accepted at face value, and any student with a conflict between an academic requirement and any religious observance must be given an alternative means of meeting the academic requirement. The student must notify the instructor within the first three weeks of class (within the first week of summer session and short courses) of the specific days/dates for which the student will request relief. Instructors may schedule a make-up examination or other academic requirement before or after the regularly scheduled examination or other academic requirement. Complaints may be filed with the Office of Civil Rights & Compliance (<https://www.uwlax.edu/civil-rights-and-compliance/>).

Accessibility for individuals with disabilities

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability. Ongoing efforts are being made to ensure that facilities and programs are accessible to all students with disabilities. All students must identify and present documentation (no older than three years) of their disabilities to the ACCESS Center in order to receive ongoing accommodations.

Direct student services to those with physical, sensory or learning disabilities/ADHD include, but are not limited to: classroom note takers, tutors, class preregistration, taped textbooks, academic advising, individual/group counseling and equipment loan. Specific requests for assistance or information should be directed to the coordinator of the ACCESS Center (<http://www.uwlax.edu/center/access/>), 124 Wimberly Hall.

Missions

UW-La Crosse's institutional priorities are guided by the UWL Select Mission, Vision, and Values statements, adopted by the UWL Joint Planning & Budget Committee in March 2015. As part of the Universities of Wisconsin, UWL is also guided by the Universities of Wisconsin Mission Statement and the Core Mission of the University Cluster Institutions, which applies to all the comprehensive universities in the Universities of Wisconsin. At the core of all the mission statements is "The Wisconsin Idea," the principle that the knowledge of the university should be extended to the entire state.

The University of Wisconsin - La Crosse: Mission, Vision, and Values

Adopted by the UWL Joint Planning & Budget Committee, March 2015

Mission

The University of Wisconsin-La Crosse provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. Grounded in the liberal arts, UWL fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UWL is a regional academic and cultural center that prepares students to take their place in a constantly changing world community. The university offers undergraduate programs and degrees in the arts and humanities, health and sciences, education, and business administration. The

university offers graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences.

Vision

The University of Wisconsin-La Crosse aims to foster within each student the curiosity, creativity, and tenacity necessary to solve the regional, national, and international challenges of the 21st century. The university's official motto *mens corpusque* ("mind and body") will continue to guide our direction as a student-centered university committed to a quality education for the whole person. As such, it will continue to provide opportunities both inside and outside the classroom for the development of sound mental, emotional, and ethical skills, as well as general well-being. Our students, faculty, and staff will experience the world through constantly evolving technologies and cultures. Thus, the skills of effective communication, critical thought, leadership, and an appreciation for diversity must be the hallmarks of a UWL education.

Values

Fassett Cotton, our institution's first leader, serving from 1909-1924, conceived the original University of Wisconsin-La Crosse educational philosophy of the total development of the individual. Later, history professor and Dean of the College of Arts, Letters, and Sciences, William M. Laux (1922-1967), suggested the symbols of our official university seal along with the accompanying Latin phrase, *mens corpusque* ("mind and body"), to exemplify our collective commitment to a high quality education for the whole person. **The University of Wisconsin-La Crosse values:**

- The *mens corpusque* educational philosophy that recognizes each student as a whole person and aspires to enhance both mind and body through the noble search for knowledge, truth, and meaning central to a wide range of high quality learning experiences and scholarly pursuits.
- Diversity, equity, and the inclusion and engagement of all people in a safe campus climate that embraces and respects the innumerable different perspectives found within an increasingly integrated and culturally diverse global community.
- A high quality of life and work balance, incorporating best practices for shared governance and the acquisition and efficient management of resources, equitable compensation, general wellness, and social, environmental, and economic sustainability.
- Civic engagement and a renewed commitment to the *Wisconsin Idea*, in which our socially responsible campus serves as a resource for our increasingly intertwined local, state, and global communities, collaborating and sharing resources and expertise to improve the human condition.

The Universities of Wisconsin Mission

The mission of the Universities of Wisconsin 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 value and purpose. Inherent in this mission are methods of instruction, research, extended education, and public service designed to educate people and improve the human condition. Basic to every purpose of the Universities of Wisconsin is the search for truth.

Core Mission of the University Cluster Institutions

1. Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
2. Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and university-sponsored cultural, recreational, and extracurricular programs.
3. 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.
4. Offer a program of pre-professional curricular offerings consistent with the university's mission.
5. 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.
6. Promote the integration of the extension function, assist the University of Wisconsin-Madison Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
7. Participate in inter-institutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
8. Embrace and encourage student, staff, and faculty diversity in all areas and demonstrate a commitment to equity, diversity, and inclusion.
9. Support activities designed to promote the economic development of the state.

Accreditation

The University of Wisconsin-La Crosse is **accredited by**:

- The Association to Advance Collegiate Schools of Business (AACSB)
- Accreditation Council for Occupational Therapy Education
- Accreditation Review Committee on Education of the Physician Assistant
- American Society for Biochemistry and Molecular Biology
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation for Physical Therapy Education
- Council on Accreditation of Parks, Recreation, Tourism and Related Professions
- Council on Education for Public Health
- Joint Review Committee on Educational Programs in Radiologic Technology
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology
- National Association of Schools of Music
- National Association for School Psychologists
- Higher Learning Commission (<https://www.hlcommission.org/>) (312.263.0456)
- Wisconsin Department of Public Instruction

State Authorization

UWL complies with regulations in other states to offer online education and clinical placement opportunities to students. This is often referred to as "state authorization."

UWL is part of the State Authorization Reciprocity Agreement (<https://nc-sara.org/>) (SARA).

California Residents: University of Wisconsin-La Crosse does not require licensure to offer courses and externships/clinicals in California.

File a Complaint

In compliance with U.S. Department of Education regulations, UWL provides information to students about their rights to make a complaint about the institution.

To file a complaint against the University of Wisconsin-La Crosse directly, students may learn about the Universities of Wisconsin Complaint Process (<https://www.uwlax.edu/finaid/resources/uw-system-complaint-process/>) for resolving complaints and complete the form (<https://www.wisconsin.edu/student-complaints/complaint-form/>) at the Universities of Wisconsin website.

Professional Licensure Notice

If a student is planning to apply for licensure in a state other than Wisconsin after completion of their program, the student should refer to the Professional Licensure Disclosure (<https://www.uwlax.edu/info/professional-licensure-disclosure/>) website and contact the other state's appropriate licensing board to determine whether the UWL program meets licensure requirements in that state.

Please note that licensure requirements are always subject to change. Although the University of Wisconsin—La Crosse will confirm the licensure requirements on a routine basis, we strongly recommend that you inquire with the state board to confirm that you understand and will meet the requirements for licensure before enrolling in your program of choice.

Additionally, you should note that licensing requirements vary by state and relocating could impact whether you will meet eligibility requirements for licensure. Check with the state licensing board where you desire licensure before relocating to ensure that you will be eligible for licensure or reciprocity.

For individual Professional Licensure Disclosures, student location will be determined as follows:

- A student who enrolls in a program that holds instruction primarily at a physical location on the UW-La Crosse campus (on-campus instruction) shall be considered located in the state of Wisconsin.
- A student enrolling in a program that offers instruction in a hybrid learning format will be considered located in Wisconsin.
- A student enrolling exclusively in distance education will be considered located at their current home address listed on their official application and/or acceptance into the program.

All students are prompted to update their address in the Student Information System (WINGS) each term. See **SYS #100-09** (<https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/professional-licensure-programs-determining-student-location/>) for full Universities of Wisconsin policy.

Administration and Board of Regents

University of Wisconsin-La Crosse administration

Office of the Chancellor

- Chancellor – James M. Beeby

Division of Academic Affairs

- Provost & Vice Chancellor, Academic Affairs – Betsy Morgan
- Associate Vice Chancellor, Academic Affairs – Sandy Grunwald
- Director of Murphy Library – John Jax
- Director of International Education and Engagement – Karolyn Bald
- Graduate & Extended Learning Dean – Meredith Thomsen

College of Business Administration

- Dean – Taggart Brooks
- Associate Dean – Timothy Dale

College of Arts, Social Sciences, and Humanities School of Visual and Performing Arts

- Dean – Karl Kunkel
- Associate Dean – Marie Moeller

College of Science and Health

- Dean, Interim – Gubbi Sudhakaran
- Associate Dean – Robert Allen
- Associate Dean - Whitney George

School of Education

- Dean – Marcie Wycoff-Horn
- Associate Dean – Pao Lor

Division of Student Affairs

- Vice Chancellor, Student Affairs – Vitaliano Figueroa
- Assistant Vice Chancellor, Admissions & Recruitment – Corey Sjoquist
- Dean of Students – Kara Ostlund

Division of Access, Belonging, & Compliance

- Vice Chancellor, Access, Belonging, & Compliance – Stacy Narcotta-Welp
- Assistant Vice Chancellor, Access, Belonging, & Compliance – Nevin Heard
- Director of Title IX and Compliance – Sarah Jackson
- Director of the Center for Civil Dialogue and Civic Engagement - Ashley Nowak

Division of Administration and Finance

- Vice Chancellor, Administration and Finance – Stephanie Pope
- Director, Budget Office – Emily Roraff
- Controller, Business Services – Mark Haakenson
- Director, Facilities Management – Scott Brown
- Director/Chief Human Resources Officer – Julia Getchell

- Associate Vice Chancellor-IT and Chief Information Officer – David Kim
- Director, Planning & Construction – Scott Schumacher
- Chief of Police – Allen Hill
- Director, Administrative Services – Robin Tuxen

Division of University Advancement

- Vice Chancellor, University Advancement/UWL Foundation President – Allison Ziegelman

Board of Regents of the University of Wisconsin System

The University of Wisconsin-La Crosse is governed by the University of Wisconsin System Board of Regents. The Board of Regents as of July 2025:

- Amy B. Bogost, President
- Kyle M. Weatherly, Vice President
- Angela Adams
- Desmond Adongo
- Noah Fritz
- Haben Goitom
- Jim Krueser
- Edmund Manydeeds III
- Timothy Nixon
- Tom Palzewicz
- Joan Prince
- Ashok Rai
- Jack Salzwedel
- Linda Terwilliger
- Amy Traynor
- Mark Tyler
- Jill Underly
- Karen Walsh

Universities of Wisconsin Administration

- Jay O. Rothman, President
- Jess Lathrop, Chief of Staff
- Johannes Britz, Senior Vice President, Academic and Student Affairs
- Christopher Patton, Vice President, University Relations (Interim)
- Julie Gordon, Vice President, Finance and Administration (Interim)

University Academic Calendar

The academic calendar is based on semesters. Semester I (September through mid-December) and Semester II (January through mid-May) each contains 14 weeks of instruction plus one week of final exams. The standard class period is 55 minutes. Numerous workshops and special courses are offered throughout the year and may meet in an abbreviated time frame. Grades can be posted after a course has ended; however, official grade point averages are updated at the end of the term only.

There are two additional terms, winter intersession and summer. Winter intersession provides an intensive three-week term in January. The summer term consists of three four-week sessions, beginning in late May and ending in mid-August. The university provides many courses ranging from general education offerings to specialized courses for majors. There also are undergraduate and graduate level certification

and update courses for school professionals and others. Undergraduate degree-seeking students are encouraged to use the summer session to work out irregularities in their programs, to add courses beyond minimum requirements and to make up deficiencies. Complete graduate programs are available for those who wish to attend in summers only. A select number of programs require year-round attendance.

Academic calendar for current year (<https://www.uwlax.edu/records/dates-and-deadlines/>)

Graduate Program Directors

(Links below go directly to the program's outside website.)

Graduate & Extended Learning

Graduate & Extended Learning

Dean: Meredith Thomsen (mthomsen@uwlax.edu)
205 Morris Hall
608.785.8245
gradstudies@uwlax.edu

College of Arts, Social Sciences, and Humanities

Doctor of Education (EdD)

Student Affairs Administration and Leadership (<https://www.uwlax.edu/academics/grad/student-affairs-administration-and-leadership/>)
Director: Becki Elkins (belkins@uwlax.edu)
345 Morris Hall
608.785.6489

Master of Science in Education (MSED)

Student Affairs Administration-Higher Education
Director: Jörg Vianden (jvianden@uwlax.edu)
345 Morris Hall
608.785.6870

Master of Science in Education (MSED) Education Specialist (EdS)

School Psychology, On-Campus
Director: Adrienne Loh (aloh@uwlax.edu)
349A Graff Main Hall
608.785.8275

School Psychology, Online
Director: Jocelyn Newton (jnewton@uwlax.edu)
335A Graff Main Hall
608.785.6889

Master of Science (MS)

Cybersecurity
Director: Jennifer Butler Modaff (jbutlermodaff@uwlax.edu)
4219 Centennial Hall
608.785.6717

College of Business Administration

Digital Marketing

Director: Ken Graham (kgraham2@uwlax.edu)
3116 Wittich Hall
608.785.8097

Information Technology Management

Director: Peter Haried (pharied@uwlax.edu)
241 Wing Technology Center
608.785.8103

School of Education

Master of Science in Education (MSED) Certificates

Add-on Certifications

Reading, non-certification (MSED)
Reading: Reading Teacher (1316) Emphasis (MSED)
Reading: Reading Specialist (5017) Emphasis (MSED)
Reading: Reading Teacher (1316) and Reading Specialist (5017) Emphasis (MSED)
Reading Teacher (1316) Certificate
Reading Specialist (5017) Add-On Certification
Director: Kim Edwards (kedwards@uwlax.edu)

Professional Development: Educational Leadership Emphasis (MSED)
Professional Development: Educational Leadership Emphasis and Director of Instruction Emphasis (MSED)
Educational Leadership (5051) Certificate
Director of Instruction (5010) Add-On Certification
Director: Jeannette Armstrong (jarmstrong@uwlax.edu)

Professional Development: Learning Community Emphasis (MSED)
Professional Learning Community Certificate
Director: Jeannette Armstrong (jarmstrong@uwlax.edu)

Special Education (2801) Certificate
Director: Jeannette Armstrong (jarmstrong@uwlax.edu)

Teaching English to Speakers of Other Languages (TESOL) Certificate
Director: Jeannette Armstrong (jarmstrong@uwlax.edu)

College of Science and Health

Doctor of Physical Therapy (DPT)

Physical Therapy
Director: Patrick Grabowski (pgrabowski@uwlax.edu)
4066 Health Science Center
608.785.6623

Master of Public Health (MPH)

Community Health Education
Director: Anders Cedergren (acedergren@uwlax.edu)
418J Wimberly Hall
608.785.6790

Master of Science (MS)

Applied Statistics
Director: Melissa Bingham (mbingham@uwlax.edu)
1032 Cowley Hall
608.785.6682

Athletic Training

Director: Cordial Gillette (cgillette@uwlax.edu)
148 Mitchell Hall
608.785.8196

Biology

Biology - Aquatic Science
Biology - Cellular & Molecular
Biology - Environmental Science
Biology - Physiology
Director: Anita Davelos (adavelos@uwlax.edu)
4032 Cowley Hall
608.785.8239

Biology - Nurse Anesthesia

Director: Jessica Peterson (peterson.jessica7@mayo.edu)
Mayo Clinic Health System Franciscan Healthcare
608.785.0940 ext. 2-2428

Clinical Exercise Physiology

Director: Kathryn Johnson (kjohnson8@uwlax.edu)
141 Mitchell Hall
608.785.6521

Data Science

Director: Jeffrey Baggett (jbaggett@uwlax.edu)
1026 Cowley Hall
608.785.8393

Exercise and Sport Science - Physical Education Teaching

Director: Jenna Starck (jstarck@uwlax.edu)
223A Cartwright Center
608.785.6535

Exercise and Sport Science - Physical Education Teaching: Adapted Physical Education Emphasis

Program Coordinator: Brock McMullen (bmcmullen@uwlax.edu)
158 Mitchell Hall
608.785.8167

Exercise and Sport Science - Physical Education Teaching: Adventure/Outdoor Pursuits Emphasis

Program Coordinator: Jenna Starck (jstarck@uwlax.edu)
223A Cartwright Center
608.785.6535

Financial Technology (FinTech)

Director: Kenny Hunt (khunt@uwlax.edu)
225 Wing Technology Center
608.785.6822

Healthcare Administration

Director: Emily Whitney (ewhitney@uwlax.edu)
418L Wimberly Hall
608.785.6794

Medical Dosimetry

Director: Nishele Lenards (nlenards@uwlax.edu)
4033 Health Science Center
608.785.6622

Microbiology**Microbiology - Clinical Microbiology**

Director: Paul Schweiger (pschweiger@uwlax.edu)
3036 Cowley Hall
608.785.8254

Occupational Therapy

Director: Laura Schaffer (lschaffer@uwlax.edu)
4049 Health Science Center
608.785.8462

Physician Assistant Studies

Director: Maggie Laufenberg (mlaufenberg@uwlax.edu)
0024 Health Science Center
608.785.8479

Recreation Management**Recreation Management: Professional Development**

Director: Kate Evans (kevans@uwlax.edu)
2042 Health Science Center

608.785.8210

Recreational Therapy

Director: Kate Evans (kevans@uwlax.edu)
2042 Health Science Center
608.785.8210

Master of Software Engineering (MSE)**Software Engineering**

Director: Mao Zheng (mzheng@uwlax.edu)
217 Wing Technology
608.785.6808

Admissions - Graduate

- **Applying to graduate study** (p. 12)
- **Admission criteria** (p. 12)
- **Admission on probation** (p. 12)
- **Conditional admission** (p. 12)
- **International student admissions** (p. 13)
- **Special non-degree graduate students** (p. 13)
- **Undergraduate enrollment in a graduate course policy** (p. 13)
- **Graduate students admitted with academic course deficiencies** (p. 14)
- **Graduate re-entry** (p. 14)

Applying to graduate study

Students seeking admission to graduate study must apply electronically by completing the Universities of Wisconsin application (<https://apply.wisconsin.edu/homepage/>).

Application fee

In accordance with the Universities of Wisconsin policies, graduate students applying to a graduate degree program must submit an application fee. The application fee is non-refundable, does not apply to graduate tuition, and cannot be waived. If enrollment is delayed, the application fee can be applied to the next two consecutive terms including summer session.

Academic records

It is the student's responsibility to make arrangements for official transcripts of previously established academic records (undergraduate and graduate) bearing the official seal of the institution(s) where course work was taken to be sent directly from the registrar of each institution to the UW-La Crosse Admissions Office. This includes college level courses taken while in high school. If a student enrolled in fewer than 10 undergraduate semester credits at an institution, they do not have to send an official transcript unless the courses completed are prerequisites for the graduate program. Study abroad transcripts are not required if a student attended an international university for one or fewer semesters. Additional transcripts may be required at the university's or graduate program's discretion. All graduate transcripts must be submitted.

UW-La Crosse accepts transcripts sent directly from the issuing institution(s) or through an electronic secure document sending service. Transcripts that are marked "Issued to Student" or that are hand delivered by a student will not be accepted unless the transcript remains sealed in the original envelope from the issuing institution(s). Application fee and transcripts can be sent to:

Admissions Office
2320 Student Union
University of Wisconsin-La Crosse
1725 State Street
La Crosse, WI 54601
admissions@uwla.edu

Admission criteria

Admission consideration to graduate study will be given to students who meet the following requirements:

For those seeking master's degrees:

- A baccalaureate degree from a regionally accredited institution.
- An overall undergraduate grade point average on required transcripts of at least 2.85 on a 4.0 scale, an average of at least 3.00 in the last half of all undergraduate work, or an average of at least 3.00 for no less than 12 semester credits of graduate study at another accredited graduate school. Applicants who do not meet grade point average requirements may be considered for admission on probation (<http://catalog.uwlax.edu/graduate/admissions/#admission-probation>). Some programs have higher grade point average admission requirements.
- Departmental or school/college admission to enter the graduate program. Many graduate programs require additional supplemental application materials. Please refer to the website of the specific program for details.
- Satisfactory scores in any tests required by the program, department, or college. Please refer to the program website for test requirements. The UW-La Crosse GRE Institutional Code is 1914.

For those seeking doctorate or post-master's degrees:

- A baccalaureate degree and/or a master's or doctorate degree from a regionally accredited institution.
- An overall baccalaureate, master's, post-master's, or doctorate degree grade point average of at least 3.0 on a 4.0 scale is required for admission to the Ed.S. (on-campus) (p. 101), Ed.S. (online) (p. 106), and DPT (p. 74) degree programs. The Ed.D. (p. 137) requires an overall grade point average of at least 3.25.
- Departmental or school/college admission to enter the graduate program. Many graduate programs require additional supplemental application materials. Please refer to the website of the specific program for details.
- Satisfactory scores in any tests required by the program, department, or college. Please refer to the program website for test requirements. The UW-La Crosse GRE Institutional Code is 1914.

For more information, including a list of graduate programs, please visit the graduate education webpage (<https://www.uwlax.edu/gel/graduate-education/>). For questions about admission to the university, contact the Admissions Office (<http://www.uwlax.edu/admissions/>).

Admission on probation

Students may be admitted on probation if they do not meet the minimum academic or graduate program admission requirements. Upon completion of nine graduate credits or two terms (whichever comes first) with a grade point average of 3.00 or above, the student will be removed from probation. Students admitted on probation will be dismissed from graduate study if their cumulative GPA is below 3.00 after completing nine graduate credits or two terms (whichever comes first).

Conditional admission

Students may be conditionally admitted to a graduate program while they are in the process of completing their undergraduate or master's degree. Final admission is contingent upon maintaining their cumulative grade point average and submission of an official final college transcript from the college they are attending showing the conferment of their degree. The final official transcript is due 15 days after the degree is posted.

International student admissions

International applicants seeking graduate admission to UWL should follow the instructions below.

Application: Complete the Universities of Wisconsin online application (<https://apply.wisconsin.edu/>) for graduate study and pay the graduate application fee.

Academic records: Official, certified or attested copies of academic records from all post-secondary institutions attended are required, even if the program was not completed. Documents issued in languages other than English must be accompanied by certified English translations.

Proof of English language proficiency: Applicants for graduate study who are not native speakers of English must meet one of the following for admission:

- Official TOEFL score of at least 79 iBT or 550 pBT - Institution Code: 1914.¹
- Official IELTS score of at least 6.0.¹
- Official PTE (Pearson Test of English) score of at least 60.¹
- Official DET (Duolingo English Test) score of at least 110.¹
- A bachelor's or higher degree from UWL or another approved institution where English is the sole language of instruction may also fulfill this requirement.
 - Degree must be earned within two years of expected enrollment at UWL.
 - Applicant must have attended the institution for a minimum of two years.
- Other examinations and educational experiences considered on a case-by-case basis and approved through university governance.

¹ Scores cannot be more than two years old.

Program specific requirements: Many graduate programs require additional application materials. Applicant should contact the graduate program directly about additional requirements.

Proof of funding: Bank statement and signed affidavit of support. Funding must be equal or greater than International Education & Engagement's estimated costs (<https://www.uwlax.edu/cost/#tab-113814>) for one year (two semesters) of graduate study. Students who require F-2 visas for dependents (spouse and/or children) must submit additional proof of funding and passport copies for each dependent.

Passport copy: Submit a photocopy of the biographical data in the applicant's passport. If the applicant is admitted to a program, this will ensure that immigration documents are issued accurately.

Application materials can be sent to:

Admissions Office
2342 Student Union
University of Wisconsin-La Crosse
1725 State Street
La Crosse, WI 54601
USA

For more information on international student admissions, visit the Admissions Office (<https://www.uwlax.edu/admissions/apply/international-student/>).

Special non-degree graduate students

Students with a bachelor's degree seeking to enroll in graduate courses for which they are qualified but not wishing to pursue a graduate degree may be admitted with special non-degree graduate student status. Special non-degree graduate students either may receive academic credit for courses successfully completed or may choose to audit. Auditors usually are not responsible for attendance or exams and therefore do not receive academic credit or grades for completed courses.

To apply for special non-degree graduate admission, complete the appropriate Universities of Wisconsin application (<https://apply.wisconsin.edu/>). Application fees and transcripts are not required. Students admitted as special non-degree graduate students register for classes after graduate degree seeking students and are not eligible for financial aid.

If special non-degree graduate students seek admission to a degree program at a later date, they must complete and submit a new application as a degree-seeking student. They may be considered for admission provided they have maintained a "B" average in graduate work and have met all other program requirements. No more than 12 credits earned as a special non-degree graduate student may be applied toward a degree program at the University of Wisconsin-La Crosse. Further, deans and/or program directors/coordinators may accept or reject credit taken as a graduate special non-degree student.

University undergraduate enrollment in graduate courses policy

Undergraduate students enrolled in a dual degree or minor-to-master's program, or who have senior status (at least 90 credits) and at least a 3.00 cumulative grade point average, may enroll in a maximum of nine graduate credits. Approval must be granted by the graduate program, since some graduate classes are limited to students admitted to the program and are not available for undergraduate enrollment.

Graduate level credits may be used to satisfy requirements for a bachelor's degree if the student is enrolled in a dual degree or minor-to-master's program, or if approved by the chair of the student's major department. The chair's approval should be communicated to the student's college office to apply graduate credits towards the bachelor's degree outside of a dual degree or minor-to-master's program.

Maximum student credit load for dual enrollment (graduate/undergraduate) is 15 credit hours for a semester and eight credit hours for a summer term (standard university overload approval process applies).

Students must submit a graduate special non-degree application using the Universities of Wisconsin online application (<https://apply.wisconsin.edu/>) prior to registering for a graduate course. Undergraduate tuition and fees are charged. Students in dual degree programs must complete the regular graduate program application process and pay graduate tuition fees after completing nine graduate credits. Students are expected to purchase texts for graduate courses.

Exceptions to these requirements must be approved by the Graduate Council.

Graduate students admitted with academic course deficiencies

Students with course deficiencies, who have been provisionally admitted to a graduate program, may be classified with the appropriate special student designation and, at such time as the deficiencies are removed, may be admitted to the graduate program with the appropriate graduate classification. Such students would be exempt from the "12 credits earned as a special student" restriction.

Graduate re-entry

If students voluntarily interrupt university enrollment for one semester or longer (excluding summer) while in good academic standing, re-entry status may be granted by applying through the Admissions Office. Applications should be made as early as possible but not later than one month prior to the beginning of the planned term of re-enrollment. Applications will be accepted until the enrollment limits have been reached.

Graduate & Extended Learning - Graduate

Dean: Meredith Thomsen
205 Morris Hall
608.785.6500 or 866.895.9233
Email: gel@uwlax.edu

www.uwlax.edu/gel (<https://www.uwlax.edu/gel/>)

Graduate & Extended Learning was formed by the merger of Graduate Studies and Extended Learning. We connect the university to the community by offering innovative educational opportunities. Our goal is to help our partners learn, grow, explore, and achieve more. Our work falls into five main categories, outlined below.

Graduate education

Graduate & Extended Learning supports the work of graduate students, faculty, and programs. We coordinate several tuition award programs, grants to support graduate student projects, and graduate student awards and competitions. We host Hooding Ceremonies for programs that do not hold their own graduation events. Finally, we take lead role in enacting the action steps identified within the Graduate Education Strategic Plan.

Conference and event services

We have expertise in conference and event planning, both for in-person and online formats. We can help you navigate campus protocols and processes, or help you plan an event in another city. We also run registration and membership processes for events and organizations. Finally, we can arrange for the creation, tracking and awarding of Continuing Education Units (CEUs) or non-credit microcredentials (NCMCs) for professional events, as appropriate.

Youth outreach programming

We partner with UWL faculty and other educators to offer high-quality enrichment classes for upper elementary, middle, and high school students in topics spanning the arts, humanities and the sciences. We bring youth to campus for a number of events which help them see a future for themselves in higher education. We offer test preparation courses for ACT, GRE, GMAT, and LSAT. Finally, we coordinate the UWL Concurrent Enrollment Program, allowing regional high school students to earn college credit for UWL courses taught within their own high schools.

Work with UWL departments and staff

We support UWL departments in offering online degree and certificate programs. Some are offered in collaboration with other campuses, through the Universities of Wisconsin Online and Professional Learning Resources. Others are 100% developed by UWL personnel. We partner with UWL faculty and staff to develop credit and non-credit outreach programs, helping them connect to the community. Finally, we support UWL personnel in hosting events and conferences, assisting them in professional service to their academic disciplines.

Professional development

We offer an array of credit and non-credit learning opportunities, some of which are of interest to a general audience and some of which are developed in partnership with a regional employer. Strengths include the topics of health and wellness, environmental science, social justice, and education. Many of our conferences include Continuing Education Units (CEUs), documenting the value of these events as professional development opportunities. We also oversee campus processes

related to the awarding of non-credit microcredentials (NCMCs) which document the skills that UWL students and program participants gain through experiences at UWL outside of credit-based instruction.

Graduate Assistantships

- **Graduate assistantship (GA) policy** (p. 16)
- **International students** (p. 16)
- **Teaching assistantship (TA) policy** (p. 16)

Graduate assistantship policy

The University of Wisconsin-La Crosse offers a variety of graduate assistantships (GAs). Graduate assistantships include teaching (TA), research (RA), and program (PA) assistantships. Graduate assistantships are awarded by the academic program/departments and by a number of other campus offices. Only students who are admitted and remain in good academic standing (<http://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/>) are eligible for a graduate assistantship. The student must have completed a bachelor's degree and be enrolled at UWL for graduate credit or for GRC 799 to be eligible. Online graduate students are eligible for GAs. Graduate assistantships are awarded on a very competitive basis according to the requirements of the position. Students may be awarded a graduate assistantship for no more than four semesters and two summers. Requests for exceptions to this policy should be submitted to the dean of the college in which the graduate program resides.

Interested applicants and current students should communicate directly with the department of intended degree work for more information about graduate assistantships. The Financial Aid Office does not administer the graduate assistantship program.

Assistantships are available to resident and non-resident students. All students enrolled in on-campus graduate programs and employed as graduate assistants on campus will at the minimum receive a waiver for a small portion of their resident tuition each semester, but remaining tuition and fees are not waived for most graduate assistants. A limited number of non-resident tuition waivers are available, which cover some or all of a student's non-resident tuition costs. The in-state portion of graduate tuition is not covered by a non-resident tuition waiver.

Teaching assistant positions are available in several departments which include a payment to cover a portion or all of in-state tuition costs.

Awards may be made for assistantships which require up to 20 hours of responsibilities per week during each semester of the academic year. Those with 14 or fewer assigned hours may carry up to 15 hours of graduate credit and those with 15- to 20-hour assignments should not exceed 12 graduate credits each semester. Summer assistantships may be available.

UWL complies with the Council of Graduate Schools' *Resolution Regarding Graduate Scholars, Fellows, Trainees, and Assistants* which follows:

"Acceptance of an offer of financial support (such as graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year by a prospective or enrolled graduate student completes an agreement that both student and graduate school expect to honor in that context. The conditions affecting such offers and their acceptance must be defined carefully and understood by all parties.

Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution.¹ In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through

April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organization subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer."

¹ This deadline assumes a program begins in fall semester. Programs beginning earlier may have an earlier acceptance date.

Additional related information

Financial Aid: Graduate financial aid is awarded based on university enrollment status of degree seeking student. Students must be enrolled in at least five credits within a single semester or five credits during the summer to be eligible for financial aid. Students must be enrolled in at least nine credits within a single semester or nine credits during the summer to be considered full-time. Credits must be applicable to the student's declared degree program. Financial aid is reduced accordingly for students enrolled less than full-time, but at least half-time (five credits).

International students

International students interested in an assistantship must also satisfy the enrollment requirements of their student visa. More details can be found under the international graduate student credit load (p. 30) section of the catalog.

Teaching assistantship policy

Guidelines for teaching assistant positions

The title "teaching assistant" (TA) is appropriate for graduate students assigned teaching duties within an academic program under the direct supervision of a faculty member in that program. In general, the duties of a teaching assistantship are more demanding than those of a graduate assistantship, and teaching assistants demonstrate a higher level of knowledge and experience in their field than students serving as graduate assistants.²

Duties of a teaching assistant include independently teaching classes and/or facilitating course laboratories. Additionally:

1. TA appointments must be 50%.
2. The 50% workload may not be more than seven scheduled classroom contact hours/semester.
3. Courses and laboratories taught by teaching assistants are counted in the academic workload measurements of the department.
4. When appropriate, courses taught by TAs may be scheduled with the TA listed as instructor of record.
5. TAs must be compensated at a rate higher than GAs due to their increased workload and expectations.

Student eligibility

To be eligible for a teaching assistant position, a graduate student must:

1. Be a currently enrolled graduate student in good academic standing.
2. Be enrolled in at least five graduate credits, except for the student's last semester. During that last semester, the student need take only the credits needed for graduation. If no credits are needed, the student must register for GRC 799.³

3. Demonstrate evidence of continuous progress toward a degree prior to and during the assignment.
4. If a non-native English speaker, demonstrate proficiency in spoken English (as per UW System Administrative Policy 1255 (<https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/teaching-assistants-selection-training-and-evaluation/>)).
5. Meet any additional college or departmental requirements for a TA. Students should discuss those additional requirements with their program director.

Requests for exceptions to any of these policies should be directed to the dean of the student's college.

Departmental obligations

Departments that utilize teaching assistants must have written policies specific to the department's needs and expectations. These policies must be approved by the college and made available to graduate students.

1. A department with TAs must establish in writing minimum standards for selection, training and evaluation of teaching assistants that conform with UW System Administrative Policy 1255 (<https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/teaching-assistants-selection-training-and-evaluation/>).
 - a. Standards must explain the selection process and the required training and/or experience that are to be conditions of employment. They should differentiate standards between GAs and TAs.
 - b. Standards must also describe the department's process for the training, supervision and evaluation of TAs each semester.
 2. A department with TAs must have written policies explaining the specific duties of teaching assistants within the department, and what courses a teaching assistant is eligible to teach.
- ² As defined in Wis. Stat. § 111.81 (19m), teaching assistant means a graduate student enrolled in the Universities of Wisconsin who is regularly assigned teaching and related responsibilities, other than manual or clerical responsibilities, under the supervision of a member of the faculty as defined in s. 36.05(8).
- ³ Students need to be aware that the number of credits for a TA position are independent of requirements for financial aid and international student visas.

Expenses, Financial Aid, & Scholarships - Graduate

Paying for tuition is a significant concern for most students, and the university continually strives to provide options for those who may be struggling or who have questions. The following offices or groups are available to help students overcome the challenge of paying for college.

(Links in following list go to the office's outside webpage. Links in last paragraph go to the topic's catalog page.)

- **Financial Aid Office** (<http://www.uwlax.edu/finaid/>)
- **UWL Foundation** (<https://www.uwlax.edu/foundation/>)
- **It Make\$ Cents!** (<https://www.uwlax.edu/it-makes-cents/>)
- **Veteran & Military Connection** (<https://www.uwlax.edu/veteran-and-military-connection/>)
- **Cashier's Office** (<http://www.uwlax.edu/cashiers/>)

The University of Wisconsin-La Crosse offers a wide array of merit-based, need-based, and non-need based financial assistance for graduate students. The Financial Aid Office is the best resource for most of this information, but the Expenses (p. 18), Financial aid & scholarships (p. 18), and Veteran benefits (p. 19) sections also offer graduate students a brief look at financial options and further resources.

Expenses - Graduate

Expenses and Financial Aid

Graduate program students **may** be required to pay a non-refundable **enrollment deposit** to hold their place. Contact the specific program for requirements.

All students are charged a non-refundable **registration fee** each term they register for one or more courses. If a student drops all classes before the term begins, the student is still responsible for this fee.

For more information on graduate tuition and fee information, visit the cost to attend website (<https://www.uwlax.edu/cost/#tab-100207>). Questions about the tuition and fees listed should be directed to the Cashier's Office (<https://www.uwlax.edu/cashiers/>).

Textbooks

Graduate students are required to purchase textbooks for all courses they are enrolled in (including slash courses). Graduate students are not eligible to use Textbook Rental Services.

Graduate student textbooks may be purchased (based on availability) through the University Bookstore. For more details and to review the textbook policies/procedures, visit the UWL Bookstore's information for graduate students (<https://www.uwlax.edu/textbook-rental/graduate-students/>).

Financial Aid & Scholarships - Graduate

- **Financial aid programs** (p. 18)
- **Eligibility requirements** (p. 18)
 - **Credit load required for financial aid** (p. 18)
- **Application procedures** (p. 18)
- **Notification dates** (p. 18)

- **Satisfactory academic progress standard** (p. 19)
- **Scholarships and awards** (p. 19)
- **Further resources** (p. 19)

Financial aid programs

Information concerning the various types of financial aid is available on each Graduate program's website as well as the Financial Aid Office's (<https://www.uwlax.edu/finaid/>) website.

Need-Based Aid: Some financial aid programs are based on financial need as determined using the student financial information provided on the Free Application for Federal Student Aid (FAFSA). Need-based programs include Advanced Opportunity Program, School Psychology (Online), Student Affairs Administration, and Public Health: Community Health Education Program (the Master of Public Health online program).

Non-Need-Based Aid: This includes Federal Direct Unsubsidized Loans, Federal Direct Graduate PLUS Loans, most UWL scholarships, private scholarships, and private student loans for higher education. For more information, visit the Financial Aid Office (<http://www.uwlax.edu/finaid/>).

Eligibility requirements

Academic Requirements: Admission to the university is a prerequisite to consideration for financial aid. Special non-degree students are not eligible for aid unless they are working for a qualifying, approved teacher certification or certificate. Add-on teaching certifications are not eligible for federal aid. Students must demonstrate satisfactory academic progress in order to receive aid.

Other Requirements: These include eligible U.S. citizenship status and not being in default on any federal student loan. See the withdrawal from the university (p. 33) policy for additional requirements. Awards are subject to change at any time pursuant to changes to federal funding levels or regulatory mandates.

Credit Load Required for Financial Aid

Graduate financial aid is awarded based on university enrollment status of degree or certificate seeking students. Students must be enrolled in at least five credits within a single enrollment term to be eligible for financial aid. Students must be enrolled in at least nine credits within a single semester term to be considered full-time. Credits must be applicable to the student's declared degree program or certificate program. Financial aid is reduced accordingly for students enrolled less than full-time, but at least half-time (five credits).

Application procedures

Financial aid applicants must submit the Free Application for Federal Student Aid (<https://studentaid.gov/h/apply-for-aid/fafsa/>) (FAFSA) to the Federal Processing System. Applications are available after October 1 each year. File the FAFSA by February 1 for priority consideration, although applications are accepted throughout the academic year.

Notification dates

Graduate students in programs with summer sessions may receive their summer financial aid offer beginning in April. Academic year aid offers begin in mid-June. Applications received after June 1 may not be processed in time for students to receive their aid by the start of the fall semester. These students should be prepared to pay their initial expenses from their own resources.

Satisfactory Academic Progress Policy

Information regarding UWL's satisfactory academic progress policy (<https://www.uwlax.edu/finaid/resources/policies/satisfactory-academic-progress-policy/>) is available in the Financial Aid Office.

Scholarships and awards

Many scholarships and awards have been established by alumni, faculty and staff, parents, students, businesses, and organizations. Recipients are selected by scholarship committees on the basis of an application, grade point average, and other materials as deemed appropriate by departmental committees. Scholarships are presented to students whose qualifications best fit the stipulations of the donor. Amounts may vary annually based on funding from gifts or investment earnings available from a fund. Almost all scholarships are contingent upon full-time enrollment both fall and spring semesters at UWL. Scholarships and awards for the academic year are usually paid in two payments, the first half in the fall semester and the other half in the spring semester.

UWL Foundation Scholarship applications are available to currently enrolled students or admitted incoming students through the UWL Alumni & Friends Foundation (<https://www.uwlax.edu/foundation/>).¹ All applications (unless otherwise indicated) must be submitted to the UWL Foundation Office. The deadline for these applications is February 1 each year. Scholarships and awards are typically announced during the last week in April. For additional information, visit the Scholarship Resource Center's UWL Foundation scholarships (<https://www.uwlax.edu/scholarships/scholarships/foundation-scholarships/>) or call 608.785.8760.

Visit the Scholarship Resource Center (<https://www.uwlax.edu/scholarships/>) to learn about and apply for additional private scholarships.

¹ The UWL Alumni & Friends Foundation, Inc. (<https://www.uwlax.edu/foundation/>), is an independent non-profit, tax-exempt Wisconsin corporation and a tax-exempt public charity under Section 501(c)(3) of the Internal Revenue Code. Created in 1967 to promote the welfare of the University of Wisconsin-La Crosse, it accomplishes this by encouraging, soliciting, receiving, managing, and administering gifts from alumni, friends, businesses, and other programs that advance the mission of the University. Gifts to the Foundation are tax deductible to the fullest extent of the law as applied to the individual circumstances of each donor.

Further resources

- For more information regarding student financial aid programs, visit the Financial Aid Office (<http://www.uwlax.edu/finaid/>) (215 Graff Main Hall) or contact Financial Aid at 608.785.8604 or finaid@uwlax.edu.
- For more information about graduate scholarships, visit the UWL Alumni & Friends Foundation (<https://www.uwlax.edu/foundation/>) (Cleary Alumni and Friends Center) or contact the Foundation at 608.785.8760 or foundation@uwlax.edu.
- For more information about graduate assistantships, contact the graduate program's director.

Veteran & Military Benefits - Graduate

The university is fully approved for the education of current military service members, veterans, and dependents of service members

under both federal and state programs. New students who qualify for benefits should contact Veteran and Military Connection (<https://www.uwlax.edu/veteran-and-military-connection/>) before or during registration. After this initial contact, registered students should keep the Veteran and Military Connection office apprised of their status and needs each semester.

Students must submit a Certificate of Eligibility for federal education benefits to the Veteran and Military Connection office and complete a certification request form (<https://www.uwlax.edu/veteran-and-military-connection/certification-request/>) (cert request) before the Veterans Services Coordinator certifies the student's credits to the federal Veterans Administration. The university certifies the credit load to the Veterans Administration (VA) based on the certification request. Only courses that satisfy degree requirements can be certified for VA educational benefits.

Payments of veterans' benefits depend on the number of credits carried. Graduate students should carry at least nine credits during the semester to receive full benefits under most programs. Payment will be awarded according to the schedule below. Contact the Veterans Services Coordinators (<https://www.uwlax.edu/veteran-and-military-connection/our-people/>) for summer term rules.

Table to determine % of benefits

Graduate credits	Enrollment/benefits status
9+	Full-time
7-8	3/4 time
5-6	1/2 time

More information can be found with the Veterans and Military Connection (<https://www.uwlax.edu/veteran-and-military-connection/>) and the Office of Records and Registration (<https://www.uwlax.edu/records/student-pathways/veteran-students/>).

Veterans Choice Act Section 702 & 301 and the Colonel John M. McHugh Fairness for Survivors Act of 2021

Section 702 of the Veterans Access, Choice and Accountability Act of 2014 (Choice Act), requires the VA to disapprove programs of education for payment of benefits under the Post-9/11 GI Bill® or Montgomery GI Bill®-Active Duty at public institutions of higher learning (IHLs) if the school charges qualifying veterans and dependents tuition and fees in excess of the rate for resident students for terms beginning after July 1, 2015. Section 301 modified the Choice Act to include Vocational Rehabilitation & Employment (VR&E) for "covered individuals" beginning after March 31, 2019. Beginning August 1, 2022: The Colonel John M. McHugh Tuition Fairness for Survivors Act of 2021 (Public Law 117-68) amended Section 702 to include Chapter 35 beneficiaries.

To remain approved for the VA's GI Bill programs, schools must charge in-state tuition and fee for covered individuals. A "covered individual" is defined in the Choice Act as:

- A veteran using who lives in the state in which the IHL is located (regardless of their formal state of residence), is using Post 9/11 GI Bill® (Chapter 33), Montgomery GI Bill®-Active Duty benefits (Chapter 30), Veterans Readiness & Employment (Chapter 31), or Dependents Education Assistance (Chapter 35) and enrolls in the school.
- A spouse or child using transferred Post 9/11 GI Bill® or Dependents Education Assistance (Chapter 35) benefits who lives in the state

in which the IHL is located (regardless of their formal state of residence) and enrolls in the school.

- A spouse or child using benefits under the Marine Gunnery Sergeant John David Fry Scholarship who lives in the state in which the IHL is located (regardless of their formal state of residence) and enrolls in the school.
- A spouse or child using transferred Post 9/11 GI Bill® benefits who lives in the state in which the IHL is located (regardless of their formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

To qualify as a covered individual, students must complete the following:

- Submit a Certificate of Eligibility for Post 9/11 (Chapter 33), MGIB (Chapter 30), or DEA (Chapter 35) or an authorization for VR&E (Chapter 31)
- Complete a cert request that allows certification to the VA to use benefits during that semester or term
- Enter a Wisconsin address in WINGS

When federal payment by VR&E or Post 9/11 GI Bill is delayed

Individuals who are entitled to veteran educational assistance under Chapter 31 (Veteran Readiness and Employment) or Chapter 33 (Post 9/11 GI Bill ®) shall submit a certificate of eligibility (COE) and submit a written request (cert request) to use the entitlement not later than the first day of the course of education.

While payment from the VA is pending, UWL will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or to UWL facilities, or the requirement that a student borrow additional funds because of the student's inability to meet their financial obligations to the institution due to the delayed disbursement of a payment to be provided by a federal payment (VA).

UWL may require the amount of tuition and fees owed above the expected federal educational assistance to be paid according to the UWL payment due dates.

Academic Policies - Graduate

Academic policies define what the institution expects from the students and what students may expect from the institution in terms of academic behavior. Graduate academic policies are developed and approved through the university's governance system by the Graduate Council. Graduate Council membership includes representation from both faculty and students.

Below is a guide to help navigate through the graduate academic policies.

Academic eligibility

- Graduate probation and retention standards (p. 21)
- Readmission to a program after dismissal (p. 22)
- Appeals process for graduate students not re-admitted by graduate programs (p. 22)
- The Graduate Council (p. 23)

Academic records/FERPA

- Access to academic records (p. 23)
- Name and address changes (p. 23)
- Federal Educational Rights and Privacy Act (FERPA) (p. 23)
- Release of records for deceased student (p. 24)

Course information

- Graduate course grade and course repeat policies (p. 24)
- Cross-listed courses (p. 24)
- Course numbering (p. 24)
- Course prerequisites (p. 24)
- Course modes of instruction (p. 24)
- Curriculum requirements (p. 25)
- Graduate Curriculum Committee (p. 25)

Credit for prior learning policy

- Credit by transfer (p. 25)
- Credit for military training and service (p. 26)
- Credit for professional/industry learning (p. 26)
- Credit by institutional prior learning assessment (p. 26)
- Additional limitations and exceptions (p. 26)
- Transcription of credit for prior learning (p. 26)

Grading system and policies

- University grading system (p. 26)
- Pass/fail policy (p. 27)
- Final exams (p. 27)
- Incomplete (I) grade (p. 28)
- In progress (PR) grade (p. 28)
- Change of final grade (p. 28)
- Appeal of final grade (p. 28)
- Report of final grades (p. 29)

Graduation

- Graduate level graduation fee (p. 29)
- Submitting an intent to graduate (p. 29)

- Graduate commencement participation (p. 29)
- Graduate level honors (p. 29)
- Diplomas (p. 29)

Registration and scheduling

- Academic advising (p. 29)
- Registration process (p. 29)
- Schedule changes after semester begins (p. 30) (drop/add/change of schedule policy)
- Class drops at an instructor's discretion (p. 30)
- Class drops after the change of schedule period: see the **individual class withdrawal policy** (p. 33) in the university's withdrawal policies.
- Student credit load (p. 30)
- Student credit load - international graduate students (p. 30)
- Class attendance (p. 30)
- Audit policy (p. 31)
- Undergraduate enrollment in graduate courses (p. 31)
- Graduate research, comprehensive exams, and terminal project completion (p. 32)
- Graduate thesis and dissertation committee policy (p. 32)

Seven year completion policy

- Seven year completion (p. 32)

Student conduct

- Student disciplinary procedures (p. 33)
- Student honor code (p. 33)

Withdrawal

- Individual class withdrawal/drop (p. 33)
- Withdrawal from UWL (p. 33)
- Medical withdrawal (p. 34)
- Military withdrawal and leave of absence (p. 34)

Academic Eligibility - Graduate

- Graduate probation and retention standards policy (p. 21)
- Readmission to a program after dismissal policy (p. 22)
- Appeals process for graduate students not re-admitted by graduate programs policy (p. 22)
- The Graduate Council (p. 23)

Graduate probation and retention standards

All graduate students, including those in non-degree study, are expected to meet and maintain the academic standards below.

Academic standing is determined once per term after all courses are completed and grades have been entered. The academic terms at UWL are the fall and spring semesters, summer session, and winter intersession.

Good standing

1. Students admitted unconditionally who maintain at least a 3.00 cumulative GPA will be in good standing.

- Students admitted on probation who achieve and maintain at least a 3.00 cumulative GPA at the end of the term in which they complete nine graduate credits¹ will be in good standing, unless their term GPA is less than 3.00.
- Students who have been on probation and subsequently achieve and maintain at least a 3.00 cumulative GPA will be returned to good standing, unless their term GPA is less than 3.00.
- Students must not fall into any of the categories of dismissal to be in good standing.
- Programs may have more prescriptive policies including requirements for appropriate professional or clinical conduct, for sufficiency in professional skills, or other requirements that must be clearly documented in their program guidelines and provided to students upon admission. For a list of programs with such policies students are encouraged to consult the Office of Graduate & Extended Learning.

Probation

- Students admitted unconditionally who have a cumulative GPA less than 3.00 at the end of the term in which they complete nine graduate credits, or any time after, will be placed on probation. Such students must raise their cumulative GPA to at least 3.00 by the end of the term in which they earned their next nine credits or within two terms (whichever comes first) to continue in graduate study.
- Students admitted on probation must have at least a 3.00 cumulative GPA at the end of the term in which they complete nine graduate credits to continue in graduate study.
- Students who have been on probation and subsequently removed from probation will be returned to probationary status if their cumulative GPA falls below 3.00. Such students must raise their cumulative GPA to at least 3.00 by the end of the term in which they earned their next nine credits or within two terms (whichever comes first) to continue in graduate study.
- Students on probation for any reason must not fall into any of the categories of dismissal to continue in graduate study.
- Programs may have more prescriptive policies and other conditions that could trigger probation (see #5 under "Good Standing" above).

Dismissal

- Students admitted unconditionally, who subsequently were placed on probation, will be dismissed from graduate study if their cumulative GPA is below 3.00 at the end of the term in which they complete nine graduate credits or within two terms (whichever comes first) while on probation.
- Students admitted on probation will be dismissed from graduate study if their cumulative GPA is below 3.00 at the end of the term in which they completed nine graduate credits.
- All students on probation will be dismissed from graduate study if their term GPA is less than 3.00 at the end of the term in which they complete the initial nine credits.
- Students who earn a "D" or "F" in a graduate course will be dismissed from graduate study.
- Programs may have more prescriptive policies and other conditions that could trigger dismissal (see #5 under "Good Standing" above).

¹ Graduate credits are defined as course credit offered at the 500-level or above, or any course accepted as part of the requirements for a graduate degree.

Readmission to a program after dismissal

A student who has been dismissed from their graduate program may request readmission. The student should consult with their program director and/or the Office of Graduate & Extended Learning for advice and help with how to proceed.

The student's request for readmission must be stated in a formal letter addressed to the program director, outlining the rationale for the request and plans for improved performance. The student should follow any guidance regarding the request that is provided by the program. The program will follow their own process to decide whether to readmit the student.

If the student's program finds compelling evidence to warrant the student's readmission, the program director will inform the college office. The academic services director will formalize the readmission, informing the student, the graduate program, the Office of Records and Registration, and the Office of Graduate & Extended Learning. Readmission may result in a student being placed on probation.

If the program is unwilling to support readmission, the student may consult the college office and/or the Office of Graduate & Extended Learning to discuss the possibilities for any further action.

Appeals process for graduate students not re-admitted by graduate programs

- The decision of a graduate program on readmission of a student that has been dismissed is considered to be final.
- If a student feels that their graduate program did not follow its written procedures in not supporting their request for readmission, that student may appeal to Graduate Council for a hearing on due process.
 - The Graduate Council will only consider due process appeals (i.e., cases where a graduate program is thought to have acted contrary to its written procedures), and does not consider any other evidence for exceptions to the dismissal policies of a graduate program.
 - For the purposes of due process appeal, a graduate program is assumed to use the standards of the graduate catalog for probation or dismissal, unless the program has additional prescriptive policies documented in their program guidelines, bylaws, or other equivalent documents that supersede those of the catalog. Such documents should be available to students in the program and on-file in the office of the dean of the college for that graduate program, and provided to the Graduate Council prior to any due process appeal.
 - If the Graduate Council finds that a program's decision was inconsistent with that program's written procedures, then the program must reconsider the request for readmission and base a new decision on the program's written procedures.
 - If the program's decision is deemed by Graduate Council to be consistent with written procedures, then that program's decision remains final.
- Students who have been dismissed from a graduate program can apply to the Office of Graduate & Extended Learning for "special non-degree status" or seek admission to another graduate program. However, being accepted to special non-degree status or to another graduate program after dismissal is rare and should not be expected.
- Students who are not accepted for special non-degree status or accepted to another program are dismissed from the university.

The Graduate Council

Duties and responsibilities of the committee shall include:

1. In partnership with programs, departments, schools, and colleges, regularly establishing, monitoring, and revising academic policies pertaining to graduate education, including policies for graduate student admission, honors recognition, retention, probation, dismissal, and readmission, and reviewing those policies at least every five years.
2. In partnership with the Dean of Graduate and Extended Learning, sharing responsibility for graduate education strategic planning to ensure:
 - a. on-going review, assessment, and revision of the strategic plan; and
 - b. implementation of recommendations resulting from strategic planning activities.
3. Overseeing membership in the graduate faculty.
 - a. Determine procedures and criteria for selecting members of the graduate faculty.
 - b. Review new graduate faculty applications through a standing subcommittee.
 - c. Periodically approve and updated roster of members of the graduate faculty,
4. Formulating procedures for hearing graduate student appeals and petitions on academic policy matters not resolved by administrative offices of the university.
5. Reviewing Research, Service, and Education Leadership (RSEL) grant applications through a standing subcommittee.

Membership of the committee shall consist of nine graduate faculty. The faculty membership shall include one representative from each of the College of Arts, Social Sciences, and Humanities, the College of Science and Health, and the College of Business Administration, one representative from or affiliated with the School of Education, Professional and Continuing Education, and five at-large members. Any Instructional Academic Staff appointed to the committee shall have been employed by the University for the previous four consecutive years. At least one representative from each college shall be either a graduate program director or a member of a department participating in a graduate program. In addition, the chair of the Graduate Curriculum Committee and two graduate students shall serve as members. The academic deans, the Associate Vice Chancellor for Academic Affairs, the Dean of Graduate and Extended Learning, the Director of the Library, the chair of the Graduate Academic Program Review Committee, and the Registrar, or their designees, shall serve as administrative consultant

Revised 2019 by Faculty Senate (<https://www.uwlax.edu/faculty-senate/committees/faculty-committees/policy/#tm-graduate-council>).

Academic Records/FERPA - Graduate

Access to academic records

Academic records are confidential between the student and the university. Students may request transcripts of their permanent academic records at any time, provided they are not financially encumbered to the university. Transcripts may be requested **in person**, online (<https://www.credentials-inc.com/CGI-BIN/dvcgitp.pgm?ALUMTRO003919>), or by writing (<https://www.uwlax.edu/globalassets/offices-services/records/forms/MailTranscriptForm.pdf>) to the Office of Records and Registration. There is a fee for official transcripts.

Transcripts will not be released without the student's authorizing signature. Under no circumstances will partial transcripts be issued.

Name and address changes

It is the student's responsibility to keep appropriate offices advised of changes. Campus (local) or permanent home (legal) addresses may be changed through a student's WINGS Student Center. Official name changes must be done in the Office of Records and Registration, 117 Graff Main Hall, with proper identification and documentation.

FERPA

Notice of rights of access to student records and definition of directory information under the U.S. Family Educational Rights and Privacy Act of 1974, as amended.

UWL informs students of the Family Educational Rights and Privacy Act of 1974 as amended (FERPA) in all catalogs and online semester timetables. This Act, with which the university intends to comply fully, was designed to protect the privacy of education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the FERPA Compliance Office concerning alleged failures by the university to comply with the Act.

"Education records" are any record maintained by the university which is directly related to the student, such as individually identifiable transcript information. In compliance with the provisions of the Act, UW-La Crosse discloses information from a student's education record only with the written consent of the student or under one of the few exceptions allowed by law.

The university has posted its full FERPA policy (<http://www.uwlax.edu/Records/FERPA/>) online. The Office of Records and Registration maintains a directory of records, which lists all education records maintained on UWL students by office.

Directory information

Some information in a student's education record is designated by the university as public or "directory information." Such information may be disclosed by the institution for any purpose, at its discretion, unless the student has restricted disclosure.

- Name(s)
- Local and home addresses
- Local and home telephone numbers
- UWL email address
- School/college
- Enrollment status
- Enrollment dates
- Academic level (first year, sophomore, junior, senior)
- Previous institution(s) attended
- Past and present participation in officially recognized sports and activities
- Physical factors (height, weight for athletes)
- Program(s) of study
- Awards and honors (such as Dean's List)
- Expected graduation date
- Degree(s) and credential(s) earned and date(s) awarded

In addition to student data elements, UWL has designated photographs and video that are taken of students on campus and at university-sponsored activities as information that may appear in university publications, brochures, websites, social media, etc., without the written consent of students.

Our class sessions may be audio-visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.

Restricting disclosure of directory information

Currently enrolled students may restrict disclosure of directory information under FERPA. To restrict disclosure, students may log into their WINGS student center personal settings prior to the end of the second week of each semester or the end of the first week of a summer term. The university assumes that failure on the part of any student to restrict their directory information, within the time period mentioned above, indicates individual approval for disclosure.

If the student chooses to restrict their directory information, there are some considerations:

- Student name/address is excluded from the UWL online directory.
- Verification of enrollment, graduation, or degrees awarded will not be provided to third parties, including potential employers and insurance companies.
- Student name will not appear in the commencement program.
- Dean's List notifications will not be sent to local newspapers.

For more information, review the university's policy and implementation of the Family Education Rights and Privacy Act (<http://www.uwlax.edu/Records/FERPA/>) (FERPA) or visit the Office of Records and Registration.

Release of records for deceased student

FERPA rights no longer apply after a student is deceased, and releasing student records becomes a matter of institutional policy. UWL releases records to a direct family member after verifying through appropriate documentation and evidence that the student is deceased and that the person making the request is a family member of the deceased.

Course Information - Graduate

- **Graduate course grade and course repeat policies** (p. 24)
- **Cross-listed courses policy** (p. 24)
- **Course numbering policy** (p. 24)
- **Course prerequisites** (p. 24)
- **Course modes of instruction** (p. 24)
- **Curriculum requirements** (p. 25)
- **Graduate Curriculum Committee** (p. 25)

Courses listed in this catalog are subject to change through normal academic procedures. New programs/courses and changes in existing course work are initiated by departments or individual programs and approved by the appropriate academic dean, the Graduate Curriculum Committee, and the Faculty Senate. Additions to the curriculum for the ensuing years are published in the official Graduate Curriculum Committee minutes (<https://www.uwlax.edu/faculty-senate/>

committees/faculty-committees/curriculum/) by Faculty Senate and are on file with the Office of Records and Registration.

Many course descriptions list the semester/year during which a course is normally offered. This serves as a guide; however, actual offerings may vary depending on staffing levels and enrollment demands.

Graduate course grade policy

To successfully complete a course at the graduate level, a grade of "C" (or better) or "P" must be earned. No graduate credit will be applicable to a degree for courses completed with grades below "C."

Graduate course repeat policy

A graduate student can repeat up to two courses once in which a grade of "C" or lower was earned and with the permission of the program director. The new grade will replace the original grade in the GPA calculation. Both grades will appear on the academic record.

Repeatable for credit graduate courses

A course marked "repeatable for credit" may be repeated for credit only once unless otherwise specified. See the graduate course repeat policy (p. 24) for information on repeating a course to improve one's grade.

Cross-listed courses

A course offered by more than one department that has the same course description, credits, and title but different prefixes (e.g., ECO/THA 376; BIO/MIC 714) is a cross-listed course. Students may earn credit only once for taking a cross-listed course.

Graduate course numbering policy

Many courses in the 500 series are "slash" courses; they are graduate courses with a companion number in the 400 series and are open to upper level undergraduates who have earned at least 60 credits and graduate students. Students may not earn credit in a slash course at both the undergraduate and graduate levels. All courses with numbers in the 600, 700, 800, or 900 series are for graduate students only.

Students in all graduate degree programs must earn at least one-half of the minimum number of semester credits required in their program in graduate-only level courses.

Course prerequisites

Course prerequisites, listed in the course description, indicate the academic preparation required for successful completion of the course. Occasionally students may have sufficient knowledge to enter courses without the formal prerequisites. In these circumstances, students may ask instructors for consent to enroll; all instructors retain the right to admit any student to their classes, subject to departmental policy. Students who do not meet the stated prerequisite(s) or the required class standing must obtain permission to enroll in a class. Students will not receive credit for courses for which they do not have the appropriate class standing, specified prerequisites, or permission to override the requirements.

Course modes of instruction

1. **Face-to-Face (F2F) or In-Person or On Campus:** Course in which content delivery, course activities, and assessments take place in a physical classroom.

2. **Hybrid/Blended:** Course in which content delivery, course activities, and assessments take place in a physical classroom and online. This combination of online and in-person elements is based on meaningful learning strategies that best serve an instructor's pedagogical goals and objectives. This classification signals to students that there is an expectation of both physical presence and online learning in the instructor's design of the course. While a percentage is not mandated, hybrid courses are traditionally 30% to 50% of seat time replaced with online components. Hybrid courses include a class note available to students at registration, which indicates anticipated in-person and online class time.
3. **Online** courses (fully) - students do not meet in person at a physical site. All content and course activities take place online.
 - a. **Synchronous** - some or all of the elements of the class occur in real time. Elements can be required (e.g., a lecture or exam) or optional (e.g., office hours or discussion times). The course should be listed as online in the timetable and a meeting date/time should be noted.
 - b. **Asynchronous** - although there are deadlines for students by which they need to complete work, there are no requirements for a specific date/time when the student must be available.
4. **Independent Study** - individual reading or research under the guidance of a faculty member.

Curriculum requirements

Specific course requirements (curriculum) for the various programs are included with each individual program's description, under the graduate degrees & program requirements (p. 39) section in the catalog. Additional university requirements for a graduate degree are included in the university's graduate degree requirements policy (p. 38).

Graduate Curriculum Committee

The Graduate Curriculum Committee (GCC) is the curriculum review faculty body for all academic programs at the graduate level. Membership of this committee consists of nine graduate faculty, four graduate students, and one representative from or affiliated with the School of Education. The Provost/Vice Chancellor, Registrar, Dean of Graduate & Extended Learning, Director of the Library, and academic deans, or their designees, serve as administrative consultants. The committee shall elect its chairperson and recorder. The chairperson will also serve as a voting member of the Graduate Council.

A full copy of the GCC bylaws is on the Faculty Senate's articles and bylaws (<https://www.uwlax.edu/faculty-senate/articles-bylaws-and-policies/>).

Credit for Prior Learning Policy - Graduate

UWL appreciates and values students' learning experiences outside of the confines of UWL's sponsored credit instruction. Students may be awarded credit for their previous graduate-level learning in a variety of ways including but not limited to transfer coursework, military training, industry-certified and assessed credentials or licensures, and UWL-administered prior learning assessments. These methods of gaining credit for prior learning (CPL) foster educational attainment and can shorten time to degree or credential completion. Students should work with their graduate program director to identify possible pathways to gaining credit for their graduate-level knowledge.

Credit by transfer

To be considered for graduate transfer credit at UWL, these requirements must be met:

1. Transfer credits will not be accepted with grades lower than "B" (not "BC" or "B-") or equivalent nor with grades of "pass." Staff from the Admissions Office may assist in evaluation of courses from international institutions.
2. The institution offering the course must be regionally or nationally accredited at the graduate level for a domestic institution, or internationally recognized for an international institution.
3. The course must be acceptable for graduate credit toward a graduate degree or certificate at the offering institution and must be appropriate to a degree or certificate at UWL.
4. The course must appear as a graduate course on the student's graduate transcript from the offering institution. All transfer credit processed from quarter-hour institutions will be converted to semester credits at UWL. Similarly, course work measured in units will be converted to semester credits. This will ensure students will receive the equivalent number of credits. To make the quarter-hour to semester-hour conversion, UWL multiplies quarter credits by 0.666. For example, if a student has 40 quarter credits ($40 \times 0.666 = 26.64$), the student will receive 27 semester credits.
5. Credit for prior learning that has been internally reviewed, assessed and transcribed as a course equivalent by any University of Wisconsin institution will be considered for transfer credit by UWL. All other credit for prior learning awarded credits by non-UW institutions may need additional explanation or evaluation by UWL subject matter experts and may require additional fees.

Any graduate credit transfer must be approved by the graduate program director. As described above, the number of credits awarded across all forms of Credit for Prior Learning may be up to 1/3 of the total credits in the graduate program that the student will be pursuing at UWL. Students may request to transfer up to three additional credits under extraordinary circumstances. The additional three credits must be approved first by the graduate program director and then by the Graduate Council. Graduate programs with articulation agreements with other institutions (<https://www.uwlax.edu/academic-affairs/resources/articulation-agreements/>) may accept a greater proportion of graduate credits in transfer.

Graduate program directors have discretion in evaluating proposed transfer credits and determining if graduate courses taken at other institutions may apply to a student's program of study at UWL. In addition to reviewing an official graduate transcript, graduate program directors may request to review a course syllabus, written assignments, and examinations to assist them in their evaluations. Other factors that may be considered include the method of course delivery and course format. Individual program directors may have program-specific information on credit transfer policies and procedures.

Graduate program directors should communicate their approval of any transfer credits for incoming students to Admissions. If previously-completed credits are approved for transfer after a student has been admitted, the graduate program director should inform the academic services director for their college. Graduate students currently enrolled at UWL must secure approval from their graduate program director in advance of enrollment at another institution for such course work to transfer back to UWL.

UWL requires transcripts be sent directly from the issuing institution(s). UWL will not accept transcripts that come directly from the student and/or those marked "Issued to Student" unless the transcript(s)

remains sealed in an envelope stamped by the issuing institution(s). Graduate applicants should submit transcripts to UWL Admissions. Current graduate students wishing to transfer in credits completed while enrolled at UWL should request those transcripts be sent to Records & Registration.

Requests for an exception to these policies should be directed to Graduate & Extended Learning.

Credit for military training and service

Graduate students at UWL may earn graduate-level credit for completion of advanced individual military training, or for military service school credits, following the recommendations of the American Council on Education. Credit for vocational/technical training or in a military occupational specialty will not be accepted. The Joint Services Transcript (JST) is the basic document used to evaluate graduate transfer credits. To request a copy of their transcript, students should visit the Joint Services Transcript (<https://jst.doded.mil/official.html>) site. Air Force enlisted personnel will receive their official professional military education transcript from the Community College of the Air Force (CCAF) (<https://www.airuniversity.af.edu/Barnes/CCAF/>).

Credit for military training and service is guided by WI Act 59 of 2017 and WI Act 147 of 2019. Students are strongly encouraged to consult with their graduate program director and the UWL office of Veteran & Military Connection before making determinations regarding prior military credit. Students who are given credits that may not pertain directly to their program could be disadvantaged for financial aid purposes or other professional groups or designations.

Credit for professional/industry learning

In some disciplines, industry-certified programs, assessments, or licensures may allow for credits awarded toward a student's specific graduate degree requirements. These industry certified credentials must be verifiable and are up to individual UWL departments to determine validity and applicability to a student's program of study. Additional documentation or assessments may be required to validate learning and will be determined on a case-by-case basis. Students should contact their graduate program director if they feel they have a certification which may apply toward their program of study in this way.

Credit by institutional prior learning assessment

UWL graduate programs may develop assessment tools to evaluate student learning specific to those programs. Assessments may include written challenge exams, skills demonstration exams, portfolio presentations or a combination of these. A small non-refundable fee will be charged for each assessment and is payable to the Cashiers Office. The fee must be paid prior to attempting the assessment and will go to the department offering the assessment.

Additional limitations and exceptions

Credit for prior learning can only be awarded if the student has not enrolled in (beyond date of record) or completed the course already at UWL.

The number of credits awarded for all forms of credit for prior learning, in total, may be up to 1/3 of the total credits in the program that the student will be pursuing at UWL, plus a potential additional 3 credits of transfer credit (see below). This maximum may vary in the case of special consortia or collaborative degree programs recognized by the Graduate Council. Students pursuing a post-master's degree (e.g., Ed.S.,

Ed.D., or DPT), may be awarded no more than 15 credits worth of credit for prior learning from any source.

All credits awarded for prior learning must have been earned within the timeframe indicated by the graduate seven year completion policy (<http://catalog.uwlax.edu/graduate/academicpolicies/timelimitdegreecompletion/>).

Students with questions about this policy or who wish to request an exception should contact Graduate & Extended Learning.

Transcription of credit for prior learning

Upon admission to UWL, awarded credits will be posted to the term that corresponds with the admitted term or when the transfer course was completed. If a student is awarded credit after admission to UWL, the credits earned will be transcribed to the term the assessment was evaluated.

Transfer courses are listed under the heading "Transfer Credits" on the student's transcript along with the grades earned. All other credit awarded through credit for prior learning processes are listed under the heading "Other Credits."

If a student attempts a credit by institutional prior learning assessment and is unsuccessful, no record of the attempt will be noted on the student's UWL transcript. Course credit earned via credit for prior learning does not carry grade points and does not factor into the UWL resident grade point average, although some programs utilize transfer grades when determining GPA for admission purposes. Credits for prior learning may be used for Satisfactory Academic Progress calculations by Financial Aid. Course credit earned via credit for prior learning does not factor into UWL enrollment status.

Grading System and Policies - Graduate

- **University grading system** (p. 26)
- **Pass/fail policy** (p. 27)
- **Final exams policy** (p. 27)
- **Incomplete (I) grade policy** (p. 28)
- **In progress (PR) grade policy** (p. 28)
- **Change of final grade policy** (p. 28)
- **Appeal of final grade policy** (p. 28)
- **Report of final grades policy** (p. 29)

University grading system

Scholastic standing is determined by the grade point system. Grade points are used to determine an official scholastic average for each student. A semester grade point average is calculated by dividing the grade points earned by the number of credits attempted that semester. The cumulative average is the total number of grade points earned divided by the total number of credits attempted. GPAs are not rounded; they are truncated at two digits and a zero is added as the third digit for all students.

UWL grade point averages are determined only by grades in UWL courses. Probationary status and grade point deficiencies of students already matriculated at UWL may not be improved by enrolling in courses at other institutions.

Grading scale

Effective January 1994, the university adopted a seven-step grading scale with point values assigned as follows:

Letter	GPA
A	4.00 grade points/credit
AB	3.50 grade points/credit
B	3.00 grade points/credit
BC	2.50 grade points/credit
C	2.00 grade points/credit
D	1.00 grade points/credit
F	0.00 counted as credits attempted

Additional university grades and grade points used but not part of the grading scale:

Letter	GPA
I	incomplete / 0 (not counted as credits attempted)
IP	in progress / 0 (not counted as credits attempted)
W, WP	withdraw passing / 0 (not counted as credits attempted)
WF	withdraw failing / 0 (counted as credits attempted, averaged into GPA)
EP ¹	emergency withdrawal / passing / 0 (not counted as credits attempted)
EF ¹	emergency withdrawal / failing / 0 (not counted as credits attempted)
AS	audit satisfactory / 0 (not counted as credits attempted)
AU	audit unsatisfactory / 0 (not counted as credits attempted)
S ²	satisfactory / 0 (counted as credits attempted)
U	unsatisfactory / 0 (not counted as credits attempted)
P ²	pass / 0 (counted as credits earned)
F	fail / 0 (counted as credits attempted; averaged into GPA)
F01 - F14	not active / 0 (counted as credits attempted; averaged into GPA). Student did not withdraw from the course officially, but failed to participate in course activities through the end of the period. There is insufficient evidence to make possible a meaningful evaluation of academic performance. The appropriate grade from the F01 to F14 range will appear as an "F" on the student record.
NR	no report / 0 (not averaged into GPA; the "NR" grade is posted for all missing grades)

PR³

in progress for dissertation, thesis, seminar paper, culminating projects / 0 (not counted as credits attempted)

- ¹ The faculty Committee on Academic Policies and Standards (<https://catalog.uwlax.edu/undergraduate/academicpolicies/academiceligibility/#committee-academic-policies-standards>) has established EP and EF as grades that are to be utilized only for the emergency medical withdrawal of students and military call-ups. These grades will be recorded on the permanent academic record to indicate level of performance at the time of withdrawal; however, such grades will not be averaged into the student grade point average.
- ² A grade of "P" or "S" awarded at the undergraduate level is equivalent to a grade of "C" or better.
- ³ The "PR" grade is only used at the graduate level.

University pass/fail policy

1. Credits taken on a P/F basis will not be averaged into a grade point average if "P" is filed by the instructor. The credits will count as credits earned. An "F" will be averaged in and will be counted as credits attempted.
2. Specific courses are approved for pass/fail grading. Students do not have the option to request a graded course be taken as P/F.
3. A maximum of 21 credits of P/F course work can be used toward an **undergraduate** degree.
4. UWL does not accept **graduate** transfer credit from other institutions in which a grade of "pass" was earned.

Students should realize that P/F graded courses might not be accepted in transfer to other institutions of higher learning. Professional schools are especially reluctant to accept P/F graded course work.

Some employers, principals, and/or superintendents may be unable to acknowledge credits or reward employees, especially graduate students working on advanced degrees, when course work has been taken under the P/F grading system.

Graduate final exams policy

A finals week exists to allow students time to read, review, write, integrate, synthesize, and collaborate to maximize the student learning outcomes of courses. Instructors are encouraged to use finals week for significant papers, assignments, exams (cumulative or not; take-home or in class), etc. in order to allow students the maximum time to distribute their workload and attend to quality. For the sake of student learning, the last week of classes should not be used as a proxy for finals week.

A final examination will be given in each course within a special examination period except for one-credit courses, which will have exams scheduled at the last regular meeting of the class. The examination periods, dates, and times are found in the Office of Records and Registration's Final Exam Schedule (<http://www.uwlax.edu/Records/Final-Exam-Schedule/>). Final exams for online courses will be administered by the published end date of the course. The nature and relative importance assigned to the final examination is determined by the instructor in charge of each course.

Any changes to the final examination policy above, including the published schedule, must be approved by the department chair and the dean of the school or college and will only be granted under extraordinary circumstances. Instructors may send requests to change an examination time via email to the chair of their department. If the

department chair approves of the request, the chair will then forward the request to the dean.

No student will be required to take more than three final exams on the same day. If a night class is not involved, instructors of the fourth and subsequent exams on that day will be obliged to reschedule that student's exam if the Office of Record and Registration certifies that such an overload exists. If a night class is involved, the night class and the student's first two exams of the day will remain as scheduled and the other instructors will be obliged to reschedule their exams for that student.

Study Day: No final examination shall be given to any student on Study Day. Study Day is a day to prepare for the final examination period. No student activities of any sort with the exception of optional review sessions for final examinations shall be scheduled on Study Day. This includes make-up classes or tests, committee meetings involving students, and athletic practices or events.

University incomplete (I) grade policy

An incomplete (I) is a temporary grading symbol (not a final course grade) that may be reported for a student who carried a subject through the last date that one may withdraw from a course and then, because of illness or other unusual and substantiated cause beyond the student's control, was unable to take the final examination or complete a limited amount of remaining course work.

In no case may an incomplete be recorded by an instructor for a student who, through personal fault, has failed either to complete the requirements of the course on time or failed to report for the final examination as scheduled.

Before an incomplete is reported, there should be, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without attending class sessions again.

An incomplete (I) will be removed when the student submits all work due. An incomplete must be removed and a final grade recorded in the Office of Records and Registration no later than one calendar year (12 months) following the term in which the Incomplete was incurred, whether or not the student is enrolled. If the student has graduated, an incomplete will be changed according to this policy; however, the graduation GPA will not change.

In order to remove an incomplete, the student must make arrangements with the instructor for the satisfactory completion of the work remaining to be done in the course. This work was indicated on the "Incomplete Grade Request" that was submitted by the student and the instructor when the "I" was originally requested.

When the work has been completed, the instructor submits a final grade, which must also be approved by the department chair and the student's dean. If the deadline for completion is not met, a grade of "F" will be recorded automatically at the time stated above. If the instructor indicated a grade other than "F" on the information sheet that was filed, that grade will be used instead of "F."

Note: A student should never register again for any course to remove a previously recorded incomplete unless the "I" grade has been converted to "F." This conversion of the "I" must be done prior to re-enrollment. For undergraduates, the highest grade earned in repetition will be accepted in the GPA. For graduates, the most recent grade earned will be calculated in the GPA. See the undergraduate (<http://catalog.uwlax.edu/undergraduate/academicpolicies/courseinformation/#course-repeat-policy>) and graduate (<http://catalog.uwlax.edu/graduate/>)

[academicpolicies/courseinformation/#repeat-policy](#)) course repeat policies for more information.

In progress (PR) grade policy

A "PR" grade (Progress) will be used for seminar papers, theses, dissertation, and terminal or culminating projects. The "PR" grade remains on the student record until replaced by another grade.

Graduate change of final grade policy

An instructor may request to change a final grade for one semester immediately following the close of the semester in which the grade is first recorded. The instructor and department chair authorize the change by signing a "Change of Grade" form and forwarding it to the appropriate dean for signature. The dean will then file it with the Records and Registration Office.

An instructor may appeal the change of grade timeline after the one semester timeline has expired. The appeal will be heard first by the Graduate Advisory Board of the Graduate Council. Their recommendation will be presented to the full Graduate Council for deliberation.

Appeal of final grade policy

All departments have established policies and procedures which enable students to appeal final grades. Grade appeals for final grades must involve one or more of the following factors:

1. An error was made in grade computation.
2. The grade was based on factors contrary to those stated in the course syllabus or reasonable interpretation of it.
3. The grade includes a penalty for actions involving the freedom of written or spoken classroom expression.
4. The grade involved a breach of federal or state constitutional protections, laws, Universities of Wisconsin or UW-La Crosse policies.

Preliminary procedures

1. The student must attempt an informal resolution with the instructor no later than the 10th working day of the next regular semester (Fall/Spring). The instructor may require a written request from the student.
2. If the informal process with the instructor does not resolve the issue, the student should communicate, using their UWL email, with the Department Chair within five working days. The Chair may either attempt informal resolution of the problem or inform the student in writing of formal grievance policies within five working days. Communications from this point forward should use all parties' UWL email accounts.

Formal procedures

If the Chair decides an informal resolution is inappropriate or unattainable, formal procedures will be followed. Complete details on formal procedures are posted on the Records & Registration website.

Conditions

- At all review levels, the burden of proof is the student's responsibility.
- The term "working days" refers to days when classes are scheduled.
- Petitions must be individually filed.

Graduate report of final grades policy

Official grades may be submitted at the end of each course and are viewable on WINGS; however, grade point averages are only updated at the end of the term. Academic action is taken at the end of each term. Grades are not mailed; they are available electronically via the WINGS Student Center.

Graduation/Commencement - Graduate

- Graduate level graduation fee (p. 29)
- Submitting an intent to graduate (p. 29)
- Graduate commencement participation (p. 29)
- Graduate level honors (p. 29)
- Diplomas (p. 29)

Graduate level graduation fee

Current graduation fees (<https://www.uwlax.edu/cost/#tab-100207>) for graduate students are available in the Cashier's Office on the current tuition and fee schedule. Students are billed for the graduation fee upon completion of 20 credits toward the master's degree. This is a one-time fee assessed regardless of whether or not a student chooses to attend the commencement ceremony. There is an additional charge for the keepsake cap, gown, and hood for those attending the ceremony.

Submitting an intent to graduate

All students must notify their college dean's office of when they plan to graduate by submitting an intent. Graduate students must submit their intent to graduate in the term in which they will successfully complete the dissertation, thesis, comprehensive exams, terminal internship, or terminal project. Attendance at commencement ceremonies is optional. Graduate students who are currently enrolled in GRC 795, GRC 798, GRC 799, or any other course in the semester in which the degree will be awarded can submit their intent to graduate (<https://www.uwlax.edu/wings/>) through their WINGS Student Center and select "Apply for Graduation." Students who have already completed all required GRC 795, GRC 798, or GRC 799 enrollments in a prior semester must contact directly the Office of Records and Registration (117 Graff Main Hall) to submit their intent.

Graduate commencement participation

Participation in commencement and hooding exercises signifies that course work and all other degree requirements have been satisfied. Students who have not completed all degree requirements, but have a compelling reason to participate in commencement exercises early, may request permission to do so. Permission must be obtained from their college dean's office and the Dean of Graduate & Extended Learning at least a month prior to commencement. Commencement ceremonies occur each year in December and May.

Graduate level honors

Considering the high academic achievement of graduate students and the required minimum 3.00 cumulative grade point average upon graduation, commencement and graduation honors are not calculated for graduate students.

Diplomas

Official diplomas in electronic format are available to download and share 3-5 weeks after final grades are submitted for the term of

graduation. Diplomas are emailed to the student's personal email address on file. If no personal address is on file, it will be sent to the student's UWL email. To ensure continued access to their electronic diploma after leaving UWL, students should login to their account with Parchment (<https://www.parchment.com/learner/myAccount/>), UWL's digital credentialing partner, and update their account to an active, non-UWL email address.

Paper diplomas are mailed approximately six weeks after final grades are submitted for the term of graduation to the current legal (home) address on the university computer system unless the Office of Records and Registration has been notified differently in writing.

Registration and Schedules - Graduate

- Academic advising (p. 29)
- Registration process (p. 29)
- Schedule changes (p. 30) (drop/add/change of schedule policy)
- Class drops at an instructor's discretion policy (p. 30)
- Class drops after the change of schedule period: see the **individual class withdrawal policy (p. 33)** in the university's withdrawal policies.
- Graduate student credit load policy (p. 30)
- Graduate student credit load - international students (p. 30)
- Class attendance (p. 30)
- Audit policy (p. 31)
- Undergraduate enrollment in graduate courses policy (p. 31)
- Graduate research, comprehensive exams, and terminal project completion policy (p. 32)
- Graduate thesis and dissertation committee policy (p. 32)

Academic advising

Advising is a critical part of graduate education. It is important for each student to meet with their program director early in their studies to chart a plan of study. Program directors serve as the advisors in some programs; in other programs, advisors are assigned. Consulting with your advisor prior to each registration will reduce the possibility of enrolling in courses which do not meet your goals.

Registration process

The university has online registration via the WINGS Student Center (<https://wings.uwlax.edu/>). Registration for the winter and spring terms begins in November; summer registration begins a week before fall registration in late March. A student's enrollment date and time is located on their WINGS Student Center. The student may register at that assigned time or any time after, through the fifth day of classes (third day for a summer term) unless enrollment limits have been met. From the sixth to the tenth day of the semester, a student may register with approval from the instructor and/or department. The drop/add/change of schedule policy (<https://catalog.uwlax.edu/undergraduate/academicpolicies/registrationandscheduling/#schedule-changes>) has more details on the deadlines for schedule changes.

The online Schedule of Classes (<http://www.uwlax.edu/Records/registration/>) and WINGS Class Search have the published schedule for the upcoming terms. Directions on how to register in WINGS can be found on the WINGS Help site (<https://www.uwlax.edu/wings/>). The registration system will not permit a student to enroll in a class for which a prerequisite is not in progress at UWL or has not been completed, if there is a time conflict, if the class is closed, or if the

additional credits will put the student's credit load over 18 credits for undergraduates or 15 credits for graduates. Some graduate programs require graduate students to register through their advisors instead of using the WINGS system. Course-related policies that affect registration, including the course repeat policy and the different modes of instruction, can be found in the course information section of the undergraduate (<https://catalog.uwlax.edu/undergraduate/academicpolicies/courseinformation/>) and graduate (p. 24) catalogs.

Continuing students must not have any holds that block registration, including financial holds, on their account in order to register. In addition, all students are charged a **non-refundable registration fee** each term they register for one or more courses. The Cashier's Terms and Conditions Agreement (<https://www.uwlax.edu/cashiers/tuition-and-billing/terms-conditions/>) covers this fee, and the exact amount is listed in the cost to attend (<https://www.uwlax.edu/cost/>) UWL. If a student drops all classes before the term begins, the student is still responsible for this fee.

University drop/add/change of schedule policy

The period of time between a student's initial registration for any term through the first 10 days of classes during an academic semester is considered to be the "drop/add/change of schedule" period. Classes shorter than the traditional full semester length offered during a semester or during an intersession have drop/add schedules that reflect deadlines pro-rated from a full semester based on the length of the class.

Dropping a class

For schedule changes associated with dropping classes, neither the advisor's permission nor the instructor's permission is required during this period and a student may drop classes without affecting the permanent academic record. After the drop/add/change of schedule period, if a student withdraws from a course, the individual class withdrawal policy (<https://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#withdrawal-classes>) applies.

Adding a class

For schedule changes associated with adding courses, if the desired section is not closed, no permissions are needed during the first five days of classes for full semester courses. From the sixth day through the tenth day of classes for full semester courses, permission from the instructor is required and departmental permission may also be required. After the close of the add/drop/change of schedule period, classes cannot be added except in unusual cases and then only with the consent of the instructor, department chair, and the dean's office.

University class drops at an instructor's discretion policy

A student enrolled in any course is expected to be in attendance from the first day or to have notified the instructor or Student Life that attendance is not possible. A student registered in a section who fails to attend the first two class sessions or provide proper notification may be dropped from the course at the discretion of the instructor.

An instructor who wishes to drop a student from a course during the "drop/add/change of schedule" period for the class should complete a drop/add form and submit it to the Office of Records and Registration by the end of the class' drop/add/change of schedule period. A decision by an instructor to drop a student from a class may not be appealed to any

other individual or body in the university. A student should not assume that an instructor will use the discretionary drop if the student does not attend class. It is a student's responsibility to withdraw from a class.

Graduate student credit load policy

A recommended full-time load for a graduate student is 12 credits per semester. A maximum load is 15 credits per semester and nine credits during a 12-week summer session, with no more than six credits in a four-week summer session. (This applies to any combination of courses - all graduate or graduate/undergraduate.)

Students are considered full-time if enrolled for at least nine credits each semester and five semester credits during the summer term. Credit load requirements are different for students receiving financial aid during the summer. See the Financial Aid Office (<http://www.uwlax.edu/finaid/>) for more information.

A student may earn, as a maximum, the number of credits corresponding to the number of weeks in any interim session (i.e., a student may earn a maximum of three credits during winter intersession). Any request to carry more than the maximum allowable credits for a semester, summer term, or winter intersession must be submitted in writing with documented "extenuating circumstances." Requests must be approved by the student's graduate program director prior to enrollment (standard university overload approval process applies).

Graduate student credit load - international students

International Students: Both F-1 and J-1 student visa regulations require students to enroll full-time each fall and spring semester. Unless otherwise obligated by the requirements of their program or special circumstances, full-time enrollment for an undergraduate student is a minimum of 12 credits and for a graduate student it is a minimum of nine credits. Enrollment in summer classes is not required unless the initial entry document (I-20 or DS-2019) indicates the student is to begin a program in a summer session or required due to other circumstances. (See summer enrollment requirements for capstone continuation, graduate assistantships, and program progress.) Failure to maintain full-time status can result in loss of F-1/J-1 student benefits. International Education & Engagement (IEE) must authorize any exceptions to full-time enrollment. Permission by IEE to drop below full-time enrollment does **not** exempt an international student from meeting the enrollment requirement for assistantships.

Class attendance policy

Because class participation is an integral component of the development of a successful learning community, all students are expected to attend all class sessions of courses in which they are enrolled. While attendance is expected, it is recognized that absences are at times unavoidable. If an absence is necessary, a student should take responsibility for contacting their instructor(s) as soon as possible to discuss the ramifications of being away from class.

It is important for the student to realize that when classes are missed they may be at a disadvantage as it is often not feasible for the instructor to reconstruct activities that took place in the classroom, laboratory, or field during the absence. Additionally, missing any classes may result in lower grades because the student may miss foundational material needed to succeed in the class. Even under the best of circumstances, extended absences can be problematic, with the real possibility that the student may not be able to complete the course successfully. Students with a documented disability requesting

an accommodation related to attendance must request accommodation through the Disability Resource Center.

Authorized absences and how they differ from other absences

Absences that fall under one of the following categories are considered authorized:

1. participation in an approved field trip listed in the catalog as a requirement for a course in which the student is enrolled; or
2. participation in a faculty-led artistic performance; or
3. participation in an authorized extra-curricular activity such as a university athletic event; or
4. active military service (<https://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#military-withdrawal-absence>); or
5. accommodation of students' religious beliefs (<https://catalog.uwlax.edu/undergraduate/aboutuwlax/#religious-beliefs>); or
6. bereavement (such as the death of a close family member); or
7. illness, injury, or emergency of such severity as to prevent the student from being able to attend class.

A student should communicate directly with the instructor when an absence falls under one of the approved seven categories. Instructors have discretion regarding requests for absences that do not fall under one of the approved seven categories.

Course policies and communication

Both students and their instructors have responsibilities related to course policies and communication of absences.

Course policies regarding absences

Instructors may initiate their own policy regarding attendance. If an instructor teaches more than one section of a course, the same policy should be used for all sections. Attendance policies should be clearly articulated in a course syllabus. Instructors are expected to announce their attendance policy to each class, but it is the responsibility of the student to know the policies of the instructor contained in the syllabus. Instructors may choose to request HIPPA-compliant documentation for authorized absences. Instructors may not require documentation that describes the nature of the student's medical condition. Requests for documentation should be restricted to information that can be readily obtained, is not unacceptably intrusive, and is culturally appropriate.

Communication regarding absences

Notifying instructors and arranging make-up work in cases involving authorized absences of students from class are the responsibility of the student. A student who is absent is responsible for notifying the instructor as soon as possible and may not be penalized for authorized absences if appropriate HIPPA-compliant documentation is provided in a timely fashion to the instructor to verify the reason for the absence. Students may not be required to provide documentation describing the nature of the student's medical condition.

In serious situations where the student is incapacitated and temporarily unable to perform the aforementioned responsibilities, family members may contact the Student Life Office for assistance with these matters. The Student Life Office will then provide notification (not verification) of the absence to the instructors. Arrangements for make-up work, make-up exams, or possible assignment adjustments are the responsibility of the student. Students should read their syllabi carefully and direct any attendance-related questions to the instructor of that course.

In the case of severe illness, injury, or emergency, instructors should be kept apprised of the student's absence timeline through direct communication with the student and/or via the Student Life Office, which will assist students and communicate with instructors as needed.

When absences are authorized, instructors are obligated to work with students to determine the best way for students to resume participation in the class without a direct penalty. The instructor is responsible for providing reasonable accommodation or opportunities to make up course obligations that have an impact on the course grade. It is expected that reasonable requests to make up exams and assignments will be accommodated. However, if the absences are lengthy, the student, instructor, and the Student Life Office should work together to determine if it will be possible for the student to successfully complete the course.

In all cases of absence, authorized or otherwise, the student is responsible for completing missed work. The instructor is not required to do extra teaching.

University audit policy

Students may audit courses under the following arrangements:

1. Students must receive consent of the department chair and the instructor offering the course.
2. No change from audit to credit will be permitted after the first week of classes. No change from credit to audit will be permitted after the official last day to drop a class. (See the individual class withdrawal policy (<http://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#withdrawal-classes>) for deadline details.)
3. No credit will be granted for any course that is audited. "Audit" will appear on the student's permanent academic record. The "AS/AU" grading system is used for auditors. The grade will not affect a student's GPA.
4. An audited course may be repeated for credit in another semester or term.
5. Appropriate tuition and fees are to be paid for the course.
6. Courses being audited are not usable to establish full-time or part-time status for any type of eligibility, such as for athletic participation, student grants/loans, or loan deferment.
7. Courses being audited may not be taken in excess of student load limits for credit generating courses without special "overload" permission from the student's academic dean.
8. A course previously completed for credit may be audited in another term.

University undergraduate enrollment in graduate courses policy

Undergraduate students enrolled in a dual degree or minor-to-master's program, or who have senior status (at least 90 credits) and at least a 3.00 cumulative grade point average, may enroll in a maximum of nine graduate credits. Approval must be granted by the graduate program, since some graduate classes are limited to students admitted to the program and are not available for undergraduate enrollment.

Graduate level credits may be used to satisfy requirements for a bachelor's degree if the student is enrolled in a dual degree or minor-to-master's program, or if approved by the chair of the student's major department. The chair's approval should be communicated to the

student's college office to apply graduate credits towards the bachelor's degree outside of a dual degree or minor-to-master's program.

Maximum student credit load for dual enrollment (graduate/undergraduate) is 15 credit hours for a semester and eight credit hours for a summer term (standard university overload approval process applies).

Students must submit a graduate special non-degree application using the Universities of Wisconsin online application (<https://apply.wisconsin.edu/>) prior to registering for a graduate course. Undergraduate tuition and fees are charged. Students in dual degree programs must complete the regular graduate program application process and pay graduate tuition fees after completing nine graduate credits. Students are expected to purchase texts for graduate courses.

Exceptions to these requirements must be approved by the Graduate Council.

Graduate research, comprehensive exams, and terminal project completion policy

The Graduate Council has approved a graduate research, comprehensive exams, and terminal project completion policy for students who are still working on required research, comprehensive exams, or terminal projects. The purpose of this policy is to provide continued access to university faculty, technology, facilities, and the library.

GRC 799 Continuous Registration (0 cr.) - For students with continuous registration

Once having completed all degree requirements¹ in an approved program of study except for the thesis, seminar paper, comprehensive examination, or other culminating graduate projects, students must maintain continuous term-to-term enrollment (excluding winter intersession). Students meet this requirement by registering for GRC 799 for zero credits and paying a special course fee equal to the cost of one resident graduate credit.

1. Students who require only one term after their regular coursework to complete their thesis or culminating project need to register for only for one (1) term of GRC 799.
2. Students who need more than one (1) term after their regular coursework to complete their thesis or culminating project need to register for two and only two (2) continuous terms of GRC 799.
3. Students who need more than two (2) terms after their regular coursework to complete their thesis or culminating project and who need continued access to university faculty, technology, facilities and the library must register for GRC 795 each term, excluding winter.
4. Students must register for GRC 798 if they failed to register for GRC 799 in either of the two terms immediately following completion of their regular coursework. Instead they register for GRC 798.

Students must register for GRC 799 (Fall, Spring) immediately following completion of all coursework. Students register for GRC 799 only when they are not registered for any other credits. To maintain access to university resources (e.g. building access) during the summer, a student must be registered for GRC 799 for either that summer or the following fall. Repeatable - maximum two enrollments.

GRC 798 Interrupted Registration (0 cr.) - For students with interrupted registration

This registration is required for students who failed to meet the University's Graduate Research and Terminal Project Completion Policy (did not register for GRC 799 immediately upon completing all degree requirements in an approved program of study except for thesis, comprehensive examination, seminar paper, or other culminating project). In order to comply with the policy, students must register for GRC 798 for zero credits and pay a special course fee equal to the cost of three resident graduate credits. Prerequisite: approval by graduate program director and reentry to former academic program; approved reentry to the university.

GRC 795 Extended Continuous Registration (0 cr.) - For students who have enrolled twice in GRC 799

After completing two enrollments in GRC 799, students who are still actively engaged in research or writing and need to maintain access to university resources must continue term-to-term enrollment by registering for GRC 795 (Fall, Spring, Summer) for zero credits and paying a special course fee equal to 50% of the cost of one resident graduate credit. Enrollment in GRC 795 will provide the student with continued access to university email, library privileges, and buildings. Students register for GRC 795 only when they are not registered for any other credits. Repeatable - maximum 12 enrollments. Prerequisite: two semesters of GRC 799.

¹ Completion means that students may have pending incompletes in courses; it also means that students have pending PR grades in their thesis, seminar paper, culminating project credits, but that they no longer have any other courses yet to register for.

Graduate thesis and dissertation committee policy

Students should select at least three members to their thesis or dissertation committee, but they can select more. All of the members of the committee must hold graduate faculty status at UWL. Each student should select a faculty member from the student's department of study to serve as the chairperson of the thesis or dissertation committee. A minimum of at least one more committee member must be from the student's department, unless the student is enrolled in the Student Affairs Administration and Leadership Ed.D (SAA Ed.D.) Graduate Program. SAA Ed.D. students may have committees with a single representative of the department (i.e., the committee chairperson). It is highly encouraged that at least one member of the committee be from outside the student's department.

Additional information regarding thesis and dissertation completion (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>) can be found on the Graduate & Extended Learning website.

Seven Year Completion Policy - Graduate

Students must complete all degree requirements within seven years from the time of initial enrollment in the graduate program and apply for graduation (p. 29) in order to have the degree awarded, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time

of initial enrollment in the graduate program and apply for graduation (p. 29) in order to have the degree awarded.

Requests for an exception to this policy should be directed to Graduate & Extended Learning.

Student Conduct - Graduate

Student disciplinary procedures

In 1989, the Board of Regents adopted an administrative code Chapter UWS 14, which covers academic misconduct. Its principles state, "The Board of Regents, administrators, faculty, academic staff, and students of the Universities of Wisconsin believe that academic honesty and integrity are fundamental to the mission of higher education and of the Universities of Wisconsin. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions."

The Board has also adopted Chapter UWS 17, last revised in 2009, which covers non-academic misconduct. In it, they state, "The missions of the Universities of Wisconsin and its individual institutions can be realized only if the university's teaching, learning, research and service activities occur in living and learning environments that are safe and free from violence, harassment, fraud, theft, disruption and intimidation. In promoting such environments, the university has a responsibility to address student nonacademic misconduct; this responsibility is separate from and independent of any civil or criminal action resulting from a student's conduct. This chapter defines nonacademic misconduct, provides university procedures for effectively addressing misconduct, and offers educational responses to misconduct. The Universities of Wisconsin is committed to respecting students' constitutional rights. Nothing in this chapter is intended to restrict students' constitutional rights, including rights of freedom of speech or to peaceably assemble with others."

The procedures in both Chapters 14 and 17 describe the actions that the university may take in response to student misconduct; they define the conduct that is prohibited; and they outline the procedures that are to be used to resolve allegations of misconduct. The UWL student disciplinary procedures are identical to those in UWS 14 and UWS 17. These documents can be found in the UWL Student Handbook (<https://www.uwlax.edu/student-life/student-resources/student-handbook/>), also available in the Office of Student Life. It also includes UWS Chapter 18, "Conduct on University Lands," which describes prohibited behavior and parking regulations.

Student honor code

We, the students of UW-La Crosse, believe that academic honesty and integrity are fundamental to the mission of higher education. We, as students, are responsible for the honest completion and representation of our work and respect for others' academic endeavors. We, as students and responsible citizens of the City of La Crosse, will aim to uphold the integrity of the university throughout the La Crosse community. It is our individual responsibility as students to uphold these ethical standards and to respect the character of the individuals and the university.

Withdrawal Policies - Graduate

- **Individual class withdrawal/drop policy (p. 33)**
- **Withdrawal from UWL policy (p. 33)**
- **Medical withdrawal policy (p. 34)**
- **Military withdrawal and leave of absence policy (p. 34)**

Individual class withdrawal policy

Any student may withdraw from a class until two weeks beyond mid-term of a full semester class. All withdrawals from classes after the term's drop/add/change of schedule period are recorded with a "W" on the student's permanent academic record along with the official date of withdrawal. (See the university drop/add/change of schedule policy (<https://catalog.uwlax.edu/undergraduate/academicpolicies/registrationandscheduling/#schedule-changes>) for details on the add/drop/change of schedule period.) Classes shorter than the full term length offered during a semester or during an intersession have withdrawal time limits established on a basis prorated to withdrawal dates for a full semester class.

The student must obtain either the advisor's or the instructor's permission to withdraw after the drop/add/change of schedule period has ended. No student is permitted to withdraw from a class later than two weeks beyond mid-term of a semester for a full semester course. Only a grade of "F" or "I" may be recorded for any student who continues past this time period and fails to complete a class. In rare and extenuating circumstances, retroactive withdrawal requests may be granted by the dean's office of the student, and documented rationale is recorded in the student record. See the withdrawal from UWL policy (<https://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#withdrawal-university>) for other exceptions.

Failure to follow the prescribed procedures and to observe the prescribed time limits for withdrawal from classes will result in the recording of failing grades in discontinued classes. If a student withdraws from a course taken as a "repeat," the original grade earned will remain in the overall grade point average calculation.

Withdrawal from UWL policy

Withdrawal from the university is a matter of major importance. Students considering withdrawal from school, should discuss the matter with an academic advisor, program director, and/or dean prior to initiating action. The official date of withdrawal from all classes will be recorded on the permanent academic record if the student withdraws after classes begin.

Contact the Student Life Office (<https://www.uwlax.edu/student-life/our-services/student-support/withdrawal/>) (608.785.8062; studentlife@uwlax.edu; 149 Graff Main Hall) to schedule an appointment and initiate a withdrawal. The Student Life Office provides a checklist which withdrawing students are expected to follow carefully. Withdrawal procedures must be fully completed before a withdrawal becomes official.

An official withdrawal entitles a student to a refund of fees when the withdrawal date falls within a refund period. The official date of withdrawal is the date the withdrawal form is received in the Records and Registration Office. A "W" (Withdrawal) will appear on the student's academic transcript if the withdrawal date falls after the drop/add/change of schedule period and prior to two weeks after mid-term of a given semester. A grade of "WP" or "WF" will appear if the withdrawal

date falls more than two weeks after mid-term. A grade of "WF" will be averaged into the GPA. Withdrawal from the university is not allowed after the three-quarter point of the term. Students who withdraw after classes have begun will be charged a withdrawal fee (<https://www.uwlax.edu/cashiers/withdrawing-from-uwl/>).

An unofficial withdrawal will result in recording failing grades in discontinued courses and in encumbering of student records if the following obligations to the university have not been met: release from graduate assistantship obligations, if appropriate; returning books to textbook service and Murphy Library; returning other university supplies and/or equipment issued during preceding periods of regular enrollment; clearing a record through an exit interview in the Financial Aid Office, if applicable; and securing a final clearance in the Cashier's Office with respect to any refund(s) which may be due or obligations unfulfilled regarding university fees, housing or food service arrangements, or accounts, and relinquishing the student identification card.

In some cases, students may request an emergency medical withdrawal (p. 34) from the university.

Note: Pursuant to the regulations of Title IV of the Federal Higher Education Act of 1965, as amended, students who receive student financial aid and receive all F1-F14 grades (recorded as F's) will be subject to the federal Title IV Return of Funds Policy. These students may be required to return funds to the student financial programs and may also be liable for repayments directly to UW-La Crosse.

Medical withdrawal policy

A medical withdrawal is granted in instances where a student is faced with a serious or unexpected condition that completely precludes the student from being able to function as a student and in which the regular university withdrawal process is not appropriate.

A request may be granted to students who experience a serious or unexpected physical or behavioral health condition; who may need to provide care to an immediate family member who is experiencing a serious or unexpected physical or behavioral health condition; or who have experienced the death of an immediate family member. In the case of pre-existing, recurring, or chronic health conditions, documentation must show that the recurrence or worsening of the condition(s) began after initiation of the term for which the withdrawal is requested. Approval will be granted on a case-by-case basis.

Whenever possible, requests for medical withdrawal should begin in the Student Life Office and occur during the term in which the medical condition arose. Students may apply for a retroactive medical withdrawal up to one year after the end of the term in question. The withdrawal request must be supported by a letter from a health care provider which describes the limitations on the student's continued participation in courses. In the case of death of an immediate family member, an obituary or other official record of death may be requested as documentation. When appropriate, Student Life will consult with the Student Health Center, the appropriate academic dean, the Dean of Graduate Studies and Extended Learning, the appropriate graduate program director, and all of the student's instructors. When the withdrawal is completed, the Records and Registration Office will notify instructors if a grade is required.

For courses in which the student has withdrawn, the permanent academic record will show no credits were earned. The last date of class attendance shall be considered the official withdrawal date to be used by the Records and Registration Office for recording academic record class drops and term withdrawals. The status of the student's grades at the time of the withdrawal will be posted. The record will show one

of the following grades submitted by the instructor: "EP" (emergency withdrawal passing) or "EF" (emergency withdrawal failing). Such grades will not be included in the computation of the term or cumulative grade point average.

Any exception to the policies of the medical withdrawal must be appealed through the Student Life Office to the University's Committee on Academic Policies and Standards (<https://catalog.uwlax.edu/undergraduate/academicpolicies/academiceligibility/#committee-academic-policies-standards>) (CAPS) or Graduate Council (<http://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/#graduate-council>). A decision by CAPS or Graduate Council is final.

Military withdrawal and leave of absence policy

An enrolled student who is a member of the Armed Forces (including reserve components), receives orders, and is called to duty may elect a military withdrawal or take a military leave of absence from their covered education. Covered education means a course paid for with educational assistance furnished under a law administered by the Secretary (38 U.S.C. §3691A(c)). Furthermore, a currently enrolled student who is the immediate family member of a service member called to duty may elect to take a military leave of absence. Eligible students should contact the Veteran & Military Connection (uwlveted@uwlax.edu), 223 Graff Main Hall, and Student Life Office (studentlife@uwlax.edu), 149 Graff Main Hall, for assistance with the following policies and procedures.

Military withdrawal

An enrolled student who is a member of the Armed Forces may initiate a military withdrawal from all enrolled courses for a term due to military orders if the student does not intend to complete the course work. A military withdrawal may happen immediately prior to or after an academic term begins in which the student is enrolled. A student should request a military withdrawal prior to departure or within four weeks of their return from duty.

An Emergency Withdrawal Passing grade of "EP" incomplete ("I") grades, or normal letter grades will be recorded for each course, depending on dates and the option selected. Refunds will be calculated based on the option selected.

Students who withdraw from the university due to military orders are guaranteed re-entry to the university.

More information, including refund and other procedural details, can be found in the university's full Military Withdrawal and Leave of Absence Policy (<https://www.uwlax.edu/records/student-pathways/veteran-students/#tm-17614>).

Military leave of absence

A military leave of absence is a period of time the student must be absent from class due to military orders or other legitimate military obligations. A military leave of absence start and end dates are determined by the military period of service. Both members of the Armed Forces and immediate family members of military members are eligible to take a military leave of absence.

If the military leave of absence occurs within a term, the student may still be able to complete the work of the course upon their return. For situations where the student is unable to make up the work by the end of the term, students who are military members may elect to withdraw from the university or individual courses following the Military Withdrawal Policy and procedures or take an incomplete ("I") in their course(s). Students who are immediate family members of military members

who elect to withdraw should refer to the Withdrawal from UWL Policy (<https://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/#withdrawal-university>) or the Individual Class Withdrawal Policy (<https://catalog.uwlax.edu/undergraduate/academicpolicies/withdrawal/>), and are subject to the rules and deadlines of those policies.

More information, including refund and other procedural details, can be found in the university's full Military Withdrawal and Leave of Absence Policy (<https://www.uwlax.edu/records/student-pathways/veteran-students/#tm-17614>).

Additional policy information

Military students and their immediate family members currently enrolled at UWL shall not be penalized for medical appointments at a VA facility and other legitimate and unavoidable military obligations, determined by the UWL Veteran Services staff, that are not required by orders. Unavoidable absences outside of military orders are not to exceed ten percent of instruction hours unless given special permission by the instructor to exceed ten percent. Students are not relieved from completing missed assignments or work.

For students who have completed enough work during the impacted term to receive permanent/final passing grades, those will be submitted, recorded and calculated into the GPA according to standard procedures.

Students may elect a combination of withdrawing from individual courses, taking an incomplete, accepting the final earned grade, and/or returning to complete coursework within the term, depending on their particular situation. Tuition and fees apply accordingly.

Related US Code and Veterans Administration regulations

1. 38 USC § 3691A
2. 38 CFR § 21.7576(e)(1)(ii)

Military withdrawal or leave of absence procedures

For complete procedural information, please see our Records and Registration website (<https://www.uwlax.edu/records/student-pathways/veteran-students/>).

Student Resources

A wide variety of graduate student resources can be found on the graduate education webpage (<https://www.uwlax.edu/gel/graduate-education/>) or by contacting gradstudies@uwlax.edu or 608.785.8124.

Murphy Library

Murphy Library Director: John Jax
110 Murphy Library; 608.785.8805
Email: jjax@uwlax.edu

Administrative Supervisor: Sean Hurtubise
111 Murphy Library; 608.785.8520
Email: shurtubise@uwlax.edu

1631 Pine St, La Crosse, WI 54601
608.785.8505 (general number)
608.785.8639 (fax)
Email: libraryoffice@uwlax.edu

www.uwlax.edu/murphylibrary (<http://www.uwlax.edu/murphylibrary/>)

Mission & values (p. 36) Spaces (p. 36) Services to graduate students (<http://catalog.uwlax.edu/graduate/murphylibrary/#graduatestudentservicestext>)

Murphy Library is the campus center for academic inquiry. The library provides access to a vast and diverse collection of electronic and print resources; facilities designed to accommodate in a flexible manner a variety of learning needs; technologies that complement and enhance the acquisition, synthesis and use of information; and staff to help students find and use the quality information they need.

Mission & values

Mission statement

Murphy Library is integral to student success at the University of Wisconsin-La Crosse. The library provides a dynamic and diverse learning environment centered on the core principles of service, stewardship, information literacy and equity of access. Exemplifying these principles, this teaching library carefully manages information resources that support and promote excellence in academic study and research, success in teaching and learning, and intellectual and cultural exploration. Murphy Library additionally serves the greater community as a regional information center.

Values statement

Murphy Library services are guided by the ALA Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/>).

To fulfill the Library's mission, the Library Director, Library Department and Library Staff uphold the principles of the ALA Code of Ethics (<http://www.ala.org/tools/ethics/>), augmented by the following values:

People

We value library users and are committed to providing a consistently high level of services to all: students, faculty, staff, and community members. We believe in open communication and treating users

and library colleagues with courtesy and respect. We respect the confidentiality of users' information requests and library records.

Access

We provide the greatest access possible to information in various formats, in collaboration with faculty, to support the instructional and research-related fields of the university curriculum. We share library resources through interlibrary loan and cooperative ventures with other libraries. We organize collections and manage digital and physical access for ease of retrieval by a diverse group of on- and off-campus users.

Inquiry

As a teaching library, we promote critical thinking and exploration by teaching students and other users information literacy skills for university work and lifelong learning. We treasure the ideals of free speech and unfettered inquiry.

Diversity

We support an understanding and appreciation of diversity through collections and information access, services, the instruction program and staff. Read our full diversity statement (<https://www.uwlax.edu/murphylibrary/diversity/>).

Innovation

We embrace an environment of continuous change leading to new and improved library technologies, products and services.

Stewardship

We utilize funding responsibly and seek cooperative arrangements with other libraries to maximize the benefits for library users. We maintain our collections, a secure facility, and a healthful environment for current and future users. We preserve the local cultural heritage by collecting regional materials.

Spaces

- Collaborative Learning Commons on the ground floor
- Quiet second floor and basement
- Alice Hagar Curriculum Center
- Group study rooms
- Study carrels
- Silent study room
- Murphy's Mug café

Graduate student services

- **Resources**
 - Databases and journals
 - Books/e-books, streaming video, and other multimedia
 - University archives
 - La Crosse history
 - Rare books
 - Digital collections
 - Alice Hagar Curriculum Center
 - Government collections and depository (Federal and State)
 - Guides and reference materials
- **Services**
 - Interlibrary loan
 - Universities of Wisconsin resource sharing
 - Course materials on reserve

- Consulting a librarian (by appointment, walk-up, phone, email, and chat)
 - Research help/guidance
 - Use of technology
 - Borrowing materials
 - Reserving materials and room(s)
 - Tutorials and videos on using the library and finding scholarly resources
 - Tours
 - Purchase recommendations
- Group study rooms
- Technology
 - PC and Mac computers
 - B/W and color printing
 - Scanning stations
 - Laptops for check-out
 - Moveable large screen monitors
 - Moveable whiteboards
 - Whiteboard tables
 - Scientific calculators
 - Adaptive technology like keyboard and mouse
- Fax

Graduate Degree Requirements and Policies

- Graduate degree requirements (p. 38)
- Second master's degree policy (p. 38)
- Special degrees (p. 38)

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Second master's degree policy

A graduate of a UWL master's degree program may earn a second UWL master's degree by meeting the following conditions:

1. Submit a new application for admission with the application fee.
2. Become accepted into the degree program by the appropriate college and program.
3. Complete program requirements. A maximum of nine semester credits of course requirements of the second UWL master's degree may be fulfilled by course work completed for a previous UWL master's degree. Individual programs may have a more restrictive policy on transferring credits from a previously earned master's degree. Program directors and deans approve credits that apply from program to program.
4. All general requirements for the master's degree apply to the second master's degree. Students must complete the terminal project for the second master's degree required by the program. All requirements must be completed within seven years, including credits accepted from a previous master's degree.

Students who received a master's degree from another institution must also meet the above requirements. The graduate transfer policy (p. 25) will be used to determine credit to be awarded for previous course work from another institution.

Special degrees

The awarding of a degree is the pinnacle of the college experience. It is an honor bestowed upon those that satisfactorily complete a course of study. Occasionally events take place where the need to consider additional degree options arise.

The goal of these policies is to honor those who have provided exemplary service to the University of Wisconsin-La Crosse and/or to extend sympathy and compassion to the families and friends of deceased students. Below is a means of addressing different circumstances surrounding the awarding of Posthumous, Extraordinary, and Honorary Degrees and the procedure associated with each degree.

See the Posthumous, Extraordinary, and Honorary Degrees Policy (https://catalog.uwlax.edu/graduate/degree requirements/Special_Degree_Policy_2025.pdf) for the full policy and criteria for awarding a special degree. Contact the Records and Registration Office at records@uwlax.edu for details on how to nominate an individual for consideration.

Graduate Degrees and Program Requirements

Links below go directly to the program's page within the catalog.

Biology (BIO)

- Biology Graduate Program (p. 41)
 - Biology - MS (p. 42)
- Biology - MS: Aquatic Science Concentration (p. 43)
- Biology - MS: Cellular and Molecular Biology Concentration (p. 44)
- Biology - MS: Environmental Science Concentration (p. 45)
- Biology - MS: Nurse Anesthesia Concentration (p. 46)
- Biology - MS: Physiology Concentration (p. 48)

Computer Science (CS)

- Financial Technology Graduate Program (p. 50)
 - Emerging Technologies in FinTech Certificate (p. 50)
 - Leading FinTech Transformation Certificate (p. 50)
- Software Engineering Graduate Program - MSE (p. 51)

Communication Studies (CST)

- Cybersecurity Graduate Program - MS (p. 54)

Exercise and Sport Science (ESS)

- Athletic Training Graduate Program - MS (p. 56)
- Clinical Exercise Physiology Graduate Program - MS (p. 58)
- Physical Education Teaching Graduate Program (p. 60)
 - Physical Education Teaching - MS (p. 60)
 - Physical Education Teaching - MS: Adapted Physical Education Emphasis (p. 61)
 - Physical Education Teaching - MS: Adventure/Outdoor Pursuits Emphasis (p. 64)

Geography (GEO)

- Geographic Information Science Graduate Program - Certificate (p. 66)

Health Professions (HP)

- Medical Dosimetry Graduate Program (p. 67)
 - Track A: Dosimetry for Radiation Therapist - MS (p. 67)
 - Track B: Dosimetry for Non-Radiation Therapist - MS (p. 69)
- Occupational Therapy Graduate Program - MS (p. 71)
- Physical Therapy Doctorate Program - DPT (p. 74)
- Physician Assistant Studies Graduate Program - MS (p. 78)

Information Systems (IS)

- Information Technology Management Graduate Program (p. 82)
 - Information Technology Management - MS (p. 82)
 - Enterprise Infrastructure Certificate (p. 83)
 - IT Leadership Certificate (p. 83)
 - IT Operations Certificate (p. 84)

Mathematics and Statistics (MTH/STAT)

- Applied Statistics Graduate Program - MS (p. 91)
- Data Science Graduate Program (p. 93)

- Data Science - MS (p. 93)
- Data Science Certificate (p. 94)

Microbiology (MIC)

- Microbiology Graduate Program (p. 85)
 - Microbiology - MS (p. 85)
- Microbiology - MS: Clinical Microbiology Emphasis (p. 87)

Marketing (MKT)

- Digital Marketing Graduate Program (p. 90)
 - Digital Marketing Analytics Certificate (p. 90)
 - Digital Marketing Management Certificate (p. 90)

Public Health and Community Health Education (PH)

- Public Health Graduate Program (p. 97)
 - Public Health - MPH: Community Health Education Emphasis (p. 97)
- Healthcare Administration Graduate Program (p. 95)
 - Healthcare Administration - MS (p. 95)
 - Nursing Home Administration Certificate (p. 96) (beginning Spring 2026)

Psychology (PSY)

- School Psychology On-Campus Graduate Program (p. 99)
 - Master of Science in Education - MSED (p. 100)
 - Educational Specialist - Ed.S. (p. 101)
- School Psychology Online Graduate Program (p. 104)
 - Master of Science in Education - MSED (p. 105)
 - Educational Specialist - Ed.S. (p. 106)

Recreation Management & Therapeutic Recreation (REC/RTH)

- Recreation Management Graduate Program - MS (p. 108)
- Recreation Management: Professional Development Graduate Program - MS (p. 111)
- Recreational Therapy Graduate Program - MS (p. 113)

School of Education (SOE)

Institute for Professional Studies in Education

- Professional Studies in Education Graduate Programs (p. 116) - MSED programs
 - Professional Development: Learning Community Emphasis - MSED (p. 120)
 - Professional Development: Educational Leadership Emphasis - MSED (p. 117)
 - Professional Development: Educational Leadership and Director of Instruction Emphasis - MSED (p. 118)
 - Reading - MSED (non certification) (p. 121) (*not currently accepting new students*)
 - Reading: Reading Teacher (1316) Emphasis - MSED (p. 122)
 - Reading: Reading Specialist (5017) Emphasis - MSED (p. 124)
 - Reading: Reading Teacher (1316) and Reading Specialist (5017) Emphasis - MSED (p. 125)
- Professional Studies in Education Graduate Programs (p. 116) - other
 - Educational Leadership (5051) Certificate (p. 127)
 - Professional Learning Community Certificate (p. 128) (*not currently accepting new students*)

- Reading Teacher (1316) Certificate (p. 128)
- Special Education (2801) Certificate (p. 129)
- Teaching English to Speakers of Other Languages (TESOL) Certificate (p. 130)
- Director of Instruction (5010) Add-on Certification (p. 131)
- Reading Specialist (5017) Add-on Certification (p. 131)

Student Affairs Administration (SAA)

- Student Affairs Administration Graduate Program - MSED (p. 133)
 - Online (p. 133)
 - Blended (p. 135) (*not currently accepting new students*)
- Student Affairs Administration and Leadership Graduate Program (p. 137)
 - Student Affairs Administration and Leadership - Ed.D. (p. 137)
 - Higher Education Leadership Certificate (p. 140)

BIO - Biology Graduate Program

Biology Program

Biology: Aquatic Science Concentration

Biology: Cellular and Molecular Biology Concentration

Biology: Environmental Science Concentration

Biology: Physiology Concentration

Director: Anita Davelos

4032 Cowley Hall; 608.785.8239

Email: adavelos@uwlax.edu

Biology: Nurse Anesthesia Concentration

School of Anesthesia Program Director: Jessica Peterson

Mayo Clinic Health System Franciscan Healthcare

608.785.0940 ext. 2-2428

Email: peterson.jessica7@mayo.edu

www.uwlax.edu/academics/grad/biology/ (<https://www.uwlax.edu/academics/grad/biology/>)

The Master of Science in Biology Program is a multi-disciplinary program that allows students advanced study in several traditional and non-traditional areas of biology. Students have the option of a general M.S. degree in biology (Build your own degree!) or may obtain an M.S. degree in biology with a formal concentration in aquatic science, cellular and molecular biology, nurse anesthesia, environmental science, or physiology.

Admission to the program is based, in part, on undergraduate grade point average (GPA), letters of recommendation, and on individually prescribed undergraduate course work to meet prerequisite requirements for each concentration. Each student will choose a major advisor and an advisory committee before the first semester of residence. This committee will assist the student in drafting the student's plan of study, which will dictate the student's curriculum for the ensuing semesters.

All students complete a capstone experience. Students in the general M.S. option and in all but one of the concentrations complete a thesis or seminar paper. Students obtaining the M.S. in biology with a nurse anesthesia concentration instead complete extensive clinical training in affiliation with Mayo Clinic Health System - Franciscan Healthcare, and most will go on to complete additional advanced degree coursework with Viterbo University.

Program length

The Master of Science (M.S.) in biology programs are typically two-year programs. Number of credits required varies by program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research, or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Scott Cooper

Tisha King-Heiden

Barrett Klein

Jennifer Klein

Sumei Liu

Jennifer Miskowski

Todd Osmundson

Gregory Sandland

Eric Strauss

Meredith Thomsen

Associate Professor

Sierra Colavito

Anita Davelos

Anne Galbraith

Anton (Tony) Sanderfoot

David Schumann

Christine Schwartz

Bradley Seebach

Ross Vander Vorste

Jaclyn Wisinski

Alder Yu

Assistant Professor

Cord Brundage

Doug Brusich

Arthur Grupe II

Jessica Judson

Jaspreet Kaur

Markus Mika

Adam Schneider

Mary Zimmerman

Teaching Professor

Faye Ellis

Associate Teaching Professor

Kristin Greany

Assistant Teaching Professor

Jason Freund

Graduate degrees

- Biology - MS (p. 42)
- Biology - MS: Aquatic science concentration (p. 43)
- Biology - MS: Cellular and molecular biology concentration (p. 44)
- Biology - MS: Environmental science concentration (p. 45)
- Biology - MS: Nurse anesthesia concentration (p. 46)
- Biology - MS: Physiology concentration (p. 48)

Biology - Master of Science

This traditional master's degree program is designed to provide the most beneficial learning opportunities based on career goals and the student's area of focus. It is intended for students who do not plan to obtain one of the formal concentrations within the M.S. Biology Program.

Program requirements

Biology graduate student requirements

All graduate students in biology must meet the following requirements:

1. Complete at least 30 credits of graduate level course work (500-level and above) of which at least 15 credits must be at the 700-level.
2. Prior to registration each semester, the student must consult with the major advisor.
3. Enroll in BIO 700 Biology Graduate Program Orientation during the first fall semester of residence. Enroll in BIO 701 Communication in the Biological Sciences and two semesters of BIO 751 Graduate Seminar during the first four semesters of residence. Nurse anesthesia students are exempt from the BIO 700 and BIO 751 requirement but are required to complete BIO 701.
4. Students may complete an appropriate graduate course (numbers 500 and above) from outside the department of biology upon approval of a student's advisory committee.
5. Submit a written thesis or seminar paper proposal to the advisory committee (ideally prior to the beginning of the second year of residence). Nurse anesthesia students are exempt from this requirement and are not required to complete a thesis or seminar paper as part of the degree program.
6. Pass a thesis proposal defense and/or an oral examination covering material determined by the advisory committee, such as the student's research area and advanced course work.
7. Not less than one semester after completion of the thesis proposal/oral examination, present an oral defense of the thesis or seminar paper. Nurse anesthesia students are exempt from this requirement.
8. Students must maintain continuous term-to-term enrollment per the university's Graduate Research, Comprehensive Exams, and Terminal Project Completion Policy (<http://catalog.uwlax.edu/graduate/academicpolicies/registrationschedules/#continuous-registration>).
9. Consult this catalog and the department's graduate student guidelines for additional policies pertaining to graduate students in a biology program.

Master of Science in biology requirements

Students intending to complete a Master of Science in biology are required to satisfy both the program requirements above and the university's degree requirements for graduate students.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Biology: Aquatic Science Concentration - Master of Science

Program requirements

Biology graduate student requirements

All graduate students in biology must meet the following requirements:

1. Complete at least 30 credits of graduate level course work (500-level and above) of which at least 15 credits must be at the 700-level.
2. Prior to registration each semester, the student must consult with the major advisor.
3. Enroll in BIO 700 Biology Graduate Program Orientation during the first fall semester of residence. Enroll in BIO 701 Communication in the Biological Sciences and two semesters of BIO 751 Graduate Seminar during the first four semesters of residence. Nurse anesthesia students are exempt from the BIO 700 and BIO 751 requirement but are required to complete BIO 701.
4. Students may complete an appropriate graduate course (numbers 500 and above) from outside the department of biology upon approval of a student's advisory committee.
5. Submit a written thesis or seminar paper proposal to the advisory committee (ideally prior to the beginning of the second year of residence). Nurse anesthesia students are exempt from this requirement and are not required to complete a thesis or seminar paper as part of the degree program.
6. Pass a thesis proposal defense and/or an oral examination covering material determined by the advisory committee, such as the student's research area and advanced course work.
7. Not less than one semester after completion of the thesis proposal/oral examination, present an oral defense of the thesis or seminar paper. Nurse anesthesia students are exempt from this requirement.
8. Students must maintain continuous term-to-term enrollment per the university's Graduate Research, Comprehensive Exams, and Terminal Project Completion Policy (<http://catalog.uwlax.edu/graduate/academicpolicies/registrationschedules/#continuous-registration>).
9. Consult this catalog and the department's graduate student guidelines for additional policies pertaining to graduate students in a biology program.

Master of Science in biology: aquatic science concentration requirements:

Students in this concentration must satisfy both the program requirements above and the university's degree requirements for graduate students. In addition, when completing the program requirements above,

1. The research thesis must be in an area of aquatic science, and
2. At least 15 of the 30 credits must be from the following list; remaining credits are to be selected by the student and the advisory committee.

Code	Title	Credits
BIO 501	Comparative Vertebrate Anatomy	4
BIO 504	Plant Systematics and Evolution	3
BIO 505	Aquatic and Wetland Vascular Plants	2
BIO 506	Parasitology	4
BIO 512	Mycology	4

BIO 514	Freshwater Invertebrate Zoology	3
BIO 519	Quantitative Methods in Ecology	3
BIO 520	Applied Mycology	3
BIO 522	Ichthyology	3
BIO 529	Evolution	3
BIO 541	Aquatic Toxicology	3
BIO 544	Entomology	4
BIO 546	Animal Behavior	3
BIO 547	Standard Methods/Quality Assurance Water Analyses	3
BIO 558	Comparative Animal Physiology	4
BIO 564	Stream and Watershed Ecology	3
BIO 573	Marine Biology	3
BIO 576	Ecosystem Ecology	3
BIO 583	Cell Signaling	3
BIO 799	Research: Master's Thesis	1-6
GEO 505	Geographic Information System and Science II	3
GEO 510	Geospatial Field Methods	3
GEO 512	Geospatial Applications of Unmanned Aerial Systems	3
GEO 515	Remote Sensing of the Environment I	3
GEO 527	Sustainable Water Resource Management	3
GEO 528	Past Environmental Change	3
GEO 530	River Systems	3
GEO 545	Remote Sensing of the Environment II	3
GEO 585	Geographic Information System and Science III	3
GEO 588	Quantitative Methods in Geography	3
MIC 534	Aquatic Microbial Ecology	3
MIC 730	Biodegradation and Bioremediation of Environmental Contaminants	2
STAT 505	Statistical Methods	3
STAT 545	Correlation and Regression Analysis	3
STAT 546	Analysis of Variance and Design of Experiments	3
STAT 547	Nonparametric Statistics	3
STAT 549	Applied Multivariate Statistics	3

Total credits: 30

With the approval of the student's advisory committee, other courses may be substituted for those listed.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the

minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.

- Earn a cumulative grade point average of at least 3.00.
- Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
- File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
- Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
- Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Biology: Cellular and Molecular Biology Concentration - Master of Science

Program requirements

Biology graduate student requirements

All graduate students in biology must meet the following requirements:

- Complete at least 30 credits of graduate level course work (500-level and above) of which at least 15 credits must be at the 700-level.
- Prior to registration each semester, the student must consult with the major advisor.
- Enroll in BIO 700 Biology Graduate Program Orientation during the first fall semester of residence. Enroll in BIO 701 Communication in the Biological Sciences and two semesters of BIO 751 Graduate Seminar during the first four semesters of residence. Nurse anesthesia students are exempt from the BIO 700 and BIO 751 requirement but are required to complete BIO 701.
- Students may complete an appropriate graduate course (numbers 500 and above) from outside the department of biology upon approval of a student's advisory committee.
- Submit a written thesis or seminar paper proposal to the advisory committee (ideally prior to the beginning of the second year of residence). Nurse anesthesia students are exempt from this requirement and are not required to complete a thesis or seminar paper as part of the degree program.
- Pass a thesis proposal defense and/or an oral examination covering material determined by the advisory committee, such as the student's research area and advanced course work.
- Not less than one semester after completion of the thesis proposal/oral examination, present an oral defense of the thesis or seminar paper. Nurse anesthesia students are exempt from this requirement.
- Students must maintain continuous term-to-term enrollment per the university's Graduate Research, Comprehensive Exams, and Terminal Project Completion Policy (<http://catalog.uwlax.edu/graduate/academicpolicies/registrationschedules/#continuous-registration>).
- Consult this catalog and the department's graduate student guidelines for additional policies pertaining to graduate students in a biology program.

Master of Science in biology: cellular and molecular biology concentration requirements:

Students in this concentration must satisfy both the program requirements above and the university's degree requirements for graduate students. In addition, when completing the program requirements above,

- The research thesis must be in an area of cellular or molecular biology, and
- At least 15 of the 30 credits must be from the following list; remaining credits are to be selected by the student and the advisory committee.

Code	Title	Credits
MIC 516	Prokaryotic Molecular Genetics	4
BIO 532	Biology of Cancer	2
BIO 535	Molecular Biology	3
BIO 536	Molecular Biology Laboratory	1
BIO 537	Plant Growth and Development	3
BIO 543	Molecular Mechanism of Disease and Drug Action	3
BIO 558	Comparative Animal Physiology	4
BIO 583	Cell Signaling	3
BIO 714	Advanced Genetics	3
BIO 799	Research: Master's Thesis	1-6

Total credits: 30

With the approval of the student's advisory committee, other courses may be substituted for those listed.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

- Complete any preliminary course work and deficiencies.
- Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.)

graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.

- Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
- Earn a cumulative grade point average of at least 3.00.
- Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
- File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
- Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
- Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

- Submit a written thesis or seminar paper proposal to the advisory committee (ideally prior to the beginning of the second year of residence). Nurse anesthesia students are exempt from this requirement and are not required to complete a thesis or seminar paper as part of the degree program.
- Pass a thesis proposal defense and/or an oral examination covering material determined by the advisory committee, such as the student's research area and advanced course work.
- Not less than one semester after completion of the thesis proposal/oral examination, present an oral defense of the thesis or seminar paper. Nurse anesthesia students are exempt from this requirement.
- Students must maintain continuous term-to-term enrollment per the university's Graduate Research, Comprehensive Exams, and Terminal Project Completion Policy (<http://catalog.uwlax.edu/graduate/academicpolicies/registrationschedules/#continuous-registration>).
- Consult this catalog and the department's graduate student guidelines for additional policies pertaining to graduate students in a biology program.

Master of Science in biology: environmental science concentration requirements:

Students in this concentration must satisfy both the program requirements above and the university's degree requirements for graduate students. In addition, when completing the program requirements above,

- The research thesis must be in an area of environmental science, and
- At least 15 of the 30 credits must be from the following list and approved by the advisory committee; remaining credits are to be selected by the student and the advisory committee.

Code	Title	Credits
BIO 501	Comparative Vertebrate Anatomy	4
BIO 504	Plant Systematics and Evolution	3
BIO 505	Aquatic and Wetland Vascular Plants	2
BIO 506	Parasitology	4
BIO 512	Mycology	4
BIO 514	Freshwater Invertebrate Zoology	3
BIO 519	Quantitative Methods in Ecology	3
BIO 520	Applied Mycology	3
BIO 522	Ichthyology	3
BIO 523	21st Century Mycology	3
BIO 529	Evolution	3
BIO 541	Aquatic Toxicology	3
BIO 542	Plant Microbe Interactions	3
BIO 544	Entomology	4
BIO 546	Animal Behavior	3
BIO 547	Standard Methods/Quality Assurance Water Analyses	3
BIO 556	Plant Ecology	4
BIO 558	Comparative Animal Physiology	4
BIO 564	Stream and Watershed Ecology	3
BIO 573	Marine Biology	3
BIO 576	Ecosystem Ecology	3
BIO 583	Cell Signaling	3

Biology: Environmental Science Concentration - Master of Science

Program requirements

Biology graduate student requirements

All graduate students in biology must meet the following requirements:

- Complete at least 30 credits of graduate level course work (500-level and above) of which at least 15 credits must be at the 700-level.
- Prior to registration each semester, the student must consult with the major advisor.
- Enroll in BIO 700 Biology Graduate Program Orientation during the first fall semester of residence. Enroll in BIO 701 Communication in the Biological Sciences and two semesters of BIO 751 Graduate Seminar during the first four semesters of residence. Nurse anesthesia students are exempt from the BIO 700 and BIO 751 requirement but are required to complete BIO 701.
- Students may complete an appropriate graduate course (numbers 500 and above) from outside the department of biology upon approval of a student's advisory committee.

BIO 588	Mammalogy	3
BIO 799	Research: Master's Thesis	1-6
GEO 505	Geographic Information System and Science II	3
GEO 510	Geospatial Field Methods	3
GEO 512	Geospatial Applications of Unmanned Aerial Systems	3
GEO 515	Remote Sensing of the Environment I	3
GEO 525	Biogeography	3
GEO 527	Sustainable Water Resource Management	3
GEO 528	Past Environmental Change	3
GEO 530	River Systems	3
GEO 545	Remote Sensing of the Environment II	3
GEO 585	Geographic Information System and Science III	3
GEO 588	Quantitative Methods in Geography	3
MIC 534	Aquatic Microbial Ecology	3
MIC 730	Biodegradation and Bioremediation of Environmental Contaminants	2
PH 707	Environmental Health	3
REC 711	Management of Leisure Services Organizations	3
STAT 505	Statistical Methods	3
STAT 545	Correlation and Regression Analysis	3
STAT 546	Analysis of Variance and Design of Experiments	3
STAT 549	Applied Multivariate Statistics	3

Total credits: 30

With the approval of the student's advisory committee, other courses may be substituted for those listed.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project

report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Biology: Nurse Anesthesia Concentration - Master of Science

This concentration is jointly offered by the Department of Biology and Mayo Clinic Health System – Franciscan Healthcare School of Anesthesia, La Crosse, Wisconsin. Students simultaneously complete requirements for the Master of Science degree in biology and educational requirements of a Certified Registered Nurse Anesthetist (CRNA).

Program requirements

Biology graduate student requirements

All graduate students in biology must meet the following requirements:

1. Complete at least 30 credits of graduate level course work (500-level and above) of which at least 15 credits must be at the 700-level.
2. Prior to registration each semester, the student must consult with the major advisor.
3. Enroll in BIO 700 Biology Graduate Program Orientation during the first fall semester of residence. Enroll in BIO 701 Communication in the Biological Sciences and two semesters of BIO 751 Graduate Seminar during the first four semesters of residence. Nurse anesthesia students are exempt from the BIO 700 and BIO 751 requirement but are required to complete BIO 701.
4. Students may complete an appropriate graduate course (numbers 500 and above) from outside the department of biology upon approval of a student's advisory committee.
5. Submit a written thesis or seminar paper proposal to the advisory committee (ideally prior to the beginning of the second year of residence). Nurse anesthesia students are exempt from this requirement and are not required to complete a thesis or seminar paper as part of the degree program.
6. Pass a thesis proposal defense and/or an oral examination covering material determined by the advisory committee, such as the student's research area and advanced course work.
7. Not less than one semester after completion of the thesis proposal/oral examination, present an oral defense of the thesis or seminar paper. Nurse anesthesia students are exempt from this requirement.
8. Students must maintain continuous term-to-term enrollment per the university's Graduate Research, Comprehensive Exams, and

Terminal Project Completion Policy (<http://catalog.uwlax.edu/graduate/academicpolicies/registrationschedules/#continuous-registration>).

9. Consult this catalog and the department's graduate student guidelines for additional policies pertaining to graduate students in a biology program.

Admission

Candidates for this concentration must apply separately to, and be accepted by, the Mayo Clinic Health System - Franciscan Healthcare School of Anesthesia. For additional information and an application, please visit their School of Anesthesia website. (<https://mayoclinichealthsystem.org/locations/la-crosse/education/school-of-anesthesia/>)

Master of Science in biology: nurse anesthesia concentration requirements:

Students in this concentration must satisfy both the program requirements above and the university's degree requirements for graduate students. In addition, students must complete

1. The CRNA core curriculum of 30 credits
2. The Mayo Clinic Health System - Franciscan Healthcare School of Anesthesia's curriculum of 23 credits
3. A research project

CRNA core curriculum

Code	Title	Credits
BIO 509	Human Gross Anatomy	3
BIO 510	Applied Human Gross Anatomy	3
BIO 524	Human Endocrinology	3
BIO 701	Communication in the Biological Sciences	4
BIO 715	Pathophysiology I ¹	2
BIO 717	Pathophysiology II ¹	1
BIO 718	Advanced Human Physiology I	4
BIO 719	Advanced Human Physiology II	4
CHM 530	Chemistry for Nurse Anesthesia	3
ESS 782	Electrocardiography	3
Total Credits		30

¹ Course taught at the School of Anesthesia and transferred to UWL.

School of Anesthesia curriculum

Students in this concentration must complete the following courses offered through the Mayo Clinic Health System - Franciscan Healthcare School of Anesthesia:

- SOA 740 Physical Assessment for Anesthetists, 3 credits
- SOA 741 Professional Aspects I, 1 credit
- SOA 742 Professional Aspects II, 1 credit
- SOA 743 Professional Aspects III, 1 credit
- SOA 744 Anesthesia Basic Concepts, 4 credits
- SOA 745 Anesthesia Advanced Concepts, 4 credits
- SOA 746 Pharmacology I, 3 credits
- SOA 747 Pharmacology, 3 credits
- SOA 800 Clinical Practicum I, 1 credit

- SOA 809 Clinical Practicum II, 1 credit
- SOA 810 Clinical Practicum III, 1 credit

Total credits from the School of Anesthesia: 23

Department & university requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Biology: Physiology Concentration - Master of Science

Program requirements

Biology graduate student requirements

All graduate students in biology must meet the following requirements:

1. Complete at least 30 credits of graduate level course work (500-level and above) of which at least 15 credits must be at the 700-level.
2. Prior to registration each semester, the student must consult with the major advisor.
3. Enroll in BIO 700 Biology Graduate Program Orientation during the first fall semester of residence. Enroll in BIO 701 Communication in the Biological Sciences and two semesters of BIO 751 Graduate Seminar during the first four semesters of residence. Nurse anesthesia students are exempt from the BIO 700 and BIO 751 requirement but are required to complete BIO 701.
4. Students may complete an appropriate graduate course (numbers 500 and above) from outside the department of biology upon approval of a student's advisory committee.
5. Submit a written thesis or seminar paper proposal to the advisory committee (ideally prior to the beginning of the second year of residence). Nurse anesthesia students are exempt from this requirement and are not required to complete a thesis or seminar paper as part of the degree program.
6. Pass a thesis proposal defense and/or an oral examination covering material determined by the advisory committee, such as the student's research area and advanced course work.
7. Not less than one semester after completion of the thesis proposal/oral examination, present an oral defense of the thesis or seminar paper. Nurse anesthesia students are exempt from this requirement.
8. Students must maintain continuous term-to-term enrollment per the university's Graduate Research, Comprehensive Exams, and Terminal Project Completion Policy (<http://catalog.uwlax.edu/graduate/academicpolicies/registrationschedules/#continuous-registration>).
9. Consult this catalog and the department's graduate student guidelines for additional policies pertaining to graduate students in a biology program.

Master of Science in biology: physiology concentration requirements:

Students in this concentration must satisfy both the program requirements above and the university's degree requirements for graduate students. In addition, when completing the program requirements above,

1. The research thesis must be in an area of animal physiology, and
2. At least 15 of the 30 credits must be from the following list; remaining credits are to be selected by the student and the advisory committee.

Code	Title	Credits
BIO 524	Human Endocrinology	3
BIO 528	Advanced Nutrition for the Health Professions	3
BIO 532	Biology of Cancer	2
BIO 535	Molecular Biology	3
BIO 536	Molecular Biology Laboratory	1

BIO 558	Comparative Animal Physiology	4
BIO 565	Neurophysiology	3
BIO 567	Neurobiology Laboratory Techniques	2
BIO 583	Cell Signaling	3
BIO 718	Advanced Human Physiology I	4
BIO 719	Advanced Human Physiology II	4
BIO 799	Research: Master's Thesis	1-6

Total credits: 30

With the approval of the student's advisory committee, other courses may be substituted for those listed.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.

8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

CS - Financial Technology Graduate Program

FinTech Graduate Program

Director: Kenny Hunt

213 Wing Technology Center; 608-785-6822

www.uwlax.edu/academics/departments/computer-science-and-computer-engineering/ (<https://www.uwlax.edu/academics/departments/computer-science-and-computer-engineering/>)

A collaborative program

The certificates in the Financial Technology (FinTech) Graduate Program are flexible **online** programs offered jointly by UW-Parkside and UW-La Crosse with administrative assistance from UW-Extended Campus. Each certificate consists of three courses for a total of nine credits.

Financial technology

Financial technology (FinTech) is a discipline that applies computing systems and computing strategies to the financial services industry. Some of the most active areas of FinTech innovation include: cryptocurrency (Bitcoin, ethereum, and others) and related areas such as distributed ledgers (i.e., blockchain), digital tokens (i.e., NFTs), digital wallets, and smart contracts; mobile banking; contactless payment systems (i.e., Google Pay, Apple Pay); cybersecurity; robotic process automation; roboadvisors; and automated regulatory compliance algorithms. Both the Emerging Technologies in FinTech Certificate and the Leading FinTech Transformation Certificate provide students the technical competencies required to advance their professional career within the FinTech industry.

Program length

The graduate certificates in the Financial Technology Program are typically one-year programs. The program length is based on how long the required UWL coursework would take to complete for a part-time student, taking one course per term. Program length may be shortened if students take more than one course in a term.

Certificates

- Emerging technologies in fintech - certificate program (p. 50)
- Leading fintech transformation - certificate program (p. 50)

Emerging Technologies in FinTech Certificate

Program requirements

Admission

Admission to the Emerging Technologies in FinTech Certificate requires:

1. A baccalaureate degree from an accredited institution
2. An overall undergraduate GPA on required transcripts of at least 3.0 on a 4.0 scale

Curriculum

Code	Title	Credits
FNT 730	Technologies in FinTech	3
FNT 735	Blockchain Technologies	3
FNT 740	Artificial Intelligence and Machine Learning in FinTech	3

Total Credits 9

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

Leading FinTech Transformation Certificate

Program requirements

Admission

Admission to the Leading FinTech Transformation Certificate requires:

1. A baccalaureate degree from an accredited institution
2. An overall undergraduate GPA on required transcripts of at least a 3.0 on a 4.0 scale

Curriculum

Code	Title	Credits
FNT 700	FinTech Essentials	3
FNT 705	FinTech Analytics	3
FNT 710	Managing FinTech Innovation	3

Total Credits 9

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

CS - Software Engineering Graduate Program

Master of Software Engineering (MSE) Program

Director: Mao Zheng

217 Wing Technology Center; 608.785.6808

Email: mzheng@uwlax.edu

Department: 221 Wing Technology Center, 608-785-6805

Dept email: compsci@uwlax.edu

www.uwlax.edu/academics/department/computer-science-and-computer-engineering/ (<https://www.uwlax.edu/academics/department/computer-science-and-computer-engineering/>)

The focus of the Master of Software Engineering (MSE) Program is to teach the advanced state-of-the-art technologies in software development with hands-on experience and to apply the knowledge to some challenging real-world problems. The program will guide the students to acquire both technical skills and software project management skills that are required to lead and to carry out software development projects.

Program length

The Master of Software Engineering (MSE) Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Kenny Hunt

Mao Zheng

Associate Professor

Samantha Foley

Allison Saupé

Assistant Professor

J. Elliott Forbes

Dipankar Mitra

W. Michael Petullo

Jason Saupé

Lei Wang

Administrative Support

Sallie Coron

Graduate degree

- Software engineering - MSE (p. 51)

Master of Software Engineering

Program requirements

Admission

Prerequisite requirements

The students who wish to gain admission into the MSE Program should have taken courses on the following topics or should have knowledge in these areas (evidence or supporting materials required):

1. A modern programming language (UWL equivalents: CS 120, CS 220, and CS 224)
2. Data structures and algorithms that include abstract data types such as List, Stack, Queue, Tree, and Graph (UWL equivalent: CS 340)
3. Discrete mathematics that includes topics on set theory, predicate logic, functions, and relations (UWL equivalent: MTH 225)
4. Introduction to databases (UWL equivalent: CS 364)
5. Introduction to Computer Organization (UWL equivalent: CS 270)

Students who lack any of these prerequisites must take additional courses (not counted for credit toward the MSE Program) to meet the prerequisites requirement. A cumulative grade point average (GPA) of 2.85/4.0 is required in these courses. This restriction on GPA for the prerequisite courses has been imposed to ensure that the students have adequate background in software development. In particular, non-computer science students may also be admitted into the MSE Program (see the admission requirements below) and hence a thorough knowledge of the topics covered in the prerequisite courses is necessary.

Other requirements for admission

In addition to the prerequisites identified above, each student also must satisfy one of the following requirements:

1. The student must have a bachelor's degree in software engineering, computer science, computer engineering or an equivalent major, with an overall undergraduate grade point average (GPA) of at least 2.85/4.0 or a GPA of at least 3.0/4.0 in the last half of all undergraduate work or a GPA of at least 3.0/4.0 for no fewer than 12 semester credits of graduate study at another accredited graduate institution.¹
2. The student must have a bachelor's degree in any other discipline with an overall GPA of at least 2.85/4.0 or a GPA of at least 3.0/4.0 in the last half of all undergraduate work, and should at least have two years of working experience in software development. In this case, the student should provide at least two references from the work place. The referees should be able to comment on the knowledge and skills of the student in software development.

¹ A dual degree option allows UWL computer science students to apply for admission to the Master of Software Engineering Program before completion of their undergraduate degree. Students seeking

this option must consult an adviser early in their academic career to qualify for the dual degree.

More information can be obtained online in the Department of Computer Science (<http://cs.uwlax.edu/programs/graduate-mse/>).

Application deadline is May 1 of each year for fall semester and November 1 for spring semester.

Curriculum

Each student in the program should complete 24 credits of course work and 12 credits of project work. The course work consists of five core courses and three elective courses.

Code	Title	Credits
Core courses		
CS 540	Software Design IV: Software Engineering	3
CS 555	Fundamentals of Information Security	3
CS 743	Software Verification and Validation	3
CS 744	Software Project Management	3
CS 746	Software Modeling and Analysis	3
Elective courses		
Select nine credits from the following:		9
CS 502	Web Application Development	
CS 510	Free and Open Source Software Development	
CS 518	Mobile Application Development	
CS 519	Topics in Computer Science	
CS 521	Programming Language Concepts	
CS 531	Introduction to Robotics	
CS 541	Operating System Concepts	
CS 542	Structures of Compilers	
CS 543	Topics in Operating Systems	
CS 549	Advances in Software Engineering	
CS 551	User Interface Design	
CS 552	Artificial Intelligence	
CS 553	Introduction to Theory of Computation	
CS 554	Digital Image Processing	
CS 556	Secure Software Development	
CS 557	Machine Learning	
CS 561	Introduction to Data Science	
CS 564	Advanced Database Management Systems	
CS 570	Parallel and Distributed Computing	
CS 571	Computer Networks	
CS 572	Internet of Things	
CS 575	Computer Graphics and Modeling	
CS 576	Data Visualization	
CS 750	Topics in Software Engineering	
CS 751	Seminar in Software Engineering	
CS 752	Independent Study	
Capstone project work		
CS 798	Software Development Project (take at least two semesters, maximum of six per semester)	12
Total Credits		36

CS 798 Software Development Project (1-6 cr.) is a 12-credit course involving a major software development project and requires the development of software for a particular application. Upon registering

for this course, a student should choose a problem, analyze its feasibility in terms of time limits and resources, develop the requirements document and design (architectural and detailed) document, implement the design and demonstrate the product with appropriate test cases. A project proposal must be submitted to the Project Evaluation Committee (PEC) in the Department of Computer Science for approval before starting the project. This proposal should include the goals, project plan, time schedule, resource requirements and other details pertinent to the project. A student can register for the project course at any time after completing at least three courses and continue to work on the project thereafter. Depending on the work done in each term, the student will be given appropriate number of credits per term as outlined in the project proposal. The project advisor (a member of the PEC) is responsible for checking the work proposed/done in each term and giving the appropriate number of credits.

At the completion of the project, the student should submit a written project report that satisfies the requirements stated in *A Guide for Writing a Software Development Project Report* (available from the Department of Computer Science). This report will be evaluated by PEC. After PEC has read the report, (normally within a month after submission), an oral examination will be conducted. Members of PEC and the project supervisors/advisers (stated below) will serve as the examiners for this oral examination. The student will be given a pass/fail grade for the course at the end of the oral examination.

The project will address a real-world problem and hence will be selected from anywhere outside the Department of Computer Science. The purpose of this project work is to apply the knowledge gained in the course work to a real-world problem. Project sponsors may be from other departments (academic and administrative) in the university or from industries. A faculty member in the Department of Computer Science and a supervisor in the unit from where the problem is chosen (another department or industry) will jointly supervise/guide the student. In the event of not being able to find a suitable project outside the Department of Computer Science, the student may seek a project given by one of the faculty members in the department. The same faculty will supervise/guide the student. The latter option provides an opportunity for students to conduct research in software engineering.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.

5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

CST - Cybersecurity Graduate Program

Cybersecurity Program

Director: Jennifer Butler Modaff

4219 Centennial Hall; 608.785.6717

Email: jbutlermodaff@uwlax.edu

uwex.wisconsin.edu/cybersecurity/ (<https://uwex.wisconsin.edu/cybersecurity/>)

www.uwlax.edu/academics/grad/cybersecurity/ (<https://www.uwlax.edu/academics/grad/cybersecurity/>)

The Master of Science in Cybersecurity Program is a fully **online** graduate program consisting of 34 credits (seven core courses, three concentration or track courses, a capstone preparation course and a project-based capstone course). The degree program is offered jointly by UW-La Crosse, UW-Green Bay, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, and UW-Superior. This program represents a comprehensive, multidisciplinary curriculum that prepares students to advance their careers and pursue their academic ambitions through leadership and management positions within the cybersecurity field. The program will equip students with the skills needed to effectively develop, implement and maintain a digital security strategy within diverse organizations and industry sectors.

In addition, the program offers four unique tracks to assist students in tailoring their coursework to meet their career goals:

- Digital forensics
- Cyber response
- Governance and leadership
- Security architecture

Graduates of the program will gain the core competencies required to assume a variety of roles across a wide range of industries to include cybersecurity analyst, security consultant, cybersecurity manager, computer system analyst, security application analyst, and information technology specialist.

Program length

The Master of Science (M.S.) in Cybersecurity Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a part-time student taking six credits a term, who does not need to complete any prerequisite coursework. Program length may be extended if students take fewer than six credits per term or due to the requirements of an individual student's plan of coursework, research or capstone project.

Graduate degree

- Cybersecurity - MS (p. 54)

Cybersecurity - Master of Science

Program requirements

Admission

Admission to the Master of Science in Cybersecurity Program requires:

1. Completion of the prerequisite coursework: Introduction to Computer Science and either Calculus or Statistics. The Introduction to Computer Science course prerequisite should show evidence of programming and database competencies. Students will be required to satisfy all program prerequisites prior to formal admission into the program.
2. An overall undergraduate grade point average of at least 3.00 on a 4.00 scale.
3. A completed bachelor's degree.

Curriculum

34 credits

Code	Title	Credits
Core		21
CYB 700	Fundamentals of Cybersecurity	
CYB 703	Network Security	
CYB 705	Sociological Aspects of Cybersecurity	
CYB 707	Cybersecurity Program Planning and Implementation	
CYB 710	Introduction to Cryptography	
CYB 715	Managing Security Risk	
CYB 720	Communication in Cybersecurity	
Choose one track		9
Digital forensics track		
CYB 725	Computer Forensics and Investigations	
CYB 730	Computer Criminology	
CYB 735	Network Forensics	
Cyber response track		
CYB 740	Incident Response and Remediation	
CYB 745	Secure Operating Systems	
CYB 750	Offensive Security and Threat Management	
Governance and leadership track		
CYB 755	Security Administration	
CYB 760	Cybersecurity Leadership and Team Dynamics	
CYB 765	Cybersecurity Management	
Security architecture track		
CYB 770	Security Architecture	
CYB 775	Applied Cryptography	
CYB 780	Software Security	
or CYB 785	Cyber Physical System Security	
Capstone		4
CYB 789	Cybersecurity Pre-Capstone	
CYB 790	Cybersecurity Capstone	
Total Credits		34

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

ESS - Athletic Training Graduate Program

Athletic Training Program

Director: Cordial Gillette

214 Mitchell Hall; 608.785.8196

Email: cgillette@uwlax.edu

www.uwlax.edu/academics/grad/athletic-training/ (<https://www.uwlax.edu/academics/grad/athletic-training/>)

The goal of the Athletic Training Graduate Program is to prepare students for professional practice in healthcare that demands interprofessional collaboration, a high degree of autonomy in decision-making, and a skill set in evidence-based practice. Athletic training graduates will enter professional practice as health care providers who collaborate with physicians to provide services in prevention, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. Graduates from the program become leading clinicians, researchers, and educators.

The Master of Science (M.S.) degree earned in the Athletic Training Program will prepare students in the areas of evidence-based practice, prevention and health promotion, clinical examinations and diagnosis, acute care of injury and illness, therapeutic interventions, psychosocial strategies and referral, healthcare administration, and professional development and responsibility. Students will gain:

1. Professional content knowledge based on best practices;
2. Diverse high quality clinical experiences;
3. The foundation for ethical decision-making;
4. Motivation to become a lifelong learner;
5. Inspiration to serve the athletic training profession, and;
6. An understanding of the role of scholarship and research in athletic training.

Program length

The Master of Science (M.S.) in Athletic Training Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

Graduate degree

- Athletic training - MS (p. 56)

Athletic Training - Master of Science

Program requirements

Admission

Admission to the Athletic Training Program is competitive and not all who apply can be accommodated. Students who desire admission to the Master of Science in Athletic Training Program must meet the

requirements and complete the admission process by the posted deadline.

Students must earn a bachelor's degree prior to entering the athletic training program. Students may complete their B.A. or B.S. while applying, but they must complete their degree before matriculating in the program. Accepted students will need to submit a final transcript demonstrating the issuance of their degree. The program does not require the bachelor's degree be completed in any particular major or discipline, nor does the program have any bias toward a particular major or discipline.

All prerequisite courses must be completed prior to beginning the program. Students may apply with outstanding courses so long as they demonstrate a plan to complete those courses before matriculating in the program. For further information on prerequisite course requirements, please visit the admissions requirements on the program's website.

Visit the Athletic Training Program (<https://www.uwlax.edu/academics/grad/athletic-training/>) website for specific information about application requirements, due dates, and procedures. Athletic Training students must submit a form through the Athletic Training Central Application System (ATCAS). (<https://atcas.liaisoncas.com/applicant-ux/#/login>)

Students admitted into the athletic training program must maintain a minimum 3.0 cumulative GPA in all course work and demonstrate progression in clinical skills. Failure to meet any one of these retention criteria requires the student to be on a probationary status. If the student does not meet all criteria in two consecutive semesters, the student will be removed from the program.

Curriculum

(68 credits)

Code	Title	Credits
ATS 700	Professional Practice and Athletic Training Healthcare	3
ATS 701	Athletic Training Clinical Evaluation Techniques	3
ATS 710	Emergency Care Principles in Healthcare	4
ATS 740	Introduction to Research Methods and Statistics in Athletic Training	3
ATS 702	Functional Anatomy and Medical Physiology	3
ATS 712	Diagnosis and Therapeutic Interventions I	5
ATS 704	Applied Neuroscience in Athletic Training	3
ATS 714	Diagnosis and Therapeutic Interventions II	5
ATS 716	Pathophysiology of General Medical Conditions	3
ATS 720	Lifespan Wellness and Conditions	5
ATS 722	Rehabilitation Psychology and Healthcare Sociology in Athletic Training	2
ATS 718	Healthcare Administration in Athletic Training	3
ATS 750	Athletic Training Readings	2
ATS 750	Athletic Training Readings	2
Clinical requirements (22 credits)		
ATS 731	Athletic Training Clinical I	4
ATS 732	Athletic Training Clinical II	4
ATS 733	Athletic Training Clinical III	4-10
ATS 734	Athletic Training Clinical IV	4-10
Total Credits		68

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

ESS - Clinical Exercise Physiology Graduate Program

Clinical Exercise Physiology Program

Director: Kathryn Johnson

141 Mitchell Hall; 608.785.6521

Email: kjohnson8@uwlax.edu

www.uwlax.edu/academics/grad/clinical-exercise-physiology/ (<https://www.uwlax.edu/academics/grad/clinical-exercise-physiology/>)

The Master of Science in Clinical Exercise Physiology Program is a 40-credit program that provides the theoretical, laboratory, research and clinical experiences necessary for a career in a cardiopulmonary rehabilitation setting. Each year's class (maximum of 15 students) entering the four-term program - summer, fall, spring, summer - receives practical, hands-on experience in Phases I and II cardiac rehabilitation, as well as graded exercise testing, in cooperation with area hospitals and clinics.

In addition, students participate in the on-campus La Crosse Exercise and Health Program (LEHP), which provides adult fitness, a long-term cardiac rehabilitation maintenance program, and health/nutrition services to over 100 participants each week. Students may either choose to complete an internship or research project as their capstone. However, if interested, students are allowed to do both. The internship - three months during the last term - presents opportunities for further clinical experience at a site of the student's choosing. The thesis or graduate project is completed throughout the academic year.

Degree candidates typically have an undergraduate degree in physical education, fitness, exercise science, kinesiology, or other allied health related fields such as biology, health education, nursing, or physical therapy. A minimum undergraduate grade point average of 3.00 is required for admission. Application deadline is January 15.

Graduates are prepared to:

- Conduct graded exercise tests
- Design exercise programs for healthy and diseased populations
- Organize and administer adult fitness, corporate fitness, and cardiopulmonary rehabilitation programs

Graduates are employed in:

- Clinic, hospital, and "free standing" rehabilitation facilities
- Diagnostic stress testing labs
- Cardiac catheterization laboratory
- Sports medicine centers
- Colleges and universities
- Adult fitness centers (public, private, and corporate)
- Medical device / pharmaceutical sales

Program length

The Master of Science (M.S.) in Clinical Exercise Physiology Program is typically a 15-month program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

Graduate degree

- Clinical exercise physiology - MS (p. 58)

Clinical Exercise Physiology - Master of Science

Program requirements

Admission

Degree candidates typically have an undergraduate degree in physical education, fitness, exercise science, or other allied health related fields such as biology, health education, nursing, or physical therapy. A minimum undergraduate grade point average of 3.00 is required for admission. Application deadline is January 15 of each year.

Prerequisites or their **equivalent** for admission into the program are:

Code	Title	Credits
ESS 205	Human Anatomy and Physiology for Exercise Science I	3
ESS 206	Human Anatomy and Physiology for Exercise Science II	3
ESS 302	Physiology of Exercise	3

Curriculum

Code	Title	Credits
Category A - Capstone (5 credits)		
Select one of the following options:		5
ESS 720	Graduate Project in Clinical Exercise Physiology	
ESS 785	Internship: Clinical Exercise Physiology	
ESS 799	Research: Master's Thesis	
Category B - Core requirements (32 credits)		
ESS 730	Research Methods for Exercise and Sport Science	3
ESS 744	Lab Techniques in Clinical Exercise Physiology	3
ESS 770	Physiology of Activity	3
ESS 774	Clinical in Phase I and Phase II Cardiac Rehabilitation	2
ESS 776	Clinical in Adult Fitness/Phase III Cardiac Rehabilitation (taken three times)	12
ESS 780	Philosophy and Organization of Preventive and Rehabilitative Programs	2
ESS 782	Electrocardiography	3
ESS 783	Graded Exercise Testing and Exercise Prescription	3
ESS 784	Advanced Cardiovascular Physiology	3
ESS 786	Advanced Cardiac Life Support (ACLS)	1
Total Credits		40

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan

Year 1						
Summer	Credits Fall		Credits Spring		Credits	
ESS 776	4 ESS 770		3 ESS 784		3	
ESS 782	3 ESS 744		3 ESS 783		3	
ESS 730	3 ESS 774		2 ESS 780		2	
			ESS 776	4	ESS 776	4
			ESS 786	1		
10		13		12		
Year 2						
Summer	Credits					
ESS 785	5					
5						
Total Credits: 40						

ESS - Exercise and Sport Science: Physical Education Teaching Graduate Program

Exercise and Sport Science: Physical Education Teaching Graduate Program

Director: Jenna Starck

133 Mitchell Hall; 608.785.6535

Email: jstarck@uwlax.edu

Exercise and Sport Science: Physical Education Teaching with Adapted Physical Education Emphasis

Program Coordinator: Brock McMullen

215 Mitchell Hall; 608.785.8167

Email: bmcullen@uwlax.edu

Exercise and Sport Science: Physical Education Teaching with Adventure/Outdoor Pursuits Emphasis

Program Coordinator: Jenna Starck

133 Mitchell Hall; 608.785.6535

Email: jstarck@uwlax.edu

www.uwlax.edu/academics/grad/physical-education-teaching/ (<https://www.uwlax.edu/academics/grad/physical-education-teaching/>)

The Physical Education Teaching Program is designed as a practitioner-oriented program for physical education teaching professionals seeking additional qualifications and expertise in areas such as teaching methods and styles, new and innovative curricular design, analysis of effective teaching, supervision, adventure, adapted physical education, and outdoor education.

Students select either the thesis option or non-thesis option. Students choosing the non-thesis option must apply for and successfully complete comprehensive written exams in the department of exercise and sport science. Within the PE teaching degree program, students must also select among the following:

1. Electives related to the field of teaching,
2. Adapted physical education emphasis, or
3. Adventure/outdoor pursuits emphasis.

All elective credits selected by the student must be approved by the program director. Additional course work may be required based on previously completed undergraduate courses.

The physical education teaching program does not result in a K-12 teaching certificate.

Program length

The Master of Science (M.S.) in Physical Education Teaching Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Associate Professor

Brock McMullen

Assistant Professor

Gicheol Kim

Christina Mehrtens

Jenna Starck

Associate Teaching Professor

Sarah Mosley

Abigail Wagner

Graduate degrees

- Exercise and sport science: physical education teaching - MS (p. 60)
- Exercise and sport science: physical education teaching - MS: adapted physical education emphasis (p. 61)
- Exercise and sport science: physical education teaching - MS: adventure/outdoor pursuits emphasis (p. 64)

ESS: Physical Education Teaching - Master of Science

This program is being offered in either the in-person format or hybrid (combination of in-person and online) format.

In-Person

The in-person track meets on campus at UWL for most classes. This format provides students the opportunity to earn a master's degree throughout the school year and summer. Most coursework will take place in the afternoon/evenings.

Hybrid/blended

The hybrid track is offered to practitioners who are unable to travel to UW-La Crosse for in-person coursework on a weekly basis. This format provides students the opportunity to earn a master's degree in an online synchronous setting in the afternoon/evenings. Additional electives (10 - 13) will need to be selected which may require in-person learning.

Program requirements

Admission Prerequisites

Prerequisites for admission or equivalents are:

Undergraduate major/minor from an accredited four-year institution in the following areas:

- physical education
- recreation

- sport science/management
- education
- psychology

Obtaining a degree listed above does not guarantee acceptance into the program. Additional experiences and coursework related to working with children and movement will be taken into consideration for admission by the PET graduate program committee.

Curriculum

33 - 36 credits depending on research option

Category A - research

• Thesis option

Code	Title	Credits
ESS 730	Research Methods for Exercise and Sport Science	3
ESS 735	Statistics for Exercise and Sport Science	3
ESS 799	Research: Master's Thesis	6
Total Credits		12

• Non-thesis option

Code	Title	Credits
ESS 730	Research Methods for Exercise and Sport Science	3
ESS 752	Assessment of Physical Education and Athletics	3
Written comprehensive exam required		
Total Credits		6

Category B - core requirements

Code	Title	Credits
ESS 725	Diversity in the Physical Activity Setting	2
ESS 727	Planning for Effective Instruction in Physical Education	2
ESS 737	Curriculum Design in Physical Education	2
ESS 759	Analysis and Supervision of Physical Education	3
ESS 765	Adventure Education for Physical Educators	2-3
ESS 771	Current Issues in Physical Education	2-3
Total Credits		14

Category C - electives

Thesis option: 10 credits

Non-thesis option: 13 elective credits

Elective courses must be related to the field of teaching. A student may select a variety of courses offered in exercise and sport science, health education, and educational studies departments. All electives must be pre-approved by the program director. Up to six credits of ESS 560 Exercise Science Clinical Forum will count toward this category.

At least half of the credits in the degree must be earned in 700 level courses.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

ESS: Physical Education Teaching - Adapted Physical Education Emphasis - Master of Science

Program Coordinator: Brock McMullen

215 Mitchell Hall; 608.785.8167

Email: bmcullen@uwlax.edu

www.uwlax.edu/academics/grad/physical-education-teaching/adapted-physical-education-emphasis-overview/ (<https://www.uwlax.edu/academics/grad/physical-education-teaching/adapted-physical-education-emphasis-overview/>)

Persons seeking graduate level adapted physical education (APE) professional development can pursue the Master of Science degree in

physical education teaching with an emphasis in teaching APE. This is a practitioner oriented program for teachers seeking additional expertise, evidence-based content knowledge, technology skills, and clinical experiences in physical education for PK-12 students with disabilities in general and/or specially designed physical education classes.

Candidates may elect to certify their program and receive UWL endorsement for a WI K-12 APE teaching license. Graduates of the program are primarily hired by school districts as adapted and/or general physical education teachers. These teachers are often employed as itinerant (traveling) APE specialists within a district and may teach students from grades PK-12 in several schools. Graduates are hired throughout the United States to serve as APE instructional leaders for school districts.

Roles commonly performed in school districts by these APE professionals include:

- Teaching at early childhood, elementary, middle, and secondary levels
- Serving as itinerant or traveling APE teachers at several schools within a school district
- Collaborating with special education and related service personnel
- Teaching students with disabilities in one-on-one, small group, or large group classes
- Preparing paraprofessionals/teaching assistants for supervised APE instruction
- Consulting with general physical education teachers and special education staff
- Team teaching in inclusive settings while assisting general physical education teachers
- Assessing physical and motor development for IEP planning and implementation
- Designing and monitoring measurable IEP goals and objectives
- Using evidence-based teaching strategies, including instructional technologies
- Transitioning students from school-based to community-based instruction leading to healthy and active lifestyles
- Coaching school and community-based sport programs for students with and without disabilities

The APE graduate program can be completed while students are enrolled either full-time or on a part-time basis.

Center on Disability Health and Adapted Physical Activity

The Center on Disability Health and Adapted Physical Activity (<https://www.uwlax.edu/center/cdhapa/>) (Center) is a focal point of the APE teacher preparation program. One of only five centers at UW-La Crosse, the Center implements many on-campus and community-based physical activity programs for individuals with disabilities of all ages. A primary mission of the Center is to conduct a variety of physical activity/education programs serving children, youth, and adults with disabilities. Opportunities to enhance teaching competencies and gain advanced leadership skills are afforded to future APE professionals. The Center serves as a resource for parents, school districts, human service agencies, and local and state agencies, as well as national organizations focusing on physical activity and health for individuals with disabilities. Examples of programs include: Children's Motor Development Program; Physical Activity Mentoring Program; Adult Fitness Program; Adapted Aquatic Program; and Adapted Sport Programs.

Financial assistance

Financial assistance is generally available each year for qualified students who pursue their graduate degree on a full-time basis. Assistance is usually in the form of graduate assistantships and/or fellowships that may include a stipend, tuition assistance for resident and nonresident students, fringe benefits, an office on campus, school-based teaching with an APE teacher mentor, and opportunities to work alongside faculty in teaching, research, service, and professional development.

Program requirements

Admission

Candidates for the Physical Education Teaching - Adapted Physical Education Emphasis Program must meet the following minimum admission requirements:

- Meet all UWL graduate admission requirements
- Have completed or be enrolled in a physical education teacher preparation program¹
- Complete a successful criminal background check (initiated by UWL - see below)

¹ The Physical Education Teaching - Adapted Physical Education Emphasis Program does not lead to endorsement for a Physical Education teaching license. Candidates accepted to the program must provide evidence to the program director that they have completed their physical education teacher preparation program and have applied for a Physical Education teaching license prior to the end of the fall term (second term of coursework). Candidates who are not able to do so may appeal for continuation in the program. Candidates whose appeal is not granted and are dismissed from the program are not eligible for tuition reimbursement.

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission (PI 34.018(2) (https://docs.legis.wisconsin.gov/code/admin_code/pi/34/iv/018/2/)). By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Teacher candidates are responsible for all costs associated with their criminal background check(s).

Certification option

Candidates in the Physical Education Teaching - Adapted Physical Education Emphasis Program may elect to certify their program and receive UWL endorsement for a Wisconsin K-12 Adapted Physical Education teaching license (#1860). In order to certify the program, candidates must:

1. Indicate their choice to certify their program by the end of the fall semester (second term of coursework).
2. Complete all Physical Education Teaching - Adapted Physical Education Emphasis Program requirements.
3. Hold a **Wisconsin** Physical Education (PE) teaching license. Candidates holding a PE license from another state must apply for a WI PE license through the Department of Public Instruction (a fee

may apply). Interested candidates should contact the SOE Teacher Certification Officer (soe@uwlax.edu).

Candidates who complete the Physical Education Teaching - Adapted Physical Education Emphasis Program without meeting all certification requirements will not be eligible for UWL endorsement for a WI Adapted Physical Education teaching license.²

² Candidates who complete the program without certification may request endorsement for a WI Adapted Physical Education teaching license at a later time, provided they have completed all current certification requirements. Endorsement after program completion is contingent on meeting all current program and WI DPI licensing requirements at the time of the request.

Curriculum

36-39 credits

Category A - research

• Thesis option

Code	Title	Credits
ESS 730	Research Methods for Exercise and Sport Science	3
ESS 735	Statistics for Exercise and Sport Science	3
ESS 799	Research: Master's Thesis	6
Total Credits		12

• Non-thesis option

Code	Title	Credits
ESS 730	Research Methods for Exercise and Sport Science	3
ESS 736	Critical Analysis Project: Adapted Physical Education	3
Total Credits		6

Category B - core requirements

Code	Title	Credits
ESS 725	Diversity in the Physical Activity Setting	2
ESS 727	Planning for Effective Instruction in Physical Education	2
ESS 737	Curriculum Design in Physical Education	2
ESS 759	Analysis and Supervision of Physical Education	3
ESS 765	Adventure Education for Physical Educators	3
ESS 771	Current Issues in Physical Education	2-3
Total Credits		14

Category C - adapted physical education teaching requirements

Thesis option: 13 credits

Non-thesis option: 16 credits

Code	Title	Credits
ESS 530	Disability and Physical Activity Implications	3
ESS 535	Sport for Persons with Disabilities	1
ESS 536	Assessment in Adapted Physical Education	3
ESS 537	Teaching and Service Delivery Models in Adapted Physical Education	3

ESS 787	Clinical Internship in Adapted Physical Education	3
Elective (required for non-thesis option only) ³		3

³ Consult with program director for appropriate coursework.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

ESS: Physical Education Teaching - Adventure/Outdoor Pursuits Emphasis - Master of Science

This program is being offered in either the in-person format or hybrid (combination of in-person and online) format.

In-Person

The in-person track meets on campus at UW-L for most classes. This format provides students the opportunity to earn a master's degree throughout the school year and summer. Most coursework will take place in the afternoon/evenings.

Hybrid/blended

The hybrid track is offered to practitioners who are unable to travel to UW-La Crosse for in-person coursework on a weekly basis. This format provides students the opportunity to earn a master's degree in an online synchronous setting in the afternoon/evenings. However, in-person attendance is required for three courses (see below):

1. ESS 765 - Offered summer over two weekends (UWL)
2. ESS 745 - Offered spring over two weekends (UWL and Devil's Lake, WI)
3. ESS 705 - Offered summer over one week (Estes Park, CO or alternate)

Program requirements

Admission

Prerequisites for admission or equivalents are:

Undergraduate major/minor from an accredited four-year institution in the following areas:

- physical education
- recreation
- sport science/management
- education
- psychology

Obtaining a degree listed above does not guarantee acceptance into the program. Additional experiences and coursework related to working with children and movement will be taken into consideration for admission by the PET graduate program committee.

Curriculum

33-36 credits depending on research option

Category A - research

• Thesis option

Code	Title	Credits
ESS 730	Research Methods for Exercise and Sport Science	3
ESS 735	Statistics for Exercise and Sport Science	3
ESS 799	Research: Master's Thesis	6
Total Credits		12

• Non-thesis option

Code	Title	Credits
ESS 730	Research Methods for Exercise and Sport Science	3
ESS 752	Assessment of Physical Education and Athletics	3
Written comprehensive exam required		

Total Credits **6**

Category B - core requirements

Code	Title	Credits
ESS 725	Diversity in the Physical Activity Setting	2
ESS 727	Planning for Effective Instruction in Physical Education	2
ESS 737	Curriculum Design in Physical Education	2
ESS 759	Analysis and Supervision of Physical Education	3
ESS 765	Adventure Education for Physical Educators	3
ESS 771	Current Issues in Physical Education	2-3

Total Credits **14**

Category C - electives

Thesis option: 10 credits

Non-thesis option: 13 credits

Code	Title	Credits
ESS 705	Outdoor Pursuits & Experiential Learning	3
ESS 745	Pedagogy of Outdoor Physical Education	3
ESS 777	Seminar in Adventure/Outdoor Physical Education	2
ESS 778	Practicum in Adventure Education	2
Elective (required for non-thesis option only) ¹		3

¹ Consult with program director for appropriate coursework.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee

must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

GEO - Geographic Information Science Graduate Program

Fundamentals of GIS Certificate Program

Director: Colin Belby

2021 Cowley Hall; 608.785.8339

Email: cbelby@uwilax.edu

www.uwilax.edu/academics/department/geography-and-environmental-science/ (<https://www.uwilax.edu/academics/department/geography-and-environmental-science/>)

This certificate prepares graduate students with the technological and theoretical skills needed to apply geospatial tools. Over the last few decades, geospatial tools have become increasingly complex, prompting a large demand for individuals with formal training. The field of geographic information science (GIS) is highly interdisciplinary and has wide range of applications within academia and industry. Outside the traditional fields of geography and environmental sciences, GIS is utilized in archeology, biology, crime analysis, data sciences, epidemiology and public health, emergency planning and disaster management, recreation management, water and wastewater management, telecommunication, engineering and business services, aerospace and defense, transportation and logistics, and oil and gas exploration.

By completing this certificate, students gain experience with common commercial and open-source geospatial software. The certificate's core and elective courses cover five aspects of the University Consortium for Geographic Information Science's GIS and Technology Body of Knowledge: (i) Conceptual Foundations, (ii) Geospatial Data Collection, Processing, and Management, (iii) Cartography and Visualization, (iv) Data Modeling, and (v) Analytical Methods.

Students need to complete nine credits, including three credits of a core course and six credits of elective courses, and submit a GIS portfolio to the program advisor upon completion of the program.

Eligibility

The Fundamentals of GIS Graduate Certificate is open only to **degree-seeking graduate students** at UWL with limited prior GIS experience. Students must be enrolled in another graduate degree-seeking program at UWL to earn this certificate.

Program length

The Fundamentals of GIS Graduate Certificate is typically the same length as the student's degree-seeking program as the certificate cannot be awarded until the student completes their degree-seeking program. UWL graduate degree-seeking programs are typically two to three years in length. Program lengths are based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attends part-time (if approved by program) or due to the requirements of an individual student's degree-seeking plan of coursework, research or capstone project.

Certificate

- Fundamentals of geographic information science (GIS) - certificate program (p. 66)

Fundamentals of Geographic Information Science (GIS) Certificate

Program requirements

Admission

A foundation in geographic information science (GIS) through prior coursework or professional work experience, approved by the department, is required for admission to the Fundamentals of GIS Program. Students without prior GIS experience can meet this requirement by completing GEO 590 Independent Study in Geography and Environmental Science. This course will provide the foundational GIS knowledge taught in GEO 305 Geographic Information Systems and Science I and additional GIS graduate level applications and learning objectives. Credits earned in GEO 590 do not count towards the Fundamentals of GIS Program.

Curriculum

Code	Title	Credits
Core		
GEO 505	Geographic Information System and Science II	3
Electives		
Select six credits from any of the following. Courses are grouped by potential areas of focus.		6
Field mapping		
GEO 510	Geospatial Field Methods	
GEO 512	Geospatial Applications of Unmanned Aerial Systems	
Remote sensing		
GEO 515	Remote Sensing of the Environment I	
GEO 545	Remote Sensing of the Environment II	
Geovisualization		
GEO 518	Map Design and Geovisualization	
GEO 555	Web Mapping	
Geospatial data analysis		
GEO 565	Geospatial Automation	
GEO 585	Geographic Information System and Science III	
GEO 588	Quantitative Methods in Geography	
Total Credits		9

Students are required to develop a GIS portfolio and submit it to the program advisor to complete the Fundamentals of GIS Program.

HP - Medical Dosimetry Graduate Program

Medical Dosimetry Program
4033 Health Science Center; 608.785.8470
Email: mdprogram@uwlax.edu

Director: Nishele Lenards
4031 Health Science Center; 608.785.6622
Email: nlenards@uwlax.edu

www.uwlax.edu/grad/medical-dosimetry/ (<https://www.uwlax.edu/grad/medical-dosimetry/>)

The Medical Dosimetry Program offers a Master of Science that provides students with an educational foundation in medical dosimetry as well as clinical experience in a radiation oncology department. The curriculum requires online courses taken synchronously with a clinical internship at an affiliated site. Admission to the program is on a competitive basis.

"The Medical Dosimetrist is a member of the radiation oncology team who has knowledge of the overall characteristics and clinical relevance of radiation oncology treatment machines and equipment, is cognizant of procedures commonly used in brachytherapy and has the education and expertise necessary to generate radiation dose distributions and dose calculations in collaboration with the medical physicist and radiation oncologist" American Association of Medical Dosimetrist (A.A.M.D.).

This program utilizes web-based instruction for the didactic coursework. The clinical practicum courses and field work are taken at affiliated radiation oncology departments and are approximately 30-40 hours per week.

Routes of entry into Master of Science program

Route of entry	Student Profile	Length	Number of Credits
Track A (full-time)	For radiation therapists	4 terms	46
Track A (part-time)	For radiation therapists	7 terms	46
Track B	For non-radiation therapists	4 terms	46

Program length

The Master of Science (M.S.) in Medical Dosimetry Program is typically a 16-month program. Number of credits required varies by track. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Clinical Associate Professor

Nishele Lenards, Program Director

Clinical Assistant Professor

Anne Marie Vann, Clinical Coordinator

Administrative Support

Pete Amann

Emilee Mielke

Shauna Salow

Angela Wiste

Graduate degrees

- Dosimetry for radiation therapist (track A) - MS (p. 67)
- Dosimetry for non-radiation therapist (track B) - MS (p. 69)

Dosimetry for Radiation Therapist (Track A) - Master of Science

Track A (full-time) includes a 12 month clinical internship program that takes place from January through December. For Track A (part-time) the clinical internship program starts in May and ends in December of the following year. This Master of Science program not only delivers the core medical dosimetry curriculum, it also offers advanced professional and research coursework that prepares graduates for future advancement in the profession. Upon graduation, the student is considered a Route 1 exam applicant by the MDCB (<http://www.mdcb.org>). This program adheres to all JRCERT accreditation standards.

Program requirements

Program admission requirements for track A

- Applicants must have earned a baccalaureate degree. (A degree in biology, chemistry, computer science, mathematics, physics, radiation therapy, radiologic sciences, or other areas approved by the program.)
- Minimum cumulative GPA of 3.00 in all college level coursework attempted.
- Minimum GPA of 3.00 in all science and math coursework attempted.
- The following prerequisite coursework completed by the application deadline:

Code	Title	Credits
Prerequisite coursework		
Human Anatomy and Physiology two-semester sequence with labs; or equivalent		6-8
Physics two-semester sequence; or equivalent		6-8
Pre-Calculus; or College Algebra + Trigonometry; or equivalent		3-4
Biology; or equivalent		3-4
Medical Terminology; or equivalent		1-3

- Universities of Wisconsin application and official transcripts.
- Written responses to required essay prompts, submitted online.
- Direct patient healthcare experience, submitted online and evaluated for the quality and extent of the experience.
- Four recommendations, two of which must come from individuals who have worked with or supervised the applicant in a clinical setting.
- Minimum of 40 hours of observation in medical dosimetry. The individual providing the observation may not also submit a recommendation.
- Evidence of current ARRT certification.
- Interviews with adjunct faculty at affiliated clinical internship sites.

International applicants must also submit the following items:

- Foreign credential evaluation with course-by-course review.
- Proof of English language proficiency for non-native speakers via an acceptable TOEFL or IELTS or DET exam score.

Additional details on admissions requirements and where to submit materials can be found on the Medical Dosimetry application process website (<https://www.uwlax.edu/grad/medical-dosimetry/application-process/>).

Curriculum - Track A (for radiation therapists)

Students enrolled in the Medical Dosimetry Master of Science Program must take all courses in sequence per semester as a cohort (see sample degree plan tab). Courses are listed in order of enrollment.

46 credits

Code	Title	Credits
DOS 511	Imaging and Localization Concepts	2
DOS 513	Anatomy for Medical Dosimetrists	2
DOS 514	Physics Fundamentals for Medical Dosimetrists	3
DOS 516	Fundamentals of Radiation Safety	1
DOS 750	Professional e-Portfolio	1
DOS 523	Treatment Planning and Calculations	4
DOS 525	Brachytherapy for Medical Dosimetrists	2
DOS 711	Research Methods I	3
DOS 771	Clinical Internship I	5
DOS 518	Professional Issues in Medical Dosimetry	1
DOS 531	Clinical Oncology for Medical Dosimetrists	2
DOS 731	Research Methods II	2
DOS 741	Protocols and Studies in Radiation Oncology	1
DOS 772	Clinical Internship II	5
DOS 541	Radiobiology for Medical Dosimetrists	1
DOS 542	Quality Assurance	2
DOS 543	Seminar in Medical Dosimetry	2

DOS 773	Clinical Internship III	5
DOS 751	Research Methods III	2
Total Credits		46

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan - full time

Year 1			
Fall	Credits Spring	Credits Summer	Credits
DOS 511	2 DOS 523	4 DOS 541	1
DOS 513	2 DOS 711	3 DOS 525	2
DOS 514	3 DOS 531	2 DOS 731	2

DOS 516	1	DOS 771	5	DOS 741	1
DOS 750	1			DOS 772	5
	9		14		11

Year 2

Fall	Credits
DOS 542	2
DOS 543	2
DOS 751	2
DOS 518	1
DOS 773	5
	12

Total Credits: 46

Sample degree plan - part time**Year 1**

Fall	Credits	Spring	Credits	Summer	Credits
DOS 511	2	DOS 523	4	DOS 525	2
DOS 513	2	DOS 531	2	DOS 541	1
DOS 514	3			DOS 771	3
DOS 516	1				
DOS 750	1				
	9		6		6

Year 2

Fall	Credits	Spring	Credits	Summer	Credits
DOS 542	2	DOS 711	3	DOS 731	2
DOS 518	1	DOS 772	4	DOS 741	1
DOS 771	2			DOS 773	3
DOS 772	1				
	6		7		6

Year 3

Fall	Credits
DOS 751	2
DOS 543	2
DOS 773	2
	6

Total Credits: 46

Dosimetry for Non-Radiation Therapist (Track B) - Master of Science

Track B includes a 12 month clinical internship program. Clinical internships will take place from **January through December**. This Master of Science program not only delivers the core medical dosimetry curriculum, it also offers advanced professional and research coursework that prepares graduates for future advancement in the profession. Upon graduation, the student is considered a Route 1 exam applicant by the MDCB (<http://www.mdc.org>). This program adheres to all JRCERT accreditation standards.

Program requirements**Program admission requirements for track B**

- Applicants must have earned a baccalaureate degree. (A degree in biology, chemistry, computer science, mathematics, physics,

radiation therapy, radiologic sciences, or other areas approved by the program.)

- Minimum cumulative GPA of 3.00 in all college level coursework attempted.
- Minimum GPA of 3.00 in all science and math coursework attempted.
- The following prerequisite coursework completed by the application deadline:

Code	Title	Credits
Prerequisite coursework		
	Human Anatomy and Physiology two-semester sequence with labs; or equivalent	6-8
	Physics two-semester sequence; or equivalent	6-8
	Pre-Calculus; or College Algebra + Trigonometry; or equivalent	3-4
	Biology; or equivalent	3-4
	Medical Terminology; or equivalent	1-3

- Universities of Wisconsin application and official transcripts.
- Written responses to required essay prompts, submitted online.
- Direct patient healthcare experience, submitted online and evaluated for the quality and extent of the experience.
- Four recommendations, two of which must come from individuals who have worked with or supervised the applicant in a clinical setting.
- Minimum of 40 hours of observation in medical dosimetry. The individual who provides the observation may not also serve as a recommendation.
- Interviews with adjunct faculty at affiliated clinical internship sites.

International applicants must also submit the following items:

- Foreign credential evaluation with course-by-course review.
- Proof of English language proficiency for non-native speakers via an acceptable TOEFL or IELTS or DET exam score.

Additional details on admissions requirements and where to submit materials can be found on the Medical Dosimetry application process website (<https://www.uwlax.edu/grad/medical-dosimetry/application-process/>).

Curriculum - Track B (for non-radiation therapists)

Students enrolled in the Medical Dosimetry Master of Science Program must take all courses in sequence per semester as a cohort (see sample degree plan tab). Courses are listed in order of enrollment.

46 credits

Code	Title	Credits
DOS 511	Imaging and Localization Concepts	2
DOS 513	Anatomy for Medical Dosimetrists	2
DOS 514	Physics Fundamentals for Medical Dosimetrists	3
DOS 516	Fundamentals of Radiation Safety	1
DOS 750	Professional e-Portfolio	1
DOS 523	Treatment Planning and Calculations	4
DOS 525	Brachytherapy for Medical Dosimetrists	2
DOS 711	Research Methods I	3
DOS 771	Clinical Internship I	5
DOS 518	Professional Issues in Medical Dosimetry	1

DOS 531	Clinical Oncology for Medical Dosimetrists	2
DOS 731	Research Methods II	2
DOS 741	Protocols and Studies in Radiation Oncology	1
DOS 772	Clinical Internship II	5
DOS 541	Radiobiology for Medical Dosimetrists	1
DOS 542	Quality Assurance	2
DOS 543	Seminar in Medical Dosimetry	2
DOS 773	Clinical Internship III	5
DOS 751	Research Methods III	2
Total Credits		46

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan

Year 1			
Fall	Credits Spring	Credits Summer	Credits
DOS 511	2 DOS 523	4 DOS 541	1
DOS 513	2 DOS 711	3 DOS 525	2
DOS 514	3 DOS 531	2 DOS 731	2
DOS 516	1 DOS 771	5 DOS 741	1
DOS 750	1	DOS 772	5
9		14	11

Year 2	
Fall	Credits
DOS 542	2
DOS 543	2
DOS 751	2
DOS 518	1
DOS 773	5
12	

Total Credits: 46

HP - Occupational Therapy Graduate Program

Occupational Therapy Program
4032 Health Science Center; 608.785.8470
Email: otprogram@uwlax.edu

Program Director: Laura Schaffer, OTD, MA, OTR/L
4049 Health Science Center; 608.785.8462
Email: lschaffer@uwlax.edu

www.uwlax.edu/grad/occupational-therapy/ (<https://www.uwlax.edu/grad/occupational-therapy/>)

Occupational therapists work with people of all ages facing physical, emotional, or cognitive challenges and help people with disabilities, injuries, or illnesses to live more independently and enjoy their lives more fully. Occupational therapy professionals use a variety of techniques and tools to help their patients achieve their goals, such as exercises, specialized equipment, and adaptive strategies. The University of Wisconsin-La Crosse Occupational Therapy Program offers an entry level master's degree in 24 months.

The University of Wisconsin-La Crosse Occupational Therapy Program is a regionally recognized program, grounded in foundational sciences, graduating entry level leaders in the field of occupational therapy, who serve as valuable interprofessional team members in the healthcare system. Graduates are committed to providing quality evidence-based services individualized to facilitate quality of life, wellness and participation throughout all populations.

Accreditation

The occupational therapy program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

7501 Wisconsin Avenue
Suite 510E
Bethesda, MD 20814

Phone: 301.652.6611 x 2914
Fax: 240.762.5140
Email: accred@aota.org
Webpage: www.acoteonline.org (<http://www.acoteonline.org>)

Program length

The Master of Science in Occupational Therapy (MSOT) Program is a 24 month program which includes 18 months of on campus academic coursework followed by 24 weeks of fieldwork at sites across the country. No part time options are available.

2025-26 Faculty/Staff

The following is the graduate faculty as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Clinical Assistant Professor

Laura Schaffer, OTD, MA, OTR/L, Program Director

Polly Berra, EdD, MS, OTR/L, Academic Fieldwork Coordinator

Erin McCann, OTD, OTR/L

Brandon McCauley, MS, OTR/L, CLT

Kim Servais, MS, OTR/L

Associate Professor

Naghmeh Gheidi, Ph.D.

Graduate degree

- Occupational therapy - MS (p. 71)

Occupational Therapy - Master of Science

The Master of Science in Occupational Therapy Program a 24 month program with extensive clinical experiences woven throughout academic coursework. The last 24 weeks of the program are spent in full-time Level II Fieldwork (OT 801) experiences in sites across the country. Students should expect to incur additional expenses for books, course fees, housing and travel during clinical fieldwork.

Graduates of the program will be eligible to sit for the national certification examination for occupational therapy administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition to certification, most states require licensure in order to practice. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Program requirements

Admission

- Earned undergraduate degree (or degree completed prior to the start of the program)
- Completion of all prerequisite course work

Code	Title	Credits
	Anatomy and Physiology	8
	Physics	4
	Life Span Development	3
	Statistics or Principles of Research	4
	Abnormal Psychology	3
	Introductory Sociology or Anthropology	3
	Medical Terminology	1

- A minimum grade point average of 3.0 for undergraduate studies
- No grade of less than "C" in any prerequisite coursework
- No more than two "C"s in prerequisite coursework
- Completed application for admission to the Occupational Therapy Centralized Application Service (OTCAS)
- Completion of admissions interview

Selection process

Twenty-six students are admitted each year. The deadline for application to the occupational therapy program is mid-December for classes

beginning the following September. Factors considered in the admission process are academic success (GPA), commitment to the profession of occupational therapy, and professional abilities as demonstrated in OTCAS application. Specific deadlines, application materials, and weighting of application criteria are available at 4031 Health Science Center and with the Occupational Therapy Program. (<https://www.uwlax.edu/grad/occupational-therapy/>)

Curriculum

Required coursework (in order of enrollment)

71 credits

Code	Title	Credits
OT 524	Clinical Anatomy	2
OT 525	Applied Clinical Anatomy	2
OT 530	Foundations of Occupational Therapy	2
OT 531	Applied Foundations of Occupational Therapy	1
OT 544	Movement Principals in Occupational Therapy	1
OT 545	Clinical Applications of Movement	1
OT 550	Scholarly Practice I: Foundation of Research in Occupational Therapy	2
OT 650	Pediatrics I	2
OT 651	Applied Pediatrics I	1
OT 791	Level I Fieldwork: Pediatrics	1
OT 611	Acute and Complex Conditions in Occupational Therapy	3
OT 625	Community Mental Health Promotion	2
OT 626	Applied Mental Health Promotion	1
OT 670	Adult Orthopedic Rehabilitation	2
OT 671	Applied Adult Orthopedic Rehabilitation	1
OT 740	Pediatrics II	2
OT 741	Applied Pediatrics II	1
OT 751	Scholarly Practice II: Occupational Therapy Research and Applied Statistics	2
OT 515	Functional Neuroanatomy	3
OT 640	Assistive Technology	2
OT 700	Physical Agent Modalities	1
OT 772	Clinical Reasoning Through the OT Process	2
OT 790	Level I Fieldwork: Adult Physical Rehabilitation	1
OT 526	Motor Control Principles in Occupational Therapy	1
OT 730	Neurorehabilitation	2
OT 731	Applied Neurorehabilitation	1
OT 760	Scholarly Practice III: Evidence-Based Practice and Research	3
OT 776	Geriatric Practice	2
OT 777	Applied Geriatric Practice	1
OT 780	Program Development	3
OT 797	Clinical Readiness	1
OT 725	Professional Practice I	2
OT 770	Scholarly Practice IV: Analysis and Scholarly Dissemination	2
OT 782	Level I Fieldwork: Community Mental Health & Wellness	1
OT 800	Clinical Practice	1
OT 727	Professional Practice II	1

OT 801	Level II Fieldwork (taken twice)	12
Total Credits		71

Optional electives

- OT 720 Selected Topics in Occupational Therapy will be taught periodically as an elective during Fall II or Spring II semesters.
- OT 798 Independent Study in Occupational Therapy is taught by arrangement with occupational therapy faculty.
- OT 799 Research: Master's Thesis is an elective and may be started in Fall II and would be repeated each semester until thesis is completed (minimum four – maximum six credits).

Degree completion requirements

Prior to granting the degree students must:

- Maintain a 3.0 GPA throughout the professional graduate program
- Successfully complete (grade of "C" or better) all didactic coursework requirements
- Successfully complete (grade of "pass") two Level II fieldwork placements (total of 24 weeks)
- Finish all Level II fieldwork within 24 months of completion of academic portion of the program

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intercession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan

Year 1

Fall	Credits Winter	Credits Spring	Credits Summer	Credits
OT 524	2 OT 791	1 OT 611	3 OT 515	3
OT 525	2	OT 625	2 OT 640	2
OT 530	2	OT 626	1 OT 700	1
OT 531	1	OT 670	2 OT 772	2
OT 544	1	OT 671	1 OT 790	1
OT 545	1	OT 740	2	
OT 550	2	OT 741	1	
OT 650	2	OT 751	2	
OT 651	1			
	14	1	14	9

Year 2

Fall	Credits	Spring Credits	Summer Credits	
OT 526	1	OT 725	2 OT 801	6
OT 730	2	OT 770	2	
OT 731	1	OT 782	1	
OT 760	3	OT 800	1	
OT 776	2	OT 727	1	
OT 777	1	OT 801	6	
OT 780	3			
OT 797	1			
	14	13		6

Total Credits: 71

Optional electives

- OT 720 Selected Topics in Occupational Therapy is taught periodically as an elective during Fall II or Spring II semesters.
- OT 798 Independent Study in Occupational Therapy is taught by arrangement with occupational therapy faculty.
- OT 799 Research: Master's Thesis is an elective and may be started in Fall II and would be repeated each semester until thesis is completed (minimum four - maximum six credits).

HP - Physical Therapy Graduate Program

Doctor of Physical Therapy (DPT) Program
4063 Health Science Center; 608.785.8470
Email: pt@uwlax.edu

Program Director: Patrick Grabowski, PT, Ph.D, OCS
4066 Health Science Center; 608.785.6623
Email: pgrabowski@uwlax.edu

www.uwlax.edu/grad/physical-therapy/ (<https://www.uwlax.edu/grad/physical-therapy/>)

Physical therapists are health professionals educated at the doctoral level with expertise in the area of diagnosing and treating patients who have movement disorders. A professional doctoral degree involves extensive study over a wide range of courses integrating basic sciences with skilled professional practice. The practitioner must exhibit strong clinical skills and reasoning based on evidence-based rationale. Graduates will be able to enter practice with skills required to independently examine, evaluate, diagnose, render a prognosis, and assess outcomes for interventions in the management of impairments, functional limitations, and disabilities of the cardiopulmonary, musculoskeletal, neuromuscular, and integumentary systems. Graduates will also be able to provide health care that produces the best possible health outcomes and patient experiences for a reasonable cost. They must also be experts at advocating for consumers, caregivers and the physical therapy profession.

The graduate-level professional curriculum is nine semesters long. Six semesters will emphasize classroom and laboratory learning and take place on the UWL campus. The final three semesters (36 weeks) will be comprised of internships that take place off-campus and culminate with students returning to campus for a debriefing session. The purpose of the internship is to allow students to be mentored by a master clinician to ensure that didactic knowledge translates into applied skill. Internship sites are selected based upon their learning environment. Clinical instructors are located nationwide. Program graduates must also pass the National Physical Therapy Examination administered by the Federation of State Boards of Physical Therapy to be licensed to practice as a physical therapist.

Program length

The Doctor of Physical Therapy (DPT) Program is typically a three-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Patrick Grabowski, PT, Ph.D, OCS

Thomas Kernozek, Ph.D

Clinical Professor

Paul Reuteman, PT, DPT, MHS, OCS, LAT

Associate Professor

Megan Litster, Ph.D

Assistant Professor

Shane Murphy, Ph.D, ATC, PES

Steni Sackiriyas, PT, DSc

Clinical Assistant Professor

Lisa VanWiel, PT, DPT

Clinical Associate Professor

Inga Cluppert, PT, DPT

Hanni Cowley, PT, DPT, SCS

Michelle Olson, PT, DPT

Amy Taebe, PT, DPT, PCS

Research Program Manager

Drew Rutherford, MS

Administrative Support

Pete Amann

Elizabeth Dickman

Emilee Mielke

Shauna Salow

Angela Wiste

Graduate degree

- Doctor of Physical Therapy - DPT (p. 74)

Doctor of Physical Therapy

Summary of program

- Cohort size: 45 admitted per year
- Total program credits: 111 credits (with option for four additional elective credits)
- Curriculum length: 34 months
- Didactic study: 86 weeks (1708-1806 contact hours)
- Full time clinical study: 42 weeks (1680 contact hours)
- Terminal internships: 36 weeks

Program requirements

Admission

It is the policy of the University of Wisconsin-La Crosse Physical Therapy Program that all students who desire admission to the program must meet the requirements and complete the admission (<https://www.uwlax.edu/grad/physical-therapy/admission-requirements/>) process by the posted deadlines. Admission to the program is competitive. All applications will be carefully reviewed, adhering to the procedure detailed below. All applicants, regardless of professional or academic background, must meet the following requirements for admission.

- All required application materials must be submitted to PTCAS by the program's deadline.
- A non-refundable program application fee is required of all applicants.
- Complete an online asynchronous interview process. All interviews are conducted using an online learning platform called Canvas where students record their responses to a series of interview questions for review by the program's Admissions Committee.
- All ten prerequisite courses (listed below) must be completed prior to beginning the program. Students may apply with outstanding courses if they demonstrate a plan to complete those courses before matriculating in the program.
- Submission of official Graduate Review Exam (GRE) scores directly from ETS taken within the last five years. GRE minimums: 143 verbal, 143 quantitative, 3.0 written.
- Achieve an undergraduate cumulative grade point average (GPA) of 3.0.
- Achieve a GPA of 3.0 in the prerequisites courses (listed below).
- Completed undergraduate degree by the time of entry into the program. Select students may be able to enter the program prior to receiving their undergraduate degree under dual-degree agreements. (At UWL, such agreements exist with the Departments of Physics and Biology.)

Prerequisite requirements

All applicants must successfully complete the following prerequisite courses:

Code	Title	Credits
	General Biology (Lab)	4
	Human Anatomy (Lab)	4
	Human Physiology (Lab)	4
	Chemistry (Lab)	8
	Physics (Lab)	8
	Statistics	3
	Psychology	3
	Psychology or Sociology	3

Admission to the Physical Therapy Program at the University of Wisconsin-La Crosse is based on academic and personal qualifications considered necessary for a successful and competent entry level physical therapist. The UWL Physical Therapy Program grants the privilege of admission to applicants who have met the criteria set by the Physical Therapy Admissions Committee.

Curriculum

Classroom and laboratory learning (listed in order of enrollment)

111 credits (includes internship credits)

Courses are taken at UWL.

Code	Title	Credits
PTS 509	Human Gross Anatomy	3
PTS 510	Applied Human Gross Anatomy	3
PTS 512	Medical Physiology	4
PTS 520	Introduction to Physical Therapy Practice and Evaluation Techniques	1
PTS 521	Applied Introduction to Physical Therapy Practice and Evaluation Techniques	2
PTS 661	Professional Series 1 - Physical Therapy Foundations	1
PTS 516	Physiological Regulation of Exertion and Disease	1
PTS 517	Applied Physiological Regulation of Exertion and Disease	1
PTS 523	Physical Agents	1
PTS 524	Applied Physical Agents	1
PTS 525	Kinesiology and Biomechanics of Normal and Abnormal Movement	2
PTS 526	Applied Biomechanics and Kinesiology of Movement	1
PTS 527	Clinical Foundations of the Physical Therapy Examination	2
PTS 528	Applied Clinical Foundations of the Physical Therapy Examination	2
PTS 611	Pathophysiology and Differential Diagnosis	3
PTS 662	Professional Series 2 - Communication Strategies in Physical Therapy	1
PTS 651	Fieldwork: Introduction to Clinical Learning	1
PTS 518	Motor Control, Learning and Development	1
PTS 519	Applied Motor Control, Learning, and Development	1
PTS 535	Functional Neuroanatomy	2
PTS 536	Applied Functional Neuroanatomy	1
PTS 545	Foundations of Clinical Research	2
PTS 546	Applied Foundations of Clinical Research	1
PTS 619	Early Intervention and Acute Care Physical Therapy	2
PTS 620	Applied Early Intervention and Acute Care Physical Therapy	1
PTS 625	Physical Therapy Management of the Cardiovascular/Pulmonary System	3
PTS 626	Applied Physical Therapy Management of the Cardiovascular/Pulmonary System	1
PTS 627	Therapeutic Exercise and Manual Therapy	1
PTS 628	Applied Therapeutic Exercise and Manual Therapy	1
PTS 663	Professional Series 3 - Ethics and Legal Aspects in Physical Therapy Practice	1
PTS 542	Research and Applied Statistics	3
PTS 543	Instrumentation for Human Movement	1
PTS 544	Applied Instrumentation for Human Movement	1
PTS 623	Integument System	1
PTS 624	Applied Integument System	1

PTS 728	Musculoskeletal Evaluation and Treatment: Spine	2
PTS 729	Applied Musculoskeletal Evaluation and Treatment: Spine	1
PTS 761	Professional Series 4 - Interactions in Physical Therapy	1
PTS 751	Fieldwork: General Practice	2
PTS 701	Applied Adult Clinical Practice (required in two semesters)	2
PTS 709	Health and Wellness in Physical Therapy Practice	1
PTS 712	Clinical Radiology	1
PTS 715	Musculoskeletal Examination and Intervention: Lower Extremity	2
PTS 716	Applied Musculoskeletal Examination and Interventions: Lower Extremity	1
PTS 735	Adult Neurorehabilitative Physical Therapy I	2
PTS 736	Applied Adult Neurorehabilitative Physical Therapy I	1
PTS 741	Evidenced Based Practice in Physical Therapy	2
PTS 742	Research Practicum	1
PTS 762	Professional Series 5 - Applied Clinical Teaching in Physical Therapy	1
PTS 702	Contemporary Practice in Neuromusculoskeletal Physical Therapy	1
PTS 710	Applied Health and Wellness in Physical Therapy Practice	1
PTS 711	Pharmacology	2
PTS 730	Physical Therapy for Children	3
PTS 731	Applied Physical Therapy for Children	1
PTS 733	Health Administration	2
PTS 737	Musculoskeletal Examination and Intervention: Upper Extremity	2
PTS 738	Applied Musculoskeletal Examination and Interventions: Upper Extremity	1
PTS 739	Adult Neurorehabilitative Physical Therapy II	1
PTS 740	Applied Adult Neurorehabilitative Physical Therapy II	1
PTS 742	Research Practicum	1
PTS 763	Professional Series 6 - Clinical Decision Making in Physical Therapy	1
Total Credits		92

Internships (taken off campus)

19 credits

Focus of internship may occur in different order per student.

Code	Title	Credits
PTS 851	Clinical Education Experience I	6
PTS 831	Clinical Decision Making	1
PTS 852	Clinical Education Experience II	6
PTS 853	Clinical Education Experience III	6
Total Credits		19

Elective courses (optional)

Code	Title	Credits
PTS 700	Selected Topics in Physical Therapy	1-3
PTS 703	Clinical Anatomy Review	1

PTS 798	Independent Study	1-3
PTS 854	Capstone Project	1

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan

Classroom and laboratory learning

Year 1				
Summer	Credits Fall	Credits Winter	Credits Spring	Credits
(10 weeks)	(14 weeks)	Intersession (2 weeks)	(14 weeks)	
PTS 509	3 PTS 516	1 PTS 651	1 PTS 518	1

PTS 510	3	PTS 517	1	PTS 519	1
PTS 512	4	PTS 523	1	PTS 535	2
PTS 520	1	PTS 524	1	PTS 536	1
PTS 521	2	PTS 525	2	PTS 545	2
PTS 661	1	PTS 526	1	PTS 546	1
		PTS 527	2	PTS 619	2
		PTS 528	2	PTS 620	1
		PTS 611	3	PTS 625	3
		PTS 662	1	PTS 626	1
				PTS 627	1
				PTS 628	1
				PTS 663	1
	14	15	1		18

Year 2

Summer (8 weeks):	Credits Fall (14 weeks)	Credits	Spring Credits (14 weeks)	
PTS 542	3	PTS 701	1	PTS 701
PTS 543	1	PTS 709	1	PTS 702
PTS 544	1	PTS 712	1	PTS 710
PTS 623	1	PTS 715	2	PTS 711
PTS 624	1	PTS 716	1	PTS 730
PTS 728	2	PTS 735	2	PTS 731
PTS 729	1	PTS 736	1	PTS 733
PTS 761	1	PTS 741	2	PTS 737
August (4 weeks):		PTS 742	1	PTS 738
PTS 751	2	PTS 762	1	PTS 739
				PTS 740
				PTS 742
				PTS 763
	13	13		18

Year 3

Summer (12 weeks)	Credits Fall (14 weeks)	Credits	Spring Credits (14 weeks)	
PTS 851 ¹	6 PTS 831	1	PTS 853 (12 weeks) ¹	6
	PTS 852 (12 weeks) ¹	6		
	6	7		6

Total Credits: 111

¹ Internship I, II, III: Inpatient, Outpatient, and Autonomous Practice.
However, focus of internship may occur in different order per student.

HP - Physician Assistant Studies Graduate Program

Physician Assistant Studies Program
4032 Health Science Center; 608.785.8470
Email: paprogram@uwlax.edu

Director: Maggie Laufenberg
0024 Health Science Center; 608.785.8479
Email: mlaufenberg@uwlax.edu

www.uwlax.edu/grad/physician-assistant-studies/ (<https://www.uwlax.edu/grad/physician-assistant-studies/>)

Physician assistants (PAs) are health professionals licensed to practice medicine in collaborative/supervisory relationships with physicians. PAs work in a variety of practice settings including hospitals, clinics, nursing homes, and research centers. PAs are qualified to take medical histories, examine patients, perform select medical procedures, order and administer diagnostic tests, make diagnoses, treat illnesses, and assist in surgery. The care they provide might otherwise be provided by physicians. PAs can provide care as generalists in primary care situations or in subspecialty areas of medicine. Common specialties in which PAs practice include family practice, internal medicine, obstetrics and gynecology, emergency medicine, orthopedics, surgery, and pediatrics.

The PA Program represents a partnership between the University of Wisconsin-La Crosse, Gundersen Medical Foundation, Mayo School of Health Sciences, and Marshfield Clinic Health System. The graduate-level professional curriculum is 24 months in length and involves classes on the campuses of all four partner institutions. The curriculum includes a 12-month pre-clinical year consisting primarily of classroom and laboratory activities. A 12-month clinical year follows and involves rotations in a variety of clinical specialties. These clinical experiences are provided primarily using Gundersen, Mayo, and Marshfield Clinic Health System clinical sites.

Upon completion of all degree requirements, students are awarded a Master of Science degree in Physician Assistant Studies (MSPAS) from UWL. The program is accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). To be licensed for practice, graduates must pass the Physician Assistant National Certification Exam (PANCE) administered by the National Commission on Certification of Physician Assistants (NCCPA).

Program length

The Master of Science (M.S.) in Physician Assistant Studies Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Clinical Assistant Professor

Sarah Eichenberg, PA-C, MSPAS

Ivy Elsbernd, PA-C, MSPAS

Maggie Laufenberg, PA-C, MMS

Lisa Iverson-Liermo, PA-C, DrPH

Quinn Seston, PA-C, BS, MPA, MBA

Aubrey Wesely, PA-C, MMS

Graduate degree

- Physician assistant studies - MS (p. 78)

Physician Assistant Studies - Master of Science

The rigor of this training program and the skills and responsibility necessary for clinical practice as a physician assistant (PA) require the program to seek applicants with a strong academic background, along with refined interpersonal skills and maturity. Prior healthcare experience is also an indicator of a career commitment to clinical practice.

While academic preparation is the primary criterion used in the admissions review process, nonacademic factors may contribute to the strength of an application. These may include qualities such as demonstrated leadership, involvement, and/or adding a diverse dimension to our campus community. Diversity is essential to our university and profession. Individuals from underrepresented, disadvantaged, or marginalized communities, and military veterans, are encouraged to apply.

The program's admission process will consider each applicant's strengths and select for admission those applicants best qualified to meet the program's mission: "In collaboration with nationally renowned partners, we develop exemplary PAs, in an inclusive culture, who equitably optimize the health of our region." To align with this mission, current employees of Gundersen Health System, Mayo Clinic, Marshfield Clinic, or UW-L who are interested in advancing their career as a PA are encouraged to apply.

Program requirements

Admission

Application process

To be considered for admission applicants must have all of the following completed:

1. An application with the Central Application Service for Physician Assistants (CASPA) including three letters of reference. CASPA is a national application service that collects and verifies application materials and calculates various GPAs before forwarding the applicants file to the programs selected by the applicant. For details, visit CASPA (https://help.liaisonedu.com/CASPA_Applicant_Help_Center/).

2. A UWL - Gundersen - Mayo - Marshfield PA Program Supplemental Application.
3. Submission of the program application fee.
4. International applicants have additional requirements. (<https://www.uwlax.edu/grad/physician-assistant-studies/admission-requirements/>)

To be considered for an interview, all references, transcripts, and GRE scores must be received by CASPA by August 1. The program application fee must be submitted to UWL by August 1 as well. CASPA stops accepting materials after the deadline passes. For details, visit CASPA (https://help.liaisonedu.com/CASPA_Applicant_Help_Center/).

Admission requirements

1. An earned bachelor's degree from an accredited institution.
2. A minimum cumulative GPA (as calculated by CASPA) of 3.00 calculated on a 4-point scale.
3. A minimum science (as defined and calculated by CASPA) GPA of 3.00 on a 4-point scale.
4. Submit Casper test score. There is no minimal score requirement.
5. Submit healthcare experience. A minimum of 200 hours of direct patient care experience is required. By 2026, 500 hours of direct patient care experience will be required.

Interview selection factors

An interview is required for admission to the program. Factors considered in the interview selection include the following:

- Cumulative Grade Point Average (GPA), as calculated by CASPA
- Science GPA, as calculated by CASPA
- Casper score
- Patient care experience hours
- Current employment at Gundersen Health System, Mayo Clinic, or Marshfield Clinic (minimum employment of at least 12 months at the time of application submission)
- UWL students currently enrolled at least part-time (> 6 credits) and on track to earn a bachelor's degree prior to the program start **or** those who have graduated from UWL within 12 months of application submission

Final admission selection

- Written application including references
- Background predictive of potential for future practice in the service areas of the program's partner institutions
- Knowledge of the PA profession and the profession's role in the healthcare system
- Interpersonal skills
- Quality and extent of healthcare related experience
- Rigor of undergraduate education

Any offer of admission will be contingent on acceptance of the candidate by the University of Wisconsin-La Crosse Office of Admissions and successful completion of all degrees and current coursework, including prerequisites.

Program prerequisites

Applicants must have the following coursework completed prior to beginning the PAS Program. Students may apply with outstanding prerequisite courses so long as they demonstrate a plan to complete those courses before matriculating in the program.

Biology: At least 11 semester hours of biology in the following areas including at least two lab courses:

- **Anatomy and Physiology:** One semester of human anatomy AND one semester of human physiology; OR a two-semester sequence of combined human anatomy which must be at the 200/sophomore level or above. Though vertebrate and mammalian anatomy and physiology are acceptable, human anatomy and physiology is strongly preferred.
- **Microbiology:** One semester at the 200/sophomore level or above.
- **Chemistry:** A minimum of 11 semester hours of chemistry including the following courses, at least two of which must include a laboratory:
 - *General Chemistry:* One semester of general or introductory chemistry.
 - *Organic Chemistry:* One semester at the 200/sophomore level or above.
 - *Biochemistry:* One semester at the 300/junior level or above. Molecular or cellular at the 300 level or above is an acceptable alternative.

Mathematics: A minimum of two semesters of mathematics including:

- *Pre-calculus/Calculus:* One semester of college algebra with trigonometry or pre-calculus or calculus.
- *Statistics:* One semester of statistics.

Psychology: A minimum of one semester of general, introductory, developmental, or abnormal psychology.

Health care experience: Prior direct patient care health experience is expected but not required. Such experience provides evidence of a career commitment to healthcare as a PA. In the program's competitive admission process, the length and depth of healthcare experience is a selection factor.

Technical standards of performance: Applicants must also meet the program's technical standards of performance in the areas of observation, communication, motor function, intellectual/conceptual, integrative and quantitative ability, and behavioral and social attributes. The Physician Assistant Program has posted these standards online. Applicants may have accommodations to meet these standards.

Applicable UWL courses:

Code	Title	Credits
Biology		
BIO 312	Human Anatomy and Physiology I (BIO 103 or BIO 105 and CHM 103 are prereqs)	4
BIO 313	Human Anatomy and Physiology II	4
Microbiology		
MIC 230	Fundamentals of Microbiology (BIO 103 or BIO 105 and CHM 103 are prereqs)	4
Chemistry		
CHM 103	General Chemistry I	5
CHM 104	General Chemistry II	5
Organic chemistry		
Select either:		
CHM 300	Fundamental Organic Chemistry	4
OR		
CHM 303 & CHM 304	Organic Chemistry Theory I and Organic Chemistry Theory II	6

Biochemistry		
Select either:		
CHM 325	Fundamental Biochemistry ¹	4
OR		
CHM 417 & CHM 418	Biochemistry I: Macromolecules and Biochemistry II: Metabolism	7
Mathematics		
MTH 151 or MTH 207	Precalculus Calculus I	4
Statistics		
STAT 145 or STAT 305	Elementary Statistics Statistical Methods	4
Psychology		
Select one from:		
PSY 100	General Psychology	3
PSY 212	Lifespan Development	3
PSY 204	Abnormal Psychology	3
PSY 356	Infancy and Childhood	3
PSY 357	Adolescence	3
PSY 358	Adulthood	3

¹ BIO 435 or BIO 315 are acceptable alternatives.

Professional PAS curriculum

The PA Program curriculum includes a total of 108 required credits including 64 credits of didactic and professional development and 44 credits of supervised clinical experiences. Matriculating students are enrolled full-time as a cohort and pre-clinical courses are offered once per year. Students must successfully complete the pre-clinical year to advance to the clinical year.

The clinical year is also full-time and composed of required (PAS 720-732) and specialty rotations (PAS 734) as well as a professional development seminar series. The rotations do not need to be completed in a specific order and sequence is subject to availability of clinical sites.

Pre-clinical year courses (listed in order of enrollment)

59 credits

Code	Title	Credits
PAS 509	Human Gross Anatomy	3
PAS 510	Applied Human Gross Anatomy	3
PAS 626	Physiology for the Medical Professional	4
PAS 640	Introduction to the Physician Assistant Profession	1
PAS 680	Pathology	1
PAS 630	Clinical Pharmacology I	3
PAS 642	Medical History and Physical Exam	3
PAS 643	Applied Medical History and Physical Exam	1
PAS 654	Evidence Based Practice for PAs	2
PAS 681	Medical Diagnostics	1
PAS 682	Internal Medicine: Cardiology	3
PAS 683	Gastroenterology	2
PAS 685	Pulmonology	2
PAS 703	Endocrinology	1
PAS 707	Hematology	1

PAS 711	Clinical Neuroscience I	2
PAS 800	Clinical Assessment I	1
PAS 637	Clinical Practice Skills I	1
PAS 649	Health Care Administration, Law, and Ethics	1
PAS 717	Rheumatology	1
PAS 628	Infectious Diseases	2
PAS 631	Clinical Pharmacology II	2
PAS 647	Applied Clinical Practice Skills	2
PAS 652	Clinical Procedures (one credit repeated twice)	2
PAS 701	Nephrology	1
PAS 709	Emergency Medicine	1
PAS 712	Clinical Neuroscience II	2
PAS 760	Obstetrics - Maternal/Fetal Care	1
PAS 762	Pediatric and Adolescent Medicine	1
PAS 763	Genitourinary Medicine	1
PAS 764	Applied Genitourinary Medicine	1
PAS 770	Principles of Surgical Medicine	1
PAS 771	Orthopedics	1
PAS 772	Principles of Surgical Medicine III: Surgical Subspecialties of Otorhinolaryngology and Ophthalmology	1
PAS 773	Dermatology	1
PAS 801	Clinical Assessment II	1
PAS 700	Society and Population Health	1

Total Credits **59**

Clinical rotations

44 credits

Completion of required rotations (PAS 720-732) and specialty rotations (PAS 734) do not need to be completed in a specific order. Sequence is subject to availability of specific sites.

Code	Title	Credits
Required clinical rotations		
PAS 720	Family Medicine Rotation	4
PAS 722	Internal Medicine Rotation	4
PAS 724	General Surgery Rotation	4
PAS 726	Women's Health Rotation	4
PAS 728	Pediatric Rotation	4
PAS 730	Behavioral Health Rotation	4
PAS 732	Emergency Medicine Rotation	4
Specialty clinical rotations		
PAS 734	Specialty Medicine Rotation (four credits repeated four times)	16
Total Credits		44

Professional development

5 credits

Code	Title	Credits
PAS 790	PA Professional Development I Seminar	1
PAS 792	PA Professional Development II Seminar	2
PAS 794	PA Professional Development III Seminar	1
PAS 802	Summative Assessment	1
Total Credits		5

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan

Course schedule by semester:

Pre-Clinical Year

Summer	Credits Fall	Credits Winter	Credits Spring	Credits
PAS 509	3 PAS 630	3 PAS 649	1 PAS 628	2
PAS 510	3 PAS 642	3 PAS 637	1 PAS 631	2
PAS 626	4 PAS 643	1 PAS 717	1 PAS 647	2
PAS 640	1 PAS 654	2	PAS 701	1
PAS 680	1 PAS 681	1	PAS 709	1
	PAS 682	3	PAS 712	2

PAS 683	2	PAS 760	1
PAS 685	2	PAS 762	1
PAS 703	1	PAS 763	1
PAS 707	1	PAS 764	1
PAS 711	2	PAS 770	1
PAS 800	1	PAS 771	1
		PAS 772	1
		PAS 773	1
		PAS 801	1

	12	22	3	19
Clinical Year				
Summer	Credits Fall	Credits Winter	Credits	
PAS 652 (2) ¹	1 Clinical rotations, four 4-week rotations. Select four of the following:	16 Winter Intersession and Spring Semester		
Clinical rotations, three 4-week rotations. Select three of the following:	12 PAS 720	4 Clinical rotations, four 4-week rotations. Select four of the following:	16	
PAS 720	4 PAS 722	4 PAS 720	4	
PAS 722	4 PAS 724	4 PAS 722	4	
PAS 724	4 PAS 726	4 PAS 724	4	
PAS 726	4 PAS 728	4 PAS 726	4	
PAS 728	4 PAS 730	4 PAS 728	4	
PAS 730	4 PAS 732	4 PAS 730	4	
PAS 732	4 PAS 734	4 PAS 732	4	
PAS 734	4 PAS 792	2 PAS 734	4	
PAS 700	1	PAS 794	1	
PAS 790	1	PAS 802	1	
	15	18	18	

Total Credits: 107

¹ PAS 652 will be taken in the Summer after Pre-Clinical Spring semester for a total of two credits.

IS - Information Technology Management Graduate Program

Information Technology Management Program

Director: Peter Haried

241 Wing Technology Center; 608.785.8103

Email: pharied@uwlax.edu

<https://itmanagement.wisconsin.edu/>

<https://www.uwlax.edu/grad/information-technology-management/>

The Master of Science in Information Technology Management Program is a fully **online** curriculum consisting of 31 credits (10 three-credit courses and a one - credit capstone preparation course). The degree program is offered jointly by UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Stevens Point, UW-Stout, and UW-Superior. The program represents a multidisciplinary curriculum that balances real-world applications and practices relevant to the current field and draws primarily from business, information systems, information technology, cybersecurity, data science, communications and project management. Graduates of the program will gain the knowledge and skills required to manage information technology functions across a wide range of industries. The required capstone course, which represents the culminating experience in the program, will provide students with the opportunity to apply skills acquired from coursework through a project-based experience that addresses a problem, need, or concern in an IT setting.

Certificates

The Information Technology Management Program also offers three certificates and the option to complete the master's degree. The certificates are organized into three IT management topics:

- IT Leadership
- Enterprise Infrastructure
- IT Operations

Each certificate can be earned independently. Completing the master's degree in total would require completing all three certificates, plus the pre - capstone and capstone courses.

Information Technology Management credit for prior learning policy

The Department of Information Systems awards credit for prior learning in ITM 730 Agile and Traditional IT Project Management (3 cr.) to any current degree or certificate-seeking UWL student who presents a valid and current certification for the course in which credit is desired - see certifications listed below. In each instance, credit is awarded with a grade of Satisfactory ("S"), which is not included in a student's grade point average.

Contact the College of Business Administration Academic Services Director (cbadeans@uwlax.edu) to begin the process. There is no fee for this evaluation.

Qualifications

For ITM 730 Agile and Traditional IT Project Management (3 cr.), student must have a valid, **current** certification in one of the following:

- Project Management Institute (PMI) Project Management Professional (PMP) certification.

- Other certifications may also be considered on a case-by-case basis but must first be reviewed and approved by the student's program director.

Program length

The Master of Science (M.S.) in Information Technology Management Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a part - time student taking six credits a term, who does not need to complete any prerequisite coursework. Program length may be extended if students take fewer than six credits per term or due to the requirements of an individual student's plan of coursework, research or capstone project.

The graduate certificate programs are typically one - year programs. The program length is based on how long the required UWL coursework would take to complete for a part - time student, taking one course per term. Program length may be shortened if students take more than one course in a term.

Graduate degree

- Information technology management - MS (p. 82)

Certificates

- Enterprise infrastructure certificate (p. 83)
- IT leadership certificate (p. 83)
- IT operations certificate (p. 84)

Information Technology Management - Master of Science

Program requirements

Admission

To qualify for admission to the Master of Science in Information Technology Management Program, a candidate must have:

1. A baccalaureate degree from an accredited institution
2. A 3.0 undergraduate GPA
3. Prerequisite coursework in:
 - a. Programming 1
 - b. Database 1
 - c. Data Communications/Network
4. Two letters of recommendation
5. A resume
6. Up to 1,000 word statement of personal intent describing the candidate's decision to pursue this degree and what the candidate will bring to the information technology field

Provisional admission

Provisional admission will be considered using the following guidelines:

- 2.5 GPA and above at the discretion of the Academic Director and home campus

- Below a 2.5 GPA, a student can remediate by taking two of the following ITM introductory courses and earning a "B" or better in each course (pending approval from the Academic Director)
 - ITM 700 Communications for IT Professionals
 - ITM 705 Leading the IT Function
 - ITM 710 Finance for IT Managers

Curriculum

31 credits

Code	Title	Credits
Required courses:		
ITM 700	Communications for IT Professionals	3
ITM 705	Leading the IT Function	3
ITM 710	Finance for IT Managers	3
ITM 715	Data Science	3
ITM 720	Cloud Computing and Enterprise Applications	3
ITM 725	Enterprise Security	3
ITM 730	Agile and Traditional IT Project Management	3
ITM 735	Business Analysis for Effective IT Organizations	3
ITM 740	IT Operations	3
ITM 754	Capstone Preparation	1
ITM 755	Capstone	3
Total Credits		31

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

- Complete any preliminary course work and deficiencies.
- Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
- Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
- Earn a cumulative grade point average of at least 3.00.
- Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring

approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

- File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
- Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
- Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Enterprise Infrastructure Certificate

Program requirements

Admission

To qualify for admission to the Enterprise Infrastructure Certificate, a candidate must have:

- A baccalaureate degree from an accredited institution
- A 3.0 undergraduate GPA
- Prerequisite coursework in:
 - Programming 1
 - Database 1
 - Data Communications/Network 1

Provisional admission

Provisional admission will be considered using the following guidelines:

- 2.5 GPA and above at the discretion of the Academic Director and home campus

Curriculum

Code	Title	Credits
ITM 715	Data Science	3
ITM 720	Cloud Computing and Enterprise Applications	3
ITM 725	Enterprise Security	3
Total Credits		9

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

IT Leadership Certificate

Program requirements

Admission

To qualify for admission to the IT Leadership Certificate, a candidate must have:

- A baccalaureate degree an accredited institution
- A 3.0 undergraduate GPA
- Prerequisite coursework in:

- a. Programming 1
- b. Database 1
- c. Data Communications/Network 1

Provisional admission

Provisional admission will be considered using the following guidelines:

- 2.5 GPA and above at the discretion of the Academic Director and home campus

Curriculum

Code	Title	Credits
ITM 700	Communications for IT Professionals	3
ITM 705	Leading the IT Function	3
ITM 710	Finance for IT Managers	3
Total Credits		9

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

IT Operations Certificate**Program requirements****Admission**

To qualify for admission to the IT Operations Certificate, a candidate must have:

1. A baccalaureate degree from an accredited institution
2. A 3.0 undergraduate GPA
3. Prerequisite coursework in:
 - a. Programming 1
 - b. Database 1
 - c. Data Communications/Network 1

Provisional admission

Provisional admission will be considered using the following guidelines:

- 2.5 GPA and above at the discretion of the Academic Director and home campus

Curriculum

Code	Title	Credits
ITM 730	Agile and Traditional IT Project Management	3
ITM 735	Business Analysis for Effective IT Organizations	3
ITM 740	IT Operations	3
Total Credits		9

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

MIC - Microbiology Graduate Program

Microbiology Program

Microbiology: Clinical Microbiology Emphasis

Director: Paul Schweiger

3036 Cowley Hall; 608.785.8254

Email: pschweiger@uwlax.edu

www.uwlax.edu/grad/microbiology (<https://www.uwlax.edu/grad/microbiology/>)

The Master of Science in Microbiology Program allows students advanced study in multiple areas of microbiology. Students have the option of a general M.S. degree in microbiology or an M.S. degree in microbiology with an emphasis in clinical microbiology.

Admission to the program is based, in part, on undergraduate course work, undergraduate grade point average (GPA), scores on the GRE general exam, letters of recommendation, and an application letter. Each student will choose a major advisor and an advisory committee during the first semester of residence. This committee will assist the student in drafting the student's plan of study, which will dictate the student's curriculum for the ensuing semesters.

All students complete a capstone experience. Students obtaining the M.S. in microbiology complete a thesis while students in the clinical microbiology emphasis complete either a thesis or seminar paper.

Program length

The Master of Science (M.S.) in microbiology programs are typically two-year programs. Number of credits required varies by program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Michael Hoffman

Gregory Sandland

William Schwan

Todd Weaver

Associate Professor

Bonnie Bratina

Anne Galbraith

Xinhui Li

Paul Schweiger

Peter Wilker

Assistant Professor

Daniel Bretl

Zachariah Tritz

Teaching Professor

Marisa Barbknecht

Graduate degrees

- Microbiology - MS (p. 85)
- Microbiology - MS: clinical microbiology emphasis (p. 87)

Microbiology - Master of Science

The Microbiology Master of Science Program is a traditional master's program in which students focus on coursework and producing original research with a faculty mentor. For coursework, students, in consultation with a faculty committee, select and complete 30 credits of classes. For the original research, students work with a faculty mentor in any aspect of microbiology, including environmental microbiology, microbial ecology, food and industrial, bacterial physiology, genetics, immunology, infectious disease microbiology, and more.

Program requirements

Admission

Individuals accepted into the graduate Microbiology Program must have:

1. A minimum course of one introductory microbiology course (MIC 230 Fundamentals of Microbiology or equivalent). Students lacking an introductory microbiology course may be conditionally admitted contingent on remediation of this prerequisite. Remediated prerequisite courses do not count toward the M.S. degree. Additional courses in microbiology and a strong chemistry background, including biochemistry, are highly recommended.
2. An overall undergraduate grade point average of at least 2.85 on a 4.00 scale, an average of at least 3.00 in the last half of all undergraduate work, or an average of at least 3.00 for no less than 12 semester credits of graduate study at another accredited graduate school. Some programs have higher grade point average admission requirements.
3. (Optional) Completion of the Graduate Record Examination (GRE) is not required, but scores may be considered if available. To submit scores, select UW-La Crosse (code 1914) when taking the GRE.
4. International applicants for graduate study who are not native speakers of English must meet the English language proficiency requirements in the Graduate Admission Policy (<http://catalog.uwlax.edu/graduate/admissions/#international-admission>).
5. Information about the application process can be found on the program's application process page (<https://www.uwlax.edu/academics/grad/microbiology/application-process/>). Applicants are also encouraged to review information regarding graduate assistant positions in biology and microbiology, available on the

program's financial aid page (<https://www.uwlax.edu/academics/grad/microbiology/cost-to-attend-and-financial-aid/>).

6. Three current letters of recommendation should be sent under separate cover.
7. An application letter which details:
 - a. Academic and professional goals
 - b. Previous relevant experiences
 - c. Reasons for selecting program
 - d. Intent to pursue thesis or non-thesis track or undecided
 - e. Research interest(s) if there is a desire to pursue the thesis track
 - f. Possible faculty mentor(s) for research if pursuing the thesis track and if known

Completed applications must be returned to the Admissions Office by January 10th for US students and January 3rd for international students. Early applications can be considered prior to the deadline. A review committee will assess all submitted materials and a letter of decision will be sent to the applicant. An interview may be required in some instances. Acceptance or non-acceptance is based upon a comprehensive review of all elements of the completed application. Late applications will be considered if enrollment objectives have not been satisfied. Consideration for fellowships is extremely unlikely with late applications.

The graduate Microbiology Program (<https://www.uwlax.edu/academics/grad/microbiology/application-process/>) has further application and contact information online.

Curriculum

The Master of Science in Microbiology requires:

1. Completion of a research thesis (Plan A) or seminar paper (Plan B) in an area of microbiology (including an oral defense of the thesis),
2. Passing a written comprehensive exam and an oral comprehensive exam, and
3. Completion of 30 credits of graduate course work with at least 22 credits from the following list. The remaining credits are selected by the student and the advisory committee.

Code	Title	Credits
Plan A - Thesis		
MIC 500	Microbiology Graduate Program Orientation	2
MIC 751	Graduate Seminar ¹	2
MIC 799	Research: Master's Thesis	6
Elective credits from the list below		14
Additional electives ²		6
Total Credits		30

Code	Title	Credits
Plan B - Seminar Paper		
MIC 500	Microbiology Graduate Program Orientation	2
MIC 751	Graduate Seminar ¹	2
MIC 761	Research and Seminar in Microbiology	2
Electives credits from the list below		18
Additional electives ²		6
Total Credits		30

¹ Graduate students are expected to attend a graduate seminar twice during their first four semesters. The student must register

for MIC 751 for two of their last three semesters, enrolling in the class during those semesters in which they present a seminar.

² The additional elective credits are selected by the student and the advisory committee.

Code	Title	Credits
Electives for Plan A & B		
MIC 507	Pathogenic Bacteriology	4
MIC 510	Immunology Laboratory	2
MIC 516	Prokaryotic Molecular Genetics	4
MIC 520	Introductory Virology	3
MIC 521	Virology Laboratory	2
MIC 525	Bacterial Physiology	4
MIC 527	Industrial and Fermentation Microbiology	3
MIC 528	Fermentation Microbiology Laboratory	2
MIC 534	Aquatic Microbial Ecology	3
MIC 540	Bioinformatics	2
MIC 542	Plant Microbe Interactions	3
MIC 554	Mechanisms of Microbial Pathogenicity	2
MIC 558	Research Deconstruction	2
MIC 560	Symposium in Microbiology	1-3
MIC 714	Advanced Genetics	3
MIC 721	Directed Studies	1-2
MIC 730	Biodegradation and Bioremediation of Environmental Contaminants	2
MIC 753	Epidemiology of Infectious Disease	2
MIC 755	Advanced Immunology	2
CLI 540	Clinical Parasitology	1
CLI 584	Laboratory Management	2
BIO 506	Parasitology	4
BIO 512	Mycology	4
BIO 513	Medical Mycology	3
BIO 535	Molecular Biology	3
BIO 536	Molecular Biology Laboratory	1
BIO 549	Advanced Microscopy and Biological Imaging	3
BIO 700	Biology Graduate Program Orientation	2
BIO 701	Communication in the Biological Sciences	4
CHM 545	Biochemistry of Antimicrobials	3
PH 755	Epidemiology and Public Health Issues	3

University requirements

Microbiology graduate student requirements:

All graduate students in microbiology must meet the following requirements:

1. Students must complete and submit a plan of study prior to the midterm of the first semester of residence.
2. Ideally, students should submit a written thesis or seminar paper proposal to the advisory committee prior to the midterm of the second semester of residence. Failure to submit a thesis proposal prior to the fourth semester will result in the student being shifted from thesis track to seminar paper track.
3. Enroll in MIC 500 Microbiology Graduate Program Orientation (2 cr.) during the first semester of residence.

4. Enroll in MIC 751 Graduate Seminar (1 cr.) twice in the first four semesters of residence.
5. Students are encouraged to complete an appropriate graduate course (numbers 500 and above) from outside the department of microbiology. Upon approval of a student's advisory committee, a student may be permitted to take a maximum of 10 graduate credits in other departments.
6. Pass a preliminary oral examination covering the student's area of specialty and advanced course work.
7. Complete at least 15 credits of 700-level course work.
8. Consult this catalog and the department's graduate student guidelines for additional policies pertaining to graduate students in a microbiology program.

8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Microbiology: Clinical Microbiology Emphasis - Master of Science

This emphasis is offered by the Department of Biology, the Department of Microbiology, Gundersen Lutheran Medical Center, Marshfield Laboratories/St. Joseph's Hospital/Marshfield Clinic, and the Wisconsin State Laboratory of Hygiene. This program involves on-campus coursework and clinical rotations at Gundersen-Lutheran Medical Center, Marshfield Laboratories/St. Joseph's Hospital/Marshfield Clinic, and the Wisconsin State Laboratory of Hygiene. Students who complete the clinical microbiology emphasis are eligible to secure Specialist Microbiologist (SM-AAM) certification of the American Academy of Microbiology. The combination of classroom education, clinical rotations, and research experience will prepare students for a variety of employment opportunities including:

1. Supervisory positions in medical centers and public health and private reference laboratories
2. Research and development positions in academia, government agencies, or industry
3. Infection control positions in clinical settings
4. Public health and epidemiology
5. Marketing and sales in the pharmaceutical or biotechnology industries, and
6. Teaching at community or technical colleges.

Program requirements

Admission

Individuals accepted into the graduate Microbiology: Clinical Microbiology Emphasis Program must have:

1. A Bachelor of Science degree or equivalent in microbiology, biology, or a related field with competency in microbiology. Graduates with a clinical laboratory science degree from a program accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) are also eligible.
2. Minimum prerequisites for admission to the program are MIC 230 Fundamentals of Microbiology, MIC 310 Immunology, MIC 410/MIC 510 Immunology Laboratory, MIC 407/MIC 507 Pathogenic Bacteriology, or equivalent courses. A strong chemistry background including biochemistry is strongly recommended. Students lacking prerequisites may be conditionally admitted to the emphasis program contingent on remediation of prerequisites. Remediated prerequisite courses do not count toward the M.S. degree.
3. An overall undergraduate grade point average of at least 2.85 on a 4.00 scale, an average of at least 3.00 in the last half of all undergraduate work, or an average of at least 3.00 for no less than 12 semester credits of graduate study at another accredited graduate school. Some programs have higher grade point average admission requirements.
4. (Optional) Completion of the Graduate Record Examination (GRE) is not required, but scores may be considered if available. To submit scores, select UW-La Crosse (code 1914) when taking the GRE.

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.

5. International applicants for graduate study who are not native speakers of English must meet the English language proficiency requirements in the Graduate Admission Policy (<http://catalog.uwlax.edu/graduate/admissions/#international-admission>).
6. Information about the application process can be found on the program's application process page (<https://www.uwlax.edu/academics/grad/microbiology/application-process/>). Applicants are also encouraged to review information regarding graduate assistant positions in biology and microbiology, available on the program's financial aid page (<https://www.uwlax.edu/academics/grad/microbiology/cost-to-attend-and-financial-aid/>).
7. Three current letters of recommendation.
8. An application letter which details:
 - a. Academic and professional goals
 - b. Previous relevant experiences
 - c. Reasons for selecting program
 - d. Intent to pursue thesis or non-thesis track or undecided
 - e. Research interest(s) if pursuing the thesis track
 - f. Possible faculty mentor(s) for research if pursuing the thesis track, if known

Completed applications must be returned to the Admissions Office by January 10th for US students and January 3rd for international students. Early applications can be considered prior to the deadline. A review committee will assess all submitted materials and a letter of decision will be sent to the applicant. An interview may be required in some instances. Acceptance or non-acceptance is based upon a comprehensive review of all elements of the completed application. Late applications will be considered if enrollment objectives have not been satisfied. Consideration for fellowships is extremely unlikely with late applications.

The graduate Microbiology Program (<https://www.uwlax.edu/academics/grad/microbiology/application-process/>) has further application and contact information online.

Curriculum

The Master of Science in Microbiology with a Clinical Microbiology Emphasis requires:

1. Completion of a research thesis (Plan A) or seminar paper (Plan B) in an area of clinical microbiology (including an oral defense of the thesis or seminar paper),
2. Passing a written comprehensive exam and an oral comprehensive exam, and
3. Completion of the core curriculum of a minimum of 32 credits.

Code	Title	Credits
Plan A - Thesis		
MIC 500	Microbiology Graduate Program Orientation	2
MIC 554	Mechanisms of Microbial Pathogenicity	2
MIC 751	Graduate Seminar ¹	2
MIC 753	Epidemiology of Infectious Disease	2
MIC 755	Advanced Immunology	2
MIC 770	Clinical Microbiology Practicum I	4
MIC 780	Clinical Microbiology Practicum II	4
MIC 790	Clinical Microbiology Practicum III	2
MIC 799	Research: Master's Thesis	6
Electives		6
Total Credits		32

Code	Title	Credits
Plan B - Seminar Paper		
MIC 500	Microbiology Graduate Program Orientation	2
MIC 554	Mechanisms of Microbial Pathogenicity	2
MIC 751	Graduate Seminar ¹	2
MIC 753	Epidemiology of Infectious Disease	2
MIC 755	Advanced Immunology	2
MIC 761	Research and Seminar in Microbiology	2
MIC 770	Clinical Microbiology Practicum I	4
MIC 780	Clinical Microbiology Practicum II	4
MIC 790	Clinical Microbiology Practicum III	2
Minimum electives		10
Total Credits		32

¹ Graduate students are expected to attend a graduate seminar twice during their first four semesters. The student must register for MIC 751 for two of their last three semesters, enrolling in the class during those semesters in which they present a seminar.

Code	Title	Credits
Electives for Plan A & B		
MIC 516	Prokaryotic Molecular Genetics	4
MIC 520	Introductory Virology	3
MIC 521	Virology Laboratory	2
MIC 525	Bacterial Physiology	4
MIC 540	Bioinformatics	2
MIC 558	Research Deconstruction	2
MIC 560	Symposium in Microbiology	1-3
MIC 714	Advanced Genetics	3
MIC 721	Directed Studies	1-2
CLI 540	Clinical Parasitology	1
CLI 584	Laboratory Management	2
BIO 506	Parasitology	4
BIO 512	Mycology	4
BIO 513	Medical Mycology	3
BIO 535	Molecular Biology	3
BIO 536	Molecular Biology Laboratory	1
BIO 549	Advanced Microscopy and Biological Imaging	3
BIO 700	Biology Graduate Program Orientation	2
BIO 701	Communication in the Biological Sciences	4
CHM 545	Biochemistry of Antimicrobials	3
PH 755	Epidemiology and Public Health Issues	3

University requirements

Microbiology graduate student requirements:

All graduate students in microbiology must meet the following requirements:

1. Students must complete and submit a plan of study prior to the midterm of the first semester of residence.
2. Ideally, students should submit a written thesis or seminar paper proposal to the advisory committee prior to the midterm of the second semester of residence. Failure to submit a thesis proposal

prior to the fourth semester will result in the student being shifted from thesis track to seminar paper track.

3. Enroll in MIC 500 Microbiology Graduate Program Orientation (2 cr.) during the first semester of residence.
4. Enroll in MIC 751 Graduate Seminar (1 cr.) twice in the first four semesters of residence.
5. Students are encouraged to complete an appropriate graduate course (numbers 500 and above) from outside the department of microbiology. Upon approval of a student's advisory committee, a student may be permitted to take a maximum of 10 graduate credits in other departments.
6. Pass a preliminary oral examination covering the student's area of specialty and advanced course work.
7. Complete at least 15 credits of 700-level course work.
8. Consult this catalog and the department's graduate student guidelines for additional policies pertaining to graduate students in a microbiology program.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.

MKT - Digital Marketing Graduate Program

Digital Marketing Graduate Program

Program Director: Ken Graham

3101 Wittich Hall; 608.785.8097

Email: kgraham2@uwlax.edu

www.uwlax.edu/academics/department/marketing ([https://](https://www.uwlax.edu/academics/department/marketing/)

www.uwlax.edu/academics/department/marketing/)

A collaborative program

The certificates in the Digital Marketing Graduate Program are flexible **online** programs offered jointly by UW-Parkside and UW-La Crosse, with administrative assistance from UW-Extended Campus. Each certificate consists of three courses for a total of nine credits.

Digital marketing management certificate

The Digital Marketing Management Certificate Program is beneficial for professionals seeking to advance in strategic management and leadership roles with its emphasis on digital marketing strategy and tactics, project management, leadership skills, and legal and ethical considerations in digital marketing.

Digital marketing analytics certificate

The Digital Marketing Analytics Certificate Program is beneficial for managers seeking to deepen their digital marketing analytics knowledge and skills with its emphasis on digital marketing research practices, digital data collection and management, data analytics and decision-making tools and techniques, and digital marketing technologies.

Program length

The graduate certificates in Digital Marketing are typically one-year programs. The program length is based on how long the required UWL coursework would take to complete for a part-time student, taking one course per term. Program length may be shortened if students take more than one course in a term.

Certificates

- Digital marketing analytics certificate (p. 90)
- Digital marketing management certificate (p. 90)

Digital Marketing Analytics Certificate

Program requirements

Admission

Admission to the Digital Marketing Analytics Certificate requires:

- A baccalaureate degree from an accredited institution
- An overall undergraduate GPA on required transcripts of at least a 3.0 on a 4.0 scale

Curriculum

Code	Title	Credits
DMK 700	SEO and Digital Marketing Research	3
DMK 705	Customer Data Analysis and Decisions	3
DMK 710	Digital Marketing Technologies	3
Total Credits		9

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

Digital Marketing Management Certificate

Program requirements

Admission

Admission to the Digital Marketing Management Certificate requires:

- A baccalaureate degree from an accredited institution
- An overall undergraduate GPA on required transcripts of at least a 3.0 on a 4.0 scale

Curriculum

Code	Title	Credits
DMK 730	Legal and Ethical Considerations in Digital Marketing	3
DMK 735	Digital Marketing Strategy and Tactics	3
DMK 740	Digital Marketing Management	3
Total Credits		9

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

MTH - Applied Statistics Graduate Program

Applied Statistics Program
 Director: Melissa Bingham
 1032 Cowley; 608.785.6682
 Email: mbingham@uwlax.edu

The Master of Science in Applied Statistics Program provides a deeper and broader incorporation of statistics than the undergraduate program, emphasizing its multidisciplinary nature. For example, coursework in the UW-La Crosse program includes data mining and other application-oriented courses. The Applied Statistics Graduate Program involves research experience that allows students to work first hand with regional business partners or other programs on campus. The program aims to foster "life-long learning through collaboration, innovation, and discovery" and to "prepare students to take their place in a constantly changing world community" in concordance with the UW-La Crosse Mission.

Career opportunities and opportunities for promotion in the field of statistics are greater for those with advanced degrees. The Wisconsin Department of Workforce Development lists a master's degree as the typical education level for entry as a statistician. Furthermore, the *U.S. Bureau of Labor Statistics Occupational Outlook Handbook* projects a national 34% growth for the occupation of statistician from 2014-2024, which is much faster than the average growth for most occupations. Growth is expected to result from more widespread use of statistical analysis to make informed business, healthcare, and policy decisions. Demand for statisticians is also expected to increase in the pharmaceutical industry, as an aging U.S. population will encourage companies to develop new treatments and medical technologies.

Therefore, the objectives of the program are to prepare students for employment as an applied statistician in government, industrial, commercial or private sectors, or entrance into a doctoral program in statistics, biostatistics, environmental statistics, or other programs that make heavy use of statistics.

The M.S. in Applied Statistics Program curriculum is comprised of 30 credits. Students entering the M.S. in Applied Statistics Program must have a B.S. or B.A. degree from an accredited institution and must have taken at least three semesters of calculus and at least one semester of probability/statistics.

Program length

The Master of Science (M.S.) in Applied Statistics Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

Graduate degree

- Applied statistics - MS (p. 91)

Applied Statistics - Master of Science

Program requirements

Admission

Students seeking admission to the program must have a B.S. or B.A. degree from an accredited institution and must have taken the following prerequisite courses:

1. At least two semesters of calculus (UWL equivalents MTH 207 Calculus I and MTH 208 Calculus II)
2. At least one semester of probability/statistics (UWL equivalent STAT 245 Probability and Statistics)

Students who lack any of these prerequisites must take additional courses (not counted for credit toward the M.S. Program) to meet the prerequisites requirement. A cumulative grade point average (GPA) of 2.50/4.00 is required in these courses.

Students who have already completed STAT 441, STAT 442, STAT 445, or STAT 446 at UWL (or equivalent content elsewhere) should consult with the M.S. in Applied Statistics Program (<https://www.uwlax.edu/grad/statistics/>) Director regarding required statistics core course options.

Curriculum

(30 credits)

Required courses (12 credits):

Code	Title	Credits
STAT 541	Mathematical Statistics I	3
STAT 542	Mathematical Statistics II	3
STAT 545	Correlation and Regression Analysis	3
STAT 546	Analysis of Variance and Design of Experiments	3
Total Credits		12

Elective courses (12 credits):

Select 12 credits from the following list. At least nine elective credits must be at the 700-level.

Code	Title	Credits
STAT 543	Categorical Data Analysis	3
STAT 544	Environmental Statistics	3
STAT 547	Nonparametric Statistics	3
STAT 549	Applied Multivariate Statistics	3
STAT 762	Bayesian Statistics	3
STAT 763	Survey of Modern Statistical Software	3
STAT 764	Statistical Learning	3
STAT 766	Biostatistics	3

Graduate project portfolio (6 credits):

Students enrolling in STAT 543, STAT 545, STAT 546, STAT 547, STAT 549, STAT 762, STAT 763, STAT 764, or STAT 766 must enroll at the same time in one credit of STAT 796 per accompanying course. In STAT 796, students complete a project related to the content of the accompanying course. STAT 796 can be taken multiple times in the same term. A total of six credits of STAT 796 are required for completion of the program.

Code	Title	Credits
STAT 796	Graduate Project in Applied Statistics (one credit, repeated six times)	6

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

MTH - Data Science Graduate Program

Data Science Program

Director: Jeffrey Baggett
1026 Cowley Hall; 608.785.8393
Email: jbaggett@uwlax.edu

uwex.wisconsin.edu/data-science (<https://uwex.wisconsin.edu/data-science/>)

www.uwlax.edu/academics/grad/data-science (<https://www.uwlax.edu/academics/grad/data-science/>)

Master of Science program

The goal of the Master of Science in Data Science Program is to educate data science leaders. The program prepares students at an advanced level to derive insights from real-world datasets, using the latest tools and analytical methods, and to interpret and communicate their findings effectively. The curriculum closely complements what has been identified as typical data science tasks to include, but not limited to, the identification and interpretation of rich data sources, the management of large amounts of data, the merging of data sources, ensuring consistency of datasets, creating visualizations to aid in understanding data, building mathematical models using the data, and presenting and communicating the data insights/findings to diverse expert and non-expert audiences.

The program features a multidisciplinary curriculum that draws primarily from computer science, math and statistics, management, and communication and represents a fixed curriculum comprising 36 credits (12 three-credit courses), including a required capstone course as the culminating experience for students. The online M.S. in Data Science Program focuses primarily on adult and non-traditional students who hold an undergraduate degree and have the desire to continue their education towards a graduate degree, primarily to expand knowledge and specialized skills in this area and for career advancement.

Certificate program

The graduate Data Science Certificate is a 15-credit program for working professionals who require increased competency in core data science topics including statistics, exploratory data analysis, programming, data warehousing, data mining and machine learning, and communicating about data.

Collaborative programs

Both the M.S. in Data Science and the graduate Data Science Certificate are fully **online** programs offered jointly by UW-Eau Claire, UW-Green Bay, UW-La Crosse, UW-Oshkosh, UW-Stevens Point, and UW-Superior. The programs follow a home-campus model. Candidates apply to one of the six partner institutions. Upon a student's admittance, that institution becomes the student's administrative home for the degree through graduation.

Program length

The Master of Science (M.S.) in Data Science Program is typically a two-year program. The graduate Data Science Certificate is typically a one-year program. The program length is based on how long the required UWL coursework would take to complete for a part-time student taking six credits a term, who does not need to complete any prerequisite coursework. Program length may be extended if students take fewer

than six credits per term or due to the requirements of an individual student's plan of coursework, research or capstone project.

Graduate degree

- Data science - MS (p. 93)

Certificate

- Data science certificate (p. 94)

Data Science - Master of Science

Program requirements

Admission

To be admitted to this program, candidates must meet the following requirements:

1. Admitted to UWL graduate school (<https://www.uwlax.edu/admissions/apply/graduate-student/>)
2. Completed the following two courses (or have equivalent experience):
 - a. Elementary Statistics
 - b. Introduction to Programming

Curriculum

30 credits

Code	Title	Credits
Required courses:		
DS 701	Exploratory Data Analysis	3
DS 705	Statistical Methods	3
DS 710	Programming for Data Science	3
DS 716	Data Management for Data Science	3
DS 730	Big Data: High Performance Computing	3
DS 740	Data Mining and Machine Learning	3
DS 750	Data Storytelling	3
DS 770	Ethical Decision-Making Using Data	3
DS 776	Deep Learning	3
DS 785	Capstone	3
Total Credits		30

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree

requirements within ten years from the time of initial enrollment in the graduate program.

3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Plus six credits of DS courses, excluding DS 785.	6
---	---

Total Credits	15
----------------------	-----------

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

Data Science Certificate

Program requirements

Admission

To be admitted to this program, candidates must meet the following requirements:

1. Admitted to UWL graduate school (<https://www.uwlax.edu/admissions/apply/graduate-student/>)
2. Completed the following two courses or have equivalent experience:
 - a. Elementary Statistics
 - b. Introduction to Programming

Curriculum

15 credits

Code	Title	Credits
DS 701	Exploratory Data Analysis	3
DS 705	Statistical Methods	3
DS 710	Programming for Data Science	3

PH - Healthcare Administration Graduate Program

Healthcare Administration Program

Director: Emily Whitney

418L Wimberly Hall; 608.785.6794

Email: ewhitney@uwlax.edu

uwex.wisconsin.edu/healthcare-administration (<https://uwex.wisconsin.edu/healthcare-administration/>)

www.uwlax.edu/grad/health-care-administration (<https://www.uwlax.edu/grad/health-care-administration/>)

Master of Science program

The Master of Science in Healthcare Administration Program is a fully **online** curriculum consisting of 37 credits (12 three-credit courses and a one-credit capstone preparation course). The degree program is offered jointly by UW-Eau Claire, UW-La Crosse, UW-Parkside, UW-Platteville, UW-Stevens Point, and UW-Stout. The degree is designed to give graduates greater understanding of management issues and prepare them for senior management roles in diverse healthcare institutions. The required capstone represents the culminating experience in the program providing students with the opportunity to apply skills acquired from coursework through a project-based experience that addresses a problem, need or concern in a healthcare setting.

Students graduating from this program are well-prepared to become influential decision makers in a healthcare organization. A M.S. in healthcare administration opens up a wide array of fulfilling, rewarding job opportunities in every area of the country and in nearly any healthcare setting, including: ambulatory settings such as hospitals, physicians offices, surgical centers, long term care, assisted living, skilled nursing facilities, veterinary offices, correctional facilities, insurance companies, veterans affairs systems, pharmaceutical companies, and medical supply vendors.

Certificate program

The graduate Nursing Home Administration Certificate is a fully online, four-course (12 credits total) certificate program intended to satisfy the educational/academic requirement of the Nursing Home Administrator license. The certificate program will cover the four core domains of practice: care, services, and supports; operations; environment and quality; and leadership and strategy, needed for the licensure. This certificate is designed for working healthcare professionals who wish to enter long-term care and those who currently work in the area and are seeking advancement. Students will gain the skills necessary to become effective and compassionate leaders within long-term care facilities.

Program length

The Master of Science (M.S.) in Healthcare Administration Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a part-time student taking six credits a term, who does not need to complete any prerequisite coursework. Program length may be extended if students take fewer than six credits per term or due to the requirements of an individual student's plan of coursework, research or capstone project.

Graduate degree

- Healthcare administration - MS (p. 95)

Certificate

- Nursing home administration certificate (p. 96) (beginning Spring 2026)

Healthcare Administration - Master of Science

Program requirements

Admission

Admission to the Master of Science in Healthcare Administration Program requires:

1. Completion of the prerequisite coursework: elementary statistics, medical terminology and oral communication/public speaking. Students lacking one of the prerequisite courses may be conditionally admitted contingent on remediation of that prerequisite. Remediated prerequisite courses do not count toward the M.S. degree.
2. An overall undergraduate grade point average of at least 3.00 on a 4.00 scale, an average of at least 3.00 in the last half of all undergraduate work, or an average of at least 3.00 for no less than 12 semester credits of graduate study at another accredited graduate school.

Curriculum

(37 credits)

Code	Title	Credits
HCA 700	US Healthcare Systems	3
HCA 705	Population Health and Epidemiology	3
HCA 710	Health Communication	3
HCA 715	Healthcare Technology, Data Analytics, and Information Governance	3
HCA 720	Healthcare Financial Management	3
HCA 730	Human Capital Management in Healthcare	3
HCA 740	Healthcare Operations and Project Management	3
HCA 750	Healthcare Quality and Performance Management	3
HCA 760	Health Law and Policy	3
HCA 770	Organization Development and Strategic Leadership in Healthcare	3
HCA 780	Communicating Current and Emerging Topics in Healthcare	3
HCA 789	Capstone Preparation	1
HCA 790	Healthcare Administration Capstone	3
Total Credits		37

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

- Elementary Statistics,
- Medical Terminology, and
- Oral Communication/Public Speaking/Speech

Relevant work experience may be considered in lieu of this coursework.

Curriculum

Code	Title	Credits
HCA 703	Long-Term Care Services and Supports	3
HCA 704	Long-Term Care Facility Operations	3
HCA 706	Developing and Maintaining Quality, Supportive and Patient-Centered Services	3
HCA 707	Leadership, Organization, and Strategies in Long Term Care	3
Total Credits		12

Students must earn a minimum 3.00 cumulative GPA in the certificate's coursework.

Nursing Home Administration Certificate

Accepting students starting Spring 2026

Admissions and program prerequisites

Admission to the graduate Nursing Home Administration Certificate requires:

- Bachelor's degree, and
- Minimum 3.0 undergraduate cumulative GPA.

Prerequisite coursework:

PH - Public Health Graduate Program

Master of Public Health - Community Health Education Program
 Director: Anders Cedergren
 418J Wimberly Hall; 608.785.6790
 Email: acedergren@uwvlax.edu

www.uwvlax.edu/academics/department/public-health-and-community-health-education (<https://www.uwvlax.edu/academics/department/public-health-and-community-health-education/>)

The Master of Public Health in Community Health Education (MPH-CHE) Program is an **online** professional graduate degree program designed for the mid-career health professional seeking additional skills in epidemiology, administration, planning/evaluation, policy and community health education. The Master of Public Health (MPH) with an emphasis in community health education is an online degree aligned with the eight areas of responsibilities designated by the National Commission for Health Education Credentialing (NCHEC) and is aligned with the Council on Education for Public Health (CEPH) learning domains.

Program length

The Master of Public Health in Community Health Education (MPH-CHE) Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

Graduate degree

- Master of Public Health - MPH: community health education emphasis (p. 97)

Public Health: Community Health Education Emphasis - Master of Public Health

Program requirements

Admission

1. Students must apply through the Universities of Wisconsin application (<https://apply.wisconsin.edu/sign-in/>) and submit the supplemental application materials (letters of recommendation, personal statement, and resume) by the application deadline. Details regarding the supplemental application materials and the application deadline can be found on the MPH program webpage. A Graduate Advisory Committee with the graduate program director will assess all submitted materials. A student's acceptance or non-acceptance is based upon a comprehensive review of the application components and is not based solely on any particular element.
2. A baccalaureate degree from an accredited institution

- a. An overall undergraduate grade point average on required transcripts of at least 2.85 (3.0 preferred) on a 4.0 scale
- b. or an average of at least 3.0 GPA in the last half of all undergraduate work
- c. or an average of at least 3.00 GPA for no less than 12 semester credits of graduate study at another accredited graduate school.

Curriculum

Code	Title	Credits
PH 700	Public Health Foundations	3
PH 701	Public Health Issues	3
PH 710	Quantitative Methods	4
PH 711	Qualitative Methods	3
PH 725	Communication Methods for Public Health	3
PH 755	Epidemiology and Public Health Issues	3
PH 760	Public Health Advocacy and Policy	3
PH 770	Program Planning	3
PH 771	Program Implementation and Evaluation	3
PH 775	Grant Development for Public Health	3
PH 780	Public Health Applied Practice Experience (APE) ¹	4
PH 790	Public Health Administration and Organization	3
PH 792	Public Health Integrative Learning Experience (ILE)	4
Total Credits		42

¹ Must be taken in two consecutive terms.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwvlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate

& Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

PSY - School Psychology On-Campus Program

*Education Specialist and Master of Science in Education
School Psychology Program (On-Campus)*

Director: Adrienne Loh

349A Graff Main Hall; 608.785.8275

Email: aloh@uwlax.edu

www.uwlax.edu/academics/grad/school-psychology/ (<https://www.uwlax.edu/academics/grad/school-psychology/>)

The UW-La Crosse School Psychology On-Campus Program offers a Master of Science in Education en route to an Education Specialist degree. The combined degrees require two years of full-time study, one summer of study, a one-year internship during the third year, completion of a capstone project, and the passing of either the Praxis II School Psychologist content knowledge test (#5402) or UWL comprehensive examination. Successful completion of all program requirements for the 71-73 semester credits prepares candidates for licensure as a school psychologist in Wisconsin. Candidates interested in becoming licensed in other states are encouraged to check the respective state's licensing rules. Students earn a 31-credit Master of Science in Education (<http://catalog.uwlax.edu/graduate/programrequirements/schoolpsychology/master-science-education-degree/>) degree before completing the remaining Educational Specialist (p. 101) degree requirements.

The UW-La Crosse School Psychology On-Campus Program is part of the Department of Psychology and the College of Arts, Social Sciences, and Humanities and is affiliated with the School of Education. The program is approved by the Wisconsin Department of Public Instruction (DPI) and has conditional accreditation from the National Association of School Psychologists (NASP). Upon completion of all program requirements, students are eligible for licensure as a school psychologist in Wisconsin and certification as a Nationally Certified School Psychologist (NCSP). Graduates of the program are employed in public schools or in educational agencies that serve public schools.

The School Psychology On-Campus Program prepares graduate students for licensure as school psychologists through academic coursework, 700 hours of supervised school practica, and a one-year, 1,200-hour school internship. The school psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, social justice, and mental health.

The School Psychology On-Campus Program adheres to state and national training standards for school psychology. Graduate students develop professional competencies that meet Wisconsin Pupil Services Standards and NASP training standards (2020), which include data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school, and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; and legal, ethical, and professional practice. Over the course of their UWL training, graduate students will maintain an evolving portfolio that documents professional growth and achieved competence in each of the 10 areas. In addition, students will be evaluated each semester in professional behavior competencies that reflect dispositions in the field.

The emphasis of this program is to prepare school psychologists who are effective teacher, parent, and school consultants by providing extensive hands-on experiences in a mentor relationship. The program

also emphasizes a pupil services model that addresses the educational and mental health needs of all children, from early childhood through high school.

Graduate students engage in authentic clinical experiences in K-12 schools and apply their evolving school psychology knowledge, skills, and dispositions while in their school site. During their second, third, and fourth semesters, students spend two days per week working in local schools under the direct supervision of experienced school psychologists. During these practica, students develop professional skills in assessment, consultation, intervention, counseling, case management, and in each of the NASP standards. Many of the core courses require projects that are completed in the schools during practica.

Program Admissions

Information about how to apply is available on the program website (<https://www.uwlax.edu/academics/grad/school-psychology/application-process/>). In addition to meeting all the requirements established for general graduate admissions, students must also meet School Psychology On-Campus Program and School of Education¹ requirements before admission to the program. These additional requirements are described on the individual program catalog pages herein. Students are also expected to participate in an on-campus interview as a component of the selection process. Admission is competitive and meeting the minimum admission requirements does not guarantee admission to the program.

¹ The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC, and to complete their portion of the process prior to the deadline specified in their admission letter. Candidates are responsible for all costs associated with their criminal background check(s). Admission decisions by programs are contingent upon CBC clearance by the UWL Office of Field Experience or designated graduate program representative.

Program length

The Master of Science in Education (M.S.Ed.) degree in the School Psychology On-Campus Program is typically a one-year program. The Educational Specialist (Ed.S.) degree in the School Psychology On-Campus Program is typically a two-year program. Students must complete both programs to earn the Ed.S. degree. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research, or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Ryan McKelley (<http://www.uwlax.edu/profile/rmckelley/>), Ph.D.

Jocelyn H. Newton (<http://www.uwlax.edu/profile/jnewton/>), Ph.D., NCSP

Associate Professor

Robert J. Dixon (<http://www.uwlax.edu/profile/rdixon/>), Ph.D., NCSP, LP

Daniel M. Hyson (<http://www.uwlax.edu/profile/dhyson/>), Ph.D., NCSP

Assistant Professor

Suthakaran Veerasamy (<https://www.uwlax.edu/profile/sveerasamy/>), Ph.D.

Assistant Teaching Professor

Jessica Scheigert (<https://www.uwlax.edu/profile/jschweigert/>), MS

Lecturer

Jeffrey Reiland (<https://www.uwlax.edu/profile/jreiland/>)

Kel Olson (<https://www.uwlax.edu/profile/kolson2/>)

Administrative Support

Taylor Wirkus (<https://www.uwlax.edu/profile/twirkus2/>)

Graduate degrees

- School psychology - MSed: on-campus (p. 100)
- School psychology - Ed.S.: on-campus (p. 101)

Master of Science in Education in School Psychology: On-Campus

The emphasis of this program is to prepare school psychologists who are effective teacher, parent, and school consultants. Along with consultation, graduate students are trained to provide effective interventions. The program also emphasizes a pupil services model which addresses the educational and mental health needs of all children, from early childhood through high school. The school psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, social justice, and mental health. To provide psychological services in educational settings, graduates of the School Psychology On-Campus Program must also have considerable knowledge of curriculum, special education, and pupil services.

The Master of Science in Education in school psychology is awarded after the first year of study. To practice as a licensed school psychologist, students must go on to complete the Educational Specialist degree. (p. 101) UWL offers both degrees through the School Psychology Program.

Program requirements

Admission to program

Candidates seeking WI certification as a school psychologist must complete the Master of Science in Education (M.S.Ed.) in School Psychology (p. 100) requirements followed by the Education Specialist (Ed.S.) in School Psychology (p. 101) requirements in order to be endorsed for licensure. UWL offers both degrees through the School Psychology Program.

In addition to meeting all UWL criteria for admission to graduate programs (p. 12), applicants to the on-campus School Psychology Program must do the following:

- Complete an undergraduate statistics course as a prerequisite for the program.
- Provide a resume, letters of recommendation, a professional writing sample, and a personal statement (see the School Psychology application webpage (<https://www.uwlax.edu/grad/school-psychology/application-process/>) for more detail).
- Complete an on-campus interview.
- Complete a successful criminal background check (initiated by UWL).*

*The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Teacher candidates are responsible for all costs associated with their criminal background check(s).

Curriculum for Master of Science in Education

The following requirements must be completed a Master of Science in Education degree in School Psychology:

1. Complete the following 31 credits:

Code	Title	Credits
SPY 700	School Psychology: Role and Function	3
SPY 751	School-wide Practices for Academics, Behavior, and Mental Health in a MTSS Model	3
SPY 752	Academic, Behavioral, and Mental Health Interventions	3
SPY 757	Psychoeducational Assessment I	3
SPY 759	Assessment of Students with Emotional/Behavioral Needs	3
SPY 761	Orientation to Supervised Practicum in School Psychology	1
SPY 762	Supervised Practicum in School Psychology I	3
SPY 771	Application of Multicultural Psychology	3
SPY 775	Behavioral Assessment and Management	3
SPY 776	Psychological Consultation and Collaboration	3
SPE 501	Introduction to Exceptional Individuals	3
Total Credits		31

2. Maintain retention standards as described in the *School Psychology Graduate Student Handbook*. Students must meet academic, behavior, and professional practice standards in order to progress in the program.

Students must complete all Master of Science in Education program requirements before being enrolled in the Education Specialist part of the School Psychology Program.

Students must then complete all Educational Specialist (p. 101) program requirements to be endorsed for WI licensure and practice as a licensed school psychologist.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Educational Specialist in School Psychology: On-Campus

The emphasis of this program is to prepare school psychologists who are effective teacher, parent, and school consultants. Along with consultation, graduate students are trained to provide effective interventions. The program also emphasizes a pupil services model which addresses the educational and mental health needs of all children, from early childhood through high school. The school psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, social justice, and mental health. To provide psychological services in educational settings, graduates of the School Psychology On-Campus Program must also have considerable knowledge of curriculum, special education, and pupil services.

Another unique aspect of UWL's School Psychology Program is that graduate students are placed in local schools as early and as intensively as possible. During their second, third, and fourth semesters, students are at local school practicum sites two days per week. From the beginning of practica experiences, students are involved in actual casework. Over the next three semesters, they progress to near independent functioning in all school psychological practices. At practicum placements, students are under the direct supervision of experienced school psychologists. University practicum supervisors also observe practicum students at their school practicum sites. On campus, faculty and students meet individually and in small groups to review cases and activities students are working on at their practicum sites. During these school practica, students develop professional skills in assessment, consultation, intervention, counseling, and case management. Many of the core courses require projects which are completed in the schools during practica. By the end of these practica, students will have more than 700 hours of school experience. After completing all coursework at the university, students complete a 1200 hour internship at sites of their choosing.

Since the inception of the program, 100% of the students who have completed the program requirements have secured employment as school psychologists. Some graduates also go on to positions in educational administration or related fields.

To practice as a licensed school psychologist, students must complete the Educational Specialist degree, which includes completing the Master of Science in Education in school psychology (p. 100) degree first. UWL offers both degrees through the School Psychology Program.

Program requirements

Candidates who complete all requirements for the on-campus Master of Science in Education (M.S.Ed.) in school psychology may continue into the on-campus Education Specialist (Ed.S.) part of the School Psychology Program. Candidates must meet the following requirements, in addition to meeting UWL graduate degree requirements (<http://catalog.uwlax.edu/graduate/degree requirements/>), to earn an Education Specialist degree in school psychology and be endorsed for a WI school psychology license:

1. Complete the M.S.Ed. in school psychology degree and program requirements.
2. Complete a minimum of 60 graduate credits (includes capstone project and credits completed for the Master of Science in Education degree), with at least two thirds of these at the 700/800-level.
3. Demonstrate content knowledge by earning a passing score on the Praxis II School Psychology content exam (test #5402), or if

a passing score has not been earned after two attempts, earn a passing score on comprehensive exams. Candidates must earn a passing score on the Praxis II exam or comprehensive exams prior to their internship year.

4. Complete capstone project requirements or a thesis within seven years of beginning the program.
5. Complete a professional portfolio that demonstrates achieved competence for each of the 10 Domains of the National Association of School Psychologists (NASP) Practice Model.

Curriculum for Educational Specialist

Psychological foundations (6 credits)

Students are expected to enter the graduate School Psychology Program with a good understanding of psychological principles. This can be achieved through:

1. Completing an undergraduate psychology major,
2. Completing psychology content classes through elective course offerings, or
3. Remedial activities within specific graduate school psychology courses.

Regardless of background, students are required to have an undergraduate statistics course.

Code	Title	Credits
SPY 717	Child and Adolescent Mental Health for School Psychologists	3
SPY 725	Research and Program Evaluation in Schools	3
or electives approved by the School Psychology Program Director		
Total Credits		6

Educational foundations (6 credits)

Complete one course in each of the following areas. Course work completed at the undergraduate level need not be repeated. At least six credits must be completed at the graduate level.

Code	Title	Credits
EFN 705	Human Relations in School and Society	3
SPE 715	Special Education and the Law	3
Or electives approved by the school psychology program director		
Total Credits		6

Core professional training (24 credits)

Complete each of the following courses.

Code	Title	Credits
SPY 756	Early Childhood Assessment ¹	3
SPY 758	Psychoeducational Assessment II	3
SPY 763	Supervised Practicum in School Psychology II ¹	3
SPY 764	Supervised Practicum in School Psychology III ¹	3
SPY 772	Counseling and Therapy Methods	3
SPY 773	Advanced Counseling and Therapy Methods	3
SPY 797	Internship in School Psychology	6
Total Credits		24

¹ Has an additional course fee.

Capstone/thesis project requirements (4-6 credits)

Code	Title	Credits
Select one of the following options:		
Option 1 (minimum six credits): Thesis		
SPY 800	Specialist Thesis Proposal	
SPY 801	Specialist Thesis	
Option 2 (minimum four credits): Capstone activity		
SPY 802	Research/Specialist Project	
SPY 803	Case Conceptualization Project	
Total Credits:		4-6

Licensure, practicum, internship, and capstone/thesis project requirements

Candidates are endorsed for an **Initial Educator License** in Wisconsin after completion of all Ed.S. degree requirements, excepting the school psychology internship and the capstone project. Students are endorsed for a **Professional Educator License** in Wisconsin upon completion of the Ed.S. degree, which includes the internship and capstone project. Students who complete only the M.S.Ed. degree are not eligible for licensure as a school psychologist.

Students must complete two semesters of a supervised school psychology practicum at the Ed.S. level. During practicum experiences students develop school psychology professional knowledge, skills, and behavior. Core professional skills, as well as professional behavior, are critical to effective school psychology functioning. Thus, only students who have successfully completed all prerequisite course work (no incompletes) are allowed to enroll for practica. In addition, appropriate professional behavior and personal effectiveness are required for continued enrollment in practica and the program.

Internships must be in a school setting, total 1,200 hours, and be supervised by a certified school psychologist and a UWL school psychology instructor. A site visit from the university supervisor is required each semester. All interns must pay all actual costs associated with each semester's site visit, including travel, lodging, and meals.

To complete the capstone project requirements, students complete either

1. A research/specialist project and a case conceptualization project or
2. A thesis proposal and thesis.

While students are expected to complete this requirement prior to internship, if a student has not successfully completed all elements of the capstone, the student must register for graduate credits until the project components are successfully completed.

For additional School Psychology Program policies, students should refer to the *School Psychology Graduate Student Handbook* available in the School Psychology Office, 341 Graff Main Hall.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

PSY - School Psychology Online Program

*Education Specialist and Master of Science in Education
School Psychology Program (Online)*

*Director: Jocelyn Newton
335A Graff Main Hall; 608.785.6889
Email: jnewton@uwlax.edu*

www.uwlax.edu/academics/grad/school-psychology-online/ (<https://www.uwlax.edu/academics/grad/school-psychology-online/>)

The UW-La Crosse School Psychology Online Program offers an integrated program of study resulting in a Master of Science in Education en route to an Education Specialist degree. This program is designed for in-service educators holding an educator license who are seeking to retrain as school psychologists and is offered online and asynchronously to allow school personnel to pursue this advanced degree and still work in the school. The combined degrees require three years of study, across fall, winter, and summer semesters, a one-year internship during the fourth year, completion of a capstone project, and the passing of either the Praxis II School Psychologist content knowledge test (#5402) or UWL comprehensive examinations. Successful completion of all program requirements for the 61 semester credits prepares candidates for licensure as a school psychologist in Wisconsin. Candidates interested in becoming licensed in other states are encouraged to check the respective state's licensing rules. Students earn a 30-credit Master of Science in Education (p. 105) degree before completing the remaining Educational Specialist (p. 106) degree requirements.

The UW-La Crosse School Psychology Online Program is part of the Department of Psychology and the College of Arts, Social Sciences, and Humanities and is affiliated with the School of Education and Graduate & Extended Learning. Upon completion of all program requirements, students are eligible for licensure as a school psychologist in Wisconsin. Graduates of the program are employed in public schools or in educational agencies that serve public schools.

The School Psychology Online Program prepares graduate students for licensure as school psychologists through academic course work, 500 hours of supervised school practica, and a one-year, 1,200-hour school internship. The school psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, social justice, and mental health.

The School Psychology Online Program adheres to state and national training standards for school psychology. Graduate students develop professional competencies that meet Wisconsin Pupil Services Standards and NASP training standards (2020), which include data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practices to promote learning; services to promote safe and supportive schools; family, school, and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; and legal, ethical, and professional practice. Over the course of their UWL training, graduate students will maintain an evolving portfolio that documents professional growth and achieved competence in each of the 10 NASP domains. In addition, students will be evaluated each semester in professional behavior competencies that reflect dispositions in the field.

The emphasis of this program is to prepare school psychologists who are effective teacher, parent, and school consultants by providing extensive hands-on experiences in a mentor relationship. The program

also emphasizes a pupil services model that addresses the educational and mental health needs of all children, from early childhood through high school.

Graduate students engage in authentic clinical experiences in K-12 schools and apply their evolving school psychology knowledge, skills, and dispositions while in their school site. During their third year, students spend two days per week working in schools under the direct supervision of experienced school psychologists. During these school practica, students develop professional skills in assessment, consultation, intervention, counseling, case management, and in each of the NASP standards. Many of the core courses require projects that are completed in the schools.

Program Admissions

Information about how to apply is available on the program website (<https://www.uwlax.edu/academics/grad/school-psychology-online/application-process/>). In addition to meeting all the requirements established for general graduate admissions, students must also meet School Psychology Online Program and School of Education¹ requirements before admission to the program. These additional requirements are described on the individual program catalog pages herein. Students are also expected to participate in a virtual interview as a component of the selection process. Admission is competitive and meeting the minimum admission requirements does not guarantee admission to the program.

¹ The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC, and to complete their portion of the process prior to the deadline specified in their admission letter. Candidates are responsible for all costs associated with their criminal background check(s). Admission decisions by programs are contingent upon CBC clearance by the UWL Office of Field Experience or designated graduate program representative.

Program Length

The Master of Science in Education (M.S.Ed.) degree in the School Psychology Online Program is typically a two-year program. The Educational Specialist (Ed.S.) degree in the School Psychology Online Program is typically a two-year program. Students must complete both programs to earn the Ed.S. degree. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Associate Professor

Robert J. Dixon (<http://www.uwlax.edu/profile/rdixon/>), Ph.D., NCSP, LP

Adjunct Faculty

Check the School Psychology Online Program webpage (<https://www.uwlax.edu/academics/grad/school-psychology-online/our-people/>) for the current list of adjunct faculty.

Graduate degrees

- School psychology - MSED: online (p. 105)
- School psychology - Ed.S.: online (p. 106)

Master of Science in Education in School Psychology: Online

The emphasis of this program is to prepare current WI educators who wish to re-train as school psychologists who are effective teacher, parent, and school consultants. Along with consultation, graduate students are trained to provide effective interventions. The program also emphasizes a pupil services model which addresses the educational and mental health needs of all children, from early childhood through high school. The school psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, social justice, and mental health. To provide psychological services in educational settings, graduates of the School Psychology Online Program must also have considerable knowledge of curriculum, special education, and pupil services. Many of the core courses require projects which are completed in the schools.

The Master of Science in Education in school psychology is awarded after the second year of study. To practice as a licensed school psychologist, students must go on to complete the Educational Specialist degree. (p. 106) UWL offers both degrees through the School Psychology Program.

Program requirements

Admission to program

Candidates seeking WI certification as a school psychologist must complete the Master of Science in Education (M.S.Ed.) in school psychology (p. 105) requirements followed by the Education Specialist (Ed.S.) in school psychology (p. 106) requirements in order to be endorsed for licensure. UWL offers both degrees through the School Psychology Program.

In addition to meeting all UWL criteria for admission to graduate programs (p. 12), applicants to the online School Psychology Program must do the following:

- Complete an undergraduate statistics course as a prerequisite for the program.
- Provide a resume, letters of recommendation, and a personal statement (see the School Psychology application webpage (<https://www.uwlax.edu/grad/school-psychology-online/application-process/>) for more detail).
- Complete an online interview.
- Complete a successful criminal background check (initiated by UWL).*
- Applicants to the online School Psychology Program must hold a valid WI Educator License, have at least one year of experience in K-12 schools, and currently be employed in K-12 education.

*The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Applicants are responsible for all costs associated with their criminal background check(s).

Curriculum for Master of Science in Education

Complete the following requirements for a Master of Science in Education degree in school psychology:

1. Complete the following 30 credits:

Code	Title	Credits
SPY 700	School Psychology: Role and Function	3
SPY 717	Child and Adolescent Mental Health for School Psychologists	3
SPY 751	School-wide Practices for Academics, Behavior, and Mental Health in a MTSS Model	3
SPY 752	Academic, Behavioral, and Mental Health Interventions	3
SPY 757	Psychoeducational Assessment I	3
SPY 759	Assessment of Students with Emotional/Behavioral Needs	3
SPY 771	Application of Multicultural Psychology	3
SPY 775	Behavioral Assessment and Management	3
SPY 776	Psychological Consultation and Collaboration	3
SPE 715	Special Education and the Law	3
Total Credits		30

2. Maintain retention standards as described in the *School Psychology Graduate Student Handbook*. Students must meet academic, behavior, and professional practice standards in order to progress in the program.

Students must complete all Master of Science in Education program requirements before being enrolled in the Education Specialist part of the School Psychology Program.

Students must then complete all Educational Specialist (p. 106) program requirements to be endorsed for WI licensure and practice as a licensed school psychologist.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.

- Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
- Earn a cumulative grade point average of at least 3.00.
- Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
- File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
- Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
- Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Educational Specialist in School Psychology: Online

The emphasis of this program is to prepare school psychologists who are effective teacher, parent, and school consultants. Along with consultation, graduate students are trained to provide effective interventions. The program also emphasizes a pupil services model which addresses the educational and mental health needs of all children, from early childhood through high school. The school psychology knowledge base includes areas of professional school psychology, educational psychology, psychological foundations, educational foundations, social justice, and mental health. To provide psychological services in educational settings, graduates of the School Psychology Online Program must also have considerable knowledge of curriculum, special education, and pupil services. By the end of practice in the third year, students will have 500 hours of school psychology experience. After completing all coursework, students complete a 1200-hour internship.

To practice as a licensed school psychologist, students must complete the Educational Specialist degree, which includes completing the Master of Science in Education degree in school psychology (p. 105) first. UWL offers both degrees through the School Psychology Online Program.

Program requirements

Candidates who complete all requirements for the online Master of Science in Education (M.S.Ed.) in school psychology may continue into the online Education Specialist (Ed.S.) part of the School Psychology Program. Candidates must meet the following requirements, in addition to meeting UWL graduate degree requirements (<http://catalog.uwlax.edu/graduate/degree requirements/>), to earn an Education Specialist degree in school psychology and be endorsed for a WI school psychology license:

- Complete the M.S.Ed. in school psychology degree and program requirements.
- Complete a minimum of 60 graduate credits (includes capstone project and credits completed for the Master of Science in Education degree), with at least two thirds of these at the 700/800-level.
- Demonstrate content knowledge by earning a passing score on the Praxis II School Psychology content exam (test #5402), or if a passing score has not been earned after two attempts, earn a passing score on the comprehensive exams. Candidates must earn a passing score on the Praxis II exam or comprehensive exams prior to their internship year.
- Complete capstone project requirements within seven years of beginning the program.
- Complete a professional portfolio that demonstrates achieved competence for each of the 10 Domains of the National Association of School Psychologists (NASP) Practice Model.

Curriculum for Educational Specialist

Core professional training (27 credits)

Complete each of the following courses.

Code	Title	Credits
SPY 725	Research and Program Evaluation in Schools	3
SPY 756	Early Childhood Assessment ¹	3
SPY 758	Psychoeducational Assessment II	3
SPY 763	Supervised Practicum in School Psychology II ¹	3
SPY 764	Supervised Practicum in School Psychology III ¹	3
SPY 772	Counseling and Therapy Methods	3
SPY 773	Advanced Counseling and Therapy Methods	3
SPY 797	Internship in School Psychology	6
Total Credits		27

¹ Has an additional course fee.

Capstone project requirements (4 credits)

Code	Title	Credits
SPY 802	Research/Specialist Project	3
SPY 803	Case Conceptualization Project	1
Total Credits:		4

Licensure, practicum, internship, and capstone project requirements

Candidates are endorsed for an **Initial Educator License** in Wisconsin after completion of all Ed.S. degree requirements, excepting the school psychology internship and the capstone project. Students are endorsed for a **Professional Educator License** in Wisconsin upon completion of

the Ed.S. degree, which includes the internship and capstone project. Students who complete only the M.S.Ed. degree are not eligible for licensure as a school psychologist.

Students must complete two semesters of a supervised school psychology practicum at the Ed.S. level. During practicum experiences students develop school psychology professional knowledge, skills, and behavior. Core professional skills, as well as professional behavior, are critical to effective school psychology functioning. Thus, only students who have successfully completed all prerequisite course work (no incompletes) are allowed to enroll for practica. In addition, appropriate professional behavior and personal effectiveness are required for continued enrollment in practica and the program.

Internships must be in a school setting, total 1,200 hours, and be supervised by a certified school psychologist and a UWL school psychology instructor. A site visit from the university supervisor is required each semester. All interns must pay all actual costs associated with each semester's site visit, including travel, lodging, and meals.

To complete the capstone project requirements, students complete a research/specialist project and a case conceptualization project. While students are expected to complete this requirement prior to internship, if a student has not successfully completed all elements of the capstone, the student must register for graduate credits until the project components are successfully completed.

For additional School Psychology Program policies, students should refer to the *School Psychology Graduate Student Handbook* available in the School Psychology Office, 341 Graff Main Hall.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project

report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

REC - Recreation Management Graduate Program

Recreation Management Graduate Program

Director: Kate Evans

2042 Health Science Center; 608.785.8210

Email: kevans@uwlax.edu

www.uwlax.edu/academics/grad/recreation-management/ (<https://www.uwlax.edu/academics/grad/recreation-management/>)

The Master of Science in Recreation Management Program prepares students for positions in public, private, and commercial recreation agencies. The curriculum consists of learning experiences critical for assuming high-level management positions in the leisure service profession.

This program is designed to provide students with individualized continuing education to develop competencies specifically related to recreation career development and professional growth. The emphasis is on individualizing the student's program.

Graduates are prepared to:

- Plan, develop, and manage recreation programs in public and private agencies, commercial enterprises, and tourism business
- Use diverse community, natural, institutional, and human service resources to enhance programs
- Apply common and innovative management techniques for budgets, service pricing, cost analysis, business feasibility, market analysis, and promotions
- Use leadership strategies to strengthen leisure experiences for all, including those with special needs
- Apply evaluation, survey, and research methods to ensure continued improvement in leisure services
- Apply management techniques for recruitment, selection, training, and evaluation of staff and volunteers

Graduates are employed in:

- Local recreation and park agencies; federal natural resource agencies
- Resorts, cruise ships, ski resorts, private campgrounds, and hospitality and travel industries
- Private corporations and tourism agencies
- Health clubs and recreational fitness centers
- Youth agencies
- Boy Scouts, Girl Scouts, YM/YWCA
- Condominium developments, convention/visitor bureaus, ice arenas, marinas, golf courses, and theme parks

The Master of Science is also available in recreational therapy (p. 113).

Program length

The Master of Science (M.S.) in Recreation Management Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Kate Evans, Ph.D., Program Director

Laurie Harmon, Ph.D., Department Chair

Associate Professor

Namyun Kil, Ph.D.

Brian Kumm-Schaley, Ph.D.

Dan Plunkett, Ph.D.

Assistant Professor

W. Thomas Means, Ph.D.

Jennifer Taylor, Ph.D.

Associate Teaching Professor

Tara DeLong, M.S.

Lisa Savarese, M.S.

Assistant Teaching Professor

Lindsey Kirschbaum, M.S.

Administrative Support

Janet Craig

Graduate degree

- Recreation management - MS (p. 108)

Recreation Management - Master of Science

The Master of Science in Recreation Management is a multidisciplinary program of advanced study designed to prepare graduates for careers in the public, private non-profit, and the commercial sectors of the recreation profession. With three curricular options (thesis, graduate project, or internship), the program serves both students with extensive recreation backgrounds and students who are looking to a masters program as their gateway into the recreation field.

Please visit the website that introduces you to the graduate Recreation Management Program, our graduate faculty, and the opportunities at the University of Wisconsin-La Crosse.

www.uwlax.edu/academics/grad/recreation-management/ (<https://www.uwlax.edu/academics/grad/recreation-management/>)

For more information please contact:

Kate Evans, Ph.D.
kevens@uwlax.edu
608.785.8210

"I absolutely love the program! I appreciate the knowledge, expertise, and engagement of our group and professors. Applying and registering for this master's program has been one of the best choices I have ever made!" - 2024 Graduate

Program requirements

Admission

The program welcomes students without an undergraduate degree in recreation, but a prerequisite course may be required. Students may take the deficiency course prior to beginning the graduate program or they may begin the program and take the course within the first two semesters of their graduate program.

Prerequisite:

Code	Title	Credits
REC 301	Introduction to Recreation Programming and Event Management	3
or demonstrated experience in recreation programming		
Total Credits		3

If the above prerequisite has not been met, the recreation graduate program director will determine program deficiencies on an individual basis. The review will be based on previously taken courses as well as prior work experience. The graduate program director also will determine if a deficiency course needs to be taken for credit (auditing the course might also be recommended).

Curriculum

(30 credits)

Required courses (12 credits)

Code	Title	Credits
REC 520	Revenue Management in Recreation, Tourism, and Events	3
REC 701	Philosophical Foundations of Leisure, Play, and Recreation ¹	3
REC 731	Data Evaluation and Management in Parks and Recreation ¹	3
REC 735	Management Topics in Recreation and Leisure Services ¹	3
Total Credits		12

¹ Online course.

Capstone (6 credits)

Select one of the options below:

Code	Title	Credits
Option A - thesis		
REC 799	Research: Master's Thesis	
Option B - graduate project		
REC 761	Graduate Project in Recreation	
Option C - internship		

REC 700	Internship in Guided Learning	
Total Credits		6

Elective courses (12 credits)

Select 12 credits from the lists below:

Code	Title	Credits
On-campus electives		
REC 500	Parks, Recreation, and Tourism Facility Planning	
REC 502	Risk Management in Leisure Service Organizations	
REC 504	Budgeting in Recreation Services	
REC 515	Camp Administration	
REC 545	Advanced Event Planning and Management	
REC 795	Independent Study in Recreation	
REC 797	Special Projects in Recreation Management	
Online electives		
REC 732	Human Development and Group Dynamics	
REC 733	Diversity and Social Justice in Recreation Management	
REC 734	Experience Management	
REC 736	Collaborative Approaches to Recreation and Leisure Service Delivery	
REC 737	Contemporary Issues in Recreation Management	
REC 738	Capstone Seminar in Recreation Management	
Total Credits		12

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project

report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

REC - Recreation Management: Professional Development Graduate Program

Recreation Management: Professional Development Program

Director: Kate Evans

2042 Health Science Center; 608.785.8210

Email: kevans@uwlax.edu

www.uwlax.edu/academics/grad/recreation-management-pd/ (<https://www.uwlax.edu/academics/grad/recreation-management-pd/>)

The Recreation Management: Professional Development Emphasis Program is a fully **online** master's program designed for recreation professionals who are currently working in the field. The program is focused on advanced management skills that will allow working professionals the opportunity to build on a base of recreation education and/or experience to advance in their knowledge, skill sets, and careers.

Program length

The Master of Science (M.S.) in Recreation Management: Professional Development Emphasis Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Kate Evans, Ph.D., Program Director

Laurie Harmon, Ph.D., Department Chair

Associate Professor

Brian Kumm-Schaley, Ph.D.

Dan Plunkett, Ph.D.

Assistant Teaching Professor

Jon Evans, M.S.

Administrative Support

Olga Santoyo-Gracia

Amber Miller-Adamany

Graduate degree

- Recreation management - MS: professional development emphasis (p. 111)

Recreation Management: Professional Development Emphasis - Master of Science

Program requirements

Admission

Admission to the university:

- To qualify for unconditional admission (i.e., not on probation) to graduate study, a student must have:
 - A baccalaureate degree from an accredited institution
 - An overall undergraduate grade point average of at least 2.85 on a 4.00 scale, or
 - (b) An average of at least 3.00 in the last half of all undergraduate work, or
 - (c) An average of at least 3.00 for no less than 12 semester credits of graduate study at another accredited graduate school.

Admission to the program:

The graduate Recreation Management Program follows a comprehensive admissions review process in selecting students for admission to the online Professional Development Emphasis. Although our program is designed for working recreation professionals, other students will be considered for admission dependent upon their application materials and available space in the program. The factors that will be considered in the review of an application include:

- **Primary factors:**
 - A baccalaureate degree in recreation or leisure from an accredited institution; OR
 - A baccalaureate degree from an accredited institution and a minimum of one year of experience working in the recreation or leisure field.
- **Secondary factors:**
 - A minimum of one year of full-time experience working in the recreation or leisure field
 - Staff supervisory experience
- **Required documents:**
 - Completed application
 - Official transcripts
 - Resume
 - One letter of recommendation reflective of the applicant's professional and/or academic experiences
 - Personal statement: A personal statement describing the applicant's belief about the importance of recreation, personal and professional experiences and passions related to recreation, and the reasons the applicant would like to pursue a graduate degree in recreation. The applicant should also include for consideration any additional information that speaks to the applicant's ability to contribute to the program or UWL.

Graduation requirements

A total of 30 credits of graduate level courses must be completed with a "B" or better (3.0/4.0) in each course.

Curriculum

(30 credits)

Code	Title	Credits
REC 701	Philosophical Foundations of Leisure, Play, and Recreation	3
REC 520	Revenue Management in Recreation, Tourism, and Events	3
REC 736	Collaborative Approaches to Recreation and Leisure Service Delivery	3
REC 735	Management Topics in Recreation and Leisure Services	3
REC 731	Data Evaluation and Management in Parks and Recreation	3
REC 733	Diversity and Social Justice in Recreation Management	3
REC 732	Human Development and Group Dynamics	3
REC 734	Experience Management	3
REC 737	Contemporary Issues in Recreation Management	3
REC 738	Capstone Seminar in Recreation Management	3
Total Credits		30

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow

the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan

Course schedule by semester:

Year 1			
Fall	Credits Spring	Credits Summer	Credits
REC 701	3 REC 520	3 REC 733	3
REC 731	3 REC 732	3 REC 734	3
	6	6	6
Year 2			
Fall	Credits Spring	Credits	
REC 735	1-3 REC 737	1-3	
REC 736	3 REC 738	3	
	6	6	
Total Credits: 30			

RTH - Recreational Therapy Graduate Program

Recreational Therapy Graduate Program
 Director: Kate Evans
 2042 Health Science Center; 608.785.8210
 Email: kevans@uwlax.edu

www.uwlax.edu/academics/grad/recreational-therapy (<https://www.uwlax.edu/academics/grad/recreational-therapy/>)

The Master of Science in Recreational Therapy Program prepares students for certification as Therapeutic Recreation Specialists. Students learn to develop and implement treatment, leisure education, and recreation programs for individuals with special needs.

Graduates are prepared to:

- Assess the need for therapeutic recreation intervention
- Plan and evaluation individual and group treatment, leisure education and recreation participation programs
- Supervise interdisciplinary teams and human service providers
- Organize and manage services
- Direct outreach, advocacy, and public relations activities
- Assist individuals in the development of life-long leisure independence
- Address therapeutic recreation professionalization issues
- Take the national examination to become a Certified Therapeutic Recreation Specialist
- Use advanced knowledge as a clinical administrator or consultant

Graduates are employed in:

- Hospitals and physical rehabilitation facilities
- County, state, and national mental health treatment centers
- Residential settings
- Long-term care or nursing home facilities
- Community-based centers and human service agencies
- Recreation agencies, including national associations for disabled sport competitors (i.e., Special Olympics)
- Human service areas needing therapeutic recreation consultants

The Master of Science is also available in recreation management (p. 108).

Program length

The Master of Science (M.S.) in Recreational Therapy Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Kate Evans, Ph.D., Program Director

Laurie Harmon, Ph.D., Department Chair

Associate Professor

Namyun Kil, Ph.D.

Brian Kumm-Schaley, Ph.D.

Dan Plunkett, Ph.D.

Assistant Professor

W. Thomas Means, Ph.D.

Jennifer Taylor, Ph.D.

Associate Teaching Professor

Tara DeLong, M.S.

Lisa Savarese, M.S.

Assistant Teaching Professor

Lindsey Kirschbaum, M.S.

Administrative Support

Janet Craig

Graduate degree

- Recreational therapy - MS (p. 113)

Recreational Therapy - Master of Science

The Master of Science in Recreational Therapy is a comprehensive program of study designed to prepare graduates for careers in the multifaceted field of therapeutic recreation. Our dual track curriculum serves two kinds of the students, the certified therapeutic recreation specialist (CTRS) seeking advanced training in therapeutic recreation as well as the student who wants to enter the therapeutic recreation profession by completing his or her masters degree. All students completing a masters at UWL meet all criteria for sitting for the national therapeutic recreation examination.

Please visit the website that introduces you to the graduate Recreational Therapy Program, our graduate faculty, and the opportunities at the University of Wisconsin-La Crosse.

www.uwlax.edu/acadmics/grad/recreational-therapy (<https://www.uwlax.edu/academics/grad/recreational-therapy/>)

For more information please contact:

Kate Evans, Ph.D.,
 kevans@uwlax.edu
 608.785.8210

Program requirements

Admission

Students without a previous background in recreational therapy, as well as those who are certification eligible as a Certified Therapeutic Recreation Specialist by the National Council for Therapeutic Recreation Certification, will be admitted into the program after fulfilling university graduate school admission requirements. **Students without backgrounds in recreational therapy may apply at any time with rolling admission, and will be required to speak with a faculty advisor.** Deficiencies will be determined based on the student's educational background and work experience.

There are minimum undergraduate prerequisite course and competency requirements for admission to the Master of Science degree program in recreational therapy.

Prerequisite courses (or equivalent knowledge):

Code	Title	Credits
ESS 205	Human Anatomy and Physiology for Exercise Science I	3
PSY 204	Abnormal Psychology	3
PSY 212	Lifespan Development	3
RTH 376	Assessment and Treatment Planning in Recreational Therapy	3
STAT 145	Elementary Statistics	4

The above courses may be taken at the University of Wisconsin-La Crosse during the first two semesters of the graduate program (except for RTH 376 which must be completed in the first semester of the graduate program).

Prerequisite competency:

Knowledge of and experience with a disability group in a recreational therapy setting (minimum 50 documented hours of acceptable experience).

National Council for Therapeutic Recreation Certification exam

To become eligible to sit for the National Council for Therapeutic Recreation Certification (<http://nctrc.org/>) (NCTRC) exam through the professional academic path, a total of 18 semester units or 27 quarter units of supportive course work must be successfully completed with at least three units in the content of abnormal psychology, three units in the content of anatomy and physiology, and three units in the content area of human growth and development across the lifespan. The remaining semester units or quarter units of course work must be fulfilled in the content of "human services" as defined by NCTRC (human services is defined to include courses supportive to the practice of recreational therapy such as: psychology, sociology, related biological/physical sciences, adaptive physical education, special education, education, ethics and other disciplines of study supportive to the practice of recreational therapy). Students must fulfill the most current NCTRC requirements for certification eligibility. Fulfilling the most recent NCTRC requirements for eligibility is the responsibility of the student.

Curriculum

(30-36 credits)

Upon admission, the student will be classified into one of two groups based upon previous academic background, certification status, and

professional experience in the field of recreational therapy. The student will be classified either as a

- Student without a previous background in recreational therapy or
- Student with a previous background (certification eligible) in recreational therapy.

Program of study for a student with a background (certification eligible) in recreational therapy :

The program of study involves a minimum of 30 credits. A program of study includes the required courses, one of two capstone experiences, and electives. The program of study will be jointly developed by the student and the Recreational Therapy Program Director.

Required courses (21 credits)

Code	Title	Credits
RTH 593	Advancing the Recreational Therapy Profession	3
RTH 701	Philosophical Foundations of Leisure, Play, and Recreation	3
RTH 720	Research Methods for Recreation, Parks, and Leisure	3
RTH 730	Advanced Clinical Aspects in Recreational Therapy	3
RTH 740	Evidence-Based Practice in Recreational Therapy	3
RTH 750	Authentic Leadership and Clinical Supervision in Recreational Therapy	3
RTH 770	Interprofessional Education and Collaborative Healthcare	3
Total Credits		21

Capstone Experience

Students with a recreational therapy background must select one of two research options as the capstone experience to their graduate program. The options are:

Code	Title	Credits
Option A - thesis		
REC 799	Research: Master's Thesis	6
Option B - graduate project		
REC 761	Graduate Project in Recreation	3-6

Elective courses

Additional elective courses may be required to fulfill the minimum number of credits (30) to graduate. The elective course(s) will be determined jointly by the student and the Recreational Therapy Program Director.

Program of study for a student without a previous background in recreational therapy:

This program of study requires 36 credits. The program of study includes the required graduate courses and internship capstone experience. Additional credit(s) may be required to fulfill the sitting requirements of the NCTRC. A program of study will be developed by the student and the Recreational Therapy Program Director.

Required courses (36 credits)

Code	Title	Credits
RTH 556	Program Design and Administration of Recreational Therapy	3
RTH 570	Recreational Therapy Processes and Facilitation Techniques	3
RTH 592	Clinical Education Experience in Recreational Therapy	3
RTH 593	Advancing the Recreational Therapy Profession	3
RTH 700	Internship in Recreational Therapy	6
RTH 701	Philosophical Foundations of Leisure, Play, and Recreation	3
RTH 720	Research Methods for Recreation, Parks, and Leisure	3
RTH 730	Advanced Clinical Aspects in Recreational Therapy	3
RTH 740	Evidence-Based Practice in Recreational Therapy	3
RTH 750	Authentic Leadership and Clinical Supervision in Recreational Therapy	3
RTH 770	Interprofessional Education and Collaborative Healthcare	3
Total Credits		36

At the discretion of the Recreational Therapy Program Director, previously taken equivalent undergraduate courses may not have to be repeated at the graduate level. Students who have required coursework waived must still earn at least 30 applicable graduate credits to complete the degree.

Capstone Experience

For students without a recreational therapy background, their internship (RTH 700) is the required capstone experience. These students may, if they choose, also complete a thesis or graduate project, but neither is required.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

SOE - Professional Studies in Education Graduate Programs

Institute for Professional Studies in Education:

Director: Jeannette Armstrong

Email: jarmstrong@uwlax.edu

Educational Leadership Program:

MSED Professional Development: Educational Leadership Emphasis

MSED Professional Development: Educational Leadership & Director of Instruction Emphasis

Educational Leadership Certificate

Director of Instruction Add-On Certification

Program Director: Ann Yehle

Email: ayehle@uwlax.edu

Reading Program:

MSED Reading with Reading Teacher (1316) Emphasis

MSED Reading with Reading Specialist (5017) Emphasis

MSED Reading with Reading Teacher (1316) and Reading Specialist (5017) Emphasis

Reading Teacher (1316) Certificate

Reading Specialist (5017) Add-on Certification

Program Director: Kim Edwards

Email: kedwards@uwlax.edu

Special Education Certificate Program:

Program Director: Jeannette Armstrong

Email: jarmstrong@uwlax.edu

TESOL Program:

Teaching English to Speakers of Other Languages (TESOL) Certificate

Program Director: Jeannette Armstrong

Email: jarmstrong@uwlax.edu

www.uwlax.edu/academics/grad/professional-studies-in-education
(<https://www.uwlax.edu/academics/grad/professional-studies-in-education/>)

Our vision of the world

Through the lens of our innovative approach to education, we envision a world where all educators:

- Long to increase their capacity for leadership and create a greater positive impact within their community;
- Empathetically build more authentic, diverse, and impactful relationships as they prepare our next generation of caring servant leaders.

We envision that our graduates are defined by their desire to:

- Inspire those around them to live caring and meaningful lives;
- Create a better future for generations to come.

Our mission and the work we do

At IPSE, we:

- Feel a deep responsibility to create a world where every child can find happiness in chasing their dreams and passions;
- Work to further develop you as an uplifting, empathetic, and inclusive educator so you can create an environment where all students are able to discover their true selves.

Because you are one of the strongest influences in a child's life, we:

- Equip you with practical life-long skills;
- Allow you to enable children so they can serve others and become more fulfilled individuals.

We passionately work to build a dynamic, connected, and inspired community of learners dedicated to transforming the profession of education.

What we value and how we transform lives

We use a model of learning in community, where we integrate constructivism, experiential education, and relationship building to help you become better at serving others.

By valuing **student achievement**, we:

- Improve your professional calling by further developing pedagogical knowledge and cultural understanding;
- Embrace the art of facilitation and foster collaborative learning;
- Value human diversity and complexity by creating a safe, respectful, and challenging environment.

By valuing a **passion to impact others**, we:

- Feel a responsibility to create better schools, districts, and communities;
- Inspire teacher leaders to use their voice in advocating for others.

By valuing **empathy for others**, we:

- Work to create authentic and meaningful relationships by understanding other people's perspectives;
- Believe that all teachers deserve the respect of other professionals.

By valuing **life-long learning**, we:

- Seek to further understand ourselves and others by listening, being empathetic, questioning, reflecting and providing feedback;
- Strive for continuous improvement by engaging in constant assessment and evaluation.

Program length

The Master of Science in Education (M.S.Ed.) professional development programs are typically two-year programs. The Master of Science in Education (M.S.Ed.) in reading programs are typically two-year programs. The graduate certificates are typically one-year programs. Number of credits required varies by program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Institute for Professional Studies in Education (IPSE) Director

Jeannette Armstrong

IPSE Administrative Support

Cindy George, Senior Marketing Specialist

Jenny Holm, Outreach Specialist

Program Directors

Ann Yehle, Program Director of Educational Leadership/Director of Instruction

Jeanette Armstrong, Program Director of Learning Community

Kim Edwards, Program Director of Graduate Reading

Jeanette Armstrong, Program Director of Graduate Special Education

Jeanette Armstrong, Program Director of Graduate TESOL

Adjunct Faculty

Check the IPSE webpage (<https://www.uwlax.edu/academics/grad/professional-studies-in-education/about-us/our-people/>) for the current list of adjunct faculty.

Graduate degrees

- **Professional Development Program:**
 - Professional development: educational leadership emphasis - MSSED (p. 117)
 - Professional development: educational leadership and director of instruction emphasis - MSSED (p. 118) (not accepting new students)
 - Professional development: learning community emphasis - MSSED (p. 120)
- **Reading Program:**
 - Reading - MSSED (non-certification) (p. 121) (not accepting new students)
 - Reading: reading teacher (1316) emphasis - MSSED (p. 122)
 - Reading: reading specialist (5017) emphasis - MSSED (p. 124)
 - Reading: reading teacher (1316) and reading specialist (5017) emphasis - MSSED (p. 125)

Certificates

- Educational leadership (5051) - certificate program (p. 127)
- Professional learning community - certificate program (p. 128)
- Reading teacher (1316) - certificate program (p. 128)
- Special education (2081) - certificate program (p. 129)
- Teaching English to speakers of other languages (TESOL) (1395) - certificate program (p. 130)

Add-on certifications

- Director of instruction (5010) - add-on certification (p. 131)
 - Reading specialist (5017) - add-on certification (p. 131)
-

Professional Development: Educational Leadership Emphasis - Master of Science in Education

The Master of Science in Education (MSSED) Professional Development: Educational Leadership Emphasis Program is a 36-credit program designed for bachelor-level teachers with three years of successful full-time teaching who are seeking licensure as a PK-12 principal. The philosophy of the program is based on a learning-in-community, constructivist model with an emphasis on culturally relevant teaching where students join the program in a cohort. In a learning community that is constructivist, learners come together as a group to share common emotions, values, or beliefs in education and are actively engaged in learning together from each other. The program meets the National Educational Leadership Preparation (NELP) standards, the Wisconsin Administrator Standards, and professional educational requirements for principal (5051) licensure in Wisconsin.

This program is offered in online, blended, or face-to-face formats. The program may start cohorts of 14 or more students in the fall, spring or summer terms.

Program requirements

Admission

To qualify for admission to the Professional Development: Educational Leadership Emphasis, a candidate for the program must:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a bachelor's degree in education from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide evidence of teaching license or certificate (i.e. copy of teaching license).
- Provide a resume that documents at least one year of full-time teaching in a K-12 setting and current employment in a K-12 school.
- Complete a successful criminal background check (initiated by UWL).

Admission on probation

Students may be admitted on probation if they do not meet the minimum academic or graduate program admission requirements. Upon completion of nine graduate credits or two terms (whichever comes first) with a grade point average of 3.00 or above, the students will be removed from probation. Students admitted on probation will be dismissed from graduate study if their cumulative GPA is below 3.00 after completing nine graduate credits or two terms (whichever comes first). More information is in the graduate academic eligibility policy (<https://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/>).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission

letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

(36 credits)

Code	Title	Credits
EDU 765	Introduction to Educational Leadership	3
EDU 766	The Principalship	3
EDU 767	Data-based Decision Making for Instruction	3
EDU 768	Supervision and Evaluation	3
EDU 769	Leadership and Cultural Competence	3
EDU 770	School Law	3
EDU 771	School Finance and Resource Allocation	3
EDU 772	Inclusive Pedagogical Practices I	2
EDU 782	Inclusive Pedagogical Practices II	1
EDU 773	Practicum in the Principalship and Practicum Seminar	4
EDU 641	Educational Research I: Introduction	2
EDU 642	Educational Research II: Exploration	2
EDU 743	Educational Research III: Conduct	2
EDU 744	Educational Research IV: Publication	2
Total Credits		36

Program completion

Eligibility for Educational Leadership (5051) certification is contingent upon:

- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Completion of Educational Leadership Program coursework, associated experiences, and artifacts (including portfolio).
- Completion of DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) documenting at least three years of teaching at the K-12 level or hold a WI Lifetime Educator license.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree

requirements within ten years from the time of initial enrollment in the graduate program.

3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Professional Development: Educational Leadership and Director of Instruction Emphasis - MSED

The Master of Science in Education (MSED) Professional Development: Educational Leadership Emphasis Program is a 42 - credit program designed for bachelor - level teachers with three years of successful full-time teaching who are seeking licensure as a PK-12 principal and director of instruction. The philosophy of the program is based on a learning-in-community, constructivist model with an emphasis on culturally relevant teaching where students join the program in a cohort. In a learning community that is constructivist, learners come together as a group to share common emotions, values, or beliefs in education and are actively engaged in learning together from each other. The program meets the National Educational Leadership Preparation (NELP) standards, the Wisconsin Administrator Standards, and professional educational requirements for principal (5051) as well as director of instruction (5010) licensure in Wisconsin.

This program is offered in online, blended, or face-to-face formats. This program may start cohorts of 14 or more learners in the fall, spring or summer terms.

Director of Instruction (5010)

The Wisconsin Director of Instruction (5010) license is intended to help prepare candidates for school administration on a district level in Wisconsin. Administrators who have earned a Principal license (5051) are eligible to apply to UWL to take the required courses that lead to the Director of Instruction license in Wisconsin.

Program requirements

Admission

For admission to the Professional Development: Educational Leadership and Director of Instruction Emphasis, a candidate for the program must have:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a bachelor's degree in education from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide evidence of teaching license or certificate (i.e. copy of teaching license).
- Provide a resume that documents at least one year of full-time teaching in a K-12 setting and current employment in a K-12 school.
- Complete a successful criminal background check (initiated by UWL).

Admission on probation

Students may be admitted on probation if they do not meet the minimum academic or graduate program admission requirements. Upon completion of nine graduate credits or two terms (whichever comes first) with a grade point average of 3.00 or above, the students will be removed from probation. Students admitted on probation will be dismissed from graduate study if their cumulative GPA is below 3.00 after completing nine graduate credits or two terms (whichever comes first). More information is in the graduate academic eligibility policy (<https://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/>).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

(42 credits)

Code	Title	Credits
EDU 765	Introduction to Educational Leadership	3
EDU 766	The Principalship	3
EDU 767	Data-based Decision Making for Instruction	3
EDU 768	Supervision and Evaluation	3
EDU 769	Leadership and Cultural Competence	3
EDU 770	School Law	3
EDU 771	School Finance and Resource Allocation	3
EDU 772	Inclusive Pedagogical Practices I	2
EDU 782	Inclusive Pedagogical Practices II	1
EDU 773	Practicum in the Principalship and Practicum Seminar	4
EDU 641	Educational Research I: Introduction	2
EDU 642	Educational Research II: Exploration	2
EDU 774	Curriculum and Leadership	3
EDU 775	Practicum for the Director of Instruction and Seminar	3
EDU 743	Educational Research III: Conduct	2
EDU 744	Educational Research IV: Publication	2
Total Credits		42

Program completion

Eligibility for Educational Leadership (5051) and Director of Instruction (5010) certification is contingent upon:

- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Completion of Educational Leadership and Director of Instruction Program coursework, associated experiences, and artifacts (including portfolio).
- Completion of DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) documenting at least three years of teaching at the K-12 level or hold a WI Lifetime Educator license.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://>

catalog.uwlax.edu/graduate/programrequirements/) listed in the catalog for the exact number of credits required.

4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Professional Development: Learning Community Emphasis - Master of Science in Education

The Master of Science in Education (MSED) Professional Development: Learning Community Emphasis Program is a 32-credit degree program offered in face-to-face, hybrid, and online delivery formats. The face-to-face program meets a minimum 20 weekends (15 hours/weekend) over two years. The hybrid program combines face-to-face meetings with online delivery over two years. The online program combines three semesters of online delivery with two summer institutes over 18 months. Learners are expected to apply their knowledge, skills, and dispositions to the professional work setting (minimum of four hours/week) and to communicate via an online communication system (minimum of two hours/week). Face-to-face and hybrid learning communities may begin in the fall, spring or summer semesters. Online communities have either a spring or summer start time to accommodate the two summer institutes. The curriculum for all MSED Learning Community cohorts is integrated and spiraled throughout each semester and facilitated by a team of educators to communities of 14 or more students. A classroom action research project/seminar paper and professional development plan portfolio are the culminating projects of this program.

Learning outcomes: Every UWL Professional Development: Learning Community Emphasis graduate will:

1. Improve content and pedagogical knowledge.
2. Experience professional and personal transformation through diversity, equity, and inclusion.
3. Conduct research.
4. Utilize authentic assessment.
5. Exhibit teacher leadership.

6. Promote best practices in technology implementation.
7. Create and sustain a professional learning community.

Program requirements

Curriculum

(32 credits)

The Professional Development: Learning Community Emphasis Program starts in either the spring or summer terms. Sequenced courses occur over five academic terms, three semesters and two summer terms. The program can be taken online, as a blend of online and in-person courses, or be taken entirely in-person. To view the current course sequences for the different modes of instruction, visit the Learning Community Program (<https://www.uwlax.edu/grad/professional-studies-in-education/msed/overview/>)'s website.

Admission requirements

To qualify for unconditional admission to graduate study, you must have:

- A baccalaureate degree from an accredited institution.
- An overall undergraduate grade point average of at least 2.85 on a 4.00 scale; or an average of at least 3.00 in the last half of all undergraduate work; or an average of at least 3.00 for no less than 12 semester credits of graduate study at another accredited graduate school.
- Departmental or school/college approval to enter the graduate program chosen.

Required courses (listed in numerical order)

Code	Title	Credits
EDU 601	Learning in Community I: Introduction	1
EDU 602	Learning in Community II: Exploration	1
EDU 611	Technology in Education I: Introduction	1
EDU 612	Technology in Education II: Exploration	1
EDU 621	Best Practice Pedagogy I: Introduction	1
EDU 622	Best Practice Pedagogy II: Exploration	1
EDU 631	Curriculum Development and Assessment I: Introduction	1
EDU 632	Curriculum Development and Assessment II: Exploration	1
EDU 641	Educational Research I: Introduction	2
EDU 642	Educational Research II: Exploration	2
EDU 651	Democracy, Diversity and Social Justice in Education I: Introduction	1
EDU 652	Democracy, Diversity and Social Justice in Education II: Exploration	1
EDU 661	Teacher Leadership I: Introduction	1
EDU 662	Teacher Leadership II: Exploration	1
EDU 703	Learning in Community III: Integration	1
EDU 704	Learning in Community IV: Action	1
EDU 713	Technology in Education III: Integration	1
EDU 714	Technology in Education IV: Action	1
EDU 723	Best Practice Pedagogy III: Integration	1
EDU 724	Best Practice Pedagogy IV: Action	1
EDU 733	Curriculum Development and Assessment III: Integration	1
EDU 734	Curriculum Development and Assessment IV: Action	1

EDU 743	Educational Research III: Conduct	2
EDU 744	Educational Research IV: Publication	2
EDU 753	Democracy, Diversity and Social Justice in Education III: Integration	1
EDU 754	Democracy, Diversity and Social Justice in Education IV: Action	1
EDU 763	Teacher Leadership III: Integration	1
EDU 764	Teacher Leadership IV: Action	1
Total Credits		32

The Professional Development: Learning Community Program's total of 32 credits includes two culminating projects:

1. A classroom action research/seminar paper.
2. A professional portfolio showcasing the completed professional development plan.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.

7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Reading - Master of Science in Education - non-certification

This multifaceted, online program is designed to meet the needs of educators who are interested in ongoing professional development in reading education.

Master of Science in Education in Reading Program

The **online** UW#La Crosse Master of Science in Education in Reading Program is dedicated first and foremost to preparing graduate students who serve communities, families, students, schools and fellow educators as leaders in literacy education.

Through preparation and experiences in developmental and exceptional literacy instruction and assessment, students in the Master of Science in Education in Reading Program develop their knowledge, skills, and dispositions as classroom teachers of reading, as Title I or other Reading teachers, or as Reading Specialists or Consultants/Coaches for schools and/or districts.

Graduates of the Reading Program at UW-#La Crosse are prepared:

1. To model current and authentic best practice in K#12 literacy education;
2. To seek and identify current research-based strategies and resources;
3. To provide services and support in literacy assessment, diagnosis, and evaluation;
4. To remain accountable to constituent groups;
5. And to advocate for students, families, and colleagues.

The Reading Teacher and Reading Specialist programs are aligned to the 2017 Standards for Reading Professionals of the International Literacy Association (ILA) and to WI Teaching Standards (for the Reading Teacher programs) or to WI Administrator Standards (PI 34.003, for the Reading Specialist programs). The ILA standards focus on the knowledge, skills, and dispositions necessary for effective educational practice and highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership. These recently updated standards address the need for a broader definition of literacy beyond reading to include writing, speaking, listening, viewing, and visually representing in both print and digital realms. Likewise, the UWL Reading Teacher and Reading Specialist curricula are based on current research and best practice in the fields of literacy and reading. The program is delivered in an online format, and is dedicated first and foremost to preparing educators who serve communities, families, students, schools and fellow educators as leaders in literacy education.

Program requirements

Admission

Applicants to this program must meet the general graduate admissions requirements (p. 12) and criminal background check. Since no teaching certification is given, no other admission criteria is required.

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Teacher candidates are responsible for all costs associated with their criminal background check(s).

Curriculum

(30 credits)

Code	Title	Credits
Core		
RDG 600	Research Methods in Literacy	3
RDG 601	Literacy and Language Development for Diverse Learners	3
RDG 702	Disciplinary Literacy	3
RDG 703	Literacy Assessment and Instruction	3
RDG 704	Emergent Literacy	3
RDG 714	Reading Teacher Practicum	3
RDG 715	Children's and Adolescent Literature	3
Action Research (six credits required)		6
RDG 799	Action Research in Literacy	
Electives (at least three credits)		3
RDG 711	Advanced Research Methods in Literacy	
RDG 716	Special Topics Seminar in Reading Education	
Total Credits		30

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://>

catalog.uwlax.edu/graduate/programrequirements/) listed in the catalog for the exact number of credits required.

4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Reading: Reading Teacher Emphasis - Master of Science in Education

This multifaceted, online program is designed to meet the needs of educators who are interested in (a) ongoing professional development in reading education and (b) certification in the State of Wisconsin as a Reading Teacher (1316 license).

Master of Science in Education in Reading Program

The **online** UW#La Crosse Master of Science in Education in Reading Program is dedicated first and foremost to preparing graduate students who serve communities, families, students, schools and fellow educators as leaders in literacy education.

Through preparation and experiences in developmental and exceptional literacy instruction and assessment, students in the Master of Science in Education in Reading Program develop their knowledge, skills, and dispositions as classroom teachers of reading, as Title I or other Reading teachers, or as Reading Specialists or consultants/coaches for schools and/or districts.

Graduates of the Reading Program at UW#La Crosse are prepared:

1. To model current and authentic best practice in K#12 literacy education;
2. To seek and identify current research-based strategies and resources;

3. To provide services and support in literacy assessment, diagnosis, and evaluation;
4. To remain accountable to constituent groups;
5. And to advocate for students, families, and colleagues.

The Reading Teacher and Reading Specialist programs are aligned to the 2017 Standards for Reading Professionals of the International Literacy Association (ILA) and to WI Teaching Standards (for the Reading Teacher programs) or to WI Administrator Standards (PI 34.003, for the Reading Specialist programs). The ILA standards focus on the knowledge, skills, and dispositions necessary for effective educational practice and highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership. These recently updated standards address the need for a broader definition of literacy beyond reading to include writing, speaking, listening, viewing, and visually representing in both print and digital realms. Likewise, the UWL Reading Teacher and Reading Specialist curricula are based on current research and best practice in the fields of literacy and reading. The program is delivered in an online format, and is dedicated first and foremost to preparing educators who serve communities, families, students, schools and fellow educators as leaders in literacy education.

The program is available to start in the spring and summer terms, when there are 14 or more students in a cohort.

Program requirements

Admission

For admission to the Reading: Reading Teacher (1316) Emphasis, a candidate for the program must:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a bachelor's degree in education from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide evidence of teaching license or certificate (i.e. copy of teaching license).
- Provide a resume that documents at least one year of full-time teaching in a K-12 setting and current employment in a K-12 school.
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their

state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

(30 credits)

Code	Title	Credits
Core		
RDG 600	Research Methods in Literacy	3
RDG 601	Literacy and Language Development for Diverse Learners	3
RDG 702	Disciplinary Literacy	3
RDG 703	Literacy Assessment and Instruction	3
RDG 704	Emergent Literacy	3
RDG 711	Advanced Research Methods in Literacy	3
RDG 714	Reading Teacher Practicum	3
RDG 715	Children's and Adolescent Literature	3
Action Research in Literacy (six credits required)		6
RDG 799	Action Research in Literacy	
Total Credits		30

Program completion and eligibility for certification

Eligibility for Reading Teacher (1316) certification is contingent upon:

- Completion of Reading Teacher Program coursework, associated experiences, and artifacts.
- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Completion of DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) documenting at least two years of employment as the teacher of record in K-12 schools or hold a WI Lifetime Teaching License.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where

applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.

6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Reading: Reading Specialist Emphasis - Master of Science in Education

This multifaceted, online program is designed to meet the needs of educators who are interested in (a) ongoing professional development in reading education and (b) certification in the State of Wisconsin as a Reading Specialist (5017 license).

Master of Science in Education in Reading Program

The **online** UW#La Crosse Master of Science in Education in Reading Program is dedicated first and foremost to preparing graduate students who serve communities, families, students, schools and fellow educators as leaders in literacy education.

Through preparation and experiences in developmental and exceptional literacy instruction and assessment, students in the Master of Science in Education in Reading Program develop their knowledge, skills, and dispositions as classroom teachers of reading, as Title I or other Reading teachers, or as Reading Specialists or Consultants/Coaches for schools and/or districts.

Graduates of the Reading Program at UW-#La Crosse are prepared:

1. To model current and authentic best practice in K#12 literacy education;
2. To seek and identify current research-based strategies and resources;
3. To provide services and support in literacy assessment, diagnosis, and evaluation;
4. To remain accountable to constituent groups;
5. And to advocate for students, families, and colleagues.

The Reading Teacher and Reading Specialist programs are aligned to the 2017 Standards for Reading Professionals of the International Literacy Association (ILA) and to WI Teaching Standards (for the Reading Teacher programs) or to WI Administrator Standards (PI 34.003, for the Reading Specialist programs). The ILA standards focus on the knowledge, skills, and dispositions necessary for effective educational practice and highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership. These recently updated standards address the need for a broader definition of literacy beyond reading to include writing, speaking, listening, viewing, and visually representing in both print and digital realms. Likewise, the UWL Reading Teacher and Reading Specialist curricula are based on current research and best practice in the fields of literacy and reading. The program is delivered in an online format and is dedicated first and foremost to preparing educators who serve communities, families, students, schools, and fellow educators as leaders in literacy education.

This program is offered to students in the fall, spring, and summer terms. When a student reaches their fourth term in the graduate Reading Program, students interested in this subprogram may apply to join the cohort.

Program requirements

Admission

To qualify for unconditional admission to the Reading: Reading Specialist (5017) Emphasis, a candidate for the program must:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a bachelor's degree in education from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide evidence of reading teaching license or certificate (i.e. copy of reading teaching license).
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

(30 credits)

Code	Title	Credits
RDG 600	Research Methods in Literacy	3
RDG 711	Advanced Research Methods in Literacy	3
RDG 718	Guiding and Directing a Schoolwide Reading/Literacy Program	3
RDG 780	Reading Specialist Practicum	3
Action Research in Literacy (six credits required)		6
RDG 799	Action Research in Literacy	
Reading electives		12
RDG 601	Literacy and Language Development for Diverse Learners	
RDG 702	Disciplinary Literacy	
RDG 703	Literacy Assessment and Instruction	
RDG 704	Emergent Literacy	
RDG 714	Reading Teacher Practicum	
RDG 715	Children's and Adolescent Literature	
Other reading course credits		
Total Credits		30

Program completion and eligibility for certification

Eligibility for Reading Specialist (5017) certification is contingent upon:

- Satisfactory completion of Reading Specialist (5017) Program coursework, associated experiences, and artifacts.
- Passing score on the Foundations of Reading Test or hold a WI Lifetime Administrator License.
- Completion of DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) documenting at least six semesters as the teacher of record, or at least six semesters as a school counselor, school psychologist, or school social worker and 540 hours of classroom teaching experience in K-12 schools,
 - Or hold a WI Lifetime Teaching License.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://>

catalog.uwlax.edu/graduate/programrequirements/) listed in the catalog for the exact number of credits required.

4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Reading: Reading Teacher and Reading Specialist Emphasis - Master of Science in Education

This multifaceted, online program is designed to meet the needs of educators who are interested in (a) ongoing professional development in reading education, (b) certification in the State of Wisconsin as a Reading Teacher (1316 license), and (c) certification in the State of Wisconsin as a Reading Specialist (administrative) (5017 license).

Master of Science in Education in Reading Program

The **online** UW#La Crosse Master of Science in Education in Reading Program is dedicated first and foremost to preparing graduate students who serve communities, families, students, schools, and fellow educators as leaders in literacy education.

Through preparation and experiences in developmental and exceptional literacy instruction and assessment, students in the Master of Science in Education in Reading Program develop their knowledge, skills, and dispositions as classroom teachers of reading, as Title I or other Reading teachers, or as Reading Specialists or consultants/coaches for schools and/or districts.

Graduates of the Reading Program at UW-#La Crosse are prepared:

1. To model current and authentic best practice in K#12 literacy education;
2. To seek and identify current research-#based strategies and resources;

3. To provide services and support in literacy assessment, diagnosis, and evaluation;
4. To remain accountable to constituent groups;
5. And to advocate for students, families, and colleagues.

The Reading Teacher and Reading Specialist programs are aligned to the 2017 Standards for Reading Professionals of the International Literacy Association (ILA) and to WI Teaching Standards (for the Reading Teacher programs) or to WI Administrator Standards (PI 34.003, for the Reading Specialist programs). The ILA standards focus on the knowledge, skills, and dispositions necessary for effective educational practice and highlight contemporary research and evidence-based practices in curriculum, instruction, assessment, and leadership. These recently updated standards address the need for a broader definition of literacy beyond reading to include writing, speaking, listening, viewing, and visually representing in both print and digital realms. Likewise, the UWL Reading Teacher and Reading Specialist curricula are based on current research and best practice in the fields of literacy and reading. The program is delivered in an online format and is dedicated first and foremost to preparing educators who serve communities, families, students, schools, and fellow educators as leaders in literacy education.

The program is available to start in the spring or summer terms, when there are 14 or more cohort learners.

Program requirements

Admission

For admission to the Reading: Reading Teacher (1316) and Reading Specialist (5017) Emphasis, a candidate for the program must:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a bachelor's degree in education from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide evidence of teaching license or certificate (i.e. copy of teaching license).
- Provide a resume that documents at least one year of full-time teaching in a K-12 setting and current employment in a K-12 school.
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their

state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

(36 credits)

Code	Title	Credits
Core		
RDG 600	Research Methods in Literacy	3
RDG 601	Literacy and Language Development for Diverse Learners	3
RDG 702	Disciplinary Literacy	3
RDG 703	Literacy Assessment and Instruction	3
RDG 704	Emergent Literacy	3
RDG 711	Advanced Research Methods in Literacy	3
RDG 714	Reading Teacher Practicum	3
RDG 715	Children's and Adolescent Literature	3
RDG 718	Guiding and Directing a Schoolwide Reading/Literacy Program	3
RDG 780	Reading Specialist Practicum	3
Action Research in Literacy (six credits required)		6
RDG 799	Action Research in Literacy	
Total Credits		36

Program completion and eligibility for certification

Eligibility for Reading Teacher (1316) and Reading Specialist (5017) certification is contingent upon:

- Completion of Reading Teacher and Reading Specialist Program coursework, associate experiences, and artifacts.
- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Passing score on the WI Foundations of Reading Test or hold a WI Lifetime Administrator License.
- Completion of DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) indicating at least six semesters of employment as the teacher of record in K-12 schools or hold a WI Lifetime Teaching License.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate

credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.

4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

- Provide a copy of applicant's teacher license.
- Complete a successful criminal background check (initiated by UWL).

Admission on probation

Students may be admitted on probation if they do not meet the minimum academic or graduate program admission requirements. Upon completion of nine graduate credits or two terms (whichever comes first) with a grade point average of 3.00 or above, the students will be removed from probation. Students admitted on probation will be dismissed from graduate study if their cumulative GPA is below 3.00 after completing nine graduate credits or two terms (whichever comes first). More information is in the graduate academic eligibility policy (<https://catalog.uwlax.edu/graduate/academicpolicies/academiceligibility/>).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Educational Leadership Certificate

The Educational Leadership Certificate is a 28-credit program for teachers, school counselors, school psychologists, and school social workers with a minimum of a master's degree seeking PK-12 Principal (5051) licensure through the WI Department of Public Instruction. This program is asynchronous and operate within the philosophy of the learning-in-community, constructivist model with culturally relevant teaching. The program meets the National Educational Leadership Preparation (NELP) standards, the Wisconsin Administrative Standards, and professional educational requirements for principal licensure in Wisconsin.

This program is offered to start in spring, summer and fall terms. The program starts when 14 or more students are admitted to a cohort.

Program requirements

Admission requirements

To qualify for admission to the Educational Leadership Certificate, a candidate for the program must:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a master's degree in education or closely related field from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide a resume that documents at least one year of full-time employment in a K-12 setting and current position in a K-12 school.

Curriculum

Code	Title	Credits
Required courses:		
EDU 765	Introduction to Educational Leadership	3
EDU 766	The Principalship	3
EDU 767	Data-based Decision Making for Instruction	3
EDU 768	Supervision and Evaluation	3
EDU 769	Leadership and Cultural Competence	3
EDU 770	School Law	3
EDU 771	School Finance and Resource Allocation	3
EDU 772	Inclusive Pedagogical Practices I	2
EDU 782	Inclusive Pedagogical Practices II	1
EDU 773	Practicum in the Principalship and Practicum Seminar	4
Total Credits		28

Program completion

Eligibility for Educational Leadership (5051) certification is contingent upon:

- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Satisfactory completion of Educational Leadership Program coursework, associated experiences, and artifacts (including an administrative portfolio)
- Have completed three years of successful full-time teaching experience at any of the grades at the early childhood through adolescence developmental range, OR have completed three years of successful experience as a school counselor, a school psychologist, or a school social worker, which includes evidence of at least 540 hours of successful classroom teaching experience (PI 34.065(4))
- Completed DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) documenting completion of at least three years of employment as described above in K-12 schools or hold a WI Lifetime Teacher/Administrator license

Professional Learning Community Certificate

The Professional Learning Community (PLC) Certificate Program consists of four graduate courses that include content in the foundational framework and history of PLCs, essential components of PLCs, research on PLCs, the role of assessments, evaluations and grading within a PLC framework, analysis of various forms of assessments, identification and evaluation of instructional practices that lead to higher student achievement, designing assessments that inform practice, examining various school cultures, and developing a plan to improve a school's culture.

The primary objectives of the Professional Learning Community Certificate are to:

1. Develop and increase teachers' knowledge and understanding of the Professional Learning Communities (PLCs);
2. Develop and increase teachers' knowledge of and expertise with instructional strategies, including technology, to implement the Professional Learning Community outcomes effectively; and
3. Design and evaluate assessments that inform their instruction of the Professional Learning Community outcomes.

Program requirements

Admission

1. A baccalaureate degree from an accredited institution.
2. One of the following:
 - a. An overall undergraduate grade point average of at least 2.85 on a 4.00 scale, or
 - b. An average of at least 3.00 in the last half of all undergraduate work, or
 - c. An average of at least 3.00 for no fewer than 12 semester credits of graduate study at another accredited graduate institution.

Curriculum

Code	Title	Credits
EDU 735	Foundations of Professional Learning Communities	3
EDU 736	Assessments, Grading and Professional Learning Communities	3
EDU 737	Teacher Leadership: Professional Learning Communities	3

EDU 738	Professional Learning Community in the Content Areas	3
Total Credits		12

Reading Teacher Certificate

The Reading Teacher (1316) Certificate Program addresses the needs of students, school districts, and the community in building competency in literacy.

Teachers who complete this certificate program gain significant benefits. The Reading Teacher Certificate Program expands teachers' knowledge in literacy and trains them to become teacher leaders. The program reinforces many of the best practices in teacher education including constructivism, reflective practice, and transformation. The certificate program also allows participants to apply for financial aid.

This program is offered off campus - either online, face-to-face, or blended - throughout the state. Learning outcomes for the Reading Teacher Certificate Program are based on the standards from the International Literacy Association and have been approved by the Wisconsin Department of Public Instruction as satisfying the competencies for a 1316 license.

This program is a cohort model with 14 or more admitted students. The program is offered to start in spring and summer terms.

Program requirements

Admission

To qualify for admission to the Reading Teacher (1316) Certificate, a candidate for the program must have:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a bachelor's degree in education from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Evidence of teaching license (i.e. copy of teaching license).
- Provide a resume that documents at least one year of full-time teaching in a K-12 setting and current employment in a K-12 school.
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their

state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

(18 credits)

Code	Title	Credits
RDG 601	Literacy and Language Development for Diverse Learners	3
RDG 702	Disciplinary Literacy	3
RDG 703	Literacy Assessment and Instruction	3
RDG 704	Emergent Literacy	3
RDG 714	Reading Teacher Practicum	3
RDG 715	Children's and Adolescent Literature	3
Total Credits		18

Program completion and eligibility for certification

Eligibility for Reading Teacher (1316) certification is contingent upon:

- Satisfactory completion of Reading Teacher (1316) Program coursework, associated experiences, and artifacts.
- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Complete DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) indicating at least two years of employment as the teacher of record in K-12 schools or hold a WI Lifetime Educator License.

Special Education Certificate

The Special Education Certificate program will prepare teachers who already hold a WI teaching license in another area to teach students with disabilities, thus increasing the number of licensed special education teachers in Wisconsin. In areas of high need such as special education teachers, school districts in Wisconsin want programs for their teachers that are easily accessible and available. This IPSE program will offer fully online cohorts to meet this need. Teachers who complete the certificate program will be endorsed for a Wisconsin cross-categorical K-12 special education license, #2801. The philosophy of the program is a learning-in-community, constructivist model with an emphasis on culturally relevant teaching.

Goals:

- To prepare additional K-12 cross categorical special education teachers.
- To meet the needs of school districts in this high need area.
- To prepare educators to serve as advocates and resources for individuals with disabilities and their families.
- To create inclusive educational experiences for children with disabilities.
- To prepare in-service teachers to work effectively across disability categories.
- To prepare, through coursework and clinical experiences, in-service teachers to work students with a wide range of abilities, including students with severe disabilities. The coursework and experiences will span the elementary, middle, and high school ranges, with clinical

experiences focusing on the school/developmental range where candidates are already employed.

- To work with teachers with diverse teaching backgrounds and grade levels through differentiating course content in assessment courses, the methods course, and practicum. IPSE already successfully does this in our Learning Community and Reading programs that are K-12 programs.

Standards for Special Education Professionals:

Learning outcomes for the Special Education Certificate program are fully aligned to The CEC (Council for Exceptional Children) Initial Practice-Based Professional Standards for Special Educators and WI Teaching Standards.

This program is offered as a cohort model and will start when 14 or more students are admitted. The program is offered in spring, summer and fall terms.

Program requirements

Admission

Applicants for admission must:

- Meet all UWL graduate application requirements (<https://catalog.uwlax.edu/graduate/admissions/#apply>).
- Hold a bachelor's degree in education from an accredited institution.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide evidence of teaching license or certificate (i.e. copy of teaching license).
- Provide a resume that documents at least one year of full-time regular teaching experience in a K-12 classroom and current teaching position in a K-12 classroom.
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

The graduate Special Education Certificate Program is aligned with Wisconsin Teacher Standards (WTS) and Council on Exceptional Children (CEC) Standards.

Code	Title	Credits
RDG 704	Emergent Literacy	3
EDU 755	Introduction to Special Education for In-Service Teachers	3
EDU 756	Inclusive Classroom Practices in Special Education	3
EDU 757	Co-Planning and Co-Teaching in Inclusive Learning Environments	3
EDU 758	Advanced Special Education Assessment	3
EDU 759	Advanced Methods: Teaching Students with Disabilities	3
EDU 760	Classroom Management and Positive Behavioral Practices	3
EDU 761	Practicum in Special Education	3
Total Credits		24

Program completion and eligibility for certification

Eligibility for K-12 Cross-Categorical Special Education (2801) certification is contingent upon:

- Completion of all K-12 Cross-Categorical Special Education Program coursework, associated experiences, and artifacts.
- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Completed DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/forms/doc/f1618.doc>) indicating at least 3 years of employment as the teacher of record in K-12 schools or hold a WI Lifetime Educator license.

Teaching English to Speakers of Other Languages (TESOL) Certificate

The graduate Teaching English to Speakers of Other Languages (TESOL) Certificate Program is designed to prepare currently-licensed teachers to effectively, purposefully, and passionately teach English learners (EL). Teachers who complete this certificate program will be endorsed for a Wisconsin ESL license. They will also be well-qualified to teach English learners in a way that is knowledgeable and respectful of language and cultural difference, which seeks to add to rather than replace cultural and linguistic knowledge, and which ensures the learning of language and content for each EL they encounter.

This program starts when 14 or more applicants are admitted to a cohort. The program starts are offered in spring, summer and fall terms.

Program requirements

Admission

Applicants for admission must:

- Meet all UWL graduate application requirements. (<https://catalog.uwlax.edu/graduate/admissions/#apply>)
- Hold a bachelor's degree from an accredited institution in education.
- Have an overall undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide a resume that documents at least one year of full-time regular teaching experience in a K-12 classroom and current teaching position in a K-12 classroom.

- Provide evidence of teaching license or certificate (i.e. copy of teaching license).
- Provide documentation of prior learning in a world language other than English.
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

The graduate TESOL Certificate Program is aligned with Wisconsin Teacher Standards (WTS), Wisconsin DPI TESOL Standards, and CAEP/ TESOL (ESL) Standards.

(18 credits)

Code	Title	Credits
ENG 534	Introduction to Linguistics: Theory and Application	3
EDU 610	Second Language Acquisition: Research and Applications	3
EDU 645	Teaching with(in) Culture	3
EDU 680	TESOL Methods I: Language Learning through Content	3
EDU 681	TESOL Methods II: Teaching and Assessing Language	3
EDU 780	TESOL Practicum	3
Total Credits		18

Program completion and eligibility for certification

Eligibility for ESL-English as a Second Language (1395) certification is contingent upon:

- Completion of all Teaching English to Speakers of Other Languages Program coursework, associated experiences, and artifacts.
- Cumulative graduate grade point average (GPA) of 3.0 or higher.
- Completed DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) indicating at least 3 years of employment as the teacher of record in K-12 schools or hold a WI Lifetime Educator license.

Director of Instruction Add-On Certification

The Director of Instruction (5010) Add-On is a two-course, one-academic term cohort program. This program includes two new courses that address additional competencies needed to meet Director of Instruction standards, for a total of six-credits beyond those needed for licensed Principals and those eligible for the PK-12 (5051) license.

Any student graduating from one of our Educational Leadership (5051) programs, or current principals in Wisconsin, may apply to this program, making them eligible for Director of Instruction licensure (5010)

This program is offered in a cohort model of 14 or more admitted students to start. The program is offered in spring, summer and fall.

Program requirements

The Wisconsin Director of Instruction add-on certification is intended to help prepare candidates for school administration on a district level in Wisconsin.

Admission

Administrators who have earned or are eligible to hold a WI Principal license are eligible apply to UWL to take the required courses that lead to the Director of Instruction license in Wisconsin.

In addition to completing the online application to UWL, applicants must:

- Meet all UWL graduate application requirements (<https://catalog.uwlax.edu/graduate/admissions/#apply>).
- Have an overall graduate grade point average of at least 3.0.
- Provide the university their original transcript(s).
- Provide a copy of their WI Principal license or eligibility to hold a WI Principal license.
- Provide a resume that documents at least one year of full-time experience in a K-12 setting and current position in a K-12 setting.
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

Candidates in the program must complete the following courses at UWL to receive a Wisconsin Department of Public Instruction (<https://dpi.wi.gov/tepd/licensing/types/administrator/>) Director of Instruction (5010) license:

Code	Title	Credits
EDU 774	Curriculum and Leadership	3
EDU 775	Practicum for the Director of Instruction and Seminar	3

Program completion

Eligibility for the Director of Instruction (5010) certification is contingent upon:

- Cumulative graduate grade point average (GPA) of at least 3.0.
- Satisfactory completion of Director of Instruction Program coursework, associated experiences, and artifacts.

Reading Specialist Add-On Certification

This add-on certification is provided for candidates who are ready to take on increased leadership in literacy.

Candidates must currently hold a Reading Teacher (1316) license and have completed a master's degree which includes a significant culminating project related to reading. This program provides candidates with the administrative Reading Specialist (5017) license, which prepares individuals to direct reading programs or work with school districts and Cooperative Educational Service Agency (CESA) organizations as a resource for literacy. The program is comprised of six credits and is completed in one semester.

This program is a cohort model of 14 or more admitted students to start. Program start dates are in fall and spring terms.

Program requirements

Admission

Applicants to this program must:

- Meet all UWL graduate application requirements (<https://catalog.uwlax.edu/graduate/admissions/#apply>).
- Provide a resume that documents at least three years of full-time regular teaching experience in a K-12 classroom and current teaching position in a K-12 classroom.
- Have a cumulative undergraduate grade point average of 2.85 or higher on a 4.00 scale.
- Provide copies of teaching licenses or certificates.
- Have a Reading Teacher (1316) license or equivalent.
- Have a master's degree in reading or literacy.
- Have research background in reading or literacy.
- Complete a successful criminal background check (initiated by UWL).

Criminal background check

The WI Department of Public Instruction (DPI) requires that candidates for admission to a teacher education, administration, or pupil services program successfully pass a criminal background check (CBC) as

one criterion for admission. By applying for admission to one of these programs, candidates agree to provide the necessary personal information to UWL in order to initiate their CBC and to complete their portion of the process prior to the deadline specified in their admission letter. Program candidates are responsible for all costs associated with their criminal background check(s).

Out-of-state applicants

This program may meet other states' licensing requirements. An applicant's state may or may not require that the applicant get a Wisconsin teaching license to be endorsed for their program of study. The Wisconsin licensing process may include taking coursework in Native American Studies (ACT 31). The applicant should check with their state licensing board prior to applying to ensure they understand the appropriate pathway to meet their state's licensing requirements.

Curriculum

Code	Title	Credits
RDG 718	Guiding and Directing a Schoolwide Reading/Literacy Program	3
RDG 780	Reading Specialist Practicum	3

Program completion and eligibility for certification

Eligibility for Reading Specialist (5017) certification is contingent upon:

- Cumulative graduate grade point average (GPA) of at least 3.0.
- Passing score on the WI Foundations of Reading Test or hold a WI Administrator license.
- Completed DPI employment verification form (<https://dpi.wi.gov/sites/default/files/imce/licensing/f1613.pdf>) documenting completion of at least six semesters of employment of teaching experience in K-12 schools or hold a WI Lifetime Educator license.
- Satisfactory completion of Reading Specialist (5017) program coursework, associated experiences, and artifacts.

SAA - Student Affairs Administration in Higher Education Graduate Program

Department of Student Affairs Administration in Higher Education
Department Chair: Tori Svoboda, 345 Morris Hall; 608.785.6869
Email: tsvoboda@uwlax.edu

Student Affairs Administration in Higher Education M.S.Ed. Program
M.S.Ed. Program Director: Jörg Vianden, 345 Morris Hall; 608.785.6870
Email: jvianden@uwlax.edu

SAA Department: www.uwlax.edu/academics/department/student-affairs-administration (<https://www.uwlax.edu/academics/department/student-affairs-administration/>)
M.S.Ed. Program: www.uwlax.edu/academics/grad/student-affairs-administration (<https://www.uwlax.edu/academics/grad/student-affairs-administration/>)

The Master of Science in Education (M.S.Ed.) in Student Affairs Administration (SAA) in Higher Education is a graduate program that educates and trains professionals to work in student or academic affairs positions at post-secondary institutions. The program promotes the integration of theory to practice with an emphasis on student learning and development, and inclusive and equitable practice. The program is designed to facilitate entry or advancement in a variety of student affairs administration positions. The combination of tenure-track faculty and instructors who are full-time practicing student affairs professionals provides a current and competency-based curriculum. Some of the areas students may choose to specialize in include: admissions, academic or career advising, financial aid, first-year experience, international education, multicultural student services, residence life, social justice centers, student success, student life, university centers or other student services areas.

An online asynchronous cohort is available annually, with new cohorts typically starting courses in late May. The campus-based blended program is not expecting to admit any new students in 2025.

Admission to the program is competitive. The program follows the CAS Standards for master's level graduate preparation programs in student affairs. The program also requires at least half-time employment in academic or student affairs while enrolled to meet the standards for supervised field experience.

Note: Enrollment in SAA courses is restricted to graduate students admitted to the program, unless given special permission by the SAA Department Chair.

SAA practicum credit by portfolio review policy

The Department of Student Affairs Administration in Higher Education offers the opportunity for master's program students to earn one credit of SAA 775 Student Affairs Practicum based on a portfolio review. Per the Council for Adult and Experiential Learning (CAEL) guidelines, "credit or competencies are awarded only for evidence of learning, not for experience or time spent." The portfolio review option is intended for students who enter the master's program with at least two years of full-time experience, in at least two distinctly different areas of higher education/student affairs. More detailed information about the process is available on the department's portfolio review assessment

website (<https://www.uwlax.edu/academics/grad/student-affairs-administration/practical-experience/portfolio-review-assessment/>).

Program length

The Master of Science in Education (M.S.Ed.) in Student Affairs Administration in Higher Education Program is typically a two-year program. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length may be extended if students attend part-time (if approved by program) or due to the requirements of an individual student's plan of coursework, research or capstone project.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Becki Elkins, Ph.D. (<https://www.uwlax.edu/profile/belkins/>)

Tori Svoboda, Ed.D. (<http://www.uwlax.edu/profile/tsvoboda/>)

Jörg Vianden, Ed.D. (<http://www.uwlax.edu/profile/jvianden/>)

Adjunct & Emeriti Faculty

The SAA Department works with several additional adjunct faculty located at various institutions across the country. Visit the SAA Department website (<https://www.uwlax.edu/student-affairs-admin/our-people/>) for the most current list of instructors and emeritus faculty.

Staff Members

Hanna Dovalina (<https://www.uwlax.edu/profile/hdovalina/>), Graduate Writing Consultant & Program Manager

Sharon Tellier (<http://www.uwlax.edu/profile/stellier/>), Academic Department Associate

Graduate degrees

- Student affairs administration in higher education - MSED: online (p. 133)
- Student affairs administration in higher education - MSED: blended (p. 135) (no new cohorts expected in 2025)

Student Affairs Administration in Higher Education: Online - Master of Science in Education

A program for current professionals in higher education who want to advance their career. This innovative cohort-based program values course activities that involve sharing experiences from diverse perspectives of higher education settings across the country.

Program requirements

Admission

Admission to graduate study does not constitute admission to the Student Affairs Administration in Higher Education Master of Science in Education Program. Priority consideration is given to applications received before February 1 each year. The application process for the SAA M.S.Ed. Program consists of three parts:

1. The **Universities of Wisconsin online application** (<https://apply.wisconsin.edu/>) along with official transcripts sent to UWL admissions office from all institutions of higher education previously attended.
2. The **required supplemental materials** (<https://www.uwlax.edu/academics/grad/student-affairs-administration/application-process/>), which include:
 - a. Resume
 - b. Personal statement
 - c. Contact information for two references
 - d. Program application
3. The SAA program interview(s): finalists may be invited to participate in an interview for the academic program. Interviews with SAA faculty may take place on campus, by phone, or via virtual meeting options. Additional interviews for M.S.Ed. graduate assistantship (GA) or graduate student internship (GSI) positions (<https://www.uwlax.edu/academics/grad/student-affairs-administration/practical-experience/graduate-assistantships/>) may be available for those who are not already working at least half-time in higher education.

Enrollment in SAA courses is restricted to graduate students in the SAA Program, unless given special permission by the department chair.

Curriculum

36 credits

Code	Title	Credits
Core		
SAA 700	Professional and Ethical Foundations in Student Affairs ¹	3
SAA 702	Student Development Theory	3
SAA 704	Leadership and Organizational Theories	3
SAA 705	Higher Education Values, Philosophy, and History	3
SAA 706	Advising and Supporting	3
SAA 708	Social Justice and Inclusion	3
SAA 730	Law, Policy, and Governance in Student Affairs	3
SAA 760	Administration of Human and Organizational Resources	3
Assessment and research		
SAA 765	Assessment and Evaluation in Student Affairs	3
SAA 780	Capstone Research and Proposal	3
SAA 790	Capstone Seminar in Student Affairs Administration	3
Topics/Field experience		
SAA 720	Special Topics in Student Affairs Administration (two different 7-week special topics courses are required)	2
SAA 775	Student Affairs Practicum	1
Total Credits		36

¹ Course requires students to work at least 50% time in student affairs/higher education setting. See also the field experience requirement.

Field experience

In addition to completing the course work, students in the SAA M.S.Ed. Program are also required to complete at least 670 hours of supervised practice field experience in academic affairs, student affairs, or a higher education-adjacent position. Six hundred hours will be in a single primary field experience (e.g., professional position, graduate assistantship, paid or unpaid internship), and 70 hours will be in the required practicum (<https://www.uwlax.edu/academics/grad/student-affairs-administration/practical-experience/practicum/>) course, SAA 775, to gain experience in a distinctly different area of higher education. A practicum credit by portfolio (<https://catalog.uwlax.edu/graduate/programrequirements/studentaffairs/>) review option exists for those with significant work experience in higher education.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and

winter intersession should file by May 1. May and summer graduates should file by December 1.

- Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
- Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan

This degree plan is based on full-time enrollment. Students who enroll part-time or drop below full-time status may experience extended timelines for degree completion. NOTE: Not every course is offered every year. Students may alternate 700/702 and 704/730 in summers, or alternate 706 and 720s/775 in fall, just as they may also alternate 760/765 in springs.

Year 1			
Summer	Credits Fall	Credits Spring	Credits
SAA 700	3 SAA 705	3 SAA 708	3
SAA 702	3 SAA 706	3 SAA 765 or 760	3
	6	6	6
Year 2			
Summer	Credits Fall	Credits Spring	Credits
SAA 704	3 SAA 720 ¹	1 SAA 760 or 765	3
SAA 730	3 SAA 720 ¹	1 SAA 790	3
	SAA 775 ²	1	
	SAA 780	3	
	6	6	6
Total Credits: 36			

¹ Students will complete two SAA 720 courses, which will cover two different special topics.

² Students with sufficient full-time experience can submit a Portfolio Review Assessment (<https://www.uwlax.edu/academics/grad/student-affairs-administration/practical-experience/portfolio-review-assessment/>) to receive credit for prior learning.

Student Affairs Administration in Higher Education: Blended - Master of Science in Education

****Not currently accepting new students.****

A program for newer professionals in higher education who want to advance their career. This cohort-based program values course activities that involve sharing experiences from diverse perspectives.

Program requirements

****Not currently accepting new students.****

Admission

Admission to graduate study does not constitute admission to the Student Affairs Administration in Higher Education Master of Science in Education Program. Priority consideration is given to applications received before February 1 each year. The application process for the SAA M.S.Ed. Program consists of three parts:

- The **Universities of Wisconsin online application** (<https://apply.wisconsin.edu/>) along with official transcripts sent to UWL admissions office from all institutions of higher education previously attended.
- The **required supplemental materials** (<https://www.uwlax.edu/academics/grad/student-affairs-administration/application-process/>), which include:
 - Resume
 - Personal statement
 - Contact information for two references
 - Program application
- The SAA program interview(s): finalists may be invited to participate in an interview for the academic program. Interviews with SAA faculty may take place on campus, by phone, or via virtual meeting options. Additional interviews for M.S.Ed. graduate assistantship (GA) or graduate student internship (GSI) positions (<https://www.uwlax.edu/academics/grad/student-affairs-administration/practical-experience/graduate-assistantships/>) may be available for those who are not already working at least half-time in higher education.

Enrollment in SAA courses is restricted to graduate students in the SAA Program, unless given special permission by the department chair.

Curriculum

36 credits

Code	Title	Credits
Core		
SAA 700	Professional and Ethical Foundations in Student Affairs ¹	3
SAA 702	Student Development Theory	3
SAA 704	Leadership and Organizational Theories	3
SAA 705	Higher Education Values, Philosophy, and History	3
SAA 706	Advising and Supporting	3
SAA 708	Social Justice and Inclusion	3
SAA 730	Law, Policy, and Governance in Student Affairs	3
SAA 760	Administration of Human and Organizational Resources	3
Assessment and research		
SAA 765	Assessment and Evaluation in Student Affairs	3
SAA 780	Capstone Research and Proposal	3
SAA 790	Capstone Seminar in Student Affairs Administration	3
Topics/Field experience		
SAA 720	Special Topics in Student Affairs Administration (two different 7-week special topics courses are required)	2
SAA 775	Student Affairs Practicum	1
Total Credits		36

¹ Course requires students to work at least 50% time in student affairs/higher education setting. See also the field experience requirement.

Field experience

In addition to completing required coursework, students are required to engage in ongoing supervised practice. Students will meet this requirement through a graduate internship in a student or academic affairs setting. These positions are generally 20 hours per week, for two

academic years. Some students will meet this requirement by working at least 50% time in the field of student affairs in higher education. Additional information is available on the SAA Program website (<https://www.uwlax.edu/student-affairs-admin/>).

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

1. Complete any preliminary course work and deficiencies.
2. Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
3. Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://catalog.uwlax.edu/graduate/programrequirements/>) listed in the catalog for the exact number of credits required.
4. Earn a cumulative grade point average of at least 3.00.
5. Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
6. File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
7. Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
8. Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

SAA - Student Affairs Administration and Leadership Graduate Program

Department of Student Affairs Administration in Higher Education
Department Chair: Tori Svoboda, 345 Morris Hall; 608.785.6869
Email: tsvoboda@uwlax.edu

Student Affairs Administration and Leadership (SAAL) Ed.D. Program
Director: Becki Elkins, 345 Morris Hall; 608.785.6489
Email: belkins@uwlax.edu

SAA Department: www.uwlax.edu/academics/department/student-affairs-administration (<https://www.uwlax.edu/academics/department/student-affairs-administration/>)

Ed.D. Program: www.uwlax.edu/academics/grad/student-affairs-administration-and-leadership (<https://www.uwlax.edu/academics/grad/student-affairs-administration-and-leadership/>)

The Doctor of Education (Ed.D.) in Student Affairs Administration and Leadership (SAAL) Program is designed to prepare current student affairs or academic affairs professionals for senior-level positions in student or academic affairs units and divisions. Courses are delivered online in a cohort model on a year-round basis. The program is designed to be completed in at least three years. Students are expected to continue to work in professional positions in higher education or student affairs while they complete the program.

Ideal candidates for this program are student affairs professionals who have excellent social and professional support networks, are highly motivated, are familiar with online learning, and can commit to an academically challenging program. Familiarity with course management systems (like Canvas) is helpful. A strong academic record at the master's degree level is expected.

Program length

The Doctor of Education (Ed.D.) in Student Affairs Administration and Leadership Program may be completed in three years. The program length is based on how long the required UWL coursework would take to complete for a full-time student who does not need to complete any prerequisite coursework. Program length is extended when students attend part-time or due to the requirements of an individual student's plan of coursework or dissertation.

2025-26 Faculty/Staff

The following is the graduate faculty and staff as of the publication date of this catalog. This list will not be updated again until the next catalog is published in July.

Professor

Becki Elkins, Ph.D. (<https://www.uwlax.edu/profile/belkins/>)

Tori Svoboda, Ed.D. (<http://www.uwlax.edu/profile/tsvoboda/>)

Jörg Vianden, Ed.D. (<http://www.uwlax.edu/profile/jvianden/>)

Adjunct & Emeriti Faculty

The SAA Department works with several additional adjunct faculty located at various institutions across the country. Visit the SAA

Department website (<https://www.uwlax.edu/student-affairs-admin/our-people/>) for the most current list of instructors and emeriti faculty.

Staff Members

Hanna Dovalina (<https://www.uwlax.edu/profile/hdovalina/>), Graduate Writing Consultant & Program Manager

Sharon Tellier, (<http://www.uwlax.edu/profile/stellier/>) Academic Department Associate

Graduate degree

- Doctor of Education - Ed.D. (p. 137)

Visit our Ed.D. program site (www.uwlax.edu/academics/grad/student-affairs-administration-and-leadership (<https://www.uwlax.edu/academics/grad/student-affairs-administration-and-leadership/>)) for more information on the doctorate, from admission to dissertation and completion.

Certificate

- Higher education leadership certificate (p. 140)

This online asynchronous certificate is designed for those who have already earned a master's degree in student affairs/higher education or a related field. Students meet with the Graduate Program Director of the doctorate in education (Ed.D.) program to design a program of study appropriate for their academic and professional background and their career aspirations. Courses are taken with doctoral students. Please visit our site (<https://www.uwlax.edu/academics/department/student-affairs-administration/graduate-programs/higher-ed-certificate/>) for more information.

Student Affairs Administration and Leadership - Doctor of Education

Mission

To prepare student affairs professionals for advanced leadership positions in institutions of higher education

Goals

1. Knowledge: To develop competent and expert SA professionals;
2. Management and Leadership: To develop innovative SA managers and leaders;
3. Assessment, Evaluation and Research: To develop scholar practitioners who advance research-informed decision making;
4. Equity, Diversity and Inclusion: To develop ambassadors of diversity, social justice, and globalization;
5. Interpersonal Relationships: To develop ethical and people-focused leaders.

Learning outcomes

1. Through knowledge acquired in this program, graduates will be able to:

- a. Demonstrate mastery of student affairs and higher education content;
 - b. Synthesize information from a range of sources to analyze issues and apply solutions to professional practice.
2. Through management and leadership skills acquired in this program, graduates will be able to:
 - a. Develop a vision for a division, considering complexities of institutional culture and resources;
 - b. Effectively justify decisions, judgments and recommendations, weighing competing evidence and making connections to the values and beliefs of the institution.
3. Through assessment, evaluation and research skills acquired in this program, graduates will be able to:
 - a. Use assessment, evaluation and research methods to inform practice;
 - b. Defend data informed decision making in professional practice.
4. Through an understanding of equity, diversity and inclusion skills acquired in this program, graduates will be able to:
 - a. Apply a critical lens to analyze and critique student affairs and higher education practices;
 - b. Challenge the manifestations of privilege and oppression at institutions of higher education, considering implications for practice.
5. Through the development of exceptional interpersonal relationship skills acquired in this program, graduates will be able to:
 - a. Demonstrate respectful collaboration while seeking alternate points of view;
 - b. Defend practices that promote the worth, dignity, potential, and uniqueness of each person.

Program requirements

Admission

Admission to the Doctor in Education in Student Affairs Administration and Leadership Program is competitive and requires:

1. A master's degree in student affairs, higher education, or related field;
2. A minimum of three years professional experience in a post-secondary educational institution;
3. Current employment in a student affairs related professional position in a post-secondary educational institution or related setting with the expectation of continuing that employment while in the SAA Ed.D. Program;
4. An application essay in response to a prompt provided by the SAA Department;
5. A professional resume or vitae;
6. The names and contact information of three professional references;
7. Official transcripts of all post-secondary work.

Candidates may be asked to submit additional application materials and/or participate in an interview process. A thorough description of the application process and selection timeline (<https://www.uwlax.edu/academics/grad/student-affairs-administration-and-leadership/>) can be found online.

Curriculum

54 credits

Code	Title	Credits
Core		39
SAA 800	21st Century Learners	
SAA 805	Organization and Governance	
SAA 808	Enrollment Management	
SAA 810	Philosophical and Theoretical Foundations of Leadership in Education	
SAA 820	Critical Analysis of Systemic Inequities	
SAA 825	Higher Education Finance and Budgeting	
SAA 830	Qualitative Research Methods	
SAA 835	Assessment and Program Evaluation	
SAA 840	Supervision and Human Resource Management	
SAA 845	Quantitative Research Methods	
SAA 865	Strategic Planning and Managing Change	
SAA 870	Policy and Regulatory Compliance	
SAA 875	Organizational Communication	
Dissertation		11
SAA 930	Dissertation Planning Workshop	
SAA 950	Dissertation Seminar	
SAA 990	Dissertation I	
SAA 995	Dissertation II	
Electives		4
SAA 720	Special Topics in Student Affairs Administration	
SAA 890	College Teaching	
SAA 898	Special Topics in Student Affairs Administration and Leadership	
SAA 899	Independent Study	
SAA 931	Doctoral Writers' Retreat	
Total Credits		54

Dissertation

Students must successfully complete and defend a dissertation to earn the doctorate. Steps include:

1. Match with a dissertation chair. The matching process is organized by the Ed.D. Graduate Program Director and typically occurs when the student first enrolls in SAA 930 Dissertation Planning Workshop (2 cr.).
2. Begin discussing committee members with dissertation chair, typically while enrolled in SAA 950 Dissertation Seminar (3 cr.). Committee members must be approved by dissertation chair **prior to** any invites being made.
3. Pass a dissertation proposal oral defense with the dissertation committee, typically in the months following successful completion of SAA 950 (<https://catalog.uwlax.edu/search/?search=SAA+950>). Successful defense of the proposal is a prerequisite for enrollment in SAA 990 Dissertation I (3 cr.).
4. Seek Institutional Review Board (IRB) approval to conduct original research, in consultation with dissertation chair.
5. Once all approvals have been received, conduct original research. Work with dissertation chair while gathering and analyzing data and drafting full dissertation. Successful progress conducting the study is a prerequisite for enrollment in SAA 995 Dissertation II (3 cr.).
6. Submit a full written dissertation to the selected dissertation committee after it has been approved by dissertation chair, and at least two weeks prior to a final defense.
7. Successfully defend dissertation in a public virtual forum, presenting findings and engaging in discussions with committee members. To

graduate in the same semester as their dissertation defense, students must successfully defend their dissertations by:

- November 1 in the Fall for a December graduation,
- April 1 in the Spring for a May graduation, or
- July 1 in the Summer for an August graduation.

- Work with dissertation chair on post-final defense revisions.
- Submit final dissertation to university dissertation editor within 30 days after the final defense. Work with university dissertation editor on final edits to ensure dissertation meets UWL Thesis and Dissertation Guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>) and APA requirements (<https://apastyle.apa.org/products/publication-manual-7th-edition/>).

Continuous enrollment

Students must maintain continuous term-to-term enrollment (excluding winter intercession and summer terms) if all degree requirements have been completed except for the dissertation.

- Students who have not yet enrolled in SAA 990 (<https://catalog.uwlax.edu/search/?search=saa+990>)/SAA 995 (<https://catalog.uwlax.edu/search/?search=saa+995>) dissertation credits meet this requirement by registering for SAA 895 (<https://catalog.uwlax.edu/search/?search=saa+895>) for one credit, and working with their dissertation chair to prepare for a successful dissertation proposal defense.
- Students who have already enrolled in SAA 990 (<https://catalog.uwlax.edu/search/?search=saa+990>)/SAA 995 (<https://catalog.uwlax.edu/search/?search=saa+995>) dissertation credits meet this requirement by registering for GRC 799 for zero credits and paying a special course fee equal to the cost of one resident graduate credit. After two enrollments in GRC 799, students still actively engaged in research or writing and who need to maintain access to university resources must register for GRC 795 and pay a special course fee equal to 50% of the cost of one resident graduate credit. Further details of the Graduate Research, Comprehensive Exams, and Terminal Project Completion Policy (<http://catalog.uwlax.edu/graduate/academicpolicies/registrationschedules/#continuous-registration>) can be viewed in the graduate catalog.

University requirements

University graduate degree requirements

After being admitted to the program of one's choice, candidates for a graduate degree must:

- Complete any preliminary course work and deficiencies.
- Complete all courses and other program requirements, including residence requirements prescribed for the degree desired in the respective school or college within a seven-year period from the date of initial enrollment, with the exception of students enrolled in the Student Affairs Administration and Leadership Ed.D. (SAA Ed.D.) graduate program. SAA Ed.D. students must complete all degree requirements within ten years from the time of initial enrollment in the graduate program.
- Earn a minimum of 30 credits for a master's degree; 54 credits for a doctorate or post-master's degree. Earn at least one-half of the minimum number of credits required in the program in graduate-only level courses (700, 800, 900, and non-slash 600 level courses). Some UWL graduate programs require more than 30 graduate credits. Please review the individual program requirements (<http://>

catalog.uwlax.edu/graduate/programrequirements/) listed in the catalog for the exact number of credits required.

- Earn a cumulative grade point average of at least 3.00.
- Satisfy dissertation, thesis, seminar paper, terminal/graduate projects and internships, or comprehensive examination, where applicable. A dissertation or thesis approved by the committee must be submitted to Graduate & Extended Learning for editorial review and approval by the Dean of Graduate & Extended Learning. The recommended initial submission date for review is two weeks before commencement. Ordinarily, a seminar paper or project report does not have to be approved by the Dean of Graduate & Extended Learning. However, if the seminar paper or project report is to be archived in Murphy Library, the student must follow the same rules as they apply to the dissertation/thesis requiring approval from the Dean of Graduate & Extended Learning. For further research/dissertation/thesis guidelines (<https://www.uwlax.edu/gel/graduate-education/thesis-and-dissertation/>), see Graduate & Extended Learning.
- File a completed "Intent to Graduate" form online via the WINGS Student Center immediately following registration for the final semester or summer term in residence. December graduates and winter intersession should file by May 1. May and summer graduates should file by December 1.
- Pay the graduation fee and remove all other indebtedness to the university. Payment of graduation fees does not imply readiness for graduation and does not take the place of applying for graduation.
- Complete all requirements within 30 days after the official ending date of a term in order for a degree to be awarded for that term. (See #5 above for separate deadline for written capstone experience.)

Sample degree plan

This degree plan is based on full-time enrollment and successful completion of a dissertation. Courses are offered on a set schedule. Students who enroll part-time, stop out, or need additional time to complete their dissertation will experience extended timelines for degree completion.

Year 1			
Summer	Credits Fall	Credits Spring	Credits
SAA 800	3 SAA 808	3 SAA 820	3
SAA 805	3 SAA 810	3 SAA 830	3
	6	6	6
Year 2			
Summer	Credits Fall	Credits Spring	Credits
SAA 845	3 SAA 840	3 SAA 825	3
SAA 930	2 SAA 950	3 SAA 835	3
SAA 931 ¹	1		
	6	6	6
Year 3			
Summer	Credits Fall	Credits Spring	Credits
SAA 875	3 SAA 865	3 SAA 870	3
SAA 890	3 SAA 990	3 SAA 995	3
	6	6	6
Total Credits: 54			

¹ Students may substitute an elective, such as SAA 720 which is typically offered in the fall.

Higher Education Leadership Certificate

The Higher Education Leadership Certificate Program is a nine - credit graduate certificate offered to support mid-level professionals working in higher education who already have a master's degree and seek additional growth and learning, but who are not interested in pursuing a full doctorate at this time. Please visit our site (<https://www.uwlax.edu/academics/department/student-affairs-administration/graduate-programs/higher-ed-certificate/>) for more information.

Program requirements

Admissions

Admission to the Higher Education Leadership Certificate is competitive and requires:

1. An earned master's degree from an accredited institution.
2. An overall graduate GPA of 3.0 on a 4.0 scale or undergraduate GPA of at least 3.0 on a 4.0 scale.
3. At least three years of full-time experience working in higher education.

Select applicants will be invited to participate in a virtual interview at which they can expect to discuss their professional and academic background, their experience with online learning, and their interest in particular courses.

Curriculum

Code	Title	Credits
Select nine credits from the courses below.		9
SAA 800	21st Century Learners	
SAA 805	Organization and Governance	
SAA 808	Enrollment Management	
SAA 810	Philosophical and Theoretical Foundations of Leadership in Education	
SAA 820	Critical Analysis of Systemic Inequities	
SAA 825	Higher Education Finance and Budgeting	
SAA 830	Qualitative Research Methods	
SAA 835	Assessment and Program Evaluation	
SAA 840	Supervision and Human Resource Management	
SAA 845	Quantitative Research Methods	
SAA 865	Strategic Planning and Managing Change	
SAA 870	Policy and Regulatory Compliance	
SAA 875	Organizational Communication	
SAA 890	College Teaching	
Total Credits		9

Areas of interest

Students admitted to the Higher Education Leadership Certificate complete nine credits of courses, alongside students enrolled in the doctoral program, in consultation with the Ed.D. Graduate Program Director. Students might consider following a particular area of interest, such as:

- Leadership & Administration Focus: select three courses from SAA 810, SAA 820, SAA 825, SAA 840, SAA 875.

- Curriculum, Policy, & Planning Focus: select three courses from SAA 805, SAA 820, SAA 865, SAA 870.
- Assessment & Research Focus: select three courses from SAA 830, SAA 835, SAA 845, SAA 865.
- Student Success Focus: select three courses from SAA 800, SAA 808, SAA 820, SAA 890.

Credits completed in the certificate may transfer to the Student Affairs Administration & Leadership Doctoral Program, though that requires a separate application process (<https://www.uwlax.edu/academics/grad/student-affairs-administration-and-leadership/application-process/>).

For more information on the program, visit the Department of Student Affairs Administration (<https://www.uwlax.edu/student-affairs-admin/>).

Course Descriptions - Graduate

Archaeology (ARC) - Graduate Courses

Courses

ARC 409/509 Cr.1-3

Readings and Research in Archaeology

Directed readings or research under the supervision of an instructor. Repeatable for credit - maximum 12. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Consent of instructor. Offered Annually.

ARC 498/598 Cr.1-3

Seminar in Archaeology

Intensive study of a specific area or problem of archaeology. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum 12 between ARC 498/598 and ANT 499. Departmental option for pass/fail grading. Offered Occasionally.

Art (ART) - Graduate Courses

Courses

ART 500 Cr.1-3

Perspective in Art II

Art studio and/or historical investigation within traditional and contemporary areas of art. Repeatable for credit - maximum three. Consent of instructor. Offered Occasionally.

ART 615 Cr.1-3

Art Seminar

An in-depth investigation of a specific area of studio art, art history, or art education taught by an artist or instructor who has recognized mastery of knowledge, skill, or talent. Prerequisite: an undergraduate degree in visual arts or consent of the instructor. Offered Occasionally.

Athletic Training Studies (ATS) - Graduate Courses

Courses

ATS 700 Cr.3

Professional Practice and Athletic Training Healthcare

This course is designed to enhance understanding of athletic training practice in the global healthcare environment. The course covers foundational concepts of athletic training healthcare related to the prevention, diagnosis, treatment, and rehabilitation of injuries and illnesses in athletes and the physically active patient populations. Lect. 2, Lab 2. Prerequisite: admission to graduate Athletic Training Program. Offered Summer.

ATS 701 Cr.3

Athletic Training Clinical Evaluation Techniques

This course is designed to expose the student to the multiple roles and professional behavior expectations of the athletic trainer and gain insight into the importance of these roles in the context of today's health care system. This course also introduces the student to the role of patient examination and application with emphasis on tests and measures related to palpation, goniometry, and muscle strength testing. Lect. 1, Lab 4. Prerequisite: admission to graduate Athletic Training Program. Offered Summer.

ATS 702 Cr.3

Functional Anatomy and Medical Physiology

This course provides a comprehensive review of human anatomy and physiology using a regional and systems approach. The course covers the anatomy of the thorax, abdomen, pelvis, perineum, lower limbs, head, neck, spine, and upper limbs. Lecture and laboratory components of this course emphasize the clinical relevance of each area considered utilizing prosected human cadavers. Lect. 2, Lab 2. Prerequisite: ATS 700; admission to graduate Athletic Training Program. Offered Fall.

ATS 704 Cr.3

Applied Neuroscience in Athletic Training

This course is designed to provide an in-depth examination of current issues related to the recognition, assessment, and management of brain and spinal injuries. The course will cover topics related to brain anatomy and physiology, differential diagnosis of emergent neurological injuries, assessment techniques, return-to-play issues, return-to-learn, treatment options, and current recommendations. The course will also cover the diagnosis, treatment, and rehabilitation of neurological pathologies common in sport. Lect. 2, Lab 2. Prerequisite: ATS 702; admission to graduate Athletic Training Program. Offered Annually.

ATS 710 Cr.4

Emergency Care Principles in Healthcare

This course prepares students who will be involved in planning and providing medical care in emergency situations at athletic-related events. Basic principles of life-threatening injury and illness, management, and transfer within an environment in one or multiple patients will be addressed. Also included in this course are basic emergency and clinical evaluation techniques as well as measures to mitigate the severity of illness/injury sequelae. Lect. 2, Lab 4. Prerequisite: admission to graduate Athletic Training Program. Offered Annually.

ATS 712 Cr.5

Diagnosis and Therapeutic Interventions I

This course is designed to provide a foundation for evaluation and treatment of injuries and conditions for select body regions as seen in various patient populations. This course will prepare students to diagnose and treat injuries and conditions utilizing therapeutic interventions from diagnosis to discharge. Lect. 2, Lab 6. Prerequisite: ATS 700, ATS 710; admission to graduate Athletic Training Program. Offered Annually.

ATS 714 Cr.5

Diagnosis and Therapeutic Interventions II

This course provides a foundation for evaluation and treatment of injuries and conditions as seen in various patient populations for the remaining body regions not covered in Diagnosis and Therapeutic Interventions I. Students are prepared to diagnose and treat injuries and conditions utilizing therapeutic interventions from diagnosis to discharge. Lect. 2, Lab 6. Prerequisite: ATS 712; admission to graduate Athletic Training Program. Offered Annually.

ATS 716 Cr.3

Pathophysiology of General Medical Conditions

This course introduces students to the pathology of injuries and illnesses of the body systems treated by allied healthcare professionals. Identification, diagnosis, management, and resolution of acute and chronic illness, conditions, and syndromes in general populations will be discussed. Topics include commonly-occurring risk factors, conditions, disabilities, diseases, and the impact of comorbidities across the lifespans of patients. Topics will be categorized into physiological responses to trauma, disease, inflammatory responses, and autoimmune/ immunodeficiency responses to various diseases, syndromes, and conditions. Prerequisite: admission to graduate Athletic Training Program. Offered Summer.

ATS 718 Cr.3

Healthcare Administration in Athletic Training

This course will provide content related to administrative policies involved in the management of an efficient athletic training healthcare practice. The course is designed to provide insight into organizational structures, legal implications, personnel, fiscal management, schedule and facility planning-implementation, contest management, record keeping, and public relations. The course will cover systems of healthcare information technology. Emphasis will be placed on collaborative learning and integration of health information technology principles into the student's daily clinical practice. Prerequisite: admission to graduate Athletic Training Program. Offered Fall.

ATS 720 Cr.5

Lifespan Wellness and Conditions

This course addresses conditions, pathologies, and injury outcomes that can be common throughout the lifespan of the active patient. Information on a wide variety of clinically-relevant items including history of pathology/condition, medical history, preventative strategies and diagnostic assessment, treatment, and long-term care of patient will be covered. Emphasis will include direct medical intervention, nutrition, and general healthy lifestyle activities, while utilizing evidence-based principles to increase overall wellness across the lifespan. Lect. 4, Lab. 2. Prerequisite: ATS 714; admission to graduate Athletic Training Program. Offered Summer.

ATS 722 Cr.2

Rehabilitation Psychology and Healthcare Sociology in Athletic Training

This course provides content related to the history, philosophy, and legislation of psychological rehabilitation services in healthcare. Study of the rehabilitation process from referral to closure as well as legal issues, medical sociology, rehabilitation psychology, professional ethics, consumer advocacy, and community resources will be explored. Prerequisite: admission to graduate Athletic Training Program. Offered Summer.

ATS 731 Cr.4

Athletic Training Clinical I

This initial clinical course exposes students to a variety of sports medicine clinical experiences. Supervised experiences will apply students' knowledge, skills, and abilities in a patient-centered healthcare environment. This course will emphasize the application of the foundational knowledge gained in previous coursework into clinical practice including, but not limited to, emergent medicine, professional communications, and evidence-based differential diagnosis. Prerequisite: admission to graduate Athletic Training Program. Offered Annually.

ATS 732 Cr.4

Athletic Training Clinical II

This clinical course will continue to expose students to a variety of sports medicine experiences building on the outcomes gained from Athletic Training Clinical I and previous course work. Students will utilize gained knowledge to build on athletic training skills in a patient-centered healthcare setting. These supervised experiences will include clinical practice with patients that have activity-related injury/illness. Prerequisite: ATS 731; admission to graduate Athletic Training Program. Offered Annually.

ATS 733 Cr.4-10

Athletic Training Clinical III

This is a clinical experience course for athletic training students, which may be used as the one required clinical immersion experience. Students are exposed to all aspects of athletic training clinical care in a focused setting. Students work closely with preceptors to get a hands-on experience engaging in all aspects of patient-centered care. Course credits are determined by the clinical setting and length of experience. Prerequisite: ATS 732; admission to graduate Athletic Training Program. Offered Fall.

ATS 734 Cr.4-10

Athletic Training Clinical IV

This is a clinical experience course for athletic training students, which may be used as the one required clinical immersion experience. Students are exposed to all aspects of athletic training clinical care in a focused setting. Students work closely with preceptors to get a hands-on experience engaging in all aspects of patient-centered care. Emphasis of this clinical experience will be placed on inter-professional practice and the incorporation of all aspects of athletic training clinical practice. Course credits are determined by the clinical setting and length of experience. Prerequisite: ATS 733; admission to graduate Athletic Training Program. Offered Spring.

ATS 740 Cr.3

Introduction to Research Methods and Statistics in Athletic Training

This course provides understanding of scientific research and applied statistics in athletic training and related healthcare fields. Emphases are placed on the importance of building a research base in athletic training and understanding practical application of statistical methods. Students also review current research related to athletic training. Prerequisite: admission to graduate Athletic Training Program. Offered Summer.

ATS 741 Cr.1

Athletic Training Research I

The intent of this series of four research courses is to provide students with the knowledge and skills to conduct and complete a research project. Students will perform a professional presentation at the culmination of the research courses. This course is the first of the series, and will focus on developing a research topic and obtaining IRB approval for the research study. Prerequisite: ATS 740, ATS 745; admission to graduate Athletic Training Program. Offered Fall.

ATS 742 Cr.1

Athletic Training Research II

The intent of this series of four research courses is to provide students with the knowledge and skills to conduct and complete a research project. In this second course of the series, students will conduct the data collection phase of the research project. Prerequisite: ATS 741; admission to graduate Athletic Training Program. Offered Spring.

ATS 743 Cr.2

Athletic Training Research III

The intent of this series of four research courses is to provide students with the knowledge and skills to conduct and complete a research project. In this third course of the series, students will complete data collection and conduct data processing and analysis. Prerequisite: ATS 742; admission to graduate Athletic Training Program. Offered Fall.

ATS 744 Cr.2

Athletic Training Research IV

The intent of this series of four research courses is to provide students with the knowledge and skills to conduct and complete a research project. In this fourth and final course of the series, students will complete the final draft of the research manuscript and share the research findings via a professional presentation. Prerequisite: ATS 743; admission to graduate Athletic Training Program. Offered Spring.

ATS 745 Cr.2

Statistics for Athletic Trainers

This course provides an introduction to statistical reasoning in athletic training. Emphasis is placed on practical application of statistical methods. Topics include descriptive statistics, probability, binomial and normal distributions, estimation, and hypothesis testing for means and proportions. Additional topics may be selected from various parametric and non-parametric methods. Prerequisite: admission to graduate Athletic Training Program. Offered Summer.

ATS 750 Cr.2

Athletic Training Readings

The objective of this course is to challenge students to be consumers and critics of literature related to athletic training. Emphasis will be in the foundational exercise sciences and applied athletic training practice. Repeatable for credit - maximum four. Prerequisite: admission to graduate Athletic Training Program. Offered Annually.

Biology (BIO) - Graduate Courses

Courses

BIO 401/501 Cr.4

Comparative Vertebrate Anatomy

Comparative anatomy is fundamental for investigating vertebrate function and evolutionary biology. The course integrates anatomy, evolution, and development of the chordate body, system-by-system and across the group's diversity from flying and running vertebrates to sea squirts and lampreys. Labs will raise insight and skill through comprehensive, respectful dissection of minks, dogfish sharks, lampreys, and representative organ specimens. One lab period per week is dedicated to a main dissection and exploration of anatomy. The next lab period integrates lecture, dissection refinement, and collaborative reinforcement of learning. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 4. Offered Spring.

BIO 404/504 Cr.3

Plant Systematics and Evolution

This course comprises four broad themes: the evolutionary history and trajectory of major lineages of plants, worldwide diversity within these groups, the scientific tools and questions that inform this knowledge, and a survey of the vascular flora of Wisconsin. Principles of phylogenetic biology, plant taxonomy, evolution of plant diversity, as well as current research areas are covered. Lab activities and required field trips focus on practical identification. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 1, Lab 4. Prerequisite: BIO 203. Offered Spring - Odd Numbered Years.

BIO 405/505 Cr.2

Aquatic and Wetland Vascular Plants

Identification and collection of vascular plants of aquatic and marsh habitats with emphasis on adaptive morphology and ecology of local species. Field trips required. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 1, Lab 2. Prerequisite: BIO 203 or BIO 304. Offered Fall - Even Numbered Years.

BIO 406/506 Cr.4

Parasitology

A survey of the major groups of animal parasites with regard to their taxonomy, morphology, life histories, host-parasite relationships, and economic importance. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 4. Prerequisite: BIO 203 or BIO 210 or BIO 303. Offered Fall.

BIO 408/508 Cr.4

Developmental Biology

An exploration of the cellular and molecular mechanisms that underlie embryonic development in several model organisms. Topics include fertilization, regulation of gene expression, cell fate determination, stem cells, early pattern formation, morphogenesis of tissues/organs, and limb formation. The course primarily focuses on animal models with an emphasis on evolutionarily conserved processes, structures, and molecular pathways. Technological advances and relevance to human development and disease are highlighted throughout. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 4. Prerequisite: BIO 203 or BIO 210 or BIO 303; BIO 306 or MIC 416; BIO 315. Offered Spring.

BIO/PAS/PTS 509 Cr.3

Human Gross Anatomy

This comprehensive course provides an in-depth examination of human gross anatomy for graduate students in Physical Therapy (PT), Physician Assistant (PA), and Certified Registered Nurse Anesthetist (CRNA) Programs. It covers the musculoskeletal, neurological, urogenital, gastrointestinal, and cardiopulmonary systems, emphasizing functional anatomy, development, and topographic correlations. The course integrates biomechanical principles and clinical applications relevant to each discipline, focusing on physical assessment techniques, surgical considerations, anesthesia management, and therapeutic interventions as appropriate. By bridging anatomical knowledge with practical skills, this course aims to enhance students' clinical reasoning, diagnostic capabilities, and treatment planning across these allied health professions, providing a robust foundation for their respective fields of practice. Prerequisite: admission to the Biology CRNA Program, PAS Program, or DPT Professional Program; concurrent enrollment in BIO/PAS/PTS 510 under same department. (Cross-listed with BIO/PAS/PTS; may only earn credit in one department.) Offered Summer.

BIO/PAS/PTS 510 Cr.3

Applied Human Gross Anatomy

This comprehensive course provides an in-depth examination of human gross anatomy for graduate students in Physical Therapy (PT), Physician Assistant (PA), and Certified Registered Nurse Anesthetist (CRNA) Programs. The course covers the musculoskeletal, neurological, urogenital, gastrointestinal, and cardiopulmonary systems; emphasizing functional anatomy, development, and topographic correlations. The course integrates biomechanical principles and clinical applications relevant to each discipline focusing on physical assessment techniques, surgical considerations, anesthesia management, and therapeutic interventions as appropriate. By bridging anatomical knowledge with practical skills, this course aims to enhance students' clinical reasoning, diagnostic capabilities, and treatment planning across these allied health professions, providing a robust foundation for their respective fields of practice. Prerequisite: admission to the Biology CRNA Program, PAS Program, or DPT Professional Program; concurrent enrollment in BIO/PAS/PTS 509 under same department. (Cross-listed with BIO/PAS/PTS; may only earn credit in one department.) Offered Summer.

BIO 412/512 Cr.4

Mycology

A survey of all the major groups of fungi of the fungal kingdom (and relatives) in terms of systematics, anatomy, morphology, ecology, physiology, genetics, evolutionary relationships, and human and plant pathology. Laboratory includes microscopic and macroscopic study of the fungi, as well as making a collection of cultures and of fungal reproductive structures (including mushrooms) from selected groups. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 4. Prerequisite: BIO 203 or BIO 304 or MIC 230. Both the microbiology course and one of the biology courses are strongly recommended. Offered Fall.

BIO 413/513 Cr.3

Medical Mycology

A study of the increasing number of medically important fungi, including the yeasts, molds, other fungi, and actinomycetes that are pathogenic to humans and other animals. Emphasis is on laboratory techniques for isolation and identification of these pathogenic fungi. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 412/512 or MIC 230. Offered Spring.

BIO 414/514 Cr.3

Freshwater Invertebrate Zoology

This course introduces the ecology and taxonomy of the metazoan, non-parasitic freshwater invertebrates. This is an extensive course designed to provide a foundation for taxonomic knowledge, and basic understanding of the biology and ecology of freshwater invertebrates for advanced students in aquatic and environmental sciences. Lectures focus on ecology; labs on taxonomy and quantitative skills. A student reference collection and weekend field trips are required. Graduate students have additional course requirements/expectations. Lect. 2, Lab. 2. Prerequisite: BIO 203 or BIO 210 or BIO 341. Offered Fall - Even Numbered Years.

BIO 419/519 Cr.3

Quantitative Methods in Ecology

An introduction to field and laboratory procedures used by ecologists to describe and analyze the interactions between organisms and their environments. The course will emphasize quantitative techniques, including the use of computer technology, for collecting, recording and interpreting ecological data. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 307, BIO 341, or equivalent coursework; STAT 145, MTH 265, or equivalent experience with statistics. Offered Fall.

BIO 420/520 Cr.3

Applied Mycology

In this course students study the history of fungi within the context of commercial industry. The course is broadly organized under four units: 1) fungal cultivation techniques and the production of fungal food products such as tempeh, blue cheeses, and cured meats; 2) fungal fermentation and products (e.g., alcohol, miso, soy sauce); 3) use of fungi as antimicrobial-producing agents through selective screening of environmental samples against common bacteria; and 4) the issues fungi cause in commercial industries (i.e., agricultural pathogens, post-harvest rots, food spoilage, etc.). Additionally, the role of fungi in production of textiles as enzyme washes, dye agents, and production of packing materials from fungi are discussed. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 105, BIO 203, CHM 103, or MIC 230. Offered Spring - Even Numbered Years.

BIO 421/521 Cr.3

Comparative Vertebrate Endocrinology

A comprehensive study of the production, regulation, structure, molecular to whole-body actions, metabolism, and excretion of biochemical signaling molecules across vertebrates with a focus on amphibians, fish, birds, and mammals. Hormone and neurotransmitter pathways will be examined with relationship to evolutionary and environmental influences using lecture, review of primary literature, and case studies. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 313 or BIO 458/558. Offered Spring.

BIO 422/522 Cr.3

Ichthyology

A study of the taxonomy, anatomy, physiology, and ecology of fish, with emphasis on the fresh water fishes. Lect. 2, Lab. 2. Prerequisite: BIO 203 or BIO 210 or BIO 303. Offered Fall - Odd Numbered Years.

BIO 423/523 Cr.3

21st Century Mycology

This course covers an in-depth examination of contemporary research on fungi, including systematics and evolution, genetics, molecular ecology, biotechnology, bioremediation, physiology, plant or animal pathology, and/or developmental biology, through critical analysis and discussion of primary literature sources. Readings exemplify major questions, experimental approaches, and methods, and are analyzed to identify important contemporary research themes, paradigm shifts, and unanswered questions. Graduate students have additional course requirements/expectations. Prerequisite: BIO 306; BIO 412/512. Offered Occasionally.

BIO 424/524 Cr.3

Human Endocrinology

A comprehensive study of the production, regulation, structure, molecular to whole body actions, metabolism, and excretion of biochemical signaling molecules in humans. The classical and more recently recognized neurotransmitter and hormone pathways and clinical and pharmacology considerations of each will be explored with lectures, primary literature and case studies. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 313, BIO 458/558, or equivalent coursework. Offered Fall.

BIO 428/528 Cr.3

Advanced Nutrition for the Health Professions

A comprehensive study of nutrition-related diseases and nutrition assessment, evaluation, and management in clinical settings that people working in healthcare may encounter. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 313 or NUT 200. Offered Fall, Spring.

BIO 429/529 Cr.3

Evolution

Consideration of the principles and the record of organic evolution of plants and animals. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 306. Offered Spring.

BIO 432/532 Cr.2

Biology of Cancer

A survey of the current knowledge of cancer biology. The course will include lectures on a wide range of cancer topics including: characteristics of cancer cells, carcinogenesis, cancer genes, tumor classification, invasion, metastasis, inheritance, immunology, drug development, treatment, and prevention. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 303 or BIO 313; BIO 306 or MIC 416. Offered Fall, Spring.

BIO 435/535 Cr.3

Molecular Biology

This course is a study of molecular biology with an emphasis on eukaryotic systems. The course focuses on the molecular aspects controlling biological processes. The impact of recombinant DNA technology on biotechnology and medicine are also examined. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: BIO 306 or MIC 416/516; BIO 315 or CHM 325 or CHM 417 or MIC 425/525. BIO 436/536 is an optional laboratory which can be taken concurrently. Offered Fall, Spring.

BIO 436/536 Cr.1

Molecular Biology Laboratory

A study of molecular biology with an emphasis on eukaryotic systems. Laboratory emphasis is on recombinant DNA technology, current techniques used to express recombinant proteins in eukaryotic cells, computer based DNA analysis, macromolecular modeling using computers, and quantitative assay techniques. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lab. 3. Prerequisite: taken concurrently with BIO 435/535. This lab is optional for those enrolled in BIO 435/535. Offered Fall, Spring.

BIO 437/537 Cr.3

Plant Growth and Development

Discussion of experiments and analysis of research data obtained from the living plant. Prerequisite: BIO 203 or BIO 304 or equivalent. Offered Occasionally.

BIO 439/539 Cr.3

Plant Anatomy

A detailed examination of plant structure and development as revealed with the light and electron microscopes. Primarily seed plants will be examined. Structure and development will be studied as a means by which plants cope with their ecology, evolution and function. Lect. 2, Lab. 2. Prerequisite: BIO 203 or BIO 304 or an equivalent general botany course. Offered Occasionally.

BIO/MIC 440/540 Cr.2

Bioinformatics

In this course, students will use computers to study and compare the sequence of nucleotides in DNA or RNA, or the amino acids in a protein. Computers also are used to examine the three dimensional structure of protein. Being able to manipulate and study this information is the basis for the current revolution in biotechnology. Topics include evolution, taxonomy, genomics and understanding disease. This course provides students an opportunity to explore the relationships between biology, microbiology, chemistry, and computer science. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 1, Lab 2. Prerequisite: BIO 306 or MIC 416/516. (Cross-listed with BIO/MIC; may only earn credit in one department.) Offered Spring, Winter.

BIO 441/541 Cr.3

Aquatic Toxicology

This course studies the lethal and sublethal effects of chemical contaminants on aquatic ecosystems and humans. Topics covered include environmental legislation, chemical distribution and fate in the environment, methods of toxicity testing, assessment of exposure and risk, effects of chemical contaminants on humans, fish and aquatic invertebrate populations, communities and ecosystems, and toxicity of specific chemical groups. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: BIO 307 or BIO 341; CHM 104. Offered Spring - Odd Numbered Years.

BIO/MIC 442/542 Cr.3

Plant Microbe Interactions

This course explores in-depth various ways that plants interact with microbes in the environment, at the macroscopic, cellular, and molecular levels. Case studies include both parasitic and mutualistic (symbiotic) interactions. Microbes include fungi, bacteria, nematodes, and viruses. Includes plant pathology and studies of the beneficial relationships between plants and microbes. Inquiry-based labs are integrated into the lecture and discussion sessions. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 203 or MIC 230. (Cross-listed with BIO/MIC; may only earn credit in one department.) Offered Fall - Odd Numbered Years.

BIO 443/543 Cr.3

Molecular Mechanism of Disease and Drug Action

A survey of the leading non-infectious and non-cancerous diseases in the industrialized world. This course will explore the molecular mechanisms of disease, clinical symptomatology, and pharmacological treatment. Students will be expected to conduct thorough research on a given disease and present their results in a poster session. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 306, BIO 313; CHM 300 or CHM 304. Offered Spring.

BIO 444/544 Cr.4

Entomology

Insects and their close relatives are ubiquitous, affecting humans' lives in profound ways. We will investigate the anatomy, behavior, evolution, and ecology of insects, as well as how insects impact human culture. Discussions, presentations, illustrations, field research, curation of specimens, and other activities offer opportunities for students to apply insect research knowledge and skills. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 3, Lab 2. Prerequisite: BIO 203. Offered Fall - Odd Numbered Years.

BIO 446/546 Cr.3

Animal Behavior

We will explore factors that help to explain how and why animals behave as they do. Example topics include social behavior, learning, symbiotic relationships, sensory systems, communication, mating systems, defense, and parental care. Emphasis will be placed on non-human animals. Discussions, presentations, illustrations, and other activities offer opportunities for students to apply behavioral research knowledge and skills. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Annually.

BIO 447/547 Cr.3

Standard Methods/Quality Assurance Water Analyses

This course will instruct students on the use of standard methods for analyses of selected biological, chemical, and physical constituents commonly included in water quality analyses. Quality assurance procedures, including Good Laboratory Practice Standards (GLPS) will be integrated into all activities. Materials covered include: principles of methods used; evaluation of precision, bias, and contamination; proper reporting and interpretation of results; and environmental sources and significance of constituents analyzed. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 1, Lab 4. Prerequisite: BIO 203 or BIO 210 or BIO 303 or BIO 304, and three semesters of college chemistry. BIO 341 recommended. Offered Spring.

BIO 449/549 Cr.3

Advanced Microscopy and Biological Imaging

Principles and techniques used in modern microscopy and biological image analysis. Emphasis will be on student projects to become proficient at confocal, fluorescence, and scanning electron microscopy. Students will also learn specimen preparation, digital imaging, and image processing and analysis for biological applications. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 315 or MIC 230. Offered Fall - Even Numbered Years.

BIO 456/556 Cr.4

Plant Ecology

Conservation biology, ecological restoration, and predicting the effects of climate change all require an understanding of plant ecology. This course is focused on the interactions among plants, other organisms, and the environment. We will work across the individual, population, and community levels, and emphasize an exploratory approach to plant ecology. Class activities will include lectures, the discussion of ecological journal articles, and carrying out student-designed experiments. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 3, Lab 2. Offered Fall - Even Numbered Years.

BIO 458/558 Cr.4

Comparative Animal Physiology

This course has both a lecture and a laboratory component. It aims to provide a thorough understanding of animal physiology from a comparative perspective. Emphasis will be placed on the basic physiological principles by which animals perform their life sustaining functions. Lectures will focus on vertebral animals, but will span both invertebrate and vertebrate models to illustrate how largely divergent groups have evolved different (or similar) mechanisms to cope with environmental challenges. The laboratory component will provide an active learning environment and hands-on experience in physiological experimentation. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 3, Lab 2. Offered Fall.

BIO 460/560 Cr.1-4

Symposium in Biology

Studies in biology of interest to specific groups. Varying topics will be offered at intervals with a specific title assigned to each. May be staffed by resident faculty or visiting lecturers. Other departments may be invited to participate. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum 16. Variable offerings - check registration schedules. Prerequisite: four semesters of biology. Offered Occasionally.

BIO 561 Cr.1-4

Directed Studies

This course provides opportunity for directed readings or presentation of material not available in departmental graduate courses. Repeatable for credit - maximum four. Consent of instructor. Offered Fall, Spring.

BIO 464/564 Cr.3

Stream and Watershed Ecology

Introduces key concepts and theory pertinent to understanding and managing fluvial ecosystems (rivers and streams) and their watersheds. The course will emphasize rivers as large-scale physical and biological systems. Course work includes a comparative case study of distinctive types of temperate, tropical, and polar rivers. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 341 or BIO 307. Offered Spring.

BIO 465/565 Cr.3

Neurophysiology

An examination of the nervous system beginning at the cellular level and working up to neuronal systems. Topics covered include the ionic basis of membrane potentials, synaptic communication, organization of functional circuits of neurons, and systems within the brain and/or spinal cord which control learning and memory, vision and motor function. Exploration of these fundamental neurophysiology topics form the basis for understanding a variety of student-selected topics which will be covered later in the semester. Late-semester topics often include higher-order aspects of brain function or challenges to the nervous system, such as the repair of brain or spinal cord injury, degenerative disease states, dyslexia, or consciousness. BIO 467/567 is an optional laboratory course which can be taken concurrently. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 105, CHM 103, and either BIO 312 or NEU 200. Offered Spring.

BIO 466/566 Cr.3

Human Molecular Genetics

A study of the basic principles of heredity in humans. Focus will be on modern molecular techniques used in isolating human disease genes and modes of inheritance of human traits and disorders. Ethical issues in human genetics will also be discussed. This course is taught largely at a graduate level. BIO 468/568 is an optional laboratory course which can be taken concurrently. Prerequisite: BIO 306. Offered Fall.

BIO 467/567 Cr.2

Neurobiology Laboratory Techniques

An introduction to common laboratory techniques in neurobiology, including electrophysiology with invertebrate preparations, mammalian neuronal cell culture, and computational modeling. Students will receive training in techniques while performing classical experiments, then design their own novel experiments and carry them out. Lab. 4. Prerequisite: BIO 312; BIO 465/565 or concurrent enrollment. Offered Spring - Odd Numbered Years.

BIO 468/568 Cr.1

Human Molecular Genetics Lab

A study of the techniques used in doing research in human molecular genetics with a focus on commonly used model organisms in the study of human genetic disorders. Laboratory emphasis is on phenotype analysis, library screening, DNA microarray analysis, gene mapping, and bioinformatics. This course is taught largely at a graduate level. This lab is optional for those enrolled in BIO 466/566. Lab 3. Prerequisite: BIO 306. BIO 466/566 must be taken concurrently. Offered Fall.

BIO 473/573 Cr.3

Marine Biology

Marine biology is an interdisciplinary field that includes elements of geology, physics, chemistry and biology. Students will gain an introduction to how biological organisms deal with varying physical, geological and chemical conditions found in marine ecosystems. Emphasis will be placed on current conservation concerns and marine invertebrate diversity. Prerequisite: BIO 203 and CHM 103. Offered Spring - Odd Numbered Years.

BIO 476/576 Cr.3

Ecosystem Ecology

Ecosystems include the living and non-living components of an environmental system and have emergent properties that can only be understood by examining the system as a whole. This course will examine advanced ecological topics centered around the structure and function of aquatic and terrestrial ecosystems. Topics covered will include the development of the ecosystem concept, ecosystem succession, production/decomposition, energy transfer in food webs, and nutrient cycling. The course will consist of classroom lectures, problem sets, and reading/discussion of relevant literature. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 307 and one semester of chemistry. Offered Spring - Even Numbered Years.

BIO 483/583 Cr.3

Cell Signaling

Cell signaling controls the inner workings of organisms, allowing them to survive, reproduce, develop, respond, and adapt. Course topics will include how cells perceive changes in the environment by receptors, how they transmit the signal from receptors to other signaling molecules, and how signaling results in a cellular response. The course will integrate cell biology, genetics, and biochemistry. It will also complement several biology topics, such as biology of cancer, developmental biology, molecular biology, and endocrinology. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CHM 325, CHM 417, or both BIO 306 and BIO 315 (BIO 315 may be taken concurrently). Offered Annually.

BIO 488/588 Cr.3

Mammalogy

A study of the diversity and biology of mammals. The origins and evolutionary history of mammals grounds a survey of modern mammalian groups, including their phylogenetic relationships, ecology, adaptations, and complex behaviors. Wisconsin species will be highlighted. Graduate students will assist with instruction on the mammal groups of their choice. Prerequisite: graduate standing in biology. Offered Fall.

BIO 490/590 Cr.1-3

Current Topics in Biology Education

Biological researchers produce new discoveries almost daily. The purpose of this course is to train K-12 pre-service and in-service teachers in the current technologies and theories used in biology and to demonstrate the current approaches to teaching these materials. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit under different topics. Departmental option for pass/fail grading. Pass/Fail grading. Offered Occasionally.

BIO 700 Cr.2

Biology Graduate Program Orientation

First semester course for all biology/microbiology M.S. students. Introduction to program policies and timelines, responsible conduct of research/ethics, reference management tools, and design of a research plan. Students will prepare a grant application. Prerequisite: admitted to a Biology or Microbiology Graduate Program. Offered Fall.

BIO 701 Cr.4

Communication in the Biological Sciences

This course covers in detail the preparation and submission of scientific manuscripts for publication and the presentation of papers at scientific conferences. Topics covered include experimental design, preparation of manuscript sections, figures, and tables; writing with clarity, precision, and word economy; dealing with journal editors and reviewers; reviewing and editing of manuscripts; presentations at scientific conferences; preparation of visual aids; and communicating with the public, the press, and politicians. Lect. 3, Lab 2. Offered Spring.

BIO 713 Cr.2

Physiology of Drug Action

A study of the general principles of pharmacodynamics and pharmacokinetics of drugs in human systems with emphasis on the physiological responses at the cellular and organ levels. Prerequisite: BIO 718 or concurrent enrollment. Offered Occasionally.

BIO/MIC 714 Cr.3

Advanced Genetics

The application of molecular-genetic analysis to problems in modern biology. The course will cover the fundamentals of genetic analysis in both procaryotic and eucaryotic systems. Assigned readings from current literature will be discussed and evaluated. A variety of topic areas will be considered including ecology, biotechnology, bioremediation, food science, medicine and basic research. Prerequisite: a previous course in genetics, microbial genetics, or molecular biology. (Cross-listed with BIO/MIC; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

BIO 715 Cr.2

Pathophysiology I

A study of diseases of the human central nervous system, pulmonary, cardiovascular, and renal systems with an emphasis on pathophysiology, treatment, and interaction with other organ systems. Prerequisite: BIO 718; BIO 719; admission to the Biology Certified Registered Nurse Anesthetist (CRNA) program. Offered Fall.

BIO 716 Cr.3

Current Topics in Physiology

Consideration of selected topics in physiology such as advanced cellular physiology, membrane and endocrinological physiology, and systemic physiology. Assigned readings will be largely from current literature. Offered Occasionally.

BIO 717 Cr.1

Pathophysiology II

A study of diseases of the human hepatic, gastrointestinal, immune, neuromuscular, and endocrine systems with an emphasis on pathophysiology, treatment, and interaction with other organ systems. Prerequisite: BIO 718; BIO 719; admission to the M.S. Biology Certified Registered Nurse Anesthetist (CRNA) Program. Offered Spring.

BIO 718 Cr.4

Advanced Human Physiology I

An in-depth study of the physiology (including associated anatomic structures) of human organ systems. Covers basic cell physiology, introduction to endocrinology, and the reproductive, nervous, and muscular systems. Prerequisite: B.S. in biology or allied health related field. Offered Fall.

BIO 719 Cr.4

Advanced Human Physiology II

An in-depth study of the physiology (including associated anatomic structures) of human organ systems. Covers the respiratory, cardiovascular, blood, immunologic, digestive and urinary systems. Prerequisite: BIO 718. Offered Spring.

BIO 720 Cr.2

Research in Anesthesia

The student will conduct a critical review and analysis of the primary literature and/or patient records (after IRB approval) in the area of clinical anesthesia or applied physiology. The results and analysis will be summarized and presented in a poster format. Students will be required to present their poster at a professional meeting. Prerequisite: BIO 718; BIO 719; admission to the M.S. Biology Certified Registered Nurse Anesthetist (CRNA) Program. Offered Summer.

BIO/MIC 721 Cr.1-2

Directed Studies

Directed readings or presentation of material not available in formal departmental courses. Repeatable for credit - maximum four between BIO and MIC. (Cross-listed with BIO/MIC.) Consent of instructor. Offered Occasionally.

BIO 725 Cr.1-3

Forum in Biology

An in-depth examination of selected topics in biology through critical analysis of the primary literature. Participants will be required to read and discuss the experimental design, methods, results and major conclusions of scientific research. Repeatable for credit - maximum six. Variable offerings - check registration schedules. Offered Occasionally.

BIO 726 Cr.1-3

Advanced Laboratory Techniques in Biology

Development of accessory research skills in specialized areas of biology. Repeatable for credit - maximum six. Variable offerings - check registration schedules. Offered Occasionally.

BIO 732 Cr.2

Effective Teaching Strategies for Grad Teaching Assts in the Science Lab

This course aims to improve proficiency of graduate teaching assistants in the science laboratory. Topics covered may include, but are not limited to, students learning styles, lecture and question techniques, design of assessment tools, portfolio development, and grading techniques. Offered Fall.

BIO/MIC 751 Cr.1

Graduate Seminar

Oral presentation and discussion of student-selected topics in biology and microbiology. Repeatable for credit - maximum two. (Cross-listed with BIO/MIC.) Offered Fall, Spring.

BIO 761 Cr.2

Research and Seminar in Biology

Principles of research in biology. As part of the requirements for this course and for the degree, each student must complete an acceptable scientific communication (such as a seminar paper, manuscript, or poster) unless pursuing Plan A and writing a master's thesis. Offered Fall, Spring, Summer.

BIO 779 Cr.1-2

Biology Laboratory Assistant

Allows graduate students to gain experience in assisting with preparation and teaching 300 and 400 level laboratory-based courses in conjunction with the regular instructor. Students will be expected to assist in preparation of course materials, demonstrate proper techniques, and evaluate students' performance. Repeatable for credit - maximum three. Lab. 2-6. Prerequisite: graduate standing. Not applicable to students assisting in 100 or 200 level courses. Consent of instructor. Offered Fall, Spring.

BIO 799 Cr.1-9

Research: Master's Thesis

Independent research on a problem selected for a thesis under the direction of an assigned staff member. For students following Plan A. Repeatable for credit - maximum 15. Maximum of six credits applicable to the M.S. in biology degree. Offered Fall, Spring, Summer.

Business Administration (BUS) - Graduate Courses

Courses

BUS 700 Cr.1-3

Business Forum

Emphasis on the exploration of new developments in business theory and practice. Topics will vary from semester to semester. Repeatable for credit - maximum 12. Prerequisite: admission to the MBA program. Offered Fall, Winter, Spring, Summer.

BUS 710 Cr.2

Statistical Analysis Foundations

This course is designed for students entering the MBA program who have not had sufficient exposure to the subject before. Students will learn the basic concepts, principles and techniques of business statistics. They will be able to implement the techniques on spreadsheets using specially designed templates, and will develop a working knowledge of the subject in order to solve statistical problems in business. The techniques will cover such topics as descriptive statistics, probability distributions, estimation, hypothesis testing and simple regression. This course is an internet MBA foundation course. Prerequisite: college algebra, basic competency in using MS Excel. Offered Fall.

BUS 730 Cr.3

Decision Framing and Decision Making in Complex Environments

This course challenges students to integrate all of the discipline-specific skills developed in the MBA foundation courses within a dynamic decision-making context. The focus of the course will be on the process of problem framing/identification, analysis, and decision-making in complex and uncertain environments. Students develop critical judgments about the efficient and effective application of core knowledge which requires applying the tools of analysis appropriately and extracting useful insights and drawing managerially relevant recommendations from the analysis. Prerequisite: successful completion of the MBA foundation requirements. Offered Fall.

BUS 731 Cr.3

Decision Making and Framing for Managing and Leading People in Organizations

This course aims to integrate discipline-specific knowledge and skills developed in the MBA foundation courses in an effort to enhance managerial decision making abilities under uncertainty. The focus of the course will be on problem analysis and decision making through the lens of managing and leading people in organizations. An interdisciplinary approach is taken by integrating critical knowledge and practices from various business fields such as organizational behavior, human resource management, strategic management, personnel economics, and/or other management-related areas. This course emphasizes the development of critical thinking skills and application of analytical reasoning tools. Extracting useful insights and drawing managerially-relevant recommendations from the analysis are further cornerstones of the course. Prerequisite: successful completion of the MBA foundation requirements. Offered Spring.

BUS 735 Cr.4

Business Decision Making and Research Methodology

This course introduces a variety of quantitative and qualitative methods that support business decision-making and research. These methods range from quantitative procedures like multivariate analysis, simulation, and linear programming to qualitative approaches that use unstructured data collected from interviews and observations. Students will achieve conceptual understanding of the research methods covered in the course and acquired hands-on experience in applying these methods to practical business cases using computer-based tools. Prerequisite: successful completion of the MBA foundation requirements. Offered Fall.

BUS 750 Cr.3

Business Law, Ethics, and Social Responsibility

This course analyzes business decisions in the context of law, ethics, and corporate social responsibility. The course provides a balanced, global, and interdisciplinary approach that examines the complex and diverse principles central to the legal and ethical management of business organizations. The course will examine these issues in domestic and international business decision situations, explore solutions from alternative paradigms of leadership and corporate governance, and incorporate them when formulating organizational tactics and strategy. Offered Spring.

BUS 755 Cr.3

Managing in a Changing Technological Environment

This course examines the challenging issue of managing fast-changing information technology (IT) to support modern business operations and strategic initiatives. While concepts and models of business analysis are introduced through lectures, case analysis is used extensively to study major IT management issues in various organizations, industries, and countries. To bridge the gap between textbooks and the rapidly evolving IT, the course also employs guided research to keep students current on the contemporary IT trends and issues. Offered Spring.

BUS 760 Cr.4

Managing in a Global Environment

This course develops the critical skills and integrated knowledge necessary to function effectively in today's global environment. The course describes how global agreements, changing technologies, global institutions and evolving political patterns affect the conduct of global business. This course develops the ability to frame problems from multiple managerial perspectives - including operational, economic, environmental, ethical, financial, cultural, and technological frames of reference - and to apply sophisticated decision making and coalition building processes to arrive at integrated solutions in a diverse and changing world. This course will typically employ a problem-based approach to the subject area and will seek to integrate, in this approach, such traditional functional disciplines as operations, logistics, marketing, finance, accounting, information systems, and management. This course is offered as a campus course and an internet course. Offered Fall, Spring, Summer.

BUS 790 Cr.1

MBA Program Assessment

This course consists of a capstone activity which gives students an opportunity to reflect on their MBA experience as a whole-and thus, to have one, final, critical learning experience. Participation in the concluding assessment exercise provides useful feedback regarding the effectiveness of the MBA program. This assessment will be multi-disciplinary and multi-dimensional in its design and execution. When possible, it may involve participants from the broader UWL academic and business communities. Last course before graduation. Prerequisite: completion, or in the final stages, of all other MBA program requirements. Pass/Fail grading. Offered Fall, Spring, Summer.

BUS 799 Cr.1-6

Research: Master's Thesis

This course consists of a directed independent research study to be selected and executed under the direction of a graduate faculty member. Repeatable for credit - maximum six. Prerequisite: successful completion of the MBA core curriculum and written approval of the MBA program director. Completion of a master's thesis is optional within the MBA program. Consent of department. Offered Occasionally.

Chemistry (CHM) - Graduate Courses

Courses

CHM 421/521 Cr.1-3

Advanced Topics in Chemistry

An advanced topic in chemistry based on appropriate prior work in physical chemistry, organic chemistry, inorganic chemistry, and analytical chemistry. Lecture and laboratory will be adapted to the topic being taught. May be repeated for credit when different topic is presented. Repeatable for credit - no maximum. Prerequisite: determined based on topic offered and include a minimum of three semesters of chemistry courses. Offered Occasionally.

CHM 530 Cr.3

Chemistry for Nurse Anesthesia

A graduate-level course that serves as a review of and introduction to chemical principles that are most important in the field of nurse anesthesia practice. Topics include but are not limited to oxidation-reduction chemistry, gas laws, effects of pH on the structure and behavior of drug molecules, primarily in aqueous environments, and metabolism of drugs. Prerequisite: admission to the MS in Biology: Nurse Anesthesia Concentration Program. Offered Spring.

CHM 445/545 Cr.3

Biochemistry of Antimicrobials

A survey of the biochemistry and chemistry of drugs used to treat infectious diseases, including antibiotics, antivirals, antifungals, and anti-parasitic drugs. This course surveys biochemical mechanisms of action of clinically used antimicrobials, biochemical mechanisms of antimicrobial resistance, the biosynthesis of antimicrobials by microorganisms, chemical synthesis of antimicrobials, and approaches for the discovery of new antimicrobials. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: BIO 203 or BIO 315 or MIC 230; CHM 325 or CHM 417. Offered Spring.

CHM 789 Cr.1-3

Directed Study

Independent study under the direction and supervision of a chemistry faculty member. Repeatable for credit - maximum six. Consent of instructor. Offered Fall, Winter, Spring, Summer.

Clinical Laboratory Science (CLI) - Graduate Courses

Courses

CLI 440/540 Cr.1

Clinical Parasitology

Course covers important parasites of humans including zoonoses and emerging parasitic diseases. Life cycles, clinical features and infective diagnostic stages will be included in the lecture component. The laboratory will include demonstrations and diagnostic procedures. This course will provide the necessary pre-clinical competencies required for advancement to the clinical education component of the Clinical Laboratory Science Program. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 1, Lab 2. Prerequisites: MIC 230 and admission to the Clinical Lab Science Program, or graduate status. Not open to students who have earned credit in BIO 506. Offered Spring.

CLI 470/570 Cr.8

Diagnostic Microbiology

This course provides an in depth study of the major groups of pathogenic bacteria, fungi, parasites, and viruses and their relationship to human disease. Topics include clinical signs and symptoms of these diseases, proper method of collecting, transporting, and processing appropriate clinical specimens, modes of transmission, and state-of-the-art laboratory methods used for the identification of these pathogens and diagnosis of the diseases they cause. Principles of theory will be applied in rotation. Rotation provides students with opportunities to process a variety of patient specimens and gain experience with a wide variety of state-of-the-art procedures and equipment for the isolation and identification of pathogenic bacteria, fungi, protozoa, helminths, and viruses. Molecular diagnostic procedures will also be employed. Eight-week rotation. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CLI 440; admission to Clinical Lab Science Program; acceptance into a NAACLS accredited clinical lab science program; admission into the Clinical Lab Science BS/Clinical Micro MS dual degree program. Offered Spring.

CLI 480/580 Cr.3

Laboratory Management and Education

A course designed to introduce senior students to skills and knowledge required to manage a clinical laboratory and educate future clinical laboratory scientists. Students will participate with lab managers in activities such as ordering supplies, quality control, quality management and quality improvement. They will be introduced to human resource management, financial management, scheduling issues, instrument selection for profitability and the processes involved in preparing for laboratory inspections and maintaining JCAHO and CAP laboratory accreditation. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: admission to Clinical Lab Science Program; acceptance to a NAACLS accredited internship site; admission into the Clinical Lab Science BS/Clinical Micro MS dual degree program. Offered Fall.

CLI 484/584 Cr.2

Laboratory Management

This course will discuss laboratory management issues along with theory, practical application, and evaluation of principles/models. Development of critical thinking, problem solving, teamwork, communication, professionalism, research, management, and leadership skills will be emphasized. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Spring.

Community Health Education (CHE) - Graduate Courses

Courses

CHE 505 Cr.3

Strategies for Increasing Physical Activity in Communities

This course is designed for community health educators who plan to work with clients and patients in a variety of health and clinical settings. Students will come away with an understanding of how to advance the use of physical activity for the prevention and treatment of chronic disease and other health issues. The course will explore how physical activity improves health, including cardiorespiratory and metabolic diseases, overweight and obesity, musculoskeletal disorders, cancers, and mental health. Data on the prevalence and economic costs are presented to demonstrate the scope of the health issues and the importance of addressing them. Evidence-based strategies for increasing physical activity in individuals and populations using three approaches (informational, behavioral and social, and environmental and policy) will be explored. Strategies for implementing physical activity opportunities in communities will also be addressed. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Spring.

CHE 475/575 Cr.1-3

Workshop in Health Education

Group study of varying health education topics, community agencies, and educational institutions. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit under different topics - maximum six credits. Departmental option for pass/fail grading. Consent of instructor. Offered Occasionally.

CHE 780 Cr.1-8

Community Health Education Preceptorship

Professional experience for graduate students in a variety of community health education and public health settings interacting with diverse populations for a semester or summer session. The candidate works under faculty supervision with a professional in health education and/or health promotion who serves as a mentor. Distinct health educator areas of responsibility are addressed. Repeatable for credit - maximum eight. Consent of department. Offered Fall, Spring, Summer.

Computer Science (CS) - Graduate Courses

Courses

CS 402/502 Cr.3

Web Application Development

This course will give a detailed description of the core concepts and general principles of web application development. The course will cover various protocols, programming languages, scripting languages, data storage and security, layered software architectures, and graphical interface design as they relate to web development. Students will apply these techniques to the development of medium scale web application. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisites: CS 340. Offered Spring.

CS 503 Cr.1-3

Special Topics in Computer Science for Teachers

A special topics course used to introduce K-12 teachers to computer science content and to curricula and pedagogy designed for K-12 students. Not applicable to the Computer Science Program or Master of Software Engineering degree. Prerequisite: current K-12 teacher certification (any discipline). Consent of instructor. Offered Occasionally.

CS 410/510 Cr.3

Free and Open Source Software Development

This course examines all aspects of the Free and Open Source Software movement. The course surveys the various definitions of open source licenses and examples of major free and open source development projects (e.g. the GNU Project, Apache Foundation, Linux). The course also examines the development tools that support developer communities as well as how web-based applications have created the possibility of international development teams. Students will select and contribute to the software development of an existing open source project. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340. Offered Spring - Odd Numbered Years.

CS 418/518 Cr.3

Mobile Application Development

An introduction to the concepts and techniques of application development for mobile devices. The course will examine the design constraints of mobile devices, how mobile applications can leverage external data resources, integration of sensor data and the development environments of the chosen platform (e.g. iOS, Android and others). This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit with different topic - maximum six. Offered Occasionally.

CS 419/519 Cr.1-3

Topics in Computer Science

A special topics course in computer science which will function as a forum for new ideas and testing ground for new courses. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum six. Consent of instructor. Offered Fall, Spring, Summer.

CS 421/521 Cr.3

Programming Language Concepts

A comparative study of the concepts underlying the design of contemporary high-level programming languages, including imperative, functional, logic and object-oriented paradigms; formal representation of syntax and semantics; control structures; data and procedural abstraction; scope and extent; parallelism and exception handling. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; CS 225 or MTH 225. Offered Fall, Spring.

CS 431/531 Cr.3

Introduction to Robotics

This course is a hands-on introduction to the algorithms and techniques required to write robot control software. Topics include the components of mobile robots and robot manipulators, manipulator kinematics, robot task planning, sensing, sensor fusion, visual servoing and robot control concepts. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Spring - Odd Numbered Years.

CS 440/540 Cr.3

Software Design IV: Software Engineering

This course is a study of methodologies for the development of reliable software systems. Several specification, design, and testing techniques are surveyed with an emphasis on one particular formal specification and formal design technique. Students work in teams, applying these techniques to the development of a medium scale (2000-5000 lines) software product. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340, CS 364. Offered Fall.

CS 441/541 Cr.3

Operating System Concepts

The study of the structures and algorithms of operating systems. Operating systems are viewed as managers and controllers of resources such as processors, memory, input and output devices and data. Topics include multiprogramming systems, CPU scheduling, memory management and device management. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; CS 370. Offered Fall, Spring.

CS 442/542 Cr.3

Structures of Compilers

An extensive study of all phases of the compilation of high level programming languages. Topics include: scanning, parsing (LL and LR), semantics analysis, symbol table organization and manipulation, internal code generation, storage allocation, optimization and object code generation. Students are required to complete a compiler for a small high-level language. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 270; CS 340. Offered Fall, Spring.

CS 443/543 Cr.3

Topics in Operating Systems

An intermediate course in operating systems extending topics introduced in CS 441. Operating systems concepts are studied in-depth. Typically students will study and modify an existing system. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 441. Offered Occasionally.

CS 449/549 Cr.3

Advances in Software Engineering

Introduces advanced topics in software engineering. Topics include prototyping models, risk analysis, component-oriented software development, software architectures, software reuse, software metrics and quality analysis. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 741. Offered Fall - Even Numbered Years.

CS 451/551 Cr.3

User Interface Design

This course focuses on the design and implementation of user interfaces. The topics include characteristics of user interfaces, user profiles, user interface design principles, methods and tools for user interface development, evolution of user interfaces, evaluation of user interfaces, and case studies. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340. Offered Fall - Odd Numbered Years.

CS 452/552 Cr.3

Artificial Intelligence

This course is an introduction to the fundamental principles of artificial intelligence. Topics include search strategies, adversarial search, constraint satisfaction, planning and scheduling, logic and inference, accounting for uncertainty, and probabilistic reasoning. Projects include writing a substantial artificial intelligence application program. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340. Offered Fall - Odd Numbered Years.

CS 453/553 Cr.3

Introduction to Theory of Computation

An introduction to the theoretical aspects of computation. The capabilities and limits of several computation models are considered including: partial recursive functions, Turing machines, finite state automata and formal languages. The implications of Church's thesis and unsolvable problems such as the halting problem are discussed. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340. Offered Spring - Even Numbered Years.

CS 454/554 Cr.3

Digital Image Processing

This course introduces the fundamentals of digital image processing techniques with an emphasis on the design and implementation of image processing algorithms. Topics include color models, point-processing techniques, convolution, Fourier domain processing, the discrete cosine transform, image compression methodologies, image restoration and enhancement, sampling and image display. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340. Offered Fall - Even Numbered Years.

CS 455/555 Cr.3

Fundamentals of Information Security

This course presents the fundamental concepts of information security. Basic policies, techniques and tools for maintaining the security of host computers, information networks and computer software are presented. Topics include encryption, authentication, access control, types of attacks and mitigations, software security, network security protocols, and the concepts of trust, privacy and ethics. Students are expected to compare security policies and techniques, apply concepts using modern tools and techniques, and explore recent security events. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340. Offered Spring.

CS 456/556 Cr.3

Secure Software Development

Traditionally, software engineering has viewed flaws as the inconsistency of software behavior with its functional requirements. Software security problems, however, can occur in software that contains no such flaws but is nonetheless susceptible to external attack. This course examines known reasons for software security vulnerabilities with an emphasis on best practices for their detection and mitigation, along with general principles for engineering software in ways that enhance security. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: CS 356. Offered Spring.

CS 457/557 Cr.3

Machine Learning

This course is an investigation of programs that can dynamically adapt their behavior. The course focuses on two main ideas: data classification and deciding about actions. In both cases, a learning algorithm is one that improves performance, either by generating a more accurate classifier, or by finding a choice of action that leads to better outcomes. Students will learn various computational and mathematical models and techniques that can be applied to such problems. Topics include regression algorithms, decision trees, Markov processes, neural networks, reinforcement learning algorithms, and deep learning techniques. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340. Offered Fall - Even Numbered Years.

CS 461/561 Cr.3

Introduction to Data Science

This course examines key components of the data science lifecycle, including data collection and cleaning, exploratory data analysis and visualization, and extracting insight via statistical models and machine learning algorithms for regression, classification, and clustering. Algorithmic efficiency and scalability will be emphasized, and techniques for working with big data will be introduced. Students will use a modern programming language (e.g., R, Python) with appropriate packages suitable for data analysis. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; STAT 245 or CS 351. Offered Alternate Years.

CS 464/564 Cr.3

Advanced Database Management Systems

Advanced topics in database management systems. Topics include the relational data model, relational calculus, embedded SQL programming, database application programming, indexing, system software and storage structures for databases, concurrency control, crash recovery, database administration, parallel and distributed databases, object-oriented databases. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 364. This course cannot be taken for credit both at the undergraduate level and at the graduate level. Offered Spring - Odd Numbered Years.

CS 470/570 Cr.3

Parallel and Distributed Computing

A study of architectures, control software, and applications for parallel and distributed systems. A survey of parallel and distributed architectures including data flow machines, vector processors, shared memory multiprocessors, and message based multiprocessors. Software topics include process communication and synchronization, global state maintenance, negotiation, scheduling, data parallelism, control parallelism, and languages for parallel and distributed computing. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 370. Offered Occasionally.

CS 471/571 Cr.3

Computer Networks

This course is an introduction to data communications, including the electrical properties and software protocols. In addition to presentations of the concepts and techniques used for data communications, several currently used standards and communications networks will be examined. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 270, CS 340. Offered Spring - Even Numbered Years.

CS 472/572 Cr.3

Internet of Things

This course explores the possibilities which are created when everyday things become connected to the internet and how this can create new ways for humans to interact with computation and for computation to enable human activities. This course involves building small, sensor equipped hardware devices and cloud based software systems using various technologies. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340, CS 372. Offered Annually.

CS 475/575 Cr.3

Computer Graphics and Modeling

An introduction to computer graphics in modern computing environments. Topics include geometric transformations, fundamental drawing algorithms, scalable vector graphics (SVG), OpenGL, WebGL, surface shaders, scene graphics, photorealistic rendering, surface mesh data structures, animation and modeling and GPGPU computing. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 340; MTH 207. Offered Fall - Odd Numbered Years.

CS 476/576 Cr.3

Data Visualization

An introduction to visualizing various forms of data (abstract and concrete) using computer graphics. The course will consider both scientific visualization where the data itself determines the spatial representation and information visualization where appropriate spatial representations are imposed on the data. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CS 575. Offered Spring - Even Numbered Years.

CS 743 Cr.3

Software Verification and Validation

This course explains the need for verification and validation, discusses the methods (formal, informal and diagrammatic) and techniques (prototyping and theoretical proof techniques) that implement verification and validation, and provides hands-on experience to apply these methods and techniques to some simple case studies. Automation of verification and validation methods will also be briefly discussed. Prerequisite: CS 540 or concurrent enrollment. Offered Fall.

CS 744 Cr.3

Software Project Management

This course addresses principles, standards, guidelines and techniques for software project management. Emphasis will be given to modern software development approaches. Topics covered in this courses include people management, work allocation, schedule, project planning, cost estimation, risk management, project deployment, licenses, and ethical and legal issues. Prerequisite: CS 540. Offered Spring.

CS 746 Cr.3

Software Modeling and Analysis

This course introduces various software models, and techniques to analyze software designs using these models. Both diagrammatic and mathematical models will be included. Informal, rigorous, and formal analysis will be covered. Prerequisite: CS 225, CS 340. Offered Spring.

CS 750 Cr.1-3

Topics in Software Engineering

This is a topics course in Software Engineering. New topics will be introduced based on the evolution of Software Engineering research. Some such topics are real-time systems, embedded systems, software for safety-critical applications, software architectures, component-oriented programming, CORBA, COM/DCOM, and CASE (Computer-Aided Software Engineering). Topics may vary each semester. Repeatable for credit - maximum six credits. Prerequisite: CS 540. Consent of instructor. Offered Occasionally.

CS 751 Cr.1-3

Seminar in Software Engineering

This course is meant for those who want to specialize in one or more areas in Software Engineering such as software reuse, software architectures, software testing, software verification, etc. The workload for the course will include a number of presentations in the class and one or more written reports. Topics of specialization may vary for each semester. Repeatable for credit - maximum six credits. Prerequisite: CS 540. Consent of instructor. Offered Occasionally.

CS 752 Cr.1-3

Independent Study

This course is meant for those who want to acquire an in-depth knowledge on any Software Engineering topic. Typically, the student may be required to focus on one particular topic and conduct some research on this topic, or to do some software development activities such as analysis, design, implementation or testing. If registered for more than once, a different topic must be chosen each time. Each student is required to submit a report at the end of the term. Repeatable for credit - maximum six credits. Prerequisite: CS 540. Consent of instructor. Offered Fall, Spring, Summer.

CS 795 Cr.1

Software Development Internship

An academically relevant field experience in government, industry, business, or community agencies. Students must have their internships approved and be advised by the computer science department. Determination of relevancy shall be made by the Career Services Office with the advice and consent of the computer science department. The experience will be supervised closely by the intern's on-site supervisor, by the Career Services staff, and by the student's faculty internship adviser. Students should contact the Career Services Office. Internship does not count for credit towards the MSE program. Repeatable for credit - maximum two. Prerequisite: Master of Software Engineering graduate student status; nine MSE credits earned; 3.5 or higher GPA. Student must be on their internship work site during the semester for which they are registered for academic credit. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

CS 798 Cr.1-6

Software Development Project

A major project that requires a detailed analysis of the problem domain, detailed design, implementation and demonstration. The project will be guided by a graduate CS faculty member. Submission of a written project report is required, followed by an oral examination by the Project Evaluation Committee in the CS department. Repeatable for credit - maximum 12. Maximum of six credits per semester. Prerequisite: project proposal must be approved by the Project Evaluation Committee in the CS department. Pass/Fail grading. Offered Fall, Spring, Summer.

Curriculum and Instruction (CI) - Graduate Courses

Courses

CI 560 Cr.1-2

Washburn Academy

Study of a selected topic in science, mathematics, humanities, and the use of technology in education to improve the topic-related competency of classroom teachers and the acquisition of classroom techniques and applications. Open only to teachers who have been selected to participate in the Washburn Academy, an inservice program sponsored and conducted through joint efforts of CESA-4 and UWL with the support of grants and the business community. Repeatable for credit - maximum four. A maximum of four credits apply to a graduate degree. Pass/Fail grading. Offered Summer.

CI 606 Cr.1-2

Teaching Basic Writing Skills

A developmental approach to teaching basic writing skills at the middle/junior and the senior high school levels. The course will examine philosophies, conceptual frameworks, and techniques in teaching writing. Special emphasis will be given to the concept of writing across curricular subject matter areas. Prerequisite: teaching experience. Offered Occasionally.

Cybersecurity (CYB) - Graduate Courses

Courses

CYB 700 Cr.3

Fundamentals of Cybersecurity

This course introduces fundamental concepts and design principles in cybersecurity. Students will understand what, why, and how to protect in the cyberworld. Topics include CIA (confidentiality, integrity, and availability), threats, attacks, defense, least privilege, access control and password management, security policies, critical controls, incident handling and contingency planning, risk assessment and management. Consent of department. Offered Fall, Spring, Summer.

CYB 703 Cr.3

Network Security

This course examines network architectures, threats and attack surfaces exploited by these threats. Students will look at network traffic inspection, common attacks and defensive techniques like encryption, network segmentation, firewalls, application proxies, honeypots, DMZs, monitoring networks using intrusion detection and intrusion prevention systems, and network access control. Consent of department. Offered Fall, Spring, Summer.

CYB 705 Cr.3

Sociological Aspects of Cybersecurity

This course presents the principles of applied sociology that account for the human factors in security systems. Topics include an examination of the human role in cybersecurity, the role of security in the context of an organization, and a special focus on the development and implementation of cybersecurity policies. Consent of department. Offered Fall, Spring, Summer.

CYB 707 Cr.3

Cybersecurity Program Planning and Implementation

This course provides instruction on the process used to develop and maintain appropriate security levels for an organization with a focus on implementing a comprehensive security program, a documented set of security policies, procedures, guidelines, and standards. Topics include security planning, strategies, controls, and metrics for measuring the effectiveness. Prerequisite: CYB 700. Consent of department. Offered Fall, Spring, Summer.

CYB 710 Cr.3

Introduction to Cryptography

This course introduces the fundamentals of applied cryptography, including encryption and decryption, symmetric and asymmetric systems, pseudorandom functions, block ciphers, hash functions, common attacks, digital signatures, key exchange, message authentication and public key cryptography. It covers implementation of cryptographic systems in an approved programming language, and survey of relevant mathematical concepts, including elementary number theory. Consent of department. Offered Fall, Spring, Summer.

CYB 715 Cr.3

Managing Security Risk

This course covers risk management processes and tools, risk assessment and analysis models, economic and control implications, risk measurement, and the ethics of risk. Students will communicate the technical and management-aspects of risk, based on research of their chosen industry, related regulation, recent industry reports, and risk implications to organizations, individuals and the nation. Consent of department. Offered Fall, Spring, Summer.

CYB 720 Cr.3

Communication in Cybersecurity

Students research, organize, and present technical information to audiences with varying goals and technical needs. There will be an emphasis on ethics, critical thinking, listening skills, and feedback to develop effective messages utilizing verbal and nonverbal communication strategies and visual aids. Individual and group presentations and projects will emulate professional scenarios in cybersecurity. Consent of department. Offered Fall, Spring, Summer.

CYB 725 Cr.3

Computer Forensics and Investigations

This course provides instruction on the investigative and forensics processes of digital evidence with a focus on identifying indicators of compromise, the use of common forensics tools, and the preservation of forensics tools. Topics include forensics iconology, and the analysis of disk, memory, chip-off, mobile device, and OS artifacts. Prerequisite: CYB 700, CYB 703. Consent of department. Offered Fall, Spring, Summer.

CYB 730 Cr.3

Computer Criminology

This course is a primer on modern criminology with specific attention to the aspects of technology that facilitate criminal behaviors. Topics include computer crime laws, criminological theories of computer crime, court room and evidentiary procedure, idiographic and nomothetic digital profiling, computer crime victimology, habit/authorship attribution, stylometry, and case linkage analysis. Consent of department. Offered Fall, Spring, Summer.

CYB 735 Cr.3

Network Forensics

This course covers protocol analysis, identification of malicious behavior in systems, and forensic investigations through event log aggregation, correlation and analysis. Students will analyze clips of wired and wireless network protocol analysis to discern methods of attacks and malicious activities. Prerequisite: CYB 703. Consent of department. Offered Fall, Spring, Summer.

CYB 740 Cr.3

Incident Response and Remediation

Students will learn about the phases of an incident response system, and the use of IDS and forensics, dealing with false alarms and the remediation process to minimize business impact, plan business continuity, and work with law enforcement, auditors, insurance, and compliance in how to prevent future incidents. Prerequisite: CYB 700, CYB 703, CYB 705, CYB 707, CYB 715, and CYB 720. Consent of department. Offered Fall, Spring, Summer.

CYB 745 Cr.3

Secure Operating Systems

This course covers operating systems security infrastructure. Topics include, for a given operating system (Windows/Linux), updates and patches, access controls and account management, configuration management, hardening and securing services, and the use of scripting languages to automate security management. Additional topics may include auditing and forensics, virtualization and cloud computing. Consent of department. Offered Fall, Spring, Summer.

CYB 750 Cr.3

Offensive Security and Threat Management

This course covers active defenses such as penetration testing, log management, hacking, threat management and system posturing. Students completing this course will have an understanding of, and the ability to preemptively secure computer and network resources by utilizing information about threats, actors and attack vectors and the ethics behind using this data. Prerequisite: CYB 700, CYB 703. Consent of department. Offered Fall, Spring, Summer.

CYB 755 Cr.3

Security Administration

This course covers the policy and governance aspects of security. Topics include application of security policies, standards, procedures and guidelines to administration of IT and communications, assessment of compliance including contractual, legal, industry standard, privacy and regulatory requirements, and implementation of security audits and assessment of security performance and security policy efficacy. Prerequisite: CYB 700, CYB 703, CYB 705, CYB 707, CYB 715, and CYB 720. Consent of department. Offered Fall, Spring, Summer.

CYB 760 Cr.3

Cybersecurity Leadership and Team Dynamics

This course focuses on leadership best practices and the interpersonal processes and structural characteristics that influence the effectiveness of teams. Emphasis will be placed on leadership models, principles of team building, group dynamics, problem solving, and crisis management in cybersecurity issues. Course will include case studies of modern security incidents. Consent of department. Offered Fall, Spring, Summer.

CYB 765 Cr.3

Cybersecurity Management

This course covers the management of cybersecurity policies and strategies at the organizational, national, and transnational levels. It examines the implications of key domestic and international regulations and changes in information technology and communications on security operations. It also includes the development of organizational security preparation, processes, and responses, and developing a disaster recovery program. Prerequisite: CYB 700, CYB 703, CYB 705, CYB 707, CYB 715, and CYB 720. Consent of department. Offered Fall, Spring, Summer.

CYB 770 Cr.3

Security Architecture

This course focuses on security architectures for the protection of information systems and data. Students completing this course can identify potential vulnerabilities in system architectures and design secure architectures. Topics include common enterprise and security architectures and their key design elements, such as secure cloud computing and virtualization infrastructures. Prerequisite: CYB 703. Consent of department. Offered Fall, Spring, Summer.

CYB 775 Cr.3

Applied Cryptography

This course provides an in-depth study of modern cryptography. Topics include public key and private key cryptography, types of attacks, cryptanalysis, perfect secrecy, hashing, digital signatures, virtual private networks, and quantum key cryptography. Topics from number theory and discrete probability necessary for understanding current cryptosystems and their security will be covered. Prerequisite: CYB 710. Consent of department. Offered Fall, Spring, Summer.

CYB 780 Cr.3

Software Security

This course covers the foundations of engineering secure applications, including techniques used to engineer secure software and assess the security of applications. Topics include exploiting web vulnerabilities, secure development processes, implementing security features such as secure data storage and transmission, threat modeling, security requirements, code analysis, and penetration testing. Consent of department. Offered Fall, Spring, Summer.

CYB 785 Cr.3

Cyber Physical System Security

This course covers the fundamentals and techniques to design and implement cyber physical systems. Topics include the architecture of cyber physical systems, exploiting software vulnerabilities, secure coding, microservices security, cloud services security, reverse engineering, security assessment of cyber physical systems, and data analytics for security. Prerequisite: CYB 775. Consent of department. Offered Fall, Spring, Summer.

CYB 789 Cr.1

Cybersecurity Pre-Capstone

This course prepares students for the capstone experience. Drawing on skills learned, students will submit a written project proposal - with organization, timeline, learning objectives, and specific deliverables identified - for faculty approval. This course is a prerequisite for the capstone course. Prerequisite: CYB 700, CYB 703, CYB 705, CYB 707, CYB 710, CYB 715, CYB 720. Consent of department. Offered Fall, Spring, Summer.

CYB 790 Cr.3

Cybersecurity Capstone

Students present the project identified in capstone preparation and submit a written report plus oral presentation to both faculty and host organization. Students will be assessed on clarity and content of their written report and presentation. Prerequisite: CYB 789. Consent of department. Offered Fall, Spring, Summer.

Data Science (Collaborative) (DS) - Graduate Courses

Courses

DS 700 Cr.3

Foundations of Data Science

This course provides an introduction to data science and highlights its importance in business decision making. It provides an overview of commonly used data science tools along with spreadsheets, relational databases, statistics and programming assignments to lay the foundation for data science applications. Prerequisite: admission to a graduate Data Science Program. Consent of department. Offered Fall, Spring.

DS 701 Cr.3

Exploratory Data Analysis

This course introduces data science and highlights its importance in decision making. Students learn how to analyze data using the R programming language. During the course, students learn how to import data into R, tidy it, conduct exploratory data analysis, develop visualizations, and draw statistical inferences. The course teaches data wrangling, visualization, and exploration with R. Prerequisite: admission to a graduate Data Science Program. Consent of department. Offered Fall, Spring, Summer.

DS 705 Cr.3

Statistical Methods

Statistical methods and inference procedures are presented with an emphasis on applications, computer implementation, and interpretation of results. Topics include simple, multiple, and logistic regressions; model selection; one-sample, paired-sample, and two-sample t-tests. Prerequisite: DS 701; admission to graduate Data Science Program. Consent of department. Offered Fall, Spring.

DS 710 Cr.3

Programming for Data Science

Introduction to programming languages and packages used in data science. Prerequisite: admission to a graduate Data Science Program. Consent of department. Offered Fall, Spring.

DS 715 Cr.3

Data Warehousing

Introduce the concepts and techniques to work with and reason about subject-oriented, integrated, time-variant, and nonvolatile collections of data in support of management's decision-making process. Prerequisite: admission to a graduate Data Science Program. Consent of department. Offered Fall, Spring.

DS 716 Cr.3

Data Management for Data Science

This course explores the various approaches for data management used in data science. Students learn how data is collected, transformed, stored, and delivered for use in data science projects. Prerequisite: admission to a graduate Data Science Program. Consent of department. Offered Fall, Spring, Summer.

DS 730 Cr.3

Big Data: High Performance Computing

This course will teach students how to process large datasets efficiently. Students will be introduced to non-relational databases. Students will learn algorithms that allow for the distributed processing of large datasets across clusters. This course will teach students how to process large datasets efficiently. Prerequisite: DS 710 or concurrent enrollment; admission to MS in Data Science. Consent of department. Offered Fall, Spring.

DS 735 Cr.3

Communicating about Data

This course will prepare students to master technical, informational and persuasive communication to meet organizational goals. Technical communication topics include a study of the nature, structure and interpretation of data. Informational communication topics include data visualization and design of data for understanding and action. Persuasive communication topics include the study of written, verbal and nonverbal approaches to influencing decision makers. Prerequisite: admission to a graduate Data Science Program. Consent of department. Offered Fall, Spring.

DS 740 Cr.3

Data Mining and Machine Learning

This course covers data mining and machine learning methods and procedures for diagnostic and predictive analytics. Topics include association rules, clustering algorithms, tools for classification, and ensemble methods. Computer implementation and applications will be emphasized. Prerequisite: DS 705, DS 710; admission to graduate Data Science Program. Consent of department. Offered Fall, Spring.

DS 745 Cr.3

Visualization and Unstructured Data Analysis

This course covers two aspects of data analytics. First, it teaches techniques to generate visualizations appropriate to the audience type, task, and data. Second, it teaches methods and techniques for analyzing unstructured data - including text mining, web text mining and social network analysis. Prerequisite: DS 740; admission to MS in Data Science. Consent of department. Offered Fall, Spring.

DS 750 Cr.3

Data Storytelling

Data storytelling involves using data to tell a compelling narrative that helps audiences understand, engage with, and act on the information. This course combines data analysis with communication techniques to present data in an informative and engaging way. This course is specifically designed as a graduate-level requirement for the MSDS degree, focusing on teaching students how to effectively communicate insights through data storytelling techniques. Participants learn to craft engaging stories that resonate with various audiences and drive decision-making. Prerequisite: DS 701; admission to graduate Data Science Program. Consent of department. Offered Fall, Spring, Summer.

DS 760 Cr.3

Ethics of Data Science

This course will focus on the investigation of ethical issues in computer science that ultimately also pertains to data science, including privacy, plagiarism, intellectual property rights, piracy, security, confidentiality and many other issues. Our study of these issues will begin broadly, with a look at ethical issues in computer science at large. We will then make inferences to the narrower field of data science. We will consider ethical arguments and positions, the quality and integrity of decisions and inferences based on data, and how important cases and laws have shaped the legality, if not the morality, of data science related computing. Case studies will be used to investigate issues. Prerequisite: DS 740; admission to MS in Data Science. Consent of department. Offered Fall, Spring.

DS 770 Cr.3

Ethical Decision-Making Using Data

This course examines how data science relates to developing strategies for organizations. The emphasis is on using an organization's data assets to inform better decisions. The course investigates the use of data science findings to develop solutions to competitive organizational challenges. Special attention is given to critically examining decisions to ensure that they are ethical and avoid unfair bias. Professional codes of conduct as well as local and international regulations are also considered. Prerequisite: admission to a graduate Data Science Program. Consent of department. Offered Fall, Spring, Summer.

DS 775 Cr.3

Prescriptive Analytics

This course covers procedures and techniques for using data to inform the decision-making process. Topics include optimization, decision analysis, game theory, and simulation. Case studies and applications will be emphasized. Prerequisite: DS 705, DS 710; admission to MS in Data Science. Consent of department. Offered Fall, Spring.

DS 776 Cr.3

Deep Learning

Introduction to the theory and applications of deep learning. The course begins with the study of neural networks and how to train them. Various deep learning architectures are introduced including convolutional neural networks, recurrent neural networks, and transformers. Applications may include image classification, object detection, and natural language processing. Algorithms are implemented in Python using a high-level framework such as Pytorch or TensorFlow. Prerequisite: DS 740; admission to MS in Data Science. Offered Fall, Spring.

DS 780 Cr.3

Data Science and Strategic Decision Making

This course examines how data science relates to developing strategies for business organizations. The emphasis is on obtaining decision-making value from an organization's data assets. The course will investigate the use of data science findings to develop solutions to competitive business challenges. Case studies will be reviewed to examine how data science methods can support business decision-making. A range of methods the data scientist can use to get people within the organization onboard with data science projects will be reviewed. The future of data science as a decision-making tool will be explored. Prerequisite: admission to MS in Data Science. Consent of department. Offered Fall, Spring.

DS 785 Cr.3

Capstone

This is a capstone course in which students develop and execute a project involving real-world data. Projects include formulation of a question to be answered by the data; collection, cleaning, and processing of data; choosing and applying a suitable model and/or analytic method to the problem; and communicating the results to a non-technical audience. Prerequisite: DS 715, DS 730, DS 735, DS 740, DS 745, DS 775; admission to graduate Data Science Program. Consent of department. Offered Fall, Spring.

Digital Marketing (DMK) - Graduate Courses

Courses

DMK 700 Cr.3

SEO and Digital Marketing Research

This course covers state-of-the-art tools and techniques for search engine optimization (SEO) including search engine algorithms, keyword research, on-page/technical SEO, schema, off-page/link-building, local SEO, voice search, domain authority, key performance indicators (KPIs), dashboards, position tracking, content-channel matrix, user experience (UX), third-party SEO tools, SEO ethics/best practices, SEO vs. pay per click (PPC), and SEO trends. Prerequisite: admission to graduate Digital Marketing Program. Offered Fall, Spring, Summer.

DMK 705 Cr.3

Customer Data Analysis and Decisions

This course covers cross-functional Customer Relationship Management (CRM) data analysis topics including marketing funnel; brand strategy; personas; building and managing customer lists/ data scraping (lead generation); privacy considerations; Salesforce; Hubspot; automation; data analysis; customer segmentation; marketing communications; association rules; sentiment analysis; campaign metrics and strategies; web analytics; and key performance indicators (KPIs). Prerequisite: admission to graduate Digital Marketing Program. Offered Fall, Spring, Summer.

DMK 710 Cr.3

Digital Marketing Technologies

This course covers industry-leading technologies for digital marketing including visualization, social media management, email marketing, and analytics tools. Platforms and tools may include Tableau, R, R-shiny, Salesforce, Marketo, Google Data Studio, Google Analytics, Google Tag Manager, Zoho, Hubspot, and Zapier. Prerequisite: admission to graduate Digital Marketing Program. Offered Fall, Spring, Summer.

DMK 730 Cr.3

Legal and Ethical Considerations in Digital Marketing

This course explores the legal and ethical considerations in digital marketing. Topics include data collection, data sharing, security and privacy, intellectual property, copyrights, trademarks, licensing, non-disclosure agreements, contracting, obligations and liabilities, accessibility, international considerations, diversity, equity, inclusion, business ethics, and changing industry regulations. Prerequisite: admission to graduate Digital Marketing Program. Offered Fall, Spring, Summer.

DMK 735 Cr.3

Digital Marketing Strategy and Tactics

This course explores omni-channel digital marketing and brand strategy, channels, platforms, and tactics used in today's marketplace. Students develop a deep understanding of their organization or client, competitors, and their target customers. Students create an integrated digital marketing strategy - from concept to completion - to meet organizational objectives. Prerequisite: admission to graduate Digital Marketing Program. Offered Fall, Spring, Summer.

DMK 740 Cr.3

Digital Marketing Management

This course explores digital marketing management and focuses on building and leading diverse project teams with internal and external stakeholders. Students develop and use project management skills and applications; effectively manage financial and human resources; and evaluate, optimize, and report on digital marketing plan performance to achieve organizational objectives. Prerequisite: admission to graduate Digital Marketing Program. Offered Fall, Spring, Summer.

Education Learning Community (EDU) - Graduate Courses

Courses

EDU 601 Cr.1

Learning in Community I: Introduction

In this first of four, students will be introduced to the concept of learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: adult learning theory, communication, community building, facilitation, personality typologies, theories of community development, and values. Repeatable for credit - maximum two. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 602 Cr.1

Learning in Community II: Exploration

In this second course of four, students will explore the concept of learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: classroom climate, communication, community building, facilitation, personality typologies, and values. Prerequisite: EDU 601; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 610 Cr.3

Second Language Acquisition: Research and Applications

This course offers an introduction to the field of second language acquisition, its main theories, and the application of each theory to the teaching of English as a second language, especially for K-12 learners in the U.S. It surveys the different theories of second language acquisition and connects these to practice through application assignments and an action research project. Learners gain foundational knowledge of second language acquisition theories by examining current research trends through the analysis of various empirical studies and applying these theories to the design of an action research project. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 611 Cr.1

Technology in Education I: Introduction

In this first course of four, students will be introduced to the concept of technology in education. Coursework requirements include application to the workplace setting and communication via technology. The key concept of this course is an online course management system. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 612 Cr.1

Technology in Education II: Exploration

In this second course of four, students will explore the concept of technology in education. Course requirements include application to the workplace setting and communication via technology. The key concepts of this course include the role of technology in education and exploring distance library services. Prerequisite: EDU 611; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 621 Cr.1

Best Practice Pedagogy I: Introduction

In this first course of four, students will be introduced to best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: teaching standards: National Boards Propositions, Wisconsin Teaching Standards; academic content area/grade level/workplace standards; and constructivism. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 622 Cr.1

Best Practice Pedagogy II: Exploration

In this second course of four, students will explore best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Best Practice Pedagogy I," the key concepts of this course include: best practice theories and differentiated instruction. Prerequisite: EDU 621; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 631 Cr.1

Curriculum Development and Assessment I: Introduction

In this first course of four, students will be introduced to curriculum development and assessment. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: academic content standards, teaching standards: National Board Propositions and Wisconsin Teaching Standards, and assessment theories. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 632 Cr.1

Curriculum Development and Assessment II: Exploration

In this second course of four, students will explore curriculum development and assessment. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: alternative assessment, authentic assessment, assessment: formal and informal, assessment: formative and summative, current best practice assessment strategies, and research-based best practice assessment strategies. Prerequisite: EDU 631; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 641 Cr.1-2

Educational Research I: Introduction

In this first course of four, students will be introduced to the concept of educational research. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional writing according to the American Psychological Association (APA), research skills, defining the research question, educational research methods, and data collection methods. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 642 Cr.2

Educational Research II: Exploration

In this second course of four, students will explore and design educational research. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional writing according to the American Psychological Association (APA), action research design, action research proposal, and institutional review board. Prerequisite: EDU 641; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 645 Cr.3

Teaching with(in) Culture

In this course, students explore culture in K-12 education in U.S. public schools especially as it relates to English learners (ELs). Topics include deep structures of culture, culture and language, culture and identity, culturally responsive/sustaining pedagogy, and intercultural communicative competence. Students analyze group- and individual-level cultural influences in education, as well as the particular school and classroom climate they work in, and evaluate solutions for issues associated with cultural differences in education. The instructor models the process of exploring the history, culture, and tribal sovereignty of the Indigenous cultures of Wisconsin (per DPI Act 31). Students apply the same process to research another cultural group and create a lesson/unit plan for a diverse group of learners which applies principles of culturally responsive/sustaining pedagogy. Students finally develop skills to successfully navigate intercultural interactions when working with ELs and their families. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 651 Cr.1

Democracy, Diversity and Social Justice in Education I: Introduction

In this first course of four, students will be introduced to the concepts of democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: diversity issues, privilege and power, language and communication, and democracy. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 652 Cr.1

Democracy, Diversity and Social Justice in Education II: Exploration

In this second course of four, students will explore the concepts of democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: diversity issues, harassment and bullying, and democracy in schools. Prerequisite: EDU 651; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 661 Cr.1

Teacher Leadership I: Introduction

In this first course of four, students will be introduced to the concept of teacher leadership. Course requirements include application to the workplace setting and communication via technology. The key concepts of this course include: teaching and academic content standards, baselines, professional history, professional visioning, and reflective practice. Prerequisite: admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 662 Cr.1

Teacher Leadership II: Exploration

In this second course of four, students will explore the concept of teacher leadership. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional development plan and portfolio, communication skills, facilitation skills, reflective practice, and current trends in educational issues. Repeatable for credit - maximum two. Prerequisite: EDU 661; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 680 Cr.3

TESOL Methods I: Language Learning through Content

In this course, students analyze policies related to teaching English learners (ELs) in U.S. K-12 public schools from the 1960s to the present. Using the systemic functional linguistics (SFL) theory, students analyze genre and content-area discourse features as they learn to plan instruction using the content-based instruction (CBI) approach. Students additionally reflect upon and incorporate the 3Cs model of education (co-planning and co-teaching to co-serve) into their instruction as they learn how collaboration is necessary to equitably and effectively teach ELs in U.S. public schools. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 681 Cr.3

TESOL Methods II: Teaching and Assessing Language

This course increases students' understanding of techniques and methods to teach English as a second language (ESL) in U.S. public schools. Students identify the historical development of approaches and methodologies for teaching ESL; understand foundational principles of teaching ESL; and explore individual English learner (EL) differences, including age/grade level and language proficiency level, and how to account for these in instruction. Students create a full unit plan to be taught with ELs which include appropriate and effective teaching strategies for each of the four language skills (reading, writing, listening, and speaking), as well as grammar and vocabulary. Students further their understanding of and ability to implement classroom-based assessment to make instructional decisions. Additionally, students explore materials and technology available for teaching ESL. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 703 Cr.1

Learning in Community III: Integration

In this third course of four, students will integrate the concept of learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: communication, community building, facilitation skills, personality typologies, and values. Prerequisite: EDU 601; EDU 602; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 704 Cr.1

Learning in Community IV: Action

In this fourth course of four, students will take action with regard to learning in community. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: communication, community building, facilitation skills, and values. Prerequisite: EDU 601; EDU 602; EDU 703; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 713 Cr.1

Technology in Education III: Integration

In this third of four courses, students will integrate technology in education. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Technology in Education" I & II, the key concepts for this course include: information technology, instructional technology, and technology tools for the action research process. Prerequisite: EDU 611; EDU 612; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 714 Cr.1

Technology in Education IV: Action

In this fourth course of four, students will take action with regard to technology in education. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Technology in Education" I, II, & III, the key concepts of this course include: informational technology, instructional technology, and technology safety. Prerequisite: EDU 611, EDU 612, EDU 713; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 723 Cr.1

Best Practice Pedagogy III: Integration

In this third course of four, students will integrate best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing concepts from "Best Practice Pedagogy" I & II, key concepts for this course include current best practice strategies and research-based best practice strategies. Prerequisite: EDU 621, EDU 622; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 724 Cr.1

Best Practice Pedagogy IV: Action

In this fourth course of four, students will take action with regard to best practice pedagogy. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing concepts from "Best Practice Pedagogy" I, II, & III, the key concept for this course includes current best practice strategies and research-based best practice strategies. Prerequisite: EDU 621, EDU 622, EDU 723; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 733 Cr.1

Curriculum Development and Assessment III: Integration

In this third course of four, students will integrate curriculum development and assessment. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Curriculum Development and Assessment" I & II, the key concepts for this course include: current best practice assessment strategies, research-based best practice assessment strategies, and curriculum frameworks. Prerequisite: EDU 631, EDU 632; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 734 Cr.1

Curriculum Development and Assessment IV: Action

In this fourth course of four, students will take action on curriculum development and assessment. Coursework requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Curriculum Development and Assessment" I, II, & III, the key concepts for this course includes: curriculum development and assessment as a foundation for learning. Prerequisite: EDU 631, EDU 632, EDU 733; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 735 Cr.3

Foundations of Professional Learning Communities

In this course, students will gain knowledge of the essential components of a Professional Learning Community (PLC). Using acquired knowledge, students will analyze the progress of their school or district on the PLC continuum. Students will investigate ways to build a culture of collaboration that improves student learning and will be expected to continuously apply PLC tenets to their practice. Not applicable to a master's degree in MEPD initial certification, reading, or special education. Prerequisite: admission to Professional Learning Community Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 736 Cr.3

Assessments, Grading and Professional Learning Communities

In this course, students will gain knowledge of how assessment and grading are related to the fundamental purpose of ensuring high levels of learning for all students in a Professional Learning Community (PLC). Using acquired knowledge, students will analyze the progress of their school or district on the PLC continuum in areas related to assessment and grading. Students will investigate formative and summative assessment. In addition, students will learn how collaborative teams in a PLC work to use the results of common assessments to inform instruction and improve student achievement. Not applicable to a master's degree in MEPD initial certification, reading, or special education. Prerequisite: admission to Professional Learning Community Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 737 Cr.3

Teacher Leadership: Professional Learning Communities

In this course, students will apply their knowledge of the essential components of a Professional Learning Community (PLC) in their school setting. Using acquired knowledge, students will implement an action plan that they created in semester I. The course will conclude with a culminating project which includes an updated action plan, a reflection paper and artifacts. Not applicable to a master's degree in MEPD initial certification, reading, or special education. Prerequisite: admission to Professional Learning Community Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 738 Cr.3

Professional Learning Community in the Content Areas

In this course, students will apply their knowledge of the essential components of a Professional Learning Community (PLC) in their school setting with an emphasis on content. Using acquired knowledge, students will implement an action plan that they created in semester I. The course will conclude with a culminating project that includes an updated action plan, a reflection paper and artifacts. Students will also explore with their PLC and Professional Learning Teams (PLTs) the four collar questions of PLCs. Not applicable to a master's degree in MEPD initial certification, reading, or special education. Prerequisite: admission to Professional Learning Community Certificate Program or approval from Institute for Professional Studies in Education (IPSE). Offered Fall, Spring, Summer.

EDU 743 Cr.1-2

Educational Research III: Conduct

In this third course of four, students will integrate the concept of educational research. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional writing according to the American Psychological Association (APA), implementation of action research, data collection, and data collection analysis. Prerequisite: EDU 641; EDU 642; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 744 Cr.2

Educational Research IV: Publication

In this fourth course of four, students will analyze data and publish the results of their educational research in a journal article. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: professional writing according to the American Psychological Association (APA), data collection analysis, research and leadership, and dissemination of results. Prerequisite: EDU 641, EDU 642, EDU 743; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 753 Cr.1

Democracy, Diversity and Social Justice in Education III: Integration

In this third course of four, students will integrate democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: diversity issues and democracy in the classroom. Prerequisite: EDU 651, EDU 652; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 754 Cr.1

Democracy, Diversity and Social Justice in Education IV: Action

In this fourth course of four, students will take action with regard to democracy, diversity, and social justice in education. Coursework requirements include application to the workplace setting and communication via technology. The key concepts of this course include: current social justice issues and educational policy. Prerequisite: EDU 651, EDU 652, EDU 753; admission to MEPD or MSED Program. Offered Fall, Spring, Summer.

EDU 755 Cr.3

Introduction to Special Education for In-Service Teachers

This course introduces in-service teachers to special education practices from historical, legislative, and people-centered recommended practices. General education and special education teachers have a shared responsibility to meet the needs of all students in learning environments that address individual needs and strengths. Students gain foundational understanding of exceptionalities from people, concepts, and historical perspective; policies, practices, and programs in special education; characteristics, prevalence, and supports and services for individuals with exceptionalities (as defined in current federal regulations); collaborative roles of general and special educators; and partnerships with families. Prerequisite: admission into the Special Education Certificate Program. Offered Annually.

EDU 756 Cr.3

Inclusive Classroom Practices in Special Education

Establishing and maintaining productive learning environments is a key feature of an effective globally responsive educator's classroom. In this course, learners integrate foundational knowledge and explore practices to create a classroom environment using developmentally appropriate and responsive pedagogy based on the belief that all students have a variety of assets and all can learn at high levels. Key features of this class are understanding the role of the educator in intentionally creating learning opportunities designed for students with diverse identity markers (e.g. racial, cultural, linguistic, ability) and evaluating effectiveness in inclusive settings. Viewed through the lens of developmentally appropriate and responsive practices, learners apply pedagogical frameworks to create a supportive classroom that increases the likelihood of success for all learners and evaluate the impact of the practices to inform their teaching (e.g., Universal Design for Learning, High Leverage Practices, and Trauma-Informed Practices). This course is rooted in the High Leverage Practices (HLPs) identified by the Council for Exceptional Children (CEC) and the Collaboration for Effective Educator Development, Accountability and Reform. The four categories of High Leverage Practices are: Collaboration, Assessment, Social/Emotional/Behavioral, and Instruction. Prerequisite: admission into the Special Education Certificate Program. Offered Annually.

EDU 757 Cr.3

Co-Planning and Co-Teaching in Inclusive Learning Environments

Effective communication and collaborative relationships between parents, students, and school and community personnel in a culturally responsive environment is an essential component of being a globally responsive educator. Students receiving special education services are supported by educational teams composed of students, parents, education professionals, and agency representatives. This course is designed to prepare special education teacher candidates for the responsibilities related to collaboration and transition associated with serving students with special education needs in grades K-12. This course focuses on effective collaboration processes as well as the development of transition plans for students with specific learning disabilities, emotional/behavioral disabilities, and intellectual disabilities; and the impact transition plans have on educational curriculum, instructional practices, career development, and placement practices. Prerequisite: admission into the Special Education Certificate Program. Offered Annually.

EDU 758 Cr.3

Advanced Special Education Assessment

This course addresses educational assessment as it relates to the needs of students with specific learning disabilities, emotional/behavioral disabilities, and intellectual disabilities in the K-12 setting. Specific approaches for the evaluation of special education eligibility, teaching and instruction, and monitoring student progress are discussed, including norm-referenced tests, criterion-referenced testing, curriculum-based measures, and observational assessment. Prerequisite: admission into the Special Education Certificate Program. Offered Annually.

EDU 759 Cr.3

Advanced Methods: Teaching Students with Disabilities

This course focuses on curriculum, methods, and strategies used in educating students with disabilities in various educational settings. Topics covered within this course include evidence-based, culturally and linguistically responsive approaches to teaching and learning, development of Individualized Education Programs (IEPs), strategies to support Social and Emotional Learning (SEL), evidence-based practices in mathematics and literacy, and learning strategies. Teacher candidates deepen their understanding of IEP development and strategy instruction and apply their learning with students with disabilities. Prerequisite: admission into the Special Education Certificate Program. Offered Annually.

EDU 760 Cr.3

Classroom Management and Positive Behavioral Practices

This course allows candidates to use effective and varied behavior management strategies to support and enhance students' successful engagement and participation in the classroom. Candidates learn about laws and policies impacting behavior management planning and implementation; functional behavioral assessment and the use of its information in designing behavior intervention plans and making decisions for the student and the program; understand the rights and responsibilities of families and other professionals in assessing the needs of the student and the use of different behavior management strategies; and evaluate and modify instructional practices and monitor the progress of students with challenging behaviors. Candidates are expected to perform at least 15 hours of clinical work with learners in their school. Prerequisite: admission into the Special Education Certificate Program. Offered Annually.

EDU 761 Cr.3

Practicum in Special Education

This course is a practicum for candidates seeking certification in special education. Candidates are exposed to a variety of educational settings (e.g., special education setting, inclusive setting) for at least 50 hours in their district of employment or another approved site, during which they will observe, design, and implement various pedagogical practices, plans, and programs with students with disabilities (i.e., specific learning disabilities, emotional and behavioral disorders, intellectual disabilities, autism spectrum disorder, etc.), and become familiar with special education teacher responsibilities. Candidates will be under the direct supervision of a certified special education teacher and university supervisor (course instructor). Prerequisite: admission into the Special Education Certificate Program. Offered Annually.

EDU 763 Cr.1

Teacher Leadership III: Integration

In this third course of four, students will integrate teacher leadership into practice. Course requirements include application to the workplace setting and communication via technology. In addition to continuing the concepts from "Teacher Leadership" I & II, key concepts for this course include: educational policy and legislation, school systems, and current trends related to educational improvement. Prerequisite: EDU 661; EDU 662; admission to MEPD or MSed Program. Offered Fall, Spring, Summer.

EDU 764 Cr.1

Teacher Leadership IV: Action

In this fourth of four, students will take action with regard to teacher leadership. Course requirements include application to the workplace setting and communication via technology. The key concepts for this course include: leadership theory and dissemination of action research. Prerequisite: EDU 661; EDU 662; EDU 763; admission to MEPD or MSed Program. Offered Fall, Spring, Summer.

EDU 765 Cr.3

Introduction to Educational Leadership

In this course learners will explore the concept of educational leadership. More specifically, what is the role of the principal in ensuring they lead a school whereas all of their students can achieve the highest levels of academic success? What is the role of principal in creating and building a school community focused on continual reflection and improvement? With that, we will explore educational leadership via a cognitive approach grounded in the following three elements: (1) Socio-cognitive leadership - A shared cognitive approach to decision making present in schools that have successfully closed achievement gaps. (2) The Dimensions of Leadership for Learning - Where school principals focus their time and attention as a catalyst for student improvement. (3) Levers of Change - The individual, organizational, and community levers that master principals use to further the Dimensions of Leadership for Learning (Kelly & Shaw, 2009). In addition to a focus on socio-cognitive leadership, learners will consider the balance between the symbolic and technical sides of educational leadership. Finally, the concept of educational leadership will be grounded in conversations related to the importance of principal professional development to include the importance of personal development and personal satisfaction. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 766 Cr.3

The Principalship

The task of a principal in the PK-12th grade environment is both demanding and complex. It requires that the leader be skilled in personnel administration, staff development, evaluation, instructional leadership, the reflective process along with a myriad of additional skills needed to successfully navigate the experiences of being a building principal. This course focuses on the six standards of the Interstate School Leaders Licensure Consortium (ISLLC Standards) using the reflective process as provided by Thomas Sergiovanni. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 767 Cr.3

Data-based Decision Making for Instruction

This course explores the use of data as a tool to enhance decision-making processes for continuous school improvement by providing a framework for improving teaching and learning. Upon completion of the course, learners will be able to analyze, report, communicate, and use multiple measures of data for continuous school improvement. This course emphasizes how data can guide leaders through curriculum alignment, supervision of instruction, and professional development. Through assignments and activities learners will put theory into practice. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 768 Cr.3

Supervision and Evaluation

This course is intended to examine the foundations of a teacher supervision and evaluation structure which includes emphasis on classroom supervision, adult learning theory, coaching, administration which promotes professional growth, standards for effective teacher evaluation and performance-based methods to teacher growth / school improvement that are closely associated with student learning outcomes. The emphasis of this course will highlight the professionalism of teaching by examining how teachers may actively contribute to determining the emphasis of their professional outcomes while emphasizing student scholarship as their core mission. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 769 Cr.3

Leadership and Cultural Competence

This foundation course in leadership and cultural competence enhances the learner's abilities to comprehend, evaluate, and offer culturally sensitive and competent educational opportunities to diverse school populations. This course gives students the opportunity to reflect upon their own cultural development and to be more responsive to the needs of all students. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 770 Cr.3

School Law

This course examines the federal and state school law for educational leaders addressing legal issues impacting the operation of public schools. The topics that will be studied include organizational structures of school, federal, and state systems, church-state related issues, teachers' rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunities in education. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 771 Cr.3

School Finance and Resource Allocation

This course examines the financial contexts and legal requirements of educational budgeting. The roles of federal and state laws, regulations, and tax policies are considered, as are local conditions and concerns, in raising and distributing revenue. The processes of budgetary planning, preparation, management, and control are carefully evaluated. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 772 Cr.2

Inclusive Pedagogical Practices I

In this course learners will explore how to create and sustain schools that are successful for each of their PreK-12 students. Focus will be placed on shifting school structures from programmatic thinking to a model of service delivery. In addition, discussion will focus on using standards as a catalyst for creative uses of responsive curriculum, innovative teaching strategies, and ongoing assessment. Consideration will be placed on how funding and various laws can be leveraged to support the achievement of all students. Throughout this course learners will examine (1) preventive strategies for fostering student success versus adopting a 'wait until they fail' approach, (2) instructional strategies that engage a wide-range of students, (3) how principals can ensure the success of their students. Finally, inclusive educational pedagogies form the spine of this course. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 773 Cr.4

Practicum in the Principalship and Practicum Seminar

The purpose of this course is to provide students with practical experience in the school principalship. Per PI 34.15 all learners seeking administrative licenses in the area of the principal must participate in a supervised practicum before graduation from their program. This practicum shall be developmental in nature and provide opportunities that afford the learner to demonstrate their knowledge and understanding of the Wisconsin Content Guidelines for Principal (5051) Licensure Programs. Performance in the principal practicum will be measured via two successful observations by a school-based supervisor (i.e., cooperating principal) as well as two by the supervisor assigned from the University of WI-La Crosse. In addition to successful observations, learners are required to engage in online seminar discussions anchored to the practicum seminar. These discussions are grounded in the day-to-day lives of principals and will support learners in gaining a deeper, authentic understanding of the principalship. Further, during the practicum experience, learners will also have the opportunity to engage in professional discussions with an experienced administrator/cooperating principal and their practicum supervisor. In addition, the practicum affords learners experience engaging in authentic activities to include the opportunity to take risks under the mindful guidance of their cooperating principal and university supervisor. Finally, practicums lead to numerous networking opportunities that can translate into informal support systems post practicum. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

EDU 774 Cr.3

Curriculum and Leadership

The history of the field of curriculum and curriculum theory is explored. A study of curricular paradigms that give form and shape to school practice is included. Offered Fall, Spring, Summer.

EDU 775 Cr.3

Practicum for the Director of Instruction and Seminar

This course provides Director of Instruction candidates with a supervised practicum experience. This practicum is developmental in nature and provides candidates the opportunity to demonstrate their knowledge and understanding of the Wisconsin Administrator Standards and National Educational Leadership Preparation (NELP) standards for district level administrative programs. Performance in this practicum is measured via two successful observations by a school-based supervisor (i.e., cooperating director) as well as by the supervisor assigned from the UWL. In addition to successful observations, candidates are required to engage in online seminar discussions anchored to the practicum seminar. These discussions are grounded in the day-to-day lives of Directors of Instruction and support candidates in gaining a deeper, authentic understanding of the Director of Instruction position. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

EDU 776 Cr.1-6

Thesis

The master's thesis encompasses original research and represents a distinctive contribution to scholarship in the field of educational leadership. It involves original collection of data, analysis of data, making sense of the data, discussing the data within the context of a comprehensive literature review, sharing limitations, and defending research in a committee setting. Repeatable for credit - maximum six. Prerequisite: EDU 641, EDU 642; admission into the Educational Leadership Program. Consent of department. Offered Fall, Spring, Summer.

EDU 780 Cr.3

TESOL Practicum

Through the TESOL practicum, students gain practical planning instruction, teaching, and assessing English learners (ELs) in a K-12 school setting. In this course, students are formally observed twice teaching ELs and engaging in the assessment cycle. Students engage in critical reflection on their own teaching, individually and with a mentor teacher. Students also identify areas of improvement and plan for their own on-going professional development as an ESL teacher. This practicum experience is a minimum of 50 hours and is supervised by both a school-based supervisor and a university supervisor. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

EDU 782 Cr.1

Inclusive Pedagogical Practices II

In this course learners will explore how to create and sustain schools that are successful for each of their PreK-12 students. Focus will be placed on shifting school structures from programmatic thinking to a model of service delivery. In addition, discussion will focus on using standards as a catalyst for creative uses of responsive curriculum, innovative teaching strategies, and ongoing assessment. Consideration will be placed on how funding and various laws can be leveraged to support the achievement of all students. Throughout this course learners will examine (1) how principals can support their teachers and staff to ensure student success, and (2) standards-based teaching grounded in the needs of a diverse student population. Finally, inclusive educational pedagogies form the spine of this course. Prerequisite: admission into the Educational Leadership Program or consent of IPSE Director. Offered Fall, Spring, Summer.

Educational Foundations (EFN) - Graduate Courses

Courses

EFN 475/575 Cr.1-3

Special Topics Seminar in Education

Special topics in education not covered by current education courses taught in the department. The particular topic selected to be determined by the department according to the current need and interest. Repeatable for credit - maximum six. Prerequisite: admission to teacher education, or certifiability as a teacher, or consent of the department chair. Offered Fall, Winter, Spring, Summer.

EFN 705 Cr.3

Human Relations in School and Society

This course explores human differences with special attention to diverse cultural, ethnic, and other group identifications and maintains a concerted emphasis on the intersectionalities between these differences. It examines the interplay between misperceptions and ethnocentric perspectives that foster prejudicial attitudes, actions, and inactions. The course asks students to critically examine aspects of their own identities, including how membership in various social groups affects their sense of being as well as how they interact with others. It highlights the importance of developing a nuanced vocabulary to discuss race, class, gender, sexual orientation, and disabilities through a critical sociocultural lens in order to contribute to a more inclusive and democratic society. Finally, the course considers the important role of education and other public organizations in promoting social justice and diversity in communities. Offered Fall, Spring.

Educational Studies (EDS) - Graduate Courses

Courses

EDS 400/500 Cr.1-3

Continuing Education Professional Development

This course provides continuing education opportunities for Educational Professionals on a wide variety of topics. Topics selected for this course will mirror current trends and professional development interests of individual school district or educational institution. Varying topics will be offered with a specific title assigned to each. This course is open to professionals practicing in the education field and offered through the Extended Learning Office (UWLEX). Repeatable for credit with a different topic. EDS 400/500 credits cannot be used toward any Department of Educational Studies undergraduate or graduate programs. Consent of department. Offered Fall, Winter, Spring, Summer.

EDS 475/575 Cr.1-3

Educational Studies Special Topics

The purpose of this course is to provide opportunities for teacher candidates or aspiring teachers to gain experience and knowledge for education topics. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum 18. Offered Fall, Winter, Spring, Summer.

EDS 712 Cr.3

Critical Issues in Reading for School Psychologists

The course is designed to develop competence in determining causes and degrees of reading disabilities, recommending specific corrective or remedial instruction to meet specific needs for students. This course helps reading professionals to investigate important factors of achievement gap in literacy learning and incorporate effective research-based modifications for diverse learners. The course content also focuses on practitioner inquiry, reflective practice, and the evolving concept of literacy shaped by the following trends: culturally responsive literacy curriculum, critical literacy, and new literacies. Prerequisite: SPY 752; taken concurrently with SPY 763; admission to School Psychology Program. Offered Fall.

English (ENG) - Graduate Courses

Courses

ENG 500 Cr.1-3

Workshop

Projects involving trends and issues in composition, language, or literature related to various professional uses of English, with a central topic to be announced before each workshop. Repeatable for credit - maximum six. Offered Occasionally.

ENG 534 Cr.3

Introduction to Linguistics: Theory and Application

This course is an introduction to foundational concepts in theoretical and applied linguistics. Topics covered include theories of linguistic competence; articulatory phonetics and phonetic transcription; cross-linguistic analysis of phonology, morphology, syntax, semantics, and pragmatics; English morphosyntax; and language variation and change. Prerequisite: admission to graduate TESOL Certificate Program. Offered Fall, Spring, Summer.

Exercise and Sport Science (ESS) - Graduate Courses

Courses

ESS 530 Cr.3

Disability and Physical Activity Implications

The causes, characteristics, incidences, and impacts of physical, sensory, emotional/behavioral, intellectual, and other developmental disabilities. Content includes a wide variety of low and high incidence disabilities (mild through severe/profound levels for each) and the implications for physical education instruction in PK-12 educational settings. Emphasis is on movement and motor development implications, adaptations, and instructional strategies to enhance physical activity and gross motor skills of individuals with disabilities, ages 3 through adulthood. Prerequisite: admission to Master of Science Physical Education Teacher Education Program. Offered Fall, Summer.

ESS 435/535 Cr.1

Sport for Persons with Disabilities

This course addresses sports that have been modified/adapted based on traditional sports and those developed specifically for persons with disabilities. Content includes the legal aspects and health enhancing benefits for sport participation for persons with disabilities, developmental sport models, disability sport organizations, sport skill development, school and community advocacy and involvement, and interscholastic adapted sport programs. Out of class clinical experience is required in the course. This course is taught largely at a graduate level. Prerequisite: admission to Master of Science Physical Education Teacher Education Program. Offered Spring, Summer.

ESS 536 Cr.3

Assessment in Adapted Physical Education

This course presents standardized tests and authentic procedures for assessing the gross motor development, motor skill performance, and health-related physical activity/fitness of persons with disabilities. Students learn to select, administer, and interpret assessment instruments and how to use results to develop the physical education components of individualized education programs (IEPs) as the basis for instructional programs. Types of assessment decisions and the PK-12 special education eligibility and service delivery process is studied. Applying in a school based setting is required. Lect. 2, Lab 2. Prerequisite: admission to Master of Science Physical Education Teacher Education Program. Offered Spring, Summer.

ESS 537 Cr.3

Teaching and Service Delivery Models in Adapted Physical Education

This course focuses on evidence-based adapted physical education teaching strategies and service delivery models in PK-12 settings. Instructional programming and best practices of early childhood, elementary, middle/secondary, and transitional programs for students with disabilities in adapted physical education are covered. Emphasis is on collaboration among professional service providers such as special educators, general physical educators, and related service personnel (e.g., occupational, physical, and recreational therapists), as well other community agency staff. Practical teaching is included, along with guest presentations on related disciplines and programs. Students are required to participate in approximately 35 clinical education hours for the semester. Prerequisite: admission to Master of Science Physical Education Teacher Education Program. Offered Fall, Spring.

ESS 440/540 Cr.3

Advanced Sport Nutrition

This course is designed to provide the student with a working knowledge of advanced topics as they relate to the field of sport nutrition. Such topics will include nutritional biochemistry, ergogenic aids, nutritional strategies for strength/power athletes, endurance athletes and altering body composition. Students will also learn how to assess an individual's dietary intake and utilize technology to determine energy needs of athletes. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: ESS 302, ESS 323. Offered Summer, Winter.

ESS 445/545 Cr.3

Planning Facilities for Physical Activity and Sport

A study of planning techniques concerning facility development and maintenance for schools, athletic clubs, fitness centers, and professional sport organizations. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: admission to ESS Sport Administration MS Program or consent of program director. Offered Fall, Spring.

ESS 460/560 Cr.1-3

Exercise Science Clinical Forum

Visiting lecturers as well as university professors will address various topics related to exercise science. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit. Offered Occasionally.

ESS 705 Cr.3

Outdoor Pursuits & Experiential Learning

This course utilizes the interdisciplinary nature of outdoor pursuits and experiential learning to enhance learner knowledge of and contribution to physical and educational growth. In addition, the pedagogical focus provides opportunities for learners to enhance their leadership and facilitation skills with groups of people in the outdoors. Repeatable for credit - maximum six. Lect. 1, Lab 4. Offered Summer.

ESS 720 Cr.1-6

Graduate Project in Clinical Exercise Physiology

In this course, the student will work with a faculty advisor to propose and develop a project related to the field of clinical exercise physiology. Possible projects could include a systematic review of the literature on a specific topic, an analysis of existing data, development of an educational video, or the design and implementation of an innovative programming idea into the La Crosse Exercise and Health Program offerings. The culminating end-product will be determined by the student's advisor. Repeatable for credit - maximum six. Offered Fall, Spring.

ESS 725 Cr.2

Diversity in the Physical Activity Setting

The class addresses racial, ethnic, sexual orientation, and disability issues for which physical education teachers should have an awareness. The purpose of the course is to sensitize the students to the fact that diversity is part of life in America and that a teacher needs to recognize that differences need to be understood and reflected upon so that the teacher can help all students have a positive educational experience. Pedagogical methods for integrating students are addressed, such as inclusion techniques for students with a disability, culturally diverse games, and appropriate behavior management techniques. Offered Spring.

ESS 727 Cr.2

Planning for Effective Instruction in Physical Education

This course focuses on the planning and teaching skills needed to be an effective/model physical educator. Research related to teaching and learning styles are studied and instructional materials are developed. A variety of instructional units and lessons which incorporate knowledge-based objectives and developmentally appropriate learning experiences are designed and implemented. Prerequisite: ESS 759. Offered Spring.

ESS 730 Cr.3

Research Methods for Exercise and Sport Science

This course presents the purposes, methods, and techniques for the development, conduct, and interpretation of research. Emphasis is on understanding the process and product of current research. Each student is guided in the creation of a graduate-level research proposal and other components of the research process. Offered Fall, Spring, Summer.

ESS 735 Cr.3

Statistics for Exercise and Sport Science

An introductory course in statistics with the essential purpose of providing students with the tools to conduct statistical analyses as well as to interpret and evaluate the results of research. Offered Fall, Spring, Summer.

ESS 736 Cr.3

Critical Analysis Project: Adapted Physical Education

This is a required course in the adapted physical education graduate emphasis. The student proposes, develops, and analyzes an issue or problem in the adapted physical education profession. Upon approval, the student will conduct an in-depth analysis of the issue/problem. The end product will be a written document describing the student's analysis and an oral presentation with the analysis committee. Prerequisite: ESS 530; ESS 536; ESS 537; EFN 730. Offered Fall, Spring, Summer.

ESS 737 Cr.2

Curriculum Design in Physical Education

This course presents an in-depth study of curriculum development and a variety of physical education curricular models for all PK-12 grade levels. Emphasis is on designing state and national standards based curriculum, and evaluating current written physical education curricula to assess effectiveness and student learning. Offered Fall.

ESS 744 Cr.3

Lab Techniques in Clinical Exercise Physiology

Students learn techniques for health screening, evaluation of exercise tolerance (with and without gas exchange), body composition analysis, and spirometry. The focus is on hands-on skill development and supports theoretical concepts addressed in other parts of the curriculum. Lect. 1, Lab. 4. Prerequisite: ESS 770 or concurrent registration. Offered Fall.

ESS 745 Cr.3

Pedagogy of Outdoor Physical Education

This course covers the history, philosophy, and principles of outdoor physical education, and its interdisciplinary nature and aim of employing the outdoors to contribute to student's physical and educational growth. The pedagogical focus provides teaching strategies, instructional materials, and procedures used in the field, as well as information on existing programs. Current research and national trends and issues will be emphasized. Offered Spring.

ESS 746 Cr.1-3

Physical Education Teaching Graduate Project

This project provides students with a supervised opportunity for in-depth study of a physical education issue, trend, or problem over the course of their program. Completion of the project should demonstrate advanced professional competence in program development, implementation, and/or evaluation. The project is completed with graduate faculty approval and supervision. Repeatable for credit - maximum three. Prerequisite: completion of six hours of the required core; acceptance into the Physical Education Teaching Graduate Program. Offered Occasionally.

ESS 747 Cr.3

Advanced Principles of Athletic Performance Enhancement

This course provides advanced concepts of training and conditioning for both athletes and other populations. It includes applicable and practical information for developing conditioning programs for speed, strength, endurance, and power. This course is ideal for future professionals such as athletic coaches, strength and conditioning coaches, personal trainers and those planning to become strength and conditioning professionals. Prerequisite: ESS 767. Offered Summer.

ESS 748 Cr.3

Sports Performance Practicum

This practicum course is designed to give the graduate students interested in strength and conditioning of athletes practical experience in two primary areas: 1) the development and delivery of sport-specific strength and conditioning training programs to improve athletic performance; and 2) measurement of performance related to strength and conditioning of athletes. Offered Fall.

ESS 749 Cr.3

Psychological Aspects of Sports

Examines the developmental, personal, social and psychological aspects of sport performance. Special attention is given to psychological factors such as activation, aggression, anxiety, affiliation, motivation, personality, and performance variables. Prerequisite: admission to an ESS MS Program. Offered Spring.

ESS 750 Cr.3

Mechanics and Analysis of Movement

This course is designed to provide a mechanical understanding of the human body in motion. Mechanical principles, laws, and equations will be studied and applied to human movement in exercise and sport activities. Quantitative analysis techniques will be introduced and biomechanical assessment of various exercises and sports will be performed. Prerequisite: ESS 303 or equivalent; MTH 151 or equivalent. Offered Spring.

ESS 752 Cr.3

Assessment of Physical Education and Athletics

This course is designed for practitioners in the field of physical education and athletics. Students learn to utilize assessment strategies and data to improve instruction and program effectiveness. Emphasis on the use of assessment data to document effectiveness and increase accountability of physical education and athletic programs. Offered Spring.

ESS 753 Cr.2-3

Problems in Physical Education

Provides an opportunity to investigate and to attempt solution of a professional problem in one of the following areas: 1) athletics; 2) recreation; 3) health education; 4) dance; 5) physical education. Designed primarily for experienced teachers. Repeatable for credit - can repeat the course once. Offered Occasionally.

ESS 759 Cr.3

Analysis and Supervision of Physical Education

Designed to present current research related to effective teaching in physical education, provide quantitative and qualitative techniques to gather information about and analyze teaching, and how to apply the principles of clinical supervision in physical education for the improvement of instruction. Additional emphasis is also given to the personal assessment of teaching and the need for and characteristics of effective staff development activities. Offered Fall.

ESS 761 Cr.2

Lab Techniques in Human Performance-Biomechanics

This course provides a variety of hands-on experiences in biomechanical testing procedures. Students will be introduced to a variety of testing procedures utilized in collecting kinematic, and neuromuscular data. Special techniques of data processing will also be discussed. Prerequisite: ESS 750 or concurrent enrollment. Offered Occasionally.

ESS 762 Cr.2-3

Lab Techniques in Human Performance-Exercise Physiology

Development of skills and experience (in the area of exercise physiology) necessary for data collection in laboratory and field settings, special techniques of data acquisition, processing, analyzing and interpretation of results using available experimental equipment and methods. Repeatable for credit - maximum three. Prerequisite: ESS 767 or ESS 770. Offered Spring.

ESS 765 Cr.2-3

Adventure Education for Physical Educators

This course focuses on methods, safety, research, and management of adventure education programs and initiative games in the physical education curriculum. Implementation of adventure activities with different age groups and diverse populations in physical education programs will be emphasized, as well as the principles and challenges of teaching adventure education. The use of unique environments such as ropes courses and climbing walls will be included. Repeatable for credit - maximum three. Offered Fall.

ESS 767 Cr.3

Applied Physiology of Endurance Performance

Designed to teach the physiological responses and adaptations to training and performance of endurance sports. Emphasis is on the metabolic, cardiovascular, and respiratory systems. Environmental concerns will also be addressed. Prerequisite: ESS 302 or equivalent. Offered Fall.

ESS 768 Cr.3

The Psychomotor Basis of Skill Performance

Integration of thought processes with the physical organism to produce highly skilled acts. Offered Fall.

ESS 769 Cr.3

Application of Muscle Physiology to Strength/Power Training

This course is designed to apply the training for strength and power muscular performance to teach skeletal muscle physiology in a classroom setting. The ability to regulate force and power production and muscle metabolism during strength power training will be studied. Application to common training practices including strength training, plyometrics, and sprint training and adaptations to such training highlight this course. Prerequisite: undergraduate human anatomy and physiology course; exercise physiology course; ESS 767 or ESS 770 recommended. Offered Spring.

ESS 770 Cr.3

Physiology of Activity

Designed to provide the student with a general overview of the physiological basis of activity with an emphasis on those factors affecting performance in healthy individuals. Prerequisite: ESS 302 or equivalent. Offered Fall.

ESS 771 Cr.2-3

Current Issues in Physical Education

This course is designed for practitioners in the field of physical education. Students identify the current trends and issues in physical education and explore ways to resolve the issues. Students have opportunities to pursue quality physical education through in-depth class discussions and activities on the current selected issues in physical education. Repeatable for credit with program director permission - maximum six. Offered Summer.

ESS 774 Cr.2

Clinical in Phase I and Phase II Cardiac Rehabilitation

This course is designed to provide hands-on experiences in Phases I and II cardiac rehabilitation, pulmonary rehabilitation and cardiac related co-morbidities in local hospitals. Additional activities will include two regional field trips to observe existing programs in progress. Prerequisite: open only to students in the ESS Clinical Exercise Physiology MS Program. Offered Fall, Spring.

ESS 776 Cr.3-4

Clinical in Adult Fitness/Phase III Cardiac Rehabilitation

This course is designed to provide students with hands-on experiences in exercise prescription, exercise leadership, and patient counseling in health and fitness programs for apparently healthy adults and maintenance (Phase III) cardiac rehabilitation participants. Repeatable for credit - maximum 12 credits or taken three times. Offered Fall, Spring, Summer.

ESS 777 Cr.2

Seminar in Adventure/Outdoor Physical Education

In-depth examination of educational research in adventure education. Emphasis is placed on using research to solve current problems, examining trends and contemporary issues in K-12 adventure programs. Reviewing research and using findings to solve problems in the public school setting is stressed. Offered Fall.

ESS 778 Cr.2

Practicum in Adventure Education

This practicum provides students with experiences in field based (authentic) leadership and teaching situations in a field setting with public school programs. Emphasis is on planning and developing outdoor physical education programs in conjunction with public/private K-12 programs. Consent of instructor. Offered Spring.

ESS 779 Cr.1-3

Readings in Special Physical Education

An in-depth analysis of the literature in a chosen topic pertaining to adapted physical education. Readings will include both assigned and student selected materials. In addition, there will be periodic discussions with the instructor and an agreed upon terminal assignment. Repeatable for credit - maximum three. Prerequisite: ESS 430/530, ESS 436/536. Offered Fall, Spring.

ESS 780 Cr.2

Philosophy and Organization of Preventive and Rehabilitative Programs

This course focuses on the historical background, documented benefits, and organizational issues in both conventional and innovative approaches to prevention and rehabilitation programs. The course will ultimately address both the why and how of clinical exercise and risk factor reduction programs. Offered Spring.

ESS 782 Cr.3

Electrocardiography

Course is designed to instruct the student in the basics of the normal, the abnormal resting and the exercise electrocardiogram. Involves lecture experiences and intensive investigation of documented ECG-GXT case studies. Offered Summer.

ESS 783 Cr.3

Graded Exercise Testing and Exercise Prescription

This course is designed to provide students with the theoretical and practical knowledge necessary to conduct and interpret the wide variety of diagnostic exercise tests commonly used in clinical practice. Additionally, students will be able to formulate, based on test results, appropriate exercise prescriptions for healthy adults, as well as patients with a wide variety of chronic diseases. A major goal of the course is to provide students with the knowledge and practical skills required to take the American College of Sports Medicine Registered Clinical Exercise Physiologist certification examination. Prerequisite: ESS 782. Offered Spring.

ESS 784 Cr.3

Advanced Cardiovascular Physiology

Designed to acquaint the student with advanced principles and concepts regarding cardiovascular physiology. The course examines in detail the various parameters of the cardiovascular system, the implication of disease and structural abnormalities to these parameters, and the relationship of resting cardiovascular data to exercise data. Lect. 2, Lab. 2. Offered Spring.

ESS 785 Cr.5

Internship: Clinical Exercise Physiology

Designed to provide the student with practical work experience in an adult fitness (YMCA/corporate environment) or clinical setting. The internship is three months in duration and all course work and thesis requirements must be completed prior to the beginning of the internship. Prerequisite: open only to students in the ESS Clinical Exercise Physiology MS Program. Offered Fall, Spring, Summer.

ESS 786 Cr.1

Advanced Cardiac Life Support (ACLS)

An in-depth study and the development of understanding and skills of Advanced Cardiac Life Support (ACLS). Successful completion of the course and passing the ACLS exam results in the student being ACLS certified. Prerequisite: ESS 782. Offered Summer.

ESS 787 Cr.1-3

Clinical Internship in Adapted Physical Education

Students complete clinical experiences in adapted physical education settings. Students are required to complete three different clinicals. Each experience is one semester and for one credit hour. Clinical experiences may include infant (0-2 years) stimulation programs, pre-school or early childhood programs, motor development and physical fitness programs for persons with disabilities, and school-based adapted physical education programs. Three credits of internship are required in the adapted physical education emphasis of the graduate Physical Education Teacher Education Program. Repeatable for credit - maximum three. Prerequisite: admission to ESS Physical Education Teacher Education MS Program. Offered Fall, Spring, Summer.

ESS 788 Cr.6

Internship in Sport Administration

Designed to provide students with an intensive supervised sport administration work experience. The internship must be at least three consecutive months (40 hours per week). Only approved sites can be used for internships. Prerequisite: open only to students in ESS Sport Administration MS Program who have completed all required course work for the degree. Offered Fall, Spring.

ESS 789 Cr.3

Internship: Human Performance

A practical learning experience designed to apply the competencies gained within the human performance emphasis in a community, institutional or industrial setting. Each intern will earn three elective credits for a mutually agreed upon time period, consistent with the policies of the university and the internship site. All other course work shall be completed prior to the internship experience. Repeatable for credit - maximum six. Offered Fall, Spring, Summer.

ESS 794 Cr.1-3

Readings in Sports Psychology

A survey and analysis of current and classical literature pertaining to the area of sport psychology in human performance. Readings will include both assigned and student selected materials for the purpose of student presentation to and discussion with the assigned instructor. Prerequisite: ESS 749; graduate student in ESS MS Program. Offered Fall, Spring.

ESS 795 Cr.1-3

Independent Study

Advanced work not covered in regular courses. Repeatable for credit - maximum six. Consent of advisor. Consent of department. Offered Fall, Spring, Summer.

ESS 796 Cr.1-3

Readings in Biomechanics

A survey and analysis of current and classic literature pertaining to the area of biomechanics in human performance. Readings will include both assigned and student selected materials for the purpose of student presentation to and discussion with the assigned instructor. Prerequisite: ESS 750; graduate student in ESS MS Program. Offered Occasionally.

ESS 797 Cr.1-3

Readings in Exercise Physiology

A survey and analysis of current and classical literature pertaining to the area of exercise physiology in human performance. Readings will include both assigned and student selected materials for the purpose of student presentation to and discussion with the assigned instructor. Prerequisite: ESS 767 or ESS 770. Offered Fall, Spring.

ESS 798 Cr.1-3

Readings in Motor Learning

A survey and analysis of current and classical literature pertaining to the area of motor learning in human performance. Readings will include both assigned and student selected materials for the purpose of student presentation to and discussion with the assigned instructor. Prerequisite: ESS 768; graduate student in ESS MS Program. Offered Fall, Spring.

ESS 799 Cr.1-6

Research: Master's Thesis

An independent research project is to be selected and executed under the direction of a staff member by those students electing to write a thesis. The project may be in any of the areas related to physical education, such as health, recreation, or athletics. Repeatable for credit - maximum 10. Offered Fall, Spring, Summer.

Financial Technology (FNT) - Graduate Courses

Courses

FNT 700 Cr.3

FinTech Essentials

This course covers the FinTech ecosystem and its technology-assisted processes including core banking systems, Automated Clearing House (ACH) processing, payment systems, Interactive Teller Machines (ITMs), money movement apps, Billpay systems, and credit card networks. Students analyze financial statements, capital budgeting techniques, and liquidity metrics, and perform cash flow, profitability, valuation analysis. Prerequisite: admission to graduate FinTech Program. Offered Annually.

FNT 705 Cr.3

FinTech Analytics

This course covers financial data technologies, financial data visualization, and developing financial analytics applications using current analytics software tools. Prerequisite: admission to graduate FinTech Program. Offered Annually.

FNT 710 Cr.3

Managing FinTech Innovation

Develop competencies required to cultivate an innovative organizational culture in the financial services industry. Learn how to develop, evaluate, and manage a strategic technology plan. Explore FinTech project management topics, life cycle models, development processes, business analysis, risk analysis, vendor selection and cybersecurity. Prerequisite: admission to graduate FinTech Program. Offered Annually.

FNT 730 Cr.3

Technologies in FinTech

Students will learn how cloud computing, artificial intelligence, machine learning and other technologies are used in a financial services context. Additional topics such as API design, robotic process automation, risk analysis, and cybersecurity will also be discussed. Prerequisite: admission to graduate FinTech Program. Offered Annually.

FNT 735 Cr.3

Blockchain Technologies

This course covers blockchain technologies such as those used in Bitcoin and Ethereum, cryptocurrencies vs blockchain, smart contracts, Decentralized Applications (dApps), Decentralized Finance (DeFi) applications, cryptocurrency wallets, blockchain test networks and transactions, regulatory landscape, cryptocurrency trading, and implications for accounting. Prerequisite: admission to graduate FinTech Program. Offered Annually.

FNT 740 Cr.3

Artificial Intelligence and Machine Learning in FinTech

Students will learn artificial intelligence and machine learning strategies and how they can be used to build more efficient financial services. AI/ML techniques include decision trees, kNN, Random Forests, SVM for applications such as credit evaluation, fraud detection, loan underwriting, algorithmic trading, and chatbots. Prerequisite: admission to graduate FinTech Program. Offered Annually.

Geography (GEO) - Graduate Courses

Courses

GEO 405/505 Cr.3

Geographic Information System and Science II

Building upon lessons learned in ESC/GEO 305, this course focuses on geospatial analysis and database development. The course includes both theoretical and applied aspects of GIS analysis. GIS software, with an emphasis on ArcGIS, will be used to explore geographic questions. Hands-on exercises pertaining to environmental science, natural resource management, business, and urban planning will be used to complement lecture material. Topics will include data organization, database structure, input and output, data quality, and geographic analysis of spatial and attribute data. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305; STAT 145. Offered Fall, Spring.

GEO 410/510 Cr.3

Geospatial Field Methods

This course covers fundamental concepts of geospatial data collection, analysis, and representation. Students gain hands-on experience using geospatial technology at field sites in the La Crosse area. It includes reconnaissance and surveys using current methods, including GPS, total stations, sonar, and unmanned aerial systems; and practical integration of field data into a geographic information system. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305 or GEO 590. Offered Fall.

GEO 412/512 Cr.3

Geospatial Applications of Unmanned Aerial Systems

This course provides an introduction to the Unmanned Aerial System (UAS) from the geospatial perspective which includes UAS sensors and platforms, civilian and remote sensing applications, sensors calibration and boresighting, operational requirements, data processing using specialized software to derive products such as ortho-rectified imagery, multispectral imagery, digital terrain and surface models, current rules and regulations governing owning and operating a UAS in the United States. Students receive hands-on experience of UAS mission planning and flying with both fixed-wing and multi-rotor UAS for environmental data collection outside the classroom. The course content also prepares students for the remote pilot exam conducted by the Federal Aviation Administration. Students complete hands-on lab exercises involving UAS data pre-processing and analysis to generate geospatial products and assess their accuracy. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305. Offered Spring.

GEO 415/515 Cr.3

Remote Sensing of the Environment I

This course is an introduction to remote sensing, emphasizing satellite multispectral observations of the earth applied to such fields as agriculture, forestry, water resources, urban and regional planning, and environmental assessment. Upper Midwest and selected areas worldwide are explored with visual and digital image processing techniques. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305. Offered Fall.

GEO 418/518 Cr.3

Map Design and Geovisualization

In this course students will learn about the process of making maps, how to acquire and appropriately manipulate spatial data, and how to design clear, compelling, and beautiful maps. In addition to the key theories underlying the cartographic discipline, students will learn technical skills to enhance their other research interests and make them far more competitive on the job market once they graduate. Students will apply their knowledge about map design using cutting edge software. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 305. Offered Fall.

GEO 422/522 Cr.3

Meteorology

Atmospheric concepts and processes of the earth's weather are covered. Principles and laws which govern the behavior of the atmosphere are investigated, including energy exchange between the earth and the atmosphere, forces governing atmospheric motion, atmospheric moisture and stability, condensation and precipitation processes, air masses and cyclogenesis, thunderstorm and tornado development, and hurricanes. Surface and upper-air charts, synoptic patterns, thermodynamic charts, radar and satellite images, and weather patterns are analyzed. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: GEO 221. Offered Spring.

GEO 425/525 Cr.3

Biogeography

A systematic analysis of the geographic distribution of organisms from historical, ecological and regional perspectives. Emphasis is placed on the principles and the methods of biogeography. Special reference is made to biogeographic regions, the distribution of organisms in space and time, and ecological biogeography. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: GEO 101. Offered Fall - Odd Numbered Years.

GEO 427/527 Cr.3

Sustainable Water Resource Management

Sustainable Water Resource Management is designed to engage students in critical thinking with regard to the management of water resources within the socio-ecological framework. Students will understand how the interacting dynamics of the natural environment, social factors, politics, and economics shape sustainable water resources policies and practices. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Fall - Odd Numbered Years.

GEO 428/528 Cr.3

Past Environmental Change

This course is an overview of the study of environmental change during the Quaternary. Approaches used to understand past climatic conditions and effects on terrestrial and marine ecosystems at global, regional, and local scales are explored as well as physical, geochemical, and biological methods associated with continuous and depositional environments. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: GEO 221 and GEO 222. Offered Spring - Even Numbered Years.

GEO 430/530 Cr.3

River Systems

A systematic study of the interactions between flowing water and surface landforms. Emphasis is placed on watershed and stream development, sediment transport and storage, flow frequency analysis, and applications of fluvial principles to river management and stream restoration. Class activities include field exercises in the La Crosse region, mathematical analysis of hydrologic variables, and spatial analysis with Geographic Information Systems. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: GEO 222, BIO 341, or BIO 464/564. Offered Spring - Odd Numbered Years.

GEO 445/545 Cr.3

Remote Sensing of the Environment II

This course covers advanced techniques of digital satellite and airborne image analysis and processing, emphasizing theory and applications in natural resource, land use and environmental assessment. It includes practical approaches to integrating imagery with geographic information systems area for spatial analyses and decision making. Data acquisition, integrity, manipulation, formatting, storage, and retrieval are also examined. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 415/515. Offered Spring.

GEO 455/555 Cr.3

Web Mapping

In this course, students learn how to produce and design interactive web maps for communication. Web maps take many forms, and they are continually changing. Thus, the objective of this course is to do two things: (1) develop proficiency in the scripting languages and tools most frequently used to design and create these maps; and (2) teach the theory and concepts underlying good web map design so that as the technologies change in the future students are still be able to design effective web maps. At the end of this course, students are able to design a web map from scratch. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 405/505 or GEO 418/518. Offered Spring - Even Numbered Years.

GEO 460/560 Cr.3

Environmental Hazards

Environmental processes are investigated in light of the hazards they might pose for development and how they may be avoided, mitigated and managed. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: GEO 221 or GEO 222. Offered Fall - Even Numbered Years.

GEO 465/565 Cr.3

Geospatial Automation

In this course, students learn the power of automation to enhance their geospatial analysis skills. Students explore the principles, techniques, and significance of automating geospatial workflows, leveraging scripting languages, and harnessing the capabilities of automation tools. The course begins with an introduction to fundamental concepts in Geographic Information Systems (GIS) and scripting, providing a solid foundation for students with varying levels of experience. Students learn to navigate popular Geographic Information Systems libraries and Application Programming Interfaces (API) gaining practical skills in automating geospatial tasks and applying scripting techniques to automate routine Geographic Information Systems tasks, enhance data processing efficiency, and increase productivity to solve real-world spatial problems. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: GEO 405/505. Offered Spring - Odd Numbered Years.

GEO 470/570 Cr.1-3

Special Topics in Geography and Environmental Science

Specifically selected topics or skills which may be designed for the interest of special groups are offered with formalized instruction and methodology appropriate to geography and/or environmental science. This course is taught largely at an undergraduate level. Graduate students have additional course requirements and expectations. The course may be counted as an elective in the majors and minors offered by the Department of Geography and Environmental Science at the discretion of the department chairperson. A prerequisite may be required at the discretion of the department. Repeatable for credit - maximum six. Offered Occasionally.

GEO 485/585 Cr.3

Geographic Information System and Science III

This course covers advanced theories in geographic information systems database structures, advanced applications, database transfers, database management, use of census data, spatial analysis, and decision-making. There will be an emphasis on ARCGIS and its applications and integration of GIS with remote sensing and GPS. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: GEO 405/505; STAT 145. Offered Spring.

GEO 488/588 Cr.3

Quantitative Methods in Geography

This course introduces students to the essential skills and knowledge needed to apply quantitative techniques to geographical and environmental problems. Topics covered include descriptive and inferential statistical analysis, exploratory data analysis, correlation and regression, and spatial statistical analysis. Students develop a solid understanding of the theory behind quantitative methods and their practical applications in various geographic contexts. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: GEO 305; STAT 145. Offered Spring - Odd Numbered Years.

GEO 490/590 Cr.1-3

Independent Study in Geography and Environmental Science

This course is a directed study of a topic in geography and/or environmental science that is outside what is offered through regularly scheduled courses and is completed under the direction and supervision of a member of the Geography and Environmental Science faculty. This course is taught largely at an undergraduate level. Graduate students have additional course requirements and expectations. A written report is an expected outcome. Repeatable for credit - maximum six. Maximum three credits applicable to major. Consent of department. Offered Fall, Winter, Spring, Summer.

GEO 495/595 Cr.1-3

Seminar in Geography and Environmental Science

Investigation into various topics in geography or environmental science. Topics offered at intervals with a specific title assigned to each. Check schedule of classes for the next offered topic. This course is taught largely at an undergraduate level. Graduate students have additional course requirements and expectations. Repeatable for credit - maximum six. Prerequisite: additional prerequisites may be required by the instructor. Offered Occasionally.

GEO 790 Cr.1-3

Directed Study

Individual readings and investigations of selected topics in geography and earth science. Repeatable for credit - maximum three. Prerequisite: permission of the instructor and the department chair. Offered Fall, Spring.

Graduate Registration Continuation (GRC) - Graduate Courses

Courses

GRC 795 Cr.0

Extended Continuous Registration

After completing two enrollments in GRC 799, students who are still actively engaged in research or writing and need to maintain access to university resources must continue term-to-term enrollment by registering for GRC 795 (Fall, Spring, Summer) for zero credits and paying a special course fee equal to 50% of the cost of one resident graduate credit. Enrollment in GRC 795 will provide the student with continued access to university email, library privileges, and buildings. Students register for GRC 795 only when they are not registered for any other credits. Repeatable - maximum 12 enrollments. Prerequisite: two semesters of GRC 799. Offered Fall, Spring, Summer.

GRC 798 Cr.0

Interrupted Registration

This registration is required for students who failed to meet the University's Graduate Research and Terminal Project Completion Policy (did not register for GRC 799 immediately upon completing all degree requirements in an approved program of study except for thesis, comprehensive examination, seminar paper, or other culminating project). In order to comply with the policy, students must register for GRC 798 for zero credits and pay a special course fee equal to the cost of three resident graduate credits. Prerequisite: approval by graduate program director and reentry to former academic program; approved reentry to the university. Offered Fall, Spring, Summer.

GRC 799 Cr.0

Continuous Registration

Once having completed all degree requirements in an approved program of study except for the thesis, seminar paper, comprehensive examination, or other culminating graduate projects, students must maintain continuous term-to-term enrollment (excluding winter intersession). Students meet this requirement by registering for GRC 799 for zero credits and paying a special course fee equal to the cost of one resident graduate credit. Students who require only one term after their regular coursework to complete their thesis or culminating project need to register for only for one (1) term of GRC 799. Students who need more than one (1) term after their regular coursework to complete their thesis or culminating project need to register for two and only two (2) continuous terms of GRC 799. Students who need more than two (2) terms after their regular coursework to complete their thesis or culminating project and who need continued access to university faculty, technology, facilities, and the library must register for GRC 795 each term, excluding winter. Students must register for GRC 799 (Fall, Spring) immediately following completion of all coursework. Students register for GRC 799 only when they are not registered for any other credits. To maintain access to university resources (e.g. building access) during the summer, a student must be registered for GRC 799 for either that summer or the following fall. Repeatable - maximum two enrollments. Offered Fall, Spring, Summer.

Health Education (HED) - Graduate Courses

Courses

HED 467/567 Cr.1-2

Experiential Learning Strategies for Health Education

This course examines emerging educational processes, strategies, and issues and how they can be applied in the facilitation of health education and health promotion programs in the school and/or community setting. Topics will vary per offering and target audience. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: CHE 210 or teacher certification. Offered Occasionally.

HED 701 Cr.3

Contemporary Issues in Health Education

Current basic issues and problems in health education. Designed to reinforce and extend the student's knowledge of contemporary health issues as they apply to the improvement of personal, family, and community health. Offered Fall.

HED 703 Cr.3

Foundations in Health Education

A study of scientific, social, psychological, ethical, legal, and educational foundations of health education. Professional competencies and practice settings will be reviewed. Applications of health concepts and effective educational strategies will increase the competencies of health education planning and program implementation. Offered Fall.

HED 706 Cr.3-6

Research Tools and Processes

The design, analysis, and interpretation of quantitative and qualitative data relative to health education, health promotion, public health, medicine, and epidemiology are covered. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Prerequisite: CHE 350 or CHE 380 or equivalent. Offered Fall, Spring.

HED 725 Cr.1-3

Seminar in Health Education

Reading and reports on selected topics in health education. Repeatable for credit - maximum six. Prerequisite: permission of advisor. Consent of instructor. Offered Occasionally.

HED 798 Cr.1-4

Graduate Project in Health Education

This capstone experience provides the health education master's degree candidate with an opportunity for in-depth individual study of a health education problem and demonstration of advanced professional program development, implementation, and evaluation. The project will be planned and carried out under graduate faculty approval and supervision. An oral and written project presentation will be required. Repeatable for credit - maximum four. Consent of department. Offered Fall, Spring, Summer.

HED 799 Cr.1-4

Research: Master's Thesis

Independent study on a problem selected for a thesis under the direction of a graduate faculty member. Repeatable for credit - maximum four. Prerequisite: HED 706. Consent of department. Offered Fall, Spring, Summer.

Healthcare Administration (HCA) - Graduate Courses

Courses

HCA 700 Cr.3

US Healthcare Systems

Introduces the many public and private elements of the U.S. healthcare system. Explores the historical, social and cultural, financial and economic, and political, as well as regulatory factors, and how they interact to influence the delivery of care and services that affect individual and population health outcomes. Consent of department. Offered Fall, Spring.

HCA 701 Cr.3

Senior Care and Services Systems

This course explores the foundation of academic and professional disciplines in senior services and examines regulations in senior care and service organizations. It provides exposure to knowledge and tools for the development and implementation of programs and practices that advance a high quality and safe living or service environment for frail seniors and other populations in need of care or service. Consent of department. Offered Fall, Spring, Summer.

HCA 702 Cr.3

Leadership Practices across the Senior Care Continuum

This course provides an up-to-date review and exploration of a variety of topics important to the success of an administrative leader in senior care and services. Selected topics focus the knowledge and application of leadership and management skills necessary in today's health care and aging services environment. Consent of department. Offered Fall, Spring, Summer.

HCA 703 Cr.3

Long-Term Care Services and Supports

This course provides detailed exploration of essential services, supports, and an introduction to operational aspects within long-term care facilities. Students learn about the multifaceted nature of providing comprehensive care and enhancing quality of care for residents with a wide range of medical diagnosis and care needs. Differences and similarities of palliative and hospice care are addressed. Special consideration is also given to ancillary care including addressing dental, vision, and podiatry care needs. Diagnostic, trauma care, community services and resources are explored for addressing unique care needs. Consent of department. Offered Fall, Spring.

HCA 704 Cr.3

Long-Term Care Facility Operations

This course prepares future administrators and managers to navigate the complexities of healthcare administration, uphold quality standards, and contribute to the enhancement of resident-centered care in long-term care settings. A comprehensive exploration of the operational strategies and management principles essential for long-term care facilities are conducted. Topics include financial management, human resource management, risk management/compliance, and developing a high-quality environment for residents and staff. Consent of department. Offered Fall, Spring.

HCA 705 Cr.3

Population Health and Epidemiology

Identifies and addresses epidemiology, biostatistics, including study design, within a healthcare framework. Applies these elements to individuals and populations while addressing critical public health perspectives across a broad spectrum from individuals to larger systems to improve the health of a community. Consent of department. Offered Fall, Spring.

HCA 706 Cr.3

Developing and Maintaining Quality, Supportive and Patient-Centered Services

This course explores concepts associated with quality care, safety regulations, and protocols. Students develop and implement programs and practices advancing a high quality, safe living or service environment. Selected topics include certification and licensure, governmental programs, federal codes for safe environments, and development of a person-centered environment for seniors and other service populations. Consent of department. Offered Fall, Spring.

HCA 707 Cr.3

Leadership, Organization, and Strategies in Long Term Care

This course focuses participants on exploration and application of topics critical to the success of an administrative leader in senior care and services. Special emphasis on critical/crucial conversations, change management, organizational behavior, marketing, public relations, and strategic planning are explored and applied across the care spectrum. Selected topics focus on application of leadership and managerial skills required in today's healthcare and aging services environment. Consent of department. Offered Fall, Spring.

HCA 710 Cr.3

Health Communication

Analysis and use of communication strategies to inform and influence individual and community decisions that impact health. Course explores topics such as the social construction of health, social support, literacy, survivorship, social and community issues, risk management, marketing and public relations, health messaging and promotional campaigns, theory application, and identity across contexts. Consent of department. Offered Fall, Spring.

HCA 715 Cr.3

Healthcare Technology, Data Analytics, and Information Governance

This course covers various topics including electronic health records; health IT privacy and security; health information exchanges; IT for revenue cycle management; utilizing technology to analyze healthcare data including MS-DRG data, hospital readmission data, Medicare spending, and healthcare quality data; technologies for diagnosis and treatment; big data applications in healthcare. Consent of department. Offered Fall, Spring.

HCA 720 Cr.3

Healthcare Financial Management

A study of the principles of healthcare finance. Topics include financial and management accounting, the financial reporting structure of healthcare organizations, healthcare financial statement analysis, costing and budgetary methods, sources of healthcare revenue and expenses, processes for healthcare billing, and capital investment decisions. Consent of department. Offered Fall, Spring.

HCA 730 Cr.3

Human Capital Management in Healthcare

Examines complexities in human resource management strategies in healthcare organizations. Provides knowledge and tools to develop high potential workforces using a people-centered approach to human capital management, organizational culture/climate, communication, and talent development to ensure competitive advantage in creating sustainable high-performance healthcare organizations in rural and urban settings. Prerequisite: HCA 700, HCA 720. Consent of department. Offered Fall, Spring.

HCA 740 Cr.3

Healthcare Operations and Project Management

Examines operations management techniques unique to healthcare processes. Addresses solutions for operational issues in healthcare facilities and supply chain. Highlights essential components of healthcare project management. Emphasizes operational and management tools and techniques for healthcare project and process execution. Prerequisite: HCA 715, HCA 720. Consent of department. Offered Fall, Spring.

HCA 750 Cr.3

Healthcare Quality and Performance Management

Overview of quality models and risk management in healthcare. Explore theories, concepts, skills, tools and environmental factors. Focuses on measurement and analysis techniques, as well as real-world applications of quality approaches to implement and sustain performance improvements. Prerequisite: HCA 715. Consent of department. Offered Fall, Spring.

HCA 760 Cr.3

Health Law and Policy

A study of the political, legal, regulatory, and ethical environments within which healthcare administrators operate. Explores the legal frameworks related to the healthcare system, with an ethical focus. Considers the impact of political structure on healthcare policy, with an emphasis on the role played by healthcare administrators in policy advocacy. Prerequisite: HCA 700. Consent of department. Offered Fall, Spring.

HCA 770 Cr.3

Organization Development and Strategic Leadership in Healthcare

A study of organization development and leadership theories, including self-discovery of leadership potential and change leadership strategies applied within healthcare organizations. As a blend of theory and application, course is designed for individuals to work toward identifying and facilitating broad-scale organizational change while employing strategic leadership practices in healthcare. Prerequisite: HCA 730, HCA 740, HCA 750. Consent of department. Offered Fall, Spring.

HCA 780 Cr.3

Communicating Current and Emerging Topics in Healthcare

Investigates current and emerging trends influencing healthcare such as healthcare policies and politics, ethics, emerging technologies, healthcare population/disease demographics and reimbursement models. Explores differences between rural, urban and global settings. Prerequisite: HCA 715. Consent of department. Offered Fall, Spring.

HCA 789 Cr.1

Capstone Preparation

Prepares the student for applied capstone course, including assisting with site identification, coordination and approval of placement and of a substantive work project while working with site mentor/supervisor. Prerequisite: the majority of the HCA academic program coursework should be completed prior to registering for this course, including HCA 700, HCA 710, HCA 720, HCA 730, HCA 740, HCA 750, HCA 770. Consent of department. Offered Fall, Spring.

HCA 790 Cr.3

Healthcare Administration Capstone

As a culmination of participating in the HCA Graduate Program, apply aspects of theory and dynamics of interprofessionalism in healthcare setting(s). Capstone work (minimum 150 hours) will be completed in partnership with site mentor/supervisors. A substantive work project deliverable demonstrating summative application of previous coursework will be expected. Prerequisite: the majority of the HCA academic program coursework should be completed prior to registering for this course, including HCA 700, HCA 710, HCA 720, HCA 730, HCA 740, HCA 750, HCA 770. Consent of department. Offered Fall, Spring.

History (HIS) - Graduate Courses

Courses

HIS 501 Cr.1-3

Readings and Research in History

Investigation of areas and topics of current historical interest, ranging from local and regional to global issues and may including public and policy history. Topics vary by specialty of instructor. Consent of instructor. Offered Occasionally.

HIS 518 Cr.1-3

Public History Project

In this course, students work on a public history project that launches in the local community by the end of the course. Students seek funding, do research, market, and produce a public history project of their choosing. The project may be in any area of the students' choosing that falls under the umbrella of public history. Some options include oral history, material culture, policy history, and heritage preservation. The final project may be launched in a community space such as at a museum, in a library, on the web, in a municipal or privately owned public building (e.g., storefront). Consent of instructor. Offered Occasionally.

Information Technology Management (ITM) - Graduate Courses

Courses

ITM 700 Cr.3

Communications for IT Professionals

This course focuses on developing communication skills for IT professionals. Students learn how to deliver effective presentations, conduct crucial conversations with stakeholders, and develop verbal and nonverbal communication skills emphasizing cultural sensitivity, diversity, and ethics. Students also conduct relevant research and critically evaluate information to make informed evidence-based decisions. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 705 Cr.3

Leading the IT Function

This course focuses on the differences between and application of management and leadership theories in an IT environment. Utilizing an array of assessment activities, students identify and understand one's own personal assets and liabilities to become an effective leader and agent of change in a complex adaptive system. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 710 Cr.3

Finance for IT Managers

This course frames financial decisions within general and project accounting principles. Topics include: pro forma financial statements, time value of money, cash flows and equivalence, depreciation, net present value, rate of return, and ratio analysis. Students prepare budgets that prioritize projects within constraints, address uncertainty and intangibles, and integrate with project scheduling. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 715 Cr.3

Data Science

This course examines key data science concepts, methods, and processes. It addresses issues for developing, managing and supporting data-driven decision-making in the organization and provides knowledge and tools for incorporating data science into IT project workflows. Topics include, but are not limited to, data analytics, data warehousing, machine learning, and artificial intelligence. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 720 Cr.3

Cloud Computing and Enterprise Applications

Students learn to leverage cloud services to streamline computing resources, deploy enterprise applications, improve user access and system reliability, and utilize advanced computing capabilities. Foundation concepts include: virtualization, multi-tenant architecture, and software defined networking. This course examines the full range of services available to organizations along with deployment strategies, evaluation criteria, economic justification, and manageability. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 725 Cr.3

Enterprise Security

In this course students explore the technical, administrative, and physical aspects of IT security. Students investigate various threats within IT and fraud and apply information classification to the design of information, network and physical security. Students evaluate the business processes of risk, business continuity, audit, and the risk within software development. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 730 Cr.3

Agile and Traditional IT Project Management

This course examines project management concepts as applied to IT projects and covers traditional Project Management Book of Knowledge (PMBOK) techniques such as project identification, selection, procurement, and cost/schedule preparation and monitoring. Students are introduced to agile IT project management concepts including Scrum and Extreme Programming. This course requires students to apply these concepts to group projects. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 735 Cr.3

Business Analysis for Effective IT Organizations

This course focuses on the importance, role, and techniques of the business analysis function in the modern IT organization. This course is organized around the six knowledge areas and associated techniques of the Business Analysis Body of Knowledge (BABOK) specified by the International Institute of Business Analysis. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 740 Cr.3

IT Operations

This course explores best practices and techniques for ensuring the smooth functioning of the IT infrastructure and operational environments to support development and deployment of applications and services within the organization. Coverage includes network infrastructure; servers and devices; computer operations; service management; facilities; help desk services, DevOps, and process automation. Prerequisite: admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 754 Cr.1

Capstone Preparation

In this course students select their capstone project, create a plan, define deliverables, secure approval and complete setup of their development environment. Students review concepts necessary for completion of the capstone including Agile project management, systems analysis and communicating with technical and non-technical audiences. Additional topics may be included. Prerequisite: ITM 730 or concurrent enrollment; admission to Information Technology Management Program. Consent of department. Offered Fall, Spring, Summer.

ITM 755 Cr.3

Capstone

In this course, students complete the projects approved in the Capstone Preparation course. This course includes the management, development and delivery of an information technology project to a client or employer, including regular communication of status to both technical and non-technical audiences. Prerequisite: ITM 735; ITM 754; admission to Information Technology Management Program. Course to be taken in final semester. Consent of department. Offered Fall, Spring, Summer.

Marketing (MKT) - Graduate Courses

Courses

MKT 700 Cr.2

Marketing Principles

Marketing is the business function that identifies customer needs and wants, determines which target markets the organization can best serve, and designs appropriate products and services to serve those markets. The goal of marketing is to create customer satisfaction profitably by building value-laden relationships with customers. The goal of this course is to develop students' analytical ability and managerial perspective in the planning of comprehensive marketing programs. Prerequisite: This course is an internet MBA foundation course. Offered Annually.

MKT 749 Cr.3

Seminar in Marketing

An advanced course in marketing devoted to the exploration of new developments in marketing theory and investigation of marketing problems. Offered Occasionally.

MKT 797 Cr.1-3

Independent Study

Individual reading or research under the guidance of a staff member. Registration with consent of the student's regular advisor, the instructor, and the department chairperson. Approval form available in the office of the Dean of the College of Business Administration. Form must be completed prior to registration. Repeatable for credit - maximum three. Prerequisite: admission to the MBA Program with a minimum 3.50 cum GPA; completed a minimum of 21 credits in the MBA Program. Consent of instructor. Offered Annually.

Mathematics (MTH) - Graduate Courses

Courses

MTH 495/595 Cr.1-3

Special Topics in Mathematics

Special topics in mathematics not covered by regular courses taught in this department, such as topology, set theory and advanced numerical analysis. The particular topic is decided mutually by the students and the instructor. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum six. Consent of instructor. Offered Occasionally.

Medical Dosimetry (DOS) - Graduate Courses

Courses

DOS 511 Cr.2

Imaging and Localization Concepts

The treatment planning simulation process will be reviewed to include methods of accurate patient positioning, immobilization, and tumor localization. Current imaging techniques used to acquire detailed planning data for virtual simulation will be reviewed. Techniques discussed will include, but will not be limited to: CT, MRI, ultrasound, and radionuclide scans. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall.

DOS 513 Cr.2

Anatomy for Medical Dosimetrists

Anatomical structure and function which affects treatment planning processes is addressed along with identification of anatomic structures on radiographs, CT and MRI images. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall.

DOS 514 Cr.3

Physics Fundamentals for Medical Dosimetrists

Fundamental principles of physics important to the production and use of radiation for treatment purposes are reviewed and expanded. Dose measurement utilizing a variety of methods is discussed along with the appropriate instrumentation. Calibration methods for linear accelerators are also discussed. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall.

DOS 516 Cr.1

Fundamentals of Radiation Safety

Radiation safety measures are reviewed and updated according to federal and state mandates. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall.

DOS 518 Cr.1

Professional Issues in Medical Dosimetry

This course introduces the student to professional practices of medical dosimetry including standards, scope of practice, ethics, legal perspectives, professional development, accreditation, operational issues, and continuous quality improvement. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall.

DOS 523 Cr.4

Treatment Planning and Calculations

Treatment planning computers and software applicable to the various techniques used in clinic are discussed. Methods of treatment planning techniques for various diseases using single and multiple field arrangements with photons and electrons are discussed. In addition, advanced treatment planning techniques of conformal radiation therapy including 3D treatment planning, IMRT, IGRT, VMAT, Gating, Protons, and Stereotactic are also discussed. For basic and advanced treatment planning techniques, factors that affect dose distribution and delivery and how to account for those factors in dose calculations are explained. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Spring.

DOS 525 Cr.2

Brachytherapy for Medical Dosimetrists

The use of brachytherapy in radiation therapy is addressed. Characteristics of sources utilized for treatment as well as determination of source activity and dose delivered are included. Methods and instruments utilized to apply brachytherapy treatment planning techniques to clinical treatment situations are discussed. Prerequisite: acceptance into the Master of Science Medical Dosimetry Program. Offered Summer.

DOS 531 Cr.2

Clinical Oncology for Medical Dosimetrists

This course covers various cancers specific to disease sites, treatment, and management of care during treatment. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Spring.

DOS 541 Cr.1

Radiobiology for Medical Dosimetrists

This course reviews the effect of radiation on the human body in the context of radiation treatments. It particularly focuses on factors affecting the therapeutic ratio. Prerequisite: DOS 523; acceptance into the Master of Science in Medical Dosimetry Program. Offered Summer.

DOS 542 Cr.2

Quality Assurance

The methods and importance of periodic quality assurance procedures of radiation oncology equipment and treatment planning equipment are covered in this course. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall.

DOS 543 Cr.2

Seminar in Medical Dosimetry

This course offers students an opportunity to practice answering questions and solving problems as they review course material to prepare for the national medical dosimetry certification board exam. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall.

DOS 711 Cr.3

Research Methods I

This course serves as an introduction of fundamental principles of research methodology and how principles are applied for conducting research in health sciences. Students will be introduced to basic terms and focus on the overall structure of the research process. The course will help students select a research topic and develop questions related to it. Library and literature resources and procedures for using them will be described in detail and AMA style of writing will be understood. This is the first phase of the comprehensive research project. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Spring.

DOS 731 Cr.2

Research Methods II

This course follows Research Methods I and expands on research terminology. Sampling, measuring instruments and statistics are discussed further. Types of research studies are explored as outlines are finalized and drafts are prepared. Prerequisite: DOS 711; acceptance into the Master of Science in Medical Dosimetry Program. Offered Summer.

DOS 741 Cr.1

Protocols and Studies in Radiation Oncology

This course provides a broad overview of cancer clinical trials. Students will discuss improving the approaches to cancer prevention, diagnosis, and treatment. Advantages and disadvantages of clinical trials for patients, the general population, and health care providers are discussed. The role of the medical dosimetrist involved in clinical trials is described in depth. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 750 Cr.1

Professional e-Portfolio

This course prepares students for the development of a professional e-portfolio. Students will discover the basic concepts of designing and creating an e-portfolio, terminology, and components included in a professional e-portfolio. Students will gather artifacts and materials throughout the program to develop a comprehensive e-portfolio project. The course will focus on additional components such as electronic multimedia files, course assessment components, self-reflections, achievements, and other reflective learning enhancements for the comprehensive e-portfolio. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 751 Cr.2

Research Methods III

This course follows Research Methods II and serves as the culminating research course. Students utilize peer review, editing, and various elements of individualized instruction while preparing their final research manuscript for publication. Students are required to submit to the AAMD Student Writing Competition. Prerequisite: DOS 731; acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall.

DOS 771 Cr.2-5

Clinical Internship I

Students gain clinical experience with patient set-ups and imaging studies, radiation safety in the clinical environment, anatomical contouring, and computers and networking for treatment planning. Students will begin basic calculations and treatment planning techniques. Repeatable for credit - maximum five. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 772 Cr.1-5

Clinical Internship II

Students continue to gain clinical experience at an affiliated clinical internship site by concentrating on more advanced treatment planning and brachytherapy procedures while continuing to learn the various concepts of radiation oncology. Repeatable for credit - maximum five. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 773 Cr.2-5

Clinical Internship III

Students continue to improve their treatment planning skills, concentrating on advanced planning methods and quality assurance techniques. Repeatable for credit - maximum five. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 781 Cr.3

CMD Seminar I

This seminar course is the first in a series of three designed exclusively for students in the master's degree completion program (Track C) who are currently certified medical dosimetrists. The course provides the student with directed study and review of professional didactic course content. The course also provides the opportunity for practice examinations and group study support (online). Examinations will be given to test mastery of this didactic content. Students will have the opportunity to apply this didactic content in their fieldwork placements. Content covered in this course includes: Advanced Imaging, Simulation for Medical Dosimetrists, Anatomy for Medical Dosimetrists, Physics Fundamentals, and Computers & Networking in Radiation Oncology. Prerequisite: acceptance into Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 782 Cr.3

CMD Seminar II

This seminar course is the second in a series of three designed exclusively for students in the master's degree completion program (Track C) who are currently certified medical dosimetrists. The course provides the student with directed study and review of professional didactic course content. The course also provides the opportunity for practice examinations and group study support (online). Examinations will be given to test mastery of this didactic content. Students will have the opportunity to apply this didactic course in their fieldwork placements. Content covered in this course includes: Professional courses reviewed include Radiation Safety, Professional Issues, Dose Calculations, Teletherapy Treatment Planning, and Conformal Treatment Planning. Prerequisite: DOS 781; acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 783 Cr.3

CMD Seminar III

This seminar course is the third in a series of three designed exclusively for students in the master's degree completion program (Track C) who are currently certified medical dosimetrists. The course provides the student with directed study and review of professional didactic course content. The course also provides the opportunity for practice examinations and group study support (online). Examinations will be given to test mastery of this didactic content. Students will have the opportunity to apply this didactic content in their fieldwork placements. Content covered in this course includes: Brachytherapy, Clinical Oncology, Radiobiology, and Quality Assurance. Prerequisite: DOS 782; acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 791 Cr.4

Fieldwork I

This level one fieldwork experience is an opportunity to demonstrate the practice of medical dosimetry in the clinical environment at a basic level. Students will integrate the didactic curriculum learned for the successful completion of the MDCB exam. The focus of case studies will include imaging, patient setups, and anatomical contouring. Supervision is provided by medical physicist and radiation oncologists. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 792 Cr.4

Fieldwork II

This level two fieldwork experience is an opportunity to demonstrate the practice of medical dosimetry in the clinical environment at an intermediate level. Students integrate the didactic curriculum learned for the successful completion of the MDCB exam. The focus of case studies include imaging, patient setups, anatomical contouring, dose calculations, and brachytherapy. Supervision is provided by medical physicist and radiation oncologists. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

DOS 793 Cr.4

Fieldwork III

This level three fieldwork experience is an opportunity to demonstrate the practice of medical dosimetry in the clinical environment at an advanced level. Students integrate the didactic curriculum learned for the successful completion of the MDCB exam. The focus of case studies include imaging, patient setups, anatomical contouring, dose calculations, radiobiological principles, and quality assurance. Supervision is provided by medical physicist and radiation oncologists. Prerequisite: acceptance into the Master of Science in Medical Dosimetry Program. Offered Fall, Spring, Summer.

Microbiology (MIC) - Graduate Courses

Courses

MIC 500 Cr.2

Microbiology Graduate Program Orientation

This first semester course for all Microbiology MS students is an introduction to student resources, program policies, timelines, responsible conduct of research/ethics, reference management tools, and experimental design. This course also provides a review of core microbiology concepts. Visiting lectures by resident faculty and program affiliates focus on career tracks, professional requirements, and industry standards. Students write, edit, and present a thesis and/or grant proposal. Prerequisite: MIC 230 or equivalent; admission to the Microbiology Graduate Program or Clinical Microbiology Graduate Program. Offered Fall.

MIC 407/507 Cr.4

Pathogenic Bacteriology

The study of pathogenic bacteria and their relationships to disease; principles of infection and pathogenesis, and unique properties of pathogens. Laboratory emphasis is on techniques for isolation and identification of pathogenic bacteria. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 4. Prerequisite: MIC 230. Offered Fall, Spring.

MIC 410/510 Cr.2

Immunology Laboratory

Designed as an introduction to immunology techniques used in clinical and research laboratories. Includes antibody-based diagnostic tests such as ELISA and Western blot. Cell-based techniques include lymphocyte culture and flow cytometry. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lab 4. Prerequisite: MIC 310 or concurrent enrollment. Offered Fall, Spring.

MIC 416/516 Cr.4

Prokaryotic Molecular Genetics

This course provides an in-depth study of the Central Dogma including DNA replication, transcription, and translation. In addition, specific focus is on mechanisms of gene exchange in prokaryotes including transformation (natural and artificial), conjugation, and transduction (including bacteriophage biology). Other topics covered include genetic terminology, recombination and transposition, mutagenesis and repair, and gene regulation. Laboratory emphasis is on bacterial mutagenesis, genetic exchange and cloning techniques. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Dis. 1, Lab 3. Prerequisite: MIC 230 or equivalent; additional 300 or higher level MIC, BIO, or CHM course with a lab or equivalent. Consent of instructor. Offered Fall.

MIC 420/520 Cr.3

Introductory Virology

An introduction to viruses and their interactions with host organisms. Special emphasis is placed on the structure and replication cycles of virus families with medical importance. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: MIC 230; MIC 416/516 or BIO 306 or BIO 435/535; three semesters of college chemistry to include organic chemistry. Offered Spring.

MIC 421/521 Cr.2

Virology Laboratory

A laboratory course designed to introduce fundamental techniques used to study viruses in medicine, biotechnology and research. Emphasis is on procedures used to safely handle viruses, grow them in tissue culture, and the molecular biological, biochemical and immunological techniques used to detect and analyze viruses. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lab 4. Prerequisite: MIC 230; MIC 416/516 or concurrent enrollment, or BIO 306, or equivalent course work; three semesters of college chemistry to include organic chemistry. Offered Fall.

MIC 425/525 Cr.4

Bacterial Physiology

An in-depth study of bacterial structure and function, catabolic and anabolic pathways, regulation, and macromolecular synthesis. Laboratory emphasizes techniques used to examine bacterial structure and metabolism, such as macromolecular separations and quantification, use of radioisotopic tracers and quantification of enzyme activity. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 2, Lab 3, Disc. 1. Prerequisite: MIC 230; additional level 300 or higher MIC course with a lab; CHM 300 or CHM 303. Offered Spring.

MIC 427/527 Cr.3

Industrial and Fermentation Microbiology

A study of microbiology and biochemistry of food fermentations; bioconversions; production of antibiotics, vitamins, amino acids and organic acids. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: MIC 230 and two semesters of college chemistry. Offered Fall - Odd Numbered Years.

MIC 428/528 Cr.2

Fermentation Microbiology Laboratory

Principles of fermentation science and biotechnology with emphasis on industrial and food fermentation processes. Laboratory emphasis is on the use of various fermentation systems that generate useful products including fermented food and beverages, pharmaceuticals, chemicals and other gene products. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lab. 4. Prerequisite: MIC 230 and two semesters of college chemistry. Offered Occasionally.

MIC 434/534 Cr.3

Aquatic Microbial Ecology

This course is an ecological study of bacteria, cyanobacteria and algae of aquatic ecosystems. Topics include microbial strategies for survival under various environmental conditions, the role of microorganisms in biogeochemical cycling of elements, interactions of microorganisms with other aquatic biota, the role of microorganisms in pollution problems, and applications of microbial ecology to biotechnology. Laboratory emphasis is on experimental design and sampling techniques, quantification of microbial biomass, and measurement of microbial activities in aquatic habitats. One weekend field trip required. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Lab 3. Prerequisite: MIC 230 and three semesters of college chemistry. Offered Fall - Even Numbered Years.

MIC/BIO 440/540 Cr.2

Bioinformatics

In this course, students will use computers to study and compare the sequence of nucleotides in DNA or RNA, or the amino acids in a protein. Computers also are used to examine the three dimensional structure of protein. Being able to manipulate and study this information is the basis for the current revolution in biotechnology. Topics include evolution, taxonomy, genomics and understanding disease. This course provides students an opportunity to explore the relationships between biology, microbiology, chemistry, and computer science. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Lect. 1, Lab 2. Prerequisite: BIO 306 or MIC 416/516. (Cross-listed with BIO/MIC; may only earn credit in one department.) Offered Spring, Winter.

MIC/BIO 442/542 Cr.3

Plant Microbe Interactions

This course explores in-depth various ways that plants interact with microbes in the environment, at the macroscopic, cellular, and molecular levels. Case studies include both parasitic and mutualistic (symbiotic) interactions. Microbes include fungi, bacteria, nematodes, and viruses. Includes plant pathology and studies of the beneficial relationships between plants and microbes. Inquiry-based labs are integrated into the lecture and discussion sessions. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Lect. 2, Lab 2. Prerequisite: BIO 203 or MIC 230. (Cross-listed with BIO/MIC; may only earn credit in one department.) Offered Fall - Odd Numbered Years.

MIC 454/554 Cr.2

Mechanisms of Microbial Pathogenicity

The study of mechanisms of microbial pathogenicity including both overt microbial factors and complex interactions with the host that produce symptoms of disease. The cellular, biochemical, molecular, and genetic bases for modern understanding of microbial disease will be included. This course is taught largely at a graduate level. Prerequisite: MIC 310 or equivalent; MIC 407/507 or equivalent. Offered Spring - Odd Numbered Years.

MIC 458/558 Cr.2

Research Deconstruction

This course is an in-depth investigation of current and impactful biomedical, microbiology, or related research. Students listen to a high-level professional research seminar provided by an esteemed investigator. In the weeks following that seminar, students "deconstruct" the research and presentation, exploring topics such as important background information, hypotheses and controls, experimental methodology, and the results and conclusions from that work. Other topics may include discussion of presentation quality and style, graduate school and research experience, and career paths for MS and PhD graduates. All students interested in better understanding how research is performed are welcome and no prior research experience is required. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Offered Spring.

MIC 460/560 Cr.1-3

Symposium in Microbiology

Varying topics in microbiology with a specific title assigned to each. Offered by resident faculty or visiting lecturers. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum six. Prerequisite: MIC 230. Offered Occasionally.

MIC/BIO 714 Cr.3

Advanced Genetics

The application of molecular-genetic analysis to problems in modern biology. The course will cover the fundamentals of genetic analysis in both procaryotic and eucaryotic systems. Assigned readings from current literature will be discussed and evaluated. A variety of topic areas will be considered including ecology, biotechnology, bioremediation, food science, medicine and basic research. Prerequisite: a previous course in genetics, microbial genetics, or molecular biology. (Cross-listed with BIO/MIC; may only earn credit in one department.) Offered Spring - Odd Numbered Years.

MIC/BIO 721 Cr.1-2

Directed Studies

Directed readings or presentation of material not available in formal departmental courses. Repeatable for credit - maximum four between BIO and MIC. (Cross-listed with BIO/MIC.) Consent of instructor. Offered Occasionally.

MIC 730 Cr.2

Biodegradation and Bioremediation of Environmental Contaminants

Microbes are able to breakdown, or biodegrade, a wide variety of compounds including some considered hazardous to human health and/or the environment. The use of microbes as biological agents to reclaim polluted soils and waters is called bioremediation. This course will explore some of the better-studied mechanisms used by microbes to degrade and detoxify contaminants. Practical aspects for the use of microbes in bioremediation and some specific examples will also be covered. In addition, the students will present and discuss a series of special topics such as nuclear waste bioremediation or current clean-up efforts in the news. Prerequisite: one semester organic chemistry; MIC 230 or equivalent microbiology course. Offered Fall - Odd Numbered Years.

MIC/BIO 751 Cr.1

Graduate Seminar

Oral presentation and discussion of student-selected topics in biology and microbiology. Repeatable for credit - maximum two. (Cross-listed with BIO/MIC.) Offered Fall, Spring.

MIC 753 Cr.2

Epidemiology of Infectious Disease

This course examines the causes, distribution, control, and prevention of infectious disease in human populations. Basic epidemiological concepts, including study design, analysis and modeling of infectious disease data, establishing causal relationships, detecting confounding factors, and assessing risk are presented. Emphasis is placed on issues of special interest to the clinical epidemiologist including laboratory diagnosis used in outbreak investigations by microbiological, serological, and molecular techniques. In addition, methods to evaluate the accuracy and usefulness of diagnostic tests are examined. Prerequisite: MIC 407/507 or equivalent course; STAT 145 or PH 755. Offered Fall - Odd Numbered Years.

MIC 755 Cr.2

Advanced Immunology

This course is an in-depth study of advanced topics in immunology, primarily focusing on the genetics, mechanisms, and regulation of the immune system. Aspects of the immune response in a variety of disease conditions (infectious and non-infectious) are discussed. Prerequisite: MIC 310 and MIC 410/510, or equivalent. Offered Spring - Even Numbered Years.

MIC 761 Cr.1-2

Research and Seminar in Microbiology

This course is an in-depth literature review of a current research topic in microbiology. As part of the requirements for this course and for the degree each student must complete an acceptable seminar paper under the direction of an assigned faculty member. Not applicable to students pursuing a Plan A thesis. Offered Fall, Winter, Spring, Summer.

MIC 770 Cr.4

Clinical Microbiology Practicum I

Students spend at least 6 full-time weeks (40 hrs/wk) in a clinical laboratory where they receive training and hands-on experience in clinical microbiology, immunology, parasitology, mycology, and virology. In addition, students will actively participate with physicians, residents, and medical students in weekly infectious disease rounds and journal club. A special course fee applies. Prerequisite: acceptance into Clinical Microbiology MS Program. Consent of instructor. Offered Fall, Spring, Summer.

MIC 780 Cr.2-4

Clinical Microbiology Practicum II

Students spend at least 6 full-time weeks (40 hrs/wk) in the clinical laboratories at Marshfield Laboratories/St. Joseph's Hospital/Marshfield Clinic. Training will include hands-on experience with state-of-the-art molecular biology techniques. Specific exercises involving molecular epidemiology and infection control will be emphasized. Students will also participate in weekly infectious disease rounds and journal club. A special course fee applies. Students in the Clinical Laboratory Science BS/Clinical Microbiology MS Dual Degree Program will spend 3 full-time weeks (40 hrs/wk) in the clinical laboratories at Marshfield Laboratories/St. Joseph's Hospital/Marshfield Clinic with training adjusted to reflect their prior internship training. Prerequisite: acceptance into Clinical Microbiology MS Program or the Clinical Laboratory Science BS/Clinical Microbiology MS Dual Degree Program. Offered Fall, Spring, Summer.

MIC 790 Cr.2

Clinical Microbiology Practicum III

Students will spend 2-3 full-time weeks (40 hrs/wk) at the Wisconsin State Laboratory of Hygiene for public health training in mycobacteriology, sexually transmitted diseases, food-and water-borne diseases, and community respiratory illness surveillance. Emphasis will be on prevention and control programs and outbreak responses currently in place at the Wisconsin Department of Health. Prerequisite: MIC 770 and MIC 780. Offered Fall, Winter, Spring, Summer.

MIC 799 Cr.1-15

Research: Master's Thesis

Independent research in microbiology on a problem selected for a thesis under the direction of an assigned faculty major adviser. For students following Plan A. Repeatable for credit - maximum 15; maximum six applicable to degree. Consent of instructor. Offered Fall, Winter, Spring, Summer.

Occupational Therapy (OT) - Graduate Courses

Courses

OT 515 Cr.3

Functional Neuroanatomy

This course addresses the anatomical basis of neuroscience with emphasis on rehabilitation. Structure and physiological function of the central nervous system are correlated for normal and abnormal processes. Patient examples and research literature are utilized to foster appropriate clinical decision-making skills in students. Prerequisite: admission to Occupational Therapy Program. Offered Summer.

OT 524 Cr.2

Clinical Anatomy

This course provides a comprehensive exploration of human regional gross anatomy tailored specifically for occupational therapy students. Students gain an in-depth understanding of the body's structure and function with particular emphasis on the musculoskeletal, neurological, and cardiovascular systems. Key features include integration of theoretical knowledge with practical applications through lectures, group activities, and interactive digital resources. By course end, students build a strong anatomical foundation essential for clinical reasoning and effective patient care in occupational therapy. Prerequisite: concurrent enrollment with OT 525; admission to Occupational Therapy Program. Offered Fall.

OT 525 Cr.2

Applied Clinical Anatomy

This course provides an in-depth exploration of human anatomy through hands-on cadaver prosection and digital media resources tailored specifically for occupational therapy (OT) students. Emphasis is placed on the clinical application of anatomical knowledge to occupational therapy practice. Students engage in detailed study of prosected cadavers, study digital cadaver simulations, and participate in case studies that focus on functional movement, injury, and disease. Through the integration of clinical scenarios, students develop a comprehensive understanding of how anatomical structures relate to occupational performance and therapeutic interventions. This lab experience prepares students for advanced clinical reasoning and the application of anatomical knowledge in diverse OT settings. Prerequisite: concurrent enrollment in OT 524; admission to Occupational Therapy Program. Offered Fall.

OT 526 Cr.1

Motor Control Principles in Occupational Therapy

This course explores principles of motor behavior (motor control and motor learning) in typical and atypical populations. Students practice applying what is known about the control and learning of movement related to motor re-learning and control after lesion or injury specific to occupational therapy practice. These concepts are discussed with respect to multiple patient populations and atypical movement are introduced. Prerequisite: admission to Occupational Therapy Program. Offered Fall.

OT 530 Cr.2

Foundations of Occupational Therapy

This course introduces the fundamentals of occupational therapy and professionalism. Topics include the nature of humans as occupational beings, history and philosophy of the occupational therapy profession, and development of therapeutic use of self. Theories, frames of references, and other critical concepts used in the description and analysis of occupational performance are examined, as well as the form, function, and meaning of occupation in relation to the Occupational Therapy Practice Framework: Domain and Process. Students are introduced to advocacy, professional writing, documentation, and interview skills in class and begin to practice these skills with simulations, peers, and community members. Self-reflection of personal characteristics is used to develop a student professional development plan to be used throughout the curriculum. It is a fundamental building block for all other courses. Prerequisite: concurrent enrollment in OT 531; admission to Occupational Therapy Program. Offered Fall.

OT 531 Cr.1

Applied Foundations of Occupational Therapy

This course applies the fundamentals of occupational therapy and professionalism. Topics include the nature of humans as occupational beings, history and philosophy of the occupational therapy profession, and development of therapeutic use of self. Theories, frames of references, and other critical concepts used in the description and analysis of occupational performance are examined, as well as the form, function, and meaning of occupation in relation to the Occupational Therapy Practice Framework: Domain and Process. Students are introduced to advocacy, professional writing, documentation, and interview skills in class and begin to practice these skills with simulations, peers, and community members. Self-reflection of personal characteristics are used to develop a student professional development plan to be used throughout the curriculum. It is a fundamental building block for all other courses. Prerequisite: concurrent enrollment in OT 530; admission to Occupational Therapy Program. Offered Fall.

OT 544 Cr.1

Movement Principles in Occupational Therapy

This course introduces principles of biomechanics and kinesiology to guide understanding and analysis of movement during occupational performance. This includes the study of structure and biomechanical function of the musculoskeletal systems and their influences on normal activities of daily living. This course also explores kinesiology and biomechanical considerations for specific musculoskeletal regions including the head, torso, and upper and lower extremities. Prerequisite: concurrent enrollment in OT 545; admission to Occupational Therapy Program. Offered Fall.

OT 545 Cr.1

Clinical Applications of Movement

This course explores principles of biomechanics and kinesiology and how they relate to the understanding and analysis of movement during occupational performance. This includes the assessment of structure and function of the skeletal, muscular, and neuromuscular systems and their influences on normal and pathological motion and how this may impact occupational performance. This course explores kinesiology considerations for specific musculoskeletal regions including the head, torso, and upper and lower extremities, and how this relates to commonly used hands-on assessments and interventions including range of motion, manual muscle testing, wheelchair positioning and client transfers. The use of movement assessment data are utilized for intervention planning through the OT process. Lab 2. Prerequisite: concurrent registration in OT 544; admission to Occupational Therapy Program. Offered Fall.

OT 550 Cr.2

Scholarly Practice I: Foundation of Research in Occupational Therapy

This course introduces students to fundamental principles of research methodology and measurement in occupational therapy practice. Topics covered include research methods, level of evidence, research design, ethical considerations in assessment and research, psychometric principles of assessment (e.g. reliability, validity, standardization), developing a clinical research question, and scientific research writing. The course emphasizes the application of research principles to evidence-based practice and the development of sound measurement practices in clinical settings. Prerequisite: admission to Occupational Therapy Program. Offered Fall.

OT 611 Cr.3

Acute and Complex Conditions in Occupational Therapy

The course focuses on developing students' ability to evaluate and provide evidence-based interventions for medically complex patients in the acute care setting. The course covers the physiology and pathophysiology of various organ systems and the relevant physiological control mechanisms related to occupational therapy practice. Students learn to assess patients' needs at the time of treatment and adjust their approach accordingly. The course also highlights the dynamic physiological changes and individualized needs of patients in acute care, emphasizing a personalized approach to patient care over a standardized method. Lect. 2, Lab 2. Prerequisite: admission to Occupational Therapy Program. Offered Spring.

OT 625 Cr.2

Community Mental Health Promotion

This course provides foundational knowledge related to occupational therapy's role in traditional mental health settings and community-based practice settings for the promotion of mental health. Course concepts include models of practice and frames of reference that underlie the practice of occupational therapy in mental health, common diagnoses in mental health, group process, and traditional and emerging-market practice settings. Psychosocial considerations of occupational performance for clients with chronic physical health conditions are also explored for those receiving services as well as their caregivers. Prerequisite: concurrent registration in OT 626; admission to Occupational Therapy Program. Offered Spring.

OT 626 Cr.1

Applied Mental Health Promotion

This course provides experiential learning related to occupational therapy's role in traditional mental health and community-based practice settings for the promotion of mental health. Course concepts include assessment, intervention planning, group therapy design, and documentation for persons and groups specific to mental health contexts. Occupational therapy's role as consultant, facilitator, and case manager in community emerging practice areas are also explored. Lab 2. Prerequisite: concurrent registration in OT 625; admission to Occupational Therapy Program. Offered Spring.

OT 640 Cr.2

Assistive Technology

This course develops the students' ability to determine the need for and provide compensatory strategies for clients with physical and/or psychosocial dysfunction in different contexts. Students design, fabricate, apply, and train a client in the use of assistive technology. Assistive technologies, prosthetics, communication aids, sensory aides, electronic aids to daily living, community mobility, driving, and wheelchair adaptations are addressed. State and federal regulations protecting various populations with dysfunction are covered. Ergonomic and environmental modification principles are used in home and community building assessment. Lect. 1, Lab 2. Prerequisite: admission to Occupational Therapy Program. Offered Summer.

OT 641 Cr.2

Health Care Systems

This course facilitates analysis of the current structure of the US health care system including comparison of the health care systems of other countries. Topics include population health and the impact of social determinants of health. Students critically discuss and justify health care reform topics. Health care structure, federal and state billing, and payment and reimbursement systems are explored. As part of students' final didactic coursework, students participate in professional development preparation including resume writing, practicing interview skills, and participating in a career fair specific for PT and OT students. Interprofessional education activities are used to facilitate communication and professional roles in a healthcare setting to meet client needs. Prerequisite: admission to graduate Occupational Therapy Program; successful completion of all prior coursework. Offered Spring.

OT 650 Cr.2

Pediatrics I

This is the first course in a two-semester sequence that introduces the fundamentals of pediatric occupational therapy practice. Content emphasized in this lecture course includes the child as an occupational being within contexts (e.g., the greater social/political context, typical social contexts for play/interaction, educational contexts, family contexts, and practice contexts). The occupational development and roles of children ages 0 through 21 are examined in relation to domains of typical and atypical development. The impact of selected medical conditions (including but not limited to learning and developmental disorders, emotional behavioral disorders, genetic disorders, and sensory disorders) are examined in relation to occupational performance. This course also introduces standardized and non-standardized assessments relevant to occupational therapy practice with infants, children, and adolescents. Students demonstrate knowledge of assessment selection, administration, interpretation and reporting consistent with a variety of pediatric practice setting requirements. Prerequisite: concurrent enrollment in OT 651; admission to Occupational Therapy Program. Offered Fall.

OT 651 Cr.1

Applied Pediatrics I

In this lab course students practice application of the fundamentals of pediatric occupational therapy practice. Content emphasized in the lab course includes analysis of the child as an occupational being within contexts (e.g., the greater social/political context, typical social contexts for play/interaction, educational contexts, family contexts, and practice contexts). The occupational development and roles of children ages 0 through 21 are examined in relation to domains of typical and atypical development. Models and frames of references related to pediatric practice are examined and applied to case scenarios. The impact of selected medical conditions (including but not limited to learning and developmental disorders, emotional behavioral disorders, genetic disorders, and sensory disorders) are examined in relation to occupational performance. This course also introduces a variety of commonly used standardized and non-standardized assessment relevant to occupational therapy practice with infants, children, and adolescents. Students demonstrate knowledge and practice of assessment selection, administration, interpretation, and reporting consistent with a variety of pediatric practice setting requirements. This course is designed to begin to prepare students for the evaluation of children in pediatric OT settings. Prerequisite: concurrent enrollment in OT 650; admission to Occupational Therapy Program. Offered Fall.

OT 670 Cr.2

Adult Orthopedic Rehabilitation

This course explores how acute and chronic upper extremity orthopedic impairments affect occupational performance in adults from diverse backgrounds. Students apply their understanding of body function and movement to address performance deficits related to orthopedic conditions. The course emphasizes occupational therapy evaluation and intervention focusing on optimizing rehabilitation outcomes for individuals with orthopedic dysfunction. Prerequisite: concurrent enrollment in OT 671; admission to Occupational Therapy Program. Offered Spring.

OT 671 Cr.1

Applied Adult Orthopedic Rehabilitation

This course provides hands-on applied learning experiences allowing students the opportunity to practice assessment tools and treatment intervention methods typically used with clients with upper extremity orthopedic problems. Lab 2. Prerequisite: concurrent enrollment in OT 670; admission to Occupational Therapy Program. Offered Spring.

OT 700 Cr.1

Physical Agent Modalities

This course develops the student's ability to use superficial and deep thermal/electrotherapeutic physical agent modalities as part of an occupational therapy treatment plan. Students also develop skills in safe and effective applications of these modalities as well as understanding the underlying principles, indications and precautions/contradictions for these modalities. Students learn how to document the use of modalities and how to complete client education regarding physical agent modalities. In addition students develop an understanding of practice guidelines regarding use of modalities in occupational therapy. Lab 2. Prerequisite: OT 524, OT 525; admission to Occupational Therapy Program. Offered Summer.

OT 720 Cr.1-3

Selected Topics in Occupational Therapy

This course offers in-depth study of particular concepts, clinical specialties, and/or non-traditional practice areas in occupational therapy. Topics are selected by the instructor and/or as developed by student/faculty dialogue to meet special interests and needs. Topics are relevant to occupational therapy education, and are not found elsewhere in the university curriculum. Repeatable for credit - maximum six. Departmental option for pass/fail grading. Prerequisite: admission to Occupational Therapy Program. Offered Occasionally.

OT 725 Cr.2

Professional Practice I

This course provides an in-depth exploration of the professional practice of occupational therapy within the context of contemporary healthcare systems. Students examine the structure and function of healthcare systems, policies, and regulations that impact occupational therapy practice. Key topics include healthcare structure, billing, reimbursement processes, and the various types of health insurance. The course also covers essential aspects of intraprofessional supervision with occupational therapy assistant professionals and interprofessional roles in healthcare. Ethical considerations, professional standards, and the role of advocacy in shaping policy and practice are also discussed. This course addresses critical issues directly related to professional development, fieldwork preparation, and licensure and certification prior to beginning Level II fieldwork. Prerequisite: admission to Occupational Therapy Program. Offered Spring, Winter.

OT 726 Cr.2

Professional Seminar

This course will serve to facilitate development of leaders in the field of occupational therapy including roles in the areas of management, policy, advocacy and higher education. Students will reflect on personal leadership qualities and styles and develop personal and professional development plans. Students will develop strategies for promoting advocacy for the field of occupational therapy and policy development. Students will analyze data to develop a quality improvement plan to maintain outcomes. This course will address critical issues directly related to professional development, fieldwork preparation, and licensure and certification prior to beginning Level II fieldwork. Prerequisite: completion of all prior coursework; admission to Occupational Therapy Program. Offered Spring.

OT 727 Cr.1

Professional Practice II

This course develops leadership skills essential for occupational therapy practice, focusing on management, policy, advocacy, and ethical decision-making. Students reflect on their leadership styles, create professional growth plans, analyze data for quality improvement, and learn capital equipment justification through evidence-based strategies. Emphasis is placed on advancing healthcare policies, advocating for the profession, and engaging in ethical decision-making through case studies and real-world applications, preparing students to drive meaningful change in occupational therapy settings. Prerequisite: OT 725; admission to Occupational Therapy Program. Offered Spring.

OT 730 Cr.2

Neurorehabilitation

This course provides an in-depth exploration of neurorehabilitation principles and techniques used in occupational therapy practice. Students examine models and frames of reference appropriate for neurological diagnoses and the functional impact of various neurological conditions, including but not limited to stroke, traumatic brain injury, spinal cord injury, multiple sclerosis, and Parkinson's disease. Emphasis is placed on evidence-based approaches to assess and treat motor, cognitive, sensory, and psychosocial deficits that impact daily function with a focus on remedial and compensatory approaches. Prerequisite: concurrent enrollment in OT 731; admission to Occupational Therapy Program. Offered Fall.

OT 731 Cr.1

Applied Neurorehabilitation

This lab-based course provides students hands-on experience in the assessment and treatment of adults with neurological conditions commonly encountered in occupational therapy practice. Students apply theoretical knowledge from neurorehabilitation coursework to develop practical skills in administering standardized assessments, implementing therapeutic interventions, and utilizing adaptive equipment. Through simulated clinical scenarios, students engage in activities such as motor retraining, cognitive rehabilitation, sensory re-education, and functional mobility and performance techniques. Emphasis is placed on evidence-based practice and client-centered care to optimize functional outcomes for clients with conditions such as stroke, traumatic brain injury, spinal cord injury, and neurodegenerative diseases. Students have the opportunity to participate in interprofessional collaboration to meet client needs. Lab 2. Prerequisite: concurrent enrollment in OT 730; admission to Occupational Therapy Program. Offered Fall.

OT 740 Cr.2

Pediatrics II

This course is the second in a two-semester sequence of the study of pediatric occupational therapy practice. This course focuses on the integration of pediatric occupational therapy (OT) content, assessments, and OT treatment as it relates to infants, children, adolescents, and their families. Continued integration of knowledge related to typical and atypical development and impact on occupational performance are analyzed in the context of case studies for selected conditions (including but not limited to learning disorder, emotional behavioral disorders, cerebral palsy, and autism). In this course, students continue to expand clinical reasoning skills related to implementation of the OT process when working with children, families, and their support systems. Focused content areas pertain to feeding development, behavioral management, social participation, play, visual skills, and fine motor/handwriting development are examined. Prerequisite: OT 650, OT 651; concurrent enrollment in OT 741; admission to Occupational Therapy Program. Offered Spring.

OT 741 Cr.1

Applied Pediatrics II

This lab course provides students with an opportunity to practice didactic content in OT 740, develop competence in administering pediatric assessments, apply sound clinical reasoning to selection of assessments and planning intervention for children with various conditions in a variety of contexts (medical, school, home, etc.). Continued integration of knowledge related to typical and atypical development and impact on occupational performance are analyzed in the context of case studies for selected conditions (including but not limited to learning disorder, emotional behavioral disorders, cerebral palsy, and autism). Students continue to expand clinical reasoning skills related to implementation of the OT process when working with children, families, and their support systems, and demonstrate competency in common assessments and interventions for children receiving occupational therapy services. Application activities focus on feeding development, behavioral management, social participation, play, visual skills, and fine motor/handwriting development. Lab 2. Prerequisite: OT 650, OT 651; concurrent enrollment in OT 740; admission to Occupational Therapy Program. Offered Spring.

OT 751 Cr.2

Scholarly Practice II: Occupational Therapy Research and Applied Statistics

This course is the second in the scholarly practice sequence, advancing students' understanding of research methodologies and statistical applications in occupational therapy with practical applications in selected steps of the research process. Topics covered include reading a scholarly article, application/interpretation of statistical data, scholarly activities including data collection or literature review that requires analysis and synthesis of data. Students practice reading, critiquing, analyzing, discussing scholarly literature, and participate in scholarly activities that align with current research priorities. Prerequisite: OT 550; admission to Occupational Therapy Program. Offered Spring.

OT 760 Cr.3

Scholarly Practice III: Evidence-Based Practice and Research

This course is the third in the series of scholarly practice courses, guiding students through the critical interplay between scholarly inquiry and clinical application. This course focuses on developing proficiency in analyzing and critiquing diverse types of scholarly evidence. Emphasis is placed on psychometric properties and the selection of appropriate outcome measures, equipping students with the skills to identify and apply the best tools for varied clinical situations. Through hands-on engagement with data collection and analysis of their developed research studies, students further hone their ability to translate evidence into meaningful practice. Prerequisite: OT 751; admission to Occupational Therapy Program. Offered Fall.

OT 770 Cr.2

Scholarly Practice IV: Analysis and Scholarly Dissemination

This course is the fourth and final course in the series of scholarly practice courses. In this course, students analyze, interpret, and disseminate their research or systematic review. Students use SPSS to manage, analyze, interpret, and document the research data collected from prior scholarly coursework. They critically analyze the contextual and cultural influences of data collection and analysis. Students develop scholarly presentation (oral or written) which disseminates their findings in the most appropriate manner for the context. Students develop a clinical question and complete a critically appraised topic summary to share supporting evidence. Students continue participating in scholarly activities including data collection and data processing. Prerequisite: OT 760; admission to Occupational Therapy Program. Offered Spring, Winter.

OT 772 Cr.2

Clinical Reasoning Through the OT Process

This course applies the OT Practice Framework using case studies. Case studies include information gathered from previous fieldwork experiences. These cases are typical to occupational therapy practice and require a synthesis of material from several courses. Working alone or in groups, students use clinical reasoning and reflective practice to process case studies with various types of clients in a variety of practice contexts and environments. All cases include critical thinking skills that are required by practicing therapists in today's health care arena as well as enable students to explore issues important to the practice of occupational therapy with clinical reasoning (i.e. the occupational therapy process, evaluation, evidence-based intervention, theory/models/frames of reference, ethical issues, and justification of services.) Prerequisite: OT 790; admission to Occupational Therapy Program. Offered Summer.

OT 775 Cr.1

Critical Analysis of Practice

This course applies the OT Practice Framework using case studies. Case studies will include information gathered from OT 790 Level I Physical Dysfunction fieldwork experiences. These cases will be typical to occupational therapy practice and will require a synthesis of material from several courses. Working alone or in groups, students will use clinical reasoning and reflective practice to process case studies with various types of clients in a variety of practice contexts and environments. All cases will include critical thinking skills that will be required by practicing therapists in today's health care arena as well as enable students to explore issues important to the practice of occupational therapy (i.e. the occupational therapy process, evaluation, evidence-based intervention, theory/models/frames of reference, ethical issues, and justification of services.) Additionally, students will explore emerging market areas of interest in the OT profession and share with peers to advocate for change in service delivery in the health care system. Lab 2. Prerequisite: OT 790; admission to Occupational Therapy Program. Offered Fall.

OT 776 Cr.2

Geriatric Practice

Occupational performance in the aging population is explored with emphasis on the impact of disease or injury in the older adult population from diverse backgrounds. Specific focus is on analysis of the socio-cultural, environmental, and personal life roles of the elderly as well as those disease/dysfunction processes that frequently impact this population. Prerequisite: concurrent enrollment in OT 777; admission to Occupational Therapy Program. Offered Fall.

OT 777 Cr.1

Applied Geriatric Practice

This course provides hands on applied learning experiences allowing students the opportunity to practice the occupational therapy process of observation, evaluation, analysis, and treatment of the older adult population. Lab 2. Prerequisite: concurrent enrollment in OT 776; admission to Occupational Therapy Program. Offered Fall.

OT 780 Cr.3

Program Development

This course focuses on the steps of creating occupation-centered program development with the goal of program implementation of developed programming during spring 2 of the curriculum. Topics include beginning with an idea, exploration of problems/gaps in current programming, a needs assessment, analysis of demographic and epidemiological data, and a review of literature for evidence-based interventions. Students create programming to meet community needs through development of a mission statement, goals and objectives, methods, marketing, and an evaluation plan. Students utilize professional behaviors, intraprofessional and interprofessional communication skills when collaborating with community partners for the program needs assessment and design process. Principles of grant writing are also presented and practiced. Prerequisite: admission to Occupational Therapy Program. Offered Fall.

OT 782 Cr.1

Level I Fieldwork: Community Mental Health & Wellness

This field experience is designed to provide an opportunity to observe and practice occupational therapy interventions for the promotion of mental health and wellness in individual and group settings. Experiences include professional behaviors and collaboration, observation, leading group sessions, documentation, data gathering, and reflective practice. Students participate in hands-on practice while leading group therapy programs developed in OT 780. Fieldwork partnerships are arranged by the occupational therapy academic fieldwork coordinator and supervised by instructional staff. Prerequisite: OT 780; admission to Occupational Therapy Program. Pass/Fail grading. Offered Spring, Winter.

OT 785 Cr.1

Adult Clinical Practice

This course is a one hour lecture that includes close examination of the Occupational Therapy Process. Using occupational therapy theories, research, and knowledge from previous courses students will work with course instructor and other students to develop an assessment plan, treatment plans, recertification, and discharge planning with a community volunteer. Students will develop and provide occupational therapy in-services to mimic treatment rounds and continuing education development in a clinical setting. Students will discuss and examine occupation, roles, and participation in relation to occupational performance. Medical conditions and their influence on health, wellness, and participation will be examined. Prerequisite: concurrent enrollment in OT 786; admission to Occupational Therapy Program. Offered Spring.

OT 786 Cr.1

Applied Adult Clinical Practice

This course is a two hour seminar that includes implementation of the Occupational Therapy Process and supervised hands on experience of adult clinical practice. Using occupational therapy theories, research, and knowledge from previous courses students will work with course instructor and other students to implement an assessment plan, treatment plans, recertification, and discharge planning with a community volunteer. Prerequisite: concurrent enrollment in OT 785; admission to Occupational Therapy Program. Offered Spring.

OT 787 Cr.1

Pediatric Clinical Practice

This course is a one-hour lecture that examines the occupational therapy process. Using occupational therapy theories, research, and knowledge from previous courses, students will work with course instructor and other students to develop an assessment plan, treatment plans, and discharge planning with a volunteer child and family from the community. Participation in the lecture is as a simulated team meeting. Students will discuss and examine occupation, roles, and participation of children and their families with a community volunteer family. Medical and developmental conditions and their influence on health, wellness, and participation will be examined. Prerequisite: OT 650, OT 651, OT 740, OT 741; admission to the graduate Occupational Therapy Program. Offered Spring.

OT 788 Cr.1

Applied Pediatric Clinical Practice

This course is a two-hour seminar that includes practice of implementing the Occupational Therapy Process in pediatric clinical practice with supervised, hands-on experience of pediatric therapists. Using occupational therapy theories, research, and knowledge from previous courses, students will work with course instructor and other students to implement an assessment plan, treatment plans, and discharge planning with a community volunteer child and family. Students will develop and provide occupational therapy services under supervision. Students will discuss and examine occupation, roles, and participation in relation to occupational performance. Medical and developmental conditions and their influences on health, wellness, and participation of children and the family will be examined. Prerequisite: concurrent enrollment in OT 787; admission to the graduate Occupational Therapy Program. Offered Spring.

OT 790 Cr.1

Level I Fieldwork: Adult Physical Rehabilitation

Fieldwork takes place in an adult physical dysfunction or physical disability setting for one week. This is a 36-40-hour (1 full-time week equivalent) experience. This physical dysfunction or physical disabilities fieldwork provides an opportunity for students to observe and practice occupational therapy in a clinical setting with a variety of diverse populations. Professional abilities and experiences include cultural sensitivity, use of occupation within a clinical setting, preliminary documentation, assessment, and treatment skills. Fieldwork is arranged by the occupational therapy academic fieldwork coordinator and supervised by clinical fieldwork educators. Prerequisite: admission to Occupational Therapy Program. Pass/Fail grading. Offered Summer.

OT 791 Cr.1

Level I Fieldwork: Pediatrics

This course immerses students in a pediatric occupational therapy setting for one full-time week during the winter term, allowing them to observe and participate in the OT process at a level appropriate to their placement. Under the guidance of a fieldwork educator, students engage in evaluation, treatment planning and implementation, and introductory documentation, while practicing professional behaviors and therapeutic use of self. Course activities include relevant assignments and discussion board posts on topics such as playfulness, clinical reasoning, and reasoning in action, supported by reflective discussions on the Canvas course page. Prerequisite: OT 650, OT 651; admission to Occupational Therapy Program. Pass/Fail grading. Offered Winter.

OT 795 Cr.6

Level II Fieldwork

The Level II Fieldwork experience provides the student with a 12-week clinical placement in a practice setting under the supervision of an approved occupational therapy clinical fieldwork educator. Students will practice occupational therapy assessment, interventions, measuring outcomes, and documentation. This course provides opportunities to apply didactic learning in clinical practice. Students are required to complete six months of full time fieldwork within a 24 month period. This 12-week course is repeated one time for a total of 24 weeks. Repeatable for credit - maximum 12. Prerequisite: admission to Occupational Therapy Program. Pass/Fail grading. Offered Fall, Summer.

OT 797 Cr.1

Clinical Readiness

This working seminar course prepares students for hands-on clinical practice in the following semester. Students complete clinic orientation including a thorough review of clinic policy and procedures. Students are introduced to client files/case studies and utilize theories, evidence based practice, and knowledge from previous courses to develop a detailed assessment plan and treatment plans for facilitating the OT process with their community volunteer clients. Students schedule and conduct client interviews to create an accurate occupational profile to support continuation of intervention of occupational performance deficits in a subsequent course. Prerequisite: OT 772; admission to Occupational Therapy Program. Offered Fall.

OT 798 Cr.1-6

Independent Study in Occupational Therapy

Independent, in-depth study of some specific problem or area in occupational therapy. This course shall be taken under the direction and supervision of a member of the occupational therapy faculty. Repeatable for credit - maximum six. Prerequisite: admission to Occupational Therapy Program. Offered Occasionally.

OT 799 Cr.1-4

Research: Master's Thesis

An independent research project is to be selected and executed under the direction of an OT department faculty member by those students electing to pursue a thesis track. The project may be in any area related to occupational therapy. Repeatable for credit - minimum four credits, maximum six. Prerequisite: OT 760; admission to Occupational Therapy Program. Pass/Fail grading. Offered Occasionally.

OT 800 Cr.1

Clinical Practice

This course provides students with hands-on experience working through the occupational therapy process through supervised mentoring with clinicians. Students work directly with community volunteers, conducting comprehensive evaluations, developing client-centered intervention plans, and applying evidence-based practices. Key areas of focus include client safety, documentation, client education, and therapeutic use of self, all critical components of professional practice. Through this immersive experience, students refine their clinical reasoning and interpersonal skills while gaining confidence in delivering effective, client-focused occupational therapy interventions to prepare for their Level II Fieldwork experiences. Lab 2. Prerequisite: OT 797; admission to Occupational Therapy Program. Offered Spring, Winter.

OT 801 Cr.6

Level II Fieldwork

The Level II Fieldwork experience provides students with a 12-week clinical placement in a practice setting under the supervision of an approved occupational therapy fieldwork educator(s). Students practice occupational therapy assessment, interventions, measuring outcomes, and documentation. This course provides opportunities to apply didactic learning in clinical practice. Students are required to complete six months of full-time fieldwork within 24 months. This 12-week course is repeated one time for a total of 24 weeks. Repeatable for credit - maximum 12. Prerequisite: admission to Occupational Therapy Program. Pass/Fail grading. Offered Spring, Summer.

Physical Therapy Studies (PTS) - Graduate Courses

Courses

PTS/BIO/PAS 509 Cr.3

Human Gross Anatomy

This comprehensive course provides an in-depth examination of human gross anatomy for graduate students in Physical Therapy (PT), Physician Assistant (PA), and Certified Registered Nurse Anesthetist (CRNA) Programs. It covers the musculoskeletal, neurological, urogenital, gastrointestinal, and cardiopulmonary systems, emphasizing functional anatomy, development, and topographic correlations. The course integrates biomechanical principles and clinical applications relevant to each discipline, focusing on physical assessment techniques, surgical considerations, anesthesia management, and therapeutic interventions as appropriate. By bridging anatomical knowledge with practical skills, this course aims to enhance students' clinical reasoning, diagnostic capabilities, and treatment planning across these allied health professions, providing a robust foundation for their respective fields of practice. Prerequisite: admission to the Biology CRNA Program, PAS Program, or DPT Professional Program; concurrent enrollment in BIO/PAS/PTS 510 under same department. (Cross-listed with BIO/PAS/PTS; may only earn credit in one department.) Offered Summer.

PTS/BIO/PAS 510 Cr.3

Applied Human Gross Anatomy

This comprehensive course provides an in-depth examination of human gross anatomy for graduate students in Physical Therapy (PT), Physician Assistant (PA), and Certified Registered Nurse Anesthetist (CRNA) Programs. The course covers the musculoskeletal, neurological, urogenital, gastrointestinal, and cardiopulmonary systems; emphasizing functional anatomy, development, and topographic correlations. The course integrates biomechanical principles and clinical applications relevant to each discipline focusing on physical assessment techniques, surgical considerations, anesthesia management, and therapeutic interventions as appropriate. By bridging anatomical knowledge with practical skills, this course aims to enhance students' clinical reasoning, diagnostic capabilities, and treatment planning across these allied health professions, providing a robust foundation for their respective fields of practice. Prerequisite: admission to the Biology CRNA Program, PAS Program, or DPT Professional Program; concurrent enrollment in BIO/PAS/PTS 509 under same department. (Cross-listed with BIO/PAS/PTS; may only earn credit in one department.) Offered Summer.

PTS 512 Cr.4

Medical Physiology

The course examines the physiological function and regulation of major organ systems and their components in the human body and after injury or disease. The course covers normal physiology and interaction of body systems as well as selected diseases or injury. Concepts are organized by systems: endocrine, cardiovascular, respiratory, renal, gastrointestinal, nervous, hematologic, hepatic, reproductive, vascular, and genetics. Prerequisite: admission to DPT Professional Program. Offered Summer.

PTS 516 Cr.1

Physiological Regulation of Exertion and Disease

This course is designed to provide the student with an overview of the physiological basis of activity. The course emphasizes the various changes brought on by exercise to the normal and abnormal physiological systems. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses; concurrent enrollment in PTS 517. Offered Fall.

PTS 517 Cr.1

Applied Physiological Regulation of Exertion and Disease

This applied course is designed to provide the student with an opportunity to apply the physiological principles in the evaluation of health and performance related fitness. Methods and protocols appropriate for screening for physical activity, health appraisal, assessment, and exercise prescription for apparently healthy individuals or those with controlled disease. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses; concurrent enrollment in PTS 516. Offered Fall.

PTS 518 Cr.1

Motor Control, Learning and Development

This course will provide a theoretical and research evidence basis for normal movement via motor control, motor learning, and motor development literature. Students will formulate a basic understanding of what is known about typical control, learning and development of movement and how available knowledge applies to motor re-learning and control after a lesion or injury. These concepts will be discussed with respect to multiple patient populations and atypical movement will be introduced. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 519. Offered Spring.

PTS 519 Cr.1

Applied Motor Control, Learning, and Development

This course will explore principles of motor behavior within the context of interactive labs. Principles of motor behavior (motor control, motor learning, and motor development) will be applied to both typical and atypical populations. Students will practice applying what is known about control, learning and development of movement to motor re-learning and control after lesion or injury. These concepts will be discussed with respect to multiple patient populations and atypical movement will be introduced. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 518. Offered Spring.

PTS 520 Cr.1

Introduction to Physical Therapy Practice and Evaluation Techniques

This course is designed to expose the student to the multiple roles and professional behavior expectations of the physical therapist and gain insight into the importance of these roles in the context of today's health care system. This course will also introduce the student to the role of patient examination with emphasis on tests and measures related to palpation, goniometry and muscle strength testing. This course is concurrently taught with anatomy so students may apply knowledge of human anatomy to a clinical environment. Prerequisite: concurrent enrollment in PTS 521; admission to DPT Professional Program. Offered Summer.

PTS 521 Cr.2

Applied Introduction to Physical Therapy Practice and Evaluation Techniques

This course is taken concurrently with "Introduction to Physical Therapy Practice & Evaluation Techniques" (PTS 520). The applied experiences are designed to provide an opportunity to practice physical therapy examination with emphasis on tests and measures related to palpation, goniometry, and muscle strength testing. Prerequisite: concurrent enrollment in PTS 520; admission to DPT Professional Program. Offered Summer.

PTS 523 Cr.1

Physical Agents

This course provides an understanding of the physiological basis, scientific rationale for, and clinical application of: thermal, electrophysiology/electrotherapy, and electromagnetic physical agents. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses; concurrent enrollment in PTS 524. Offered Fall.

PTS 524 Cr.1

Applied Physical Agents

This course is taken concurrently with "Physical Agents" (PTS 523). The applied experiences are designed to provide an opportunity to practice the clinical application and clinical decision making of: thermal, electrophysiology/ electrotherapy and electromagnetic physical agents. Strategies and techniques to manage pain, edema, soft tissue dysfunction, loss of motion and weakness through direct interventions will be covered. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses; concurrent enrollment in PTS 523. Offered Fall.

PTS 525 Cr.2

Kinesiology and Biomechanics of Normal and Abnormal Movement

The principles and theories of the biomechanics of human motion will be presented to develop analytical skills needed to assess normal and abnormal movement. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses; concurrent enrollment in PTS 526. Offered Fall.

PTS 526 Cr.1

Applied Biomechanics and Kinesiology of Movement

This course provides introductory activities used in the development of student analytical skills to enable the assessment of normal and abnormal movement from a biomechanical perspective. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses; concurrent enrollment in PTS 525. Offered Fall.

PTS 527 Cr.2

Clinical Foundations of the Physical Therapy Examination

This course is designed to instruct future clinicians on how to implement the examination/evaluation component of the Patient/Client Management Model of Physical Therapy. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses; concurrent enrollment in PTS 528. Offered Fall.

PTS 528 Cr.2

Applied Clinical Foundations of the Physical Therapy Examination

This course will emphasize the skills of obtaining a client history, performing a systems review and selecting and administering appropriate tests and measures that have been presented in "Clinical Foundations of the Physical Therapy Examination" (PTS 527). Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses; concurrent enrollment in PTS 527. Offered Fall.

PTS 535 Cr.2

Functional Neuroanatomy

This course will provide a detailed examination of the gross components associated with the central nervous system. This examination will be correlated with a review of the peripheral nervous system. Together, this information will be used to provide functional considerations of the nervous system that will then be used to explore the foundational basis for clinical applications in neurologic evaluation and interpretation. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 536. Offered Spring.

PTS 536 Cr.1

Applied Functional Neuroanatomy

This course will focus on the physical identification of structures associated with the central nervous system. This identification will occur through dissection, examination of stained sections and models, and through an overview of clinical imaging studies. These structures will be correlated with functional understandings to provide a basis for solving clinical relevant problem sets. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 535. Offered Spring.

PTS 542 Cr.3

Research and Applied Statistics

Research design and statistics with an emphasis on clinical research is the focus of this course. The course will discuss statistical methods used in critically evaluating the literature, the impact of research design on statistical analysis, the practical use of statistics and their application to clinical practice. Students will build on course content developed in "Foundations of Clinical Research" (PTS 545). Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in spring 1 courses. Offered Summer.

PTS 543 Cr.1

Instrumentation for Human Movement

Development of knowledge and skills necessary for interpretation of human movement data pervasive in contemporary physical therapy literature. Topics will include methods of data acquisition using a force platform, pressure platform, pressure insoles and mats, video based motion analysis, posturography, and electromyography (EMG) as well as methods of processing, analyzing, and interpreting data. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in spring 1 courses; concurrent enrollment in PTS 544. Offered Summer.

PTS 544 Cr.1

Applied Instrumentation for Human Movement

Development of practical skills and experience in collecting human movement data with instrumentation. Data analysis and written reports associated with the analysis of movement will be required. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in spring 1 courses; concurrent enrollment in PTS 543. Offered Summer.

PTS 545 Cr.2

Foundations of Clinical Research

Research methodology with an emphasis on clinical research is the focus of this course. Methods for critically evaluating the literature, literature search strategies, ethics in research, issues of control, measurement, and basic elements of research design will be discussed. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 546. Offered Spring.

PTS 546 Cr.1

Applied Foundations of Clinical Research

Students will identify a gap in our knowledge base using primary literature and formulate a specific research question that could be answered using available resources. Students will develop a research proposal and oral defense of their research question, proposed methods, and expected clinical relevance. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 545. Offered Spring.

PTS 611 Cr.3

Pathophysiology and Differential Diagnosis

This course is designed to empower students with a deep understanding of organ system pathophysiology and its relevance to physical therapy. It focuses on enhancing students' skills in precise differential diagnosis, determining when further diagnostics are needed, and applying evidence-based approaches for effective physical therapy management. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 1 courses. Offered Fall.

PTS 619 Cr.2

Early Intervention and Acute Care Physical Therapy

This course instructs in the principles of basic functional mobility and early interventions used to treat patients in the acute care setting. These principles are introduced as measures for assessment, plan of care development, and selection of interventions. Students are introduced to the use of assistive devices to facilitate safe functional mobility and documentation of mobility activities in patient care. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 620. Offered Spring.

PTS 620 Cr.1

Applied Early Intervention and Acute Care Physical Therapy

This course emphasizes the use of basic mobility skills as a tool for assessment, plan of care development, and intervention selection. Students practice facilitation of basic mobility tasks, prescription of assistive devices, and therapeutic techniques to support rehabilitation of functional mobility. These skills are further applied to the Acute Care setting through simulated practice. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 619. Offered Spring.

PTS 623 Cr.1

Integument System

In this course, the student will build on basic skin anatomy, physiologic basis of skin nourishment and repair, and biomechanical stresses that can impact on the skin. Factors predisposing the skin to breakdown will be presented as will preventive measures where appropriate. The student will learn specific examination and intervention techniques utilized in treating specific integumentary conditions including burns, wound care, and amputations. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in spring 1 courses; concurrent enrollment in PTS 624. Offered Summer.

PTS 624 Cr.1

Applied Integument System

In this course, the student will build on basic skin anatomy, physiologic basis of skin nourishment and repair, and biomechanical stresses that can impact on the skin. Factors predisposing the skin to breakdown will be presented as will preventive measures where appropriate. The student will learn specific examination and intervention techniques utilized in treating specific integumentary conditions including burns, wound care, and amputations. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in spring 1 courses; concurrent enrollment in PTS 623. Offered Summer.

PTS 625 Cr.3

Physical Therapy Management of the Cardiovascular/Pulmonary System

This course focuses on normal and abnormal structure and function of the cardiovascular, pulmonary and lymphatic systems with emphasis on medical and other therapeutic strategies. Emphasis is placed on preventative measures and interventions for cardiac and pulmonary patients. Students evaluate current literature to support evidence-based practice and use a problem-solving approach to evaluate and manage patients. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 626. Offered Spring.

PTS 626 Cr.1

Applied Physical Therapy Management of the Cardiovascular/Pulmonary System

This course is taken concurrently with "Physical Therapy Management of the Cardiovascular/Pulmonary System" (PTS 625). The applied experiences are designed to provide an opportunity to practice examinations, evaluations, and interventions from cardiovascular, pulmonary and lymphatic cases and demonstrate psychomotor proficiency in each procedure. In addition, during this applied laboratory course the students are expected to integrate and synthesize information from a variety of problem-solving experiences. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 625. Offered Spring.

PTS 627 Cr.1

Therapeutic Exercise and Manual Therapy

This course teaches principles of intervention techniques used to treat patients following injury or illness. Content will focus on techniques of manual therapy, flexibility, strength and power training and functional recovery. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 628. Offered Spring.

PTS 628 Cr.1

Applied Therapeutic Exercise and Manual Therapy

This course will emphasize the psychomotor skills utilized to perform the material presented in "Therapeutic Exercise and Manual Therapy" (PTS 627). Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 1 courses; concurrent enrollment in PTS 627. Offered Spring.

PTS 651 Cr.1

Fieldwork: Introduction to Clinical Learning

A clinically based learning experience with an emphasis on practicing recently learned clinical skills on a patient population. Students gain experience with medical chart reviews, taking subjective patient histories, practicing early assessment and intervention skills, performing basic patient handling techniques and exploring the role of a physical therapist within the health care team. Patient population will vary according to clinical setting where student is assigned. Prerequisite: admission to DPT Program; in good standing in program (academic & professional behaviors); successful progression through all preceding didactic coursework; completion of all clinical education preparatory material described in course syllabus. Pass/Fail grading. Offered Winter.

PTS 661 Cr.1

Professional Series 1 - Physical Therapy Foundations

This course serves as a foundational stepping stone for students embarking on their journey in the field of physical therapy, fostering academic excellence, personal well-being, and leadership. The course is an essential introduction to the profession of physical therapy tailored for incoming physical therapy students. In addition to foundational knowledge, the course familiarizes students with campus resources available to support their academic and professional journey. Students engage in discussions about effective study strategies tailored to the rigors of a graduate curriculum including time management, active learning techniques, and collaborative study practices. Students also explore the role of clinical education within the graduate curriculum. Prerequisite: admission to DPT Professional Program. Pass/Fail grading. Offered Summer.

PTS 662 Cr.1

Professional Series 2 - Communication Strategies in Physical Therapy

This course is designed to equip physical therapy students with advanced communication skills essential for effective patient care and interdisciplinary collaboration. Building on foundational communication principles, the course delves into the complexities of verbal and non-verbal communication, Bloom's Taxonomy, cultural competence, and the psychosocial aspects of patient interactions. Preparation for beginning level fieldwork clinical rotations is also addressed in this course. Prerequisite: admission to the DPT Professional Program; satisfactory completion of all didactic coursework in Summer I courses. Pass/Fail grading. Offered Fall.

PTS 663 Cr.1

Professional Series 3 - Ethics and Legal Aspects in Physical Therapy Practice

This course provides an in-depth exploration of the ethical and legal frameworks that govern the practice of physical therapy. The course is designed to equip students with the knowledge and skills necessary to navigate complex ethical dilemmas and legal issues that arise in clinical settings. Prerequisite: admission to the DPT Professional program; satisfactory of all didactic coursework in Fall I courses. Pass/Fail grading. Offered Spring.

PTS 700 Cr.1-3

Selected Topics in Physical Therapy

This course offers in-depth study of particular concepts, clinical specialties, and/or non-traditional practice areas in physical therapy. Topics are selected by the instructor and/or as developed by student/faculty dialogue to meet special interests and needs. Topics are relevant to physical therapy education, and are not found elsewhere in the university curriculum. Repeatable for credit - maximum six. Prerequisite: admission to DPT Professional Program. Pass/Fail grading. Offered Fall, Spring.

PTS 701 Cr.1

Applied Adult Clinical Practice

This course provides the students with supervised hands-on experience working with adults with impairments and movement dysfunctions in a clinic type setting (health promotion/wellness). Students will incorporate theory, evidence, foundational science, and clinical skills under the general supervision of a physical therapist. Repeatable for credit - maximum two. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses; PTS 751. Pass/Fail grading. Offered Fall, Spring.

PTS 702 Cr.1

Contemporary Practice in Neuromusculoskeletal Physical Therapy

This course will emphasize the implementation of the patient client management model that reflects contemporary practice in neuromusculoskeletal physical therapy. The focus will be on content that is not covered in the standard neuromusculoskeletal content of the physical therapy curriculum. This course will also emphasize the instruction and implementation of the psychomotor skills needed to perform evidence-based hands on skills that reflect contemporary practice. The topics of this class will build upon the foundation of material already presented in the other neuromusculoskeletal courses sequenced in the curriculum. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses. Pass/Fail grading. Offered Spring.

PTS 703 Cr.1

Clinical Anatomy Review

This course will provide a review of neuromusculoskeletal anatomy that would be useful to the new or practicing clinician. Specific attention will be paid to an anatomical examination of diagnostic and therapeutic procedures. The topics of this class will build upon the foundation of anatomical and clinical courses from discipline specific curriculum. Prerequisite: admission to DPT, OT, or PAS Program; or health career professional. Pass/Fail grading. Offered Spring.

PTS 709 Cr.1

Health and Wellness in Physical Therapy Practice

In this course, students will focus on the role of the physical therapist in promoting principles of health and wellness for the purpose of risk identification and fitness promotion for individuals, groups, and communities throughout the lifespan by utilizing educational and prevention programs. Issues of health behavior, community access, efficacy of individual and group programs, and the development of health promotion programs will be explored. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses. Offered Fall.

PTS 710 Cr.1

Applied Health and Wellness in Physical Therapy Practice

In this course, students will implement a community service-learning project to promote health and wellness for the purpose of risk identification and/or fitness promotion for individuals, groups, and/or communities. Outcomes of the program will be assessed and presented. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses; PTS 709. Offered Spring.

PTS 711 Cr.2

Pharmacology

This course is designed to provide coverage of typical pharmacologic agents encountered in both inpatient and outpatient rehabilitation settings. Content includes pharmacodynamics, pharmacokinetics, and biotransformation of drugs. Special emphasis will be placed on drugs that are commonly used to treat people receiving physical therapy. This course will likewise address how drug therapy interacts with physical therapy, and how drugs can exert beneficial effects as well as adverse side effects that impact on rehabilitation. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses. Offered Spring.

PTS 712 Cr.1

Clinical Radiology

This course presents an overview of medical diagnostics emphasizing indications and implications for imaging studies used to augment information obtained from the physical therapy examination. Topics include plain film x-ray, ultrasound, computed tomography, magnetic resonance imaging, and nuclear imaging. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses. Offered Fall.

PTS 715 Cr.2

Musculoskeletal Examination and Intervention: Lower Extremity

This course will emphasize the implementation of the patient/client management model in the realm of musculoskeletal physical therapy of the lower extremity. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses; concurrent enrollment in PTS 716. Offered Fall.

PTS 716 Cr.1

Applied Musculoskeletal Examination and Interventions: Lower Extremity

This course will emphasize the psychomotor skills included in the patient/client management model and utilization of material presented in "Musculoskeletal Examination and Intervention: Lower Extremity" (PTS 715). Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses; concurrent enrollment in PTS 715. Offered Fall.

PTS 728 Cr.2

Musculoskeletal Evaluation and Treatment: Spine

This course will emphasize the implementation of the patient/client management model in the realm of musculoskeletal physical therapy of the spine. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in spring 1 courses; concurrent enrollment in PTS 729. Offered Summer.

PTS 729 Cr.1

Applied Musculoskeletal Evaluation and Treatment: Spine

This course will emphasize the psychomotor skills included in the patient/client management model and utilization of material presented in "Musculoskeletal Evaluation and Treatment: Spine" (PTS 728). Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in spring 1 courses; concurrent enrollment in PTS 728. Offered Summer.

PTS 730 Cr.3

Physical Therapy for Children

In this lecture-based course, students will gain and apply knowledge in screening, examination, evaluation and diagnosis, prognosis, plan of care, and interventions for children with disabilities. Students will learn how to modify examination and interventions to match a child's age and developmental level. Student knowledge from previous courses will be applied. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses; concurrent enrollment in PTS 731. Offered Spring.

PTS 731 Cr.1

Applied Physical Therapy for Children

In this lab-based course, students will gain psychomotor and affective skills in screening, examination, evaluation and diagnosis, prognosis, plan of care and interventions for children with disabilities. Students will learn how to modify examination and interventions to match a child's age and developmental level. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses; concurrent enrollment in PTS 730. Offered Spring.

PTS 733 Cr.2

Health Administration

Primary emphasis for the joint portion of this course is to provide entry-level health care professionals with clinical administration and patient management skills in the context of the current health care system and an ethical practice environment. Topics of study include characteristics of the global and US health care systems, reimbursement and insurance models, legal considerations, compliance with healthcare and reimbursement regulations, and practice management. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses. Offered Spring.

PTS 735 Cr.2

Adult Neurorehabilitative Physical Therapy I

The course emphasizes the integration of neuroanatomy, neurophysiology, motor control, motor learning, and the physical therapy management of adults with neuromuscular disorders. Students assess and integrate recommendations and evidence for the principles and practices of neurorehabilitation physical therapy. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses; concurrent enrollment in PTS 736. Offered Fall.

PTS 736 Cr.1

Applied Adult Neurorehabilitative Physical Therapy I

The course emphasizes procedures to support physical therapy management of adults with neuromuscular disorders. Students practice the selection and application of tests and measures, treatment techniques, equipment prescription, and outcome assessment and recommendations. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses; concurrent enrollment in PTS 735. Offered Fall.

PTS 737 Cr.2

Musculoskeletal Examination and Intervention: Upper Extremity

This course will emphasize the implementation of the patient/client management model in the realm of musculoskeletal physical therapy of the upper extremity. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses; concurrent enrollment in PTS 738. Offered Spring.

PTS 738 Cr.1

Applied Musculoskeletal Examination and Interventions: Upper Extremity

This course will emphasize the psychomotor skills included in the patient/client management model and utilization of material presented in "Musculoskeletal Examination and Intervention: Upper Extremity" (PTS 737). Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses; concurrent enrollment in PTS 737. Offered Spring.

PTS 739 Cr.1

Adult Neurorehabilitative Physical Therapy II

The course will emphasize the integration of neuroanatomy, neurophysiology, motor control, motor learning, differential diagnosis and the physical therapy management of adults presenting with symptoms of dizziness and/or imbalance (e.g. concussion, stroke, cerebellar disorders, vestibular disorders) and spinal cord injuries (SCI). Students will learn and practice targeted assessment (including the selection and application of tests and measures), examination, intervention, principles and practices as they relate to the rehabilitation of a person presenting with symptoms of dizziness and/or imbalance or SCI. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses, concurrent enrollment in PTS 740. Offered Spring.

PTS 740 Cr.1

Applied Adult Neurorehabilitative Physical Therapy II

The course will emphasize procedures to support physical therapy management of adults presenting with symptoms of dizziness and/or imbalance (e.g. concussion, stroke, cerebellar disorders, vestibular disorders) and spinal cord injuries (SCI). Students will practice the selection and application of tests and measures, treatment techniques, equipment prescription, and outcome assessment and recommendations. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in fall 2 courses; concurrent enrollment in PTS 739. Offered Spring.

PTS 741 Cr.2

Evidenced Based Practice in Physical Therapy

This course provides students with strategies for evaluating the evidence underlying physical therapy practice. Students will examine various levels of evidence ranging from systematic reviews to case studies in an effort to recognize opportunities to utilize evidence as a framework for determining best practice. Contemporary physical therapy research concepts will also be emphasized including selection, analysis, and incorporation of outcome measures into physical therapy practice, use of clinical prediction rules, and intention to treat analysis in prospective study designs. Finally, this course will provide students an opportunity to retrieve and assess information from the research literature that substantiates or challenges the use of physical therapy interventions for the treatment of movement disorders. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses. Offered Fall.

PTS 742 Cr.1

Research Practicum

This course provides practical experience carrying out a research project under the guidance of the principal investigator(s). Students may be asked to participate in some of the following activities: search and critique the literature concerning the research problem, collect data, process, analyze and/or manage data, assist with statistical analysis, and/or interpret results. Repeatable for credit - maximum two. Prerequisite: admission to DPT Professional Program; satisfactory progression through all didactic coursework in summer 2 courses. Pass/Fail grading. Offered Fall, Spring.

PTS 751 Cr.2

Fieldwork: General Practice

Students are assigned to a clinically based learning experience where they practice basic skill acquisition in real time. Fieldwork placements are with a general practitioner/clinical instructor (CI). Consistent with the services that may be provided in a general practice, students may be expected to provide supervised therapy for less complicated patients in any supervised setting including, but not limited to, acute care, extended care facility, home care, outpatient orthopedic, and pediatrics. Prerequisite: admission to DPT Professional Program; in good standing in program (academic and professional behaviors); successful progression through all preceding didactic coursework; completion of all clinical education preparatory material described in the course syllabus; successful completion of PTS 651. Pass/Fail grading. Offered Summer.

PTS 761 Cr.1

Professional Series 4 - Interactions in Physical Therapy

This course is designed to equip physical therapy students with the knowledge, skills, and cultural competencies necessary to effectively engage with clients in their practice, particularly when serving vulnerable populations. Through a combination of theoretical frameworks, case studies, and practical applications, students explore the social determinants of health, systemic barriers to care, and the unique needs of diverse communities. Preparation for the Level II fieldwork clinicals is also included in this course. Prerequisite: admission to the DPT professional program; satisfactory of all didactic coursework in Spring I courses. Pass/Fail grading. Offered Summer.

PTS 762 Cr.1

Professional Series 5 - Applied Clinical Teaching in Physical Therapy

This course is designed to enhance knowledge and apply skills required by physical therapists to effectively educate patients, family members, other health care providers, colleagues, and future students. The course explores the theoretical foundations and practical applications of clinical education, focusing on the development of effective teaching strategies, assessment methods, and mentorship practices within the context of physical therapy. Throughout the course, students discuss adult learning principles/theories and integrate evidence-based practice into teaching. Prerequisite: admission to the DPT professional program; satisfactory of all didactic coursework in Summer II courses. Pass/Fail grading. Offered Fall.

PTS 763 Cr.1

Professional Series 6 - Clinical Decision Making in Physical Therapy

This course is designed to equip physical therapy students with the essential skills and knowledge required for effective clinical decision making in diverse healthcare settings. Emphasizing evidence-based practice, the course explores the integration of clinical reasoning, patient values, and best available evidence to formulate and implement individualized treatment plans. Preparation for entry-level clinical rotations is also included in this course. Prerequisite: admission to the DPT professional program; satisfactory of all didactic coursework in Fall II courses. Pass/Fail grading. Offered Spring.

PTS 798 Cr.1-3

Independent Study

Independent study of a special topic or problem related to physical therapy examination, intervention, diagnosis, prognosis, outcome assessment or professional practice. Physical therapy elective. Open to students after discussion with instructor. Repeatable for credit - maximum six. Prerequisite: admission to DPT Professional Program. Consent of instructor. Offered Occasionally.

PTS 831 Cr.1

Clinical Decision Making

This course introduces learners to clinical reasoning as a systematic process to assist practitioners in inferring or drawing conclusions about patient care. Prerequisite: admission to DPT Professional Program; successful progression through all prior DPT curriculum. Offered Fall.

PTS 851 Cr.6

Clinical Education Experience I

This course is the first in a series of three required physical therapy clinical education experiences whereby the student is assigned to a clinical facility under the direction and supervision of a physical therapist clinical instructor. Clinical experiences will be representative of settings where physical therapy is routinely practiced. Examples of settings include, but are not limited to, acute care hospitals, rehabilitation centers, home-care, outpatient clinics, schools, skilled nursing facilities, wellness centers, etc. The collective outcome of all three 12-week clinical education experiences will encompass patient care that ensures students are competent with management of patients across the lifespan and continuum of care. The patient management model will be applied to individuals with musculoskeletal, neuromuscular, cardiovascular, pulmonary, and integumentary problems. Prerequisite: admission to the DPT Program; in good standing in program (academic and professional behaviors); successful progression through all preceding didactic coursework; completion of all clinical education preparatory material described in the course syllabus; successful completion of PTS 651 and PTS 751. Pass/Fail grading. Offered Summer.

PTS 852 Cr.6

Clinical Education Experience II

This course is the second in a series of three required physical therapy clinical education experiences whereby the student is assigned to a clinical facility under the direction and supervision of a physical therapist clinical instructor. Clinical experiences will be representative of settings where physical therapy is routinely practiced. Examples of settings include, but are not limited to, acute care hospitals, rehabilitation centers, home-care, outpatient clinics, schools, skilled nursing facilities, wellness centers, etc. The collective outcome of all three 12-week clinical education experiences will encompass patient care that ensures students are competent with management of patients across the lifespan and continuum of care. The patient management model will be applied to individuals with musculoskeletal, neuromuscular, cardiovascular, pulmonary, and integumentary problems. Prerequisite: admission to the DPT Program; in good standing in program (academic and professional behaviors); successful progression through all preceding didactic coursework; completion of all clinical education preparatory material described in the course syllabus; successful completion of PTS 651 and PTS 751. Pass/Fail grading. Offered Fall.

PTS 853 Cr.6

Clinical Education Experience III

This course is the third in a series of three required physical therapy clinical education experiences whereby the student is assigned to a clinical facility under the direction and supervision of a physical therapist clinical instructor. Clinical experiences will be representative of settings where physical therapy is routinely practiced. Examples of settings include, but are not limited to, acute care hospitals, rehabilitation centers, home-care, outpatient clinics, schools, skilled nursing facilities, wellness centers, etc. The collective outcome of all three 12-week clinical education experiences will encompass patient care that ensures students are competent with management of patients across the lifespan and continuum of care. The patient management model will be applied to individuals with musculoskeletal, neuromuscular, cardiovascular, pulmonary, and integumentary problems. Prerequisite: admission to the DPT Program; in good standing in program (academic and professional behaviors); successful progression through all preceding didactic coursework; completion of all clinical education preparatory material described in the course syllabus; successful completion of PTS 651 and PTS 751. Pass/Fail grading. Offered Spring.

PTS 854 Cr.1

Capstone Project

Hybrid course with online and campus-based classes focusing on development of a written manuscript (case report, systematic literature review, or research manuscript) with faculty mentoring and oversight. Scholarly writing consistent with journal submission guidelines is required. Prerequisite: admission to the DPT Professional Program; good academic standing; satisfactory completion of all didactic coursework. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

Physician Assistant Studies (PAS) - Graduate Courses

Courses

PAS/BIO/PTS 509 Cr.3

Human Gross Anatomy

This comprehensive course provides an in-depth examination of human gross anatomy for graduate students in Physical Therapy (PT), Physician Assistant (PA), and Certified Registered Nurse Anesthetist (CRNA) Programs. It covers the musculoskeletal, neurological, urogenital, gastrointestinal, and cardiopulmonary systems, emphasizing functional anatomy, development, and topographic correlations. The course integrates biomechanical principles and clinical applications relevant to each discipline, focusing on physical assessment techniques, surgical considerations, anesthesia management, and therapeutic interventions as appropriate. By bridging anatomical knowledge with practical skills, this course aims to enhance students' clinical reasoning, diagnostic capabilities, and treatment planning across these allied health professions, providing a robust foundation for their respective fields of practice. Prerequisite: admission to the Biology CRNA Program, PAS Program, or DPT Professional Program; concurrent enrollment in BIO/PAS/PTS 510 under same department. (Cross-listed with BIO/PAS/PTS; may only earn credit in one department.) Offered Summer.

PAS/BIO/PTS 510 Cr.3

Applied Human Gross Anatomy

This comprehensive course provides an in-depth examination of human gross anatomy for graduate students in Physical Therapy (PT), Physician Assistant (PA), and Certified Registered Nurse Anesthetist (CRNA) Programs. The course covers the musculoskeletal, neurological, urogenital, gastrointestinal, and cardiopulmonary systems; emphasizing functional anatomy, development, and topographic correlations. The course integrates biomechanical principles and clinical applications relevant to each discipline focusing on physical assessment techniques, surgical considerations, anesthesia management, and therapeutic interventions as appropriate. By bridging anatomical knowledge with practical skills, this course aims to enhance students' clinical reasoning, diagnostic capabilities, and treatment planning across these allied health professions, providing a robust foundation for their respective fields of practice. Prerequisite: admission to the Biology CRNA Program, PAS Program, or DPT Professional Program; concurrent enrollment in BIO/PAS/PTS 509 under same department. (Cross-listed with BIO/PAS/PTS; may only earn credit in one department.) Offered Summer.

PAS 626 Cr.4

Physiology for the Medical Professional

An advanced study of the physiology of human organ systems focusing on topics that provide the basis for understanding disease and pharmacotherapeutic mechanisms. Prerequisite: admission to the Physician Assistant Program. May not earn credit for PAS 626 and BIO 718 or BIO 719. Offered Summer.

PAS 628 Cr.2

Infectious Diseases

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of infectious disease disorders and the role of the immune system in preventing and treatment of infectious disease disorders. Discussion of common microorganisms that infect humans include bacteria, fungi, viruses, and parasites. The course is designed to build on previous knowledge of microbiology concepts and allows PA students to develop critical clinical reasoning skills and an advanced understanding of infectious disease processes. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Spring.

PAS 630 Cr.3

Clinical Pharmacology I

This course introduces the PA student to the principles of pharmacologic action and classification. Emphasis is placed on the clinical application of pharmacotherapeutics for human health and disease including indications, contraindications, bioavailability, drug interactions, dose response, side effects, and adverse reactions in consideration of patient specific factors. Prerequisite: admission to the Physician Assistant Program. Offered Fall.

PAS 631 Cr.2

Clinical Pharmacology II

This course builds on the knowledge of pharmacologic principles obtained in PAS 630. Emphasis is placed on the clinical use of medications for human health and disease including indications, contraindications, bioavailability, drug interactions, dose response, side effects, and adverse reactions that were not covered in PAS 630. Prerequisite: PAS 630; admission to the Physician Assistant Program. Offered Spring.

PAS 637 Cr.1

Clinical Practice Skills I

This course facilitates the development of proper medical documentation skills, bringing together the knowledge previously developed in the program to perform and document in a medical record. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter.

PAS 640 Cr.1

Introduction to the Physician Assistant Profession

This course provides an overview of the PA profession, its history, current role in health care and other issues of professional interest. Students also begin to develop patient interview and communication skills. Concepts of professionalism and professional ethics as a PA student and graduate physician assistant are introduced. Prerequisite: admission to the Physician Assistant Program. Offered Summer.

PAS 642 Cr.3

Medical History and Physical Exam

This course is designed to introduce the process of history taking, physical examination, and patient assessment. The course includes a review of anatomy and physiology relevant to physical examination skills, instruction and demonstration of proper examination and history taking techniques, with practical application of these skills in the clinical setting. The course is comprised of several components including: Medical History, Physical Examination, Clinical experience (including visits to local nursing homes and rural family practice mentorships). Prerequisite: concurrent enrollment in PAS 643; admission to the Physician Assistant Program. Offered Fall.

PAS 643 Cr.1

Applied Medical History and Physical Exam

This course is designed to apply principles of history taking, physical examination, and patient assessment discussed in Medical History and Physical Exam in the laboratory setting. Prerequisite: concurrent enrollment in PAS 642; admission to the Physician Assistant Program. Offered Fall.

PAS 647 Cr.2

Applied Clinical Practice Skills

This course facilitates the transition from didactic learning to clinical practice by bringing together the knowledge and skills developed previously in the program. Clinical critical thinking becomes an integral part of patient evaluation through the development of differential diagnoses, diagnostic strategies, and treatment plans. Students gain further experience in using the medical literature to answer focused clinical questions and expand their skills to include critical evaluation of the secondary medical literature and the application of clinical practice guidelines to individualize patient care. This course also addresses healthcare across the lifespan including geriatric patient evaluation and management. Physical and rehabilitative medicine concepts and standardized clinical experiences are utilized to build clinic skills. Lab 4. Prerequisite: admission to the Physician Assistant Program. Offered Spring.

PAS 649 Cr.1

Health Care Administration, Law, and Ethics

This course provides the PA student with an introduction to the current health care and reimbursement systems in America, their operation and impact on community health and medical practice. Legal and regulatory aspects of medical care as a physician assistant are explored. Issues of the ethical practice of medicine are also considered. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring.

PAS 652 Cr.1

Clinical Procedures

This course prepares the PA student for clinical rotations and professional practice by introducing the technical skills and procedures based on current professional practice for patients of all ages. Students have the opportunity to practice inpatient and outpatient procedures necessary for the clinical year and professional practice as well as additional certification courses. Repeatable for credit - maximum two. Lect. 1, Lab 1. Prerequisite: admission to the Physician Assistant Program. Pass/Fail grading. Offered Spring, Summer.

PAS 654 Cr.2

Evidence Based Practice for PAs

This course introduces the PA student to the core concepts of evidence-based medicine, life-long learning, and clinical application. These concepts include the process of evidence-based medicine, the interpretation of research results, and application to healthcare. Students demonstrate the ability to utilize up-to-date scientific evidence to inform clinical reasoning and clinical judgement. Students have the opportunity to learn and develop answerable clinical questions utilizing relevant medical literature, interpreting the literature through a basic knowledge of study design and medical statistics, critically examining the literature, and applying findings to individualized patient care. Prerequisite: admission to the Physician Assistant Program. Offered Fall.

PAS 680 Cr.1

Pathology

This course presents the general principles of pathology, including cell injury, inflammation, healing, neoplasia, genetic and developmental pathology and immunopathology, as a foundation for the study of medicine. Prerequisite: admission to the Physician Assistant Program. Offered Summer.

PAS 681 Cr.1

Medical Diagnostics

This course is designed to introduce the PA student to the basic principles of diagnostic laboratory medicine and radiology commonly used in the clinical setting. Prerequisite: admission to the Physician Assistant Program. Offered Fall.

PAS 682 Cr.3

Internal Medicine: Cardiology

This course is designed to teach content and integrate the basic principles of pathophysiology, clinical diagnosis and management of cardiovascular disease. This course will expand on the basic medical sciences of human anatomy, physiology, and medical biochemistry as it applies to clinical medicine. The course is designed to allow PA students to develop clinical reasoning skills and an advanced understanding of disease processes and treatment specific to the cardiovascular system. The course will also provide instruction in the interpretation of the 12 lead EKG's. Prerequisite: admission to the Physician Assistant Program. Offered Fall.

PAS 683 Cr.2

Gastroenterology

This course is designed to teach content and integrate the basic principles of pathophysiology, clinical diagnosis, management of gastrointestinal, hepatic, biliary, and pancreatic diseases. This course expands on the basic medical sciences of human anatomy and physiology as it applies to clinical medicine. The course is designed to allow PA students to develop clinical reasoning skills and an advanced understanding of disease processes and treatment specific to the gastroenterology system. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Spring.

PAS 685 Cr.2

Pulmonology

This course is designed to teach content and integrate the basic principles of pathophysiology, clinical diagnosis, management of pulmonary diseases. This course expands on the basic medical sciences of human anatomy and physiology as it applies to clinical medicine. The course is designed to allow PA students to develop clinical reasoning skills and an advanced understanding of disease processes and treatment specific to the pulmonary system. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Spring.

PAS 700 Cr.1

Society and Population Health

Quality health care involves an ongoing consideration of a constantly changing health care system and the impact of racial, gender, age, ethnic, and socioeconomic health disparities on health care delivery. This course facilitates the development of the PA's role in public health, patient advocacy, and maintenance of population health. Social determinants of health are discussed to create awareness of differing health beliefs, values, and expectations of patients and other healthcare professionals that can affect communication, decision-making, compliance, and health outcomes across a patient's lifespan. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Spring, Summer.

PAS 701 Cr.1

Nephrology

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of disorders in nephrology. The course is designed to allow PA students to develop critical clinical reasoning skills and an understanding of renal disease processes. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring.

PAS 703 Cr.1

Endocrinology

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of disorders in endocrinology. The course is designed to allow PA students to develop critical clinical reasoning skills and an understanding of disease processes involving the endocrine system. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring.

PAS 707 Cr.1

Hematology

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of disorders in hematology. The course is designed to allow PA students to develop critical clinical reasoning skills and an understanding of hematologic disease processes. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Spring.

PAS 709 Cr.1

Emergency Medicine

This course integrates presentation of the pathophysiology, clinical diagnosis and management of a spectrum of disorders commonly seen in the emergency room setting. The course is designed to allow PA students to develop critical clinical reasoning skills, and an advanced understanding of emergency room setting disease processes and their treatment. Prerequisite: admission to the Physician Assistant Program and approval of the program director. Offered Spring.

PAS 711 Cr.2

Clinical Neuroscience I

This course introduces the PA student to the major branches of neuroscience. Students integrate the pathophysiology and clinical presentation of a wide range of neurologic conditions while formulating a clinical diagnosis and treatment plan. The course is designed to allow the PA student to develop critical clinical reasoning skills and an understanding of disease processes involving the nervous system. Prerequisite: admission to the Physician Assistant Program. Offered Fall.

PAS 712 Cr.2

Clinical Neuroscience II

This course builds upon the concepts learned in PAS 711. Students continue to explore the major branches of neurobehavioral and neurocognitive sciences. Students integrate the pathophysiology and clinical presentation of a wide range of neurologic conditions while formulating a clinical diagnosis and treatment plan. The course is designed to allow students to develop critical clinical reasoning skills and an understanding of disease processes involving the nervous system. Prerequisite: admission to the Physician Assistant Program. Offered Spring.

PAS 717 Cr.1

Rheumatology

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of disorders in rheumatology. The course is designed to allow PA students to develop critical clinical reasoning skills and an understanding of rheumatologic disease processes. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring.

PAS 720 Cr.4

Family Medicine Rotation

This 4-week family medicine rotation provides experiential learning that focuses on the role of the PA in outpatient family medicine. Students work under the supervision of a program-defined preceptor(s) or designee(s). Students actively apply and expand the medical knowledge gained during the didactic year and demonstrate and develop effective information-gathering, clinical reasoning, communication, and professionalism skills. This rotation introduces students to the fundamentals of medical practice for infant, child, adolescent, adult, and elderly patients, including preventive health; prenatal care; care of acute (urgent), chronic, gynecologic, and behavioral disorders; participation in diagnostic and therapeutic procedures; conduct of medical referrals; and education and counseling of patients and their caregivers. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring, Summer.

PAS 722 Cr.4

Internal Medicine Rotation

The 4-week internal medicine rotation provides experiential learning that focuses on the role of the PA in outpatient and/or inpatient internal medicine. Students work under the supervision of a program-defined preceptor(s) or designee(s). Students actively apply and expand the medical knowledge gained during the didactic year and demonstrate and develop effective information-gathering, clinical reasoning, communication, and professionalism skills. This rotation introduces students to the fundamentals of medical practice for adult and elderly patients, including disease prevention; care of acute (urgent) and chronic disorders; conduct of hospital admission, discharge, and/or medical referral; participation in diagnostic and therapeutic procedures; and education and counseling of patients and their caregivers. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring, Summer.

PAS 724 Cr.4

General Surgery Rotation

The 4-week general surgery rotation offers experiential learning that focuses on the role of the PA in the pre-operative, intraoperative, and post-operative general surgical setting. Students work under the supervision of a program-defined preceptor(s) or designee(s). Students actively apply and expand the medical knowledge gained during the didactic year and demonstrate and develop effective information-gathering, clinical reasoning, communication, and professionalism skills. This rotation introduces students to the fundamentals of general surgical practice for adult and elderly patients, including care of pre-operative, intraoperative, and post-operative disorders; observation of and participation in surgical procedures; conduct of hospital admission and discharge; and the education and counseling of patients and their caregivers. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring, Summer.

PAS 726 Cr.4

Women's Health Rotation

This 4-week women's health rotation provides experiential learning that focuses on the role of the PA in outpatient, surgical, and inpatient women's health and in labor and delivery. Students work under the supervision of a program-defined preceptor(s) or designee(s). Students actively apply and expand the medical knowledge gained during the didactic year and demonstrate and develop effective information-gathering, clinical reasoning, communication, and professionalism skills. This rotation introduces students to the fundamentals of medical practice for adolescent, adult, elderly, and infant (newborn) patients, including preventive health; prenatal care; labor and delivery; care of acute (urgent), chronic, gynecologic, and behavioral disorders; participation in gynecologic and obstetric diagnostic and therapeutic procedures; observation of and participation in surgical procedures; conduct of medical referrals, hospital admissions, and/or discharges; and education and counseling of patients and their caregivers. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring, Summer.

PAS 728 Cr.4

Pediatric Rotation

This 4-week pediatric rotation offers experiential learning about the role of the PA in outpatient and/or inpatient pediatrics. Students work under the supervision of a program-approved preceptor(s) or designee(s). Students actively apply and expand the medical knowledge gained during the didactic year and demonstrate and develop related information-gathering, clinical reasoning, communication, and professionalism skills. This rotation introduces students to the fundamentals of medical practice for infants, children, and adolescents, including preventive health, assessment of development, care of acute (urgent) and chronic medical disorders, participation in diagnostic and therapeutic procedures, conduct of medical referrals, and education and counseling of patients and their caregivers. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring, Summer.

PAS 730 Cr.4

Behavioral Health Rotation

This 4-week behavioral health rotation provides experiential learning that focuses on the role of the PA in outpatient and/or inpatient behavioral medicine. Students work under the supervision of a program-defined preceptor(s) or designee(s). Students actively apply and expand the medical knowledge gained during the didactic year and demonstrate and develop effective information-gathering, clinical reasoning, communication, and professionalism skills. This rotation introduces students to the fundamentals of medical practice for child-aged or adolescent, adult, and elderly patients, including care of behavioral and related medical disorders, observation of medical and/or behavioral diagnostic and therapeutic procedures, and the education and counseling of patients and their caregivers. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring, Summer.

PAS 732 Cr.4

Emergency Medicine Rotation

The 4-week emergency medicine rotation provides experiential learning about the role of the PA in the emergency department. Students work under the supervision of a program-approved preceptor(s) or designee(s). Students actively apply and expand the emergency medicine medical knowledge gained during the didactic year and demonstrate and develop related information-gathering, clinical reasoning, communication, and professionalism skills. This rotation introduces students to the fundamentals of emergency medical practice for infant, child, adolescent, adult, and elderly patients, including care of emergent, acute (urgent), and behavioral disorders; participation in emergent diagnostic and therapeutic procedures; conduct of medical referral, emergency discharge, and/or hospital admission; and education and counseling of patients and/or their caregivers. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring, Summer.

PAS 734 Cr.4

Specialty Medicine Rotation

The 4-week specialty rotation offers experiential learning that focuses on the role of the PA in specialized medicine or surgery. Accordingly, learning occurs in inpatient, outpatient, and/or surgical settings. Students work under the supervision of a program-defined preceptor(s) or designee(s). Students actively apply and expand medical knowledge gained during the didactic year and demonstrate and develop effective information-gathering, clinical reasoning, communication, and professionalism skills. This rotation introduces students to the fundamentals of medical or surgical care for infant, child-aged, adolescent, adult, and/or elderly patients, including preventive health; prenatal care; care of emergent, acute (urgent), chronic, gynecologic, behavioral and/or surgical disorders; observation of and/or participation in medical or surgical diagnostic and therapeutic procedures; and/or education and counseling of patients and caregivers. Repeatable for credit - maximum 16. Prerequisite: admission to the Physician Assistant Program. Pass/Fail grading. Offered Fall, Winter, Spring, Summer.

PAS 755 Cr.1-8

Independent Study in Physician Assistant Studies

Independent, in-depth study of a special topic or problem related to the PA profession, health sciences, and the practice of medicine. Under the direction and supervision of PA program faculty, the student may select content from core and/or specialty areas to supplement didactic and clinical curriculum. Prerequisite: admission to the Physician Assistant Program. Pass/Fail grading. Offered Occasionally.

PAS 760 Cr.1

Obstetrics - Maternal/Fetal Care

This course is designed to teach content and integrate the basic principles of embryology, anatomy, pathophysiology, clinical diagnosis and management of the obstetric patient and developing fetus. The course is designed to allow PA students to develop clinical reasoning skills, formulation of treatment plans, as well as an advanced understanding of maternal and fetal health. Prerequisite: admission to the Physician Assistant Program. Offered Spring.

PAS 762 Cr.1

Pediatric and Adolescent Medicine

This course is designed to teach content and integrate the basic principles of anatomy, pathophysiology, clinical diagnosis and management of a spectrum of disorders in Pediatrics & Adolescent Medicine along with wellness care and disease prevention. The course is designed to allow PA students to develop clinical reasoning skills, formulation of treatment plans, as well as an advanced understanding of pediatric and adolescent health. Prerequisite: admission to the Physician Assistant Program. Offered Spring.

PAS 763 Cr.1

Genitourinary Medicine

This course is designed to teach content and integrate the basic principles of anatomy, pathophysiology, clinical diagnosis, management, and prevention of a spectrum of diseases in gynecology and urology. The course is designed to allow PA students to develop clinical reasoning skills, formulation of treatment plans, as well as an advanced understanding of gynecologic and urologic health. Prerequisite: concurrent enrollment in PAS 764; admission to the Physician Assistant Program. Offered Spring.

PAS 764 Cr.1

Applied Genitourinary Medicine

Learning and gaining experience with the female breast and gynecologic exam, as well as the male genitourinary exam, will be addressed with lecture, discussion, models, and professional patients in the laboratory setting. Prerequisite: concurrent enrollment in PAS 763; admission to the Physician Assistant Program. Offered Spring.

PAS 770 Cr.1

Principles of Surgical Medicine

This course provides the PA student with academic preparation to evaluate and manage patients with surgical conditions. It also provides students with a core understanding of mechanisms of wound healing; surgical techniques; and pre-, peri- and post-operative management of surgical problems. Additionally, illnesses that require surgical intervention, their signs and symptoms, diagnostic modalities, and outcomes are also discussed. Prerequisite: admission to the Physician Assistant Program. Offered Spring, Winter.

PAS 771 Cr.1

Orthopedics

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of disorders in orthopedics. The course is designed to allow PA students to develop critical clinical reasoning skills and an understanding of musculoskeletal disease processes. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring.

PAS 772 Cr.1

Principles of Surgical Medicine III: Surgical Subspecialties of Otorhinolaryngology and Ophthalmology

This course integrates presentation of the pathophysiology, clinical diagnosis and management of a spectrum of disorders in the surgical subspecialties of otorhinolaryngology and ophthalmology. Issues related to medical imaging and diagnostics in these medical disciplines are also presented. The course is designed to allow PA students to develop critical reasoning skills and an advanced understanding of otorhinolaryngologic and ophthalmologic disease processes and their treatment. Prerequisite: admission to the Physician Assistant Program. Offered Spring.

PAS 773 Cr.1

Dermatology

This course integrates the pathophysiology, clinical diagnosis, and management of a spectrum of disorders in dermatology. The course is designed to allow PA students to develop critical clinical reasoning skills and an understanding of dermatologic disease processes. Prerequisite: admission to the Physician Assistant Program. Offered Fall, Winter, Spring.

PAS 790 Cr.1

PA Professional Development I Seminar

This course series prepares the PA for professional practice through the development and demonstration of program defined competencies. Completion of this series supports the program's mission including proficiency in professional ethics and cultural competency. Additionally, PA students utilize evidence-based medicine skills learned during the didactic year to select and prepare a case-based presentation. Prerequisite: admission to the Physician Assistant Program. Offered Summer.

PAS 792 Cr.2

PA Professional Development II Seminar

This course prepares the PA for professional practice through the development and demonstration of program defined competencies. Completion of this seminar supports the program's mission including proficiency in professional ethics and cultural competency. Additionally, PA students utilize evidence-based medicine skills learned during the didactic year to select and prepare a case-based presentation. Prerequisite: admission to the Physician Assistant Program. Offered Fall.

PAS 794 Cr.1

PA Professional Development III Seminar

This course series prepares the PA for professional practice through the development and demonstration of program defined competencies. Completion of this series supports the program's mission including proficiency in professional ethics and cultural competency. Additionally, PA students utilize evidence-based medicine skills learned during the didactic year to select, prepare, and present a case-based presentation. Prerequisite: admission to the Physician Assistant Program. Offered Spring.

PAS 800 Cr.1

Clinical Assessment I

The course utilizes simulated and standardized patients as well as small group interactions to allow the PA student to build competency in interviewing techniques and examination skills. Demonstration of clinical reasoning through patient encounters and documentation are emphasized. Some instruction may occur at external clinical sites. Lab 2. Prerequisite: admission to the Physician Assistant Program. Pass/Fail grading. Offered Fall.

PAS 801 Cr.1

Clinical Assessment II

The course utilizes simulated and standardized patients as well as small group interactions to allow the PA student to build competency in interviewing techniques and examination skills. Demonstration of clinical reasoning through patient encounters, oral presentations, and documentation are emphasized. Some instruction may occur at external clinical sites. Lab 2. Prerequisite: admission to the Physician Assistant Program. Pass/Fail grading. Offered Spring.

PAS 802 Cr.1

Summative Assessment

This course includes formative and summative assessment of program-defined competencies necessary to demonstrate practice readiness. Students participate in simulated patient encounters and standardized examinations designed to identify proficiency in the PA competencies prior to graduation from the program. Lab 2. Prerequisite: admission to the Physician Assistant Program. Pass/Fail grading. Offered Spring.

Psychology (PSY) - Graduate Courses

Courses

PSY 710 Cr.2-3

Educational Psychology: Human Development

This course explores human development with an emphasis on issues that are relevant to establishing effective conditions for successful learning in school contexts. Major topics include developmental theories and issues, and cognitive, language and social-emotional development. In addition, individual differences, multiple influences on developmental processes, multicultural and gender issues and the role of early experiences are examined. Repeatable for credit - maximum three. Prerequisite: admission to a program leading to certification in a school related profession, and an undergraduate course in developmental psychology (e.g., lifespan, child or adolescent). Offered Fall.

PSY 770 Cr.2-3

Educational Psychology: Learning and Instruction

Consideration of psychological principles, concepts, processes, and interpretations of human learning and cognition and related empirical evidence. Emphasis is given to those most relevant to establishing effective conditions for instruction and learning in schools. Prerequisite: admission to a program leading to certification in a school-related occupation. Offered Occasionally.

PSY 795 Cr.1-3

Directed Study in Psychology

Directed readings or presentation of psychological material not available in formal departmental courses. Repeatable for credit - maximum four. Offered Occasionally.

Public Health (PH) - Graduate Courses

Courses

PH 495/595 Cr.1-3

Independent Study in Public Health and Community Health Education

Individualized study of areas not available in existing courses. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Repeatable for credit - maximum six. Consent of department. Offered Fall, Winter, Spring, Summer.

PH 700 Cr.3

Public Health Foundations

This foundational course involves an introduction to public health to include key concepts (e.g., prevention), core functions, essential services, values, historical trends, philosophies, credentialing, ethical principles, evidence-based practices, and health equity. This course also addresses the impact of the environment on public health, components of the public health system, and future trends in public health. Prerequisite: admission to the MPH Community Health Education Program. Offered Annually.

PH 701 Cr.3

Public Health Issues

This course involves an introduction to key determinants of the public's health (e.g., biological, genetic, behavioral, psychological, social, political, economic) as well as the impact of globalization on public health. Prerequisite: admission to the MPH Community Health Education Program. Offered Annually.

PH 707 Cr.3

Environmental Health

Examination of how environmental mechanisms influence human health and how humans impact environmental conditions. A critical analysis of current environmental problems and evidence linking these problems to disease causation and health enhancement. Solutions to environmental health problems will also be critically analyzed. Offered Fall, Summer.

PH 710 Cr.4

Quantitative Methods

The design, analysis, and interpretation of quantitative data relative to health education, health promotion, public health, medicine, and epidemiology are covered. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Some of the most frequently used statistical techniques to analyze quantitative data in community health education are explored and practiced. Software is used to assist in learning and understanding the appropriate statistical tools to understand what the data tell us. Prerequisite: admission to the MPH Community Health Education Program. Offered Annually.

PH 711 Cr.3

Qualitative Methods

This course provides an introduction to the methodology as well as methods of qualitative research and how they play a role in describing and assessing a population's health. Students have opportunities to collect, analyze, and interpret qualitative data as well as explain how their findings may have implications for public health research, policy, or practice. Students are also introduced to Qualitative Data Analysis (QDA) and software. Prerequisite: admission to the MPH Community Health Education Program. Offered Annually.

PH 717 Cr.3

Emerging Public Health Issues

An in-depth policy and practice review of key emerging issues in public health and their societal impacts at the local, national, and international levels. Issues will be selected from the eight health challenge content areas advanced by the Institute of Medicine (2003) and additional sources. Implications for health education and health promotion will be addressed. Prerequisite: HED 701 and HED 703. Offered Spring.

PH 720 Cr.3

Program Assessment, Planning, and Evaluation in Health Promotion

This course is designed to provide the learner with program assessment, planning, communication, and evaluation skills. Emphasis is placed on community organizing principles, intervention planning, community assessment, group communication dynamics, evaluation design, and grant writing skills. Opportunities to apply these skills to a variety of community health settings are provided. Offered Fall.

PH 725 Cr.3

Communication Methods for Public Health

This course is designed to provide students with a critical understanding of the methods for effective communication in public health. Students learn to select appropriate communication strategies for various priority populations and sectors. Additionally, students gain an understanding of the key concepts of health literacy and the crucial role cultural competence plays in communication. Students have opportunities to create health literate, culturally competent, and audience-appropriate written and oral communications. Prerequisite: admission to the MPH Community Health Education Program. Offered Annually.

PH 755 Cr.3

Epidemiology and Public Health Issues

Examination of epidemiologic concepts in relation to specific public health issues. Disease investigation techniques, causal factors, case histories, and related biostatistics are examined and educational implications are discussed. Prerequisite: admission to the MPH Community Health Education Program. Offered Annually.

PH 760 Cr.3

Public Health Advocacy and Policy

This course focuses on the process of engaging communities in health education and behavior change programs of various kinds. Several organizing paradigms for fostering healthy communities are examined, and their practical and ethical implications are considered. Skill development for community assessment, constituency-building, and leadership of participatory planning efforts is emphasized. Students may be paired with health and human services, health policy and social justice agencies and coalitions to gain an in-depth knowledge of agenda setting, legislative research, and legislative advocacy in relation to specific legislation. This course ties policy theory to real-world practice. Prerequisite: PH 700, PH 701, PH 710, PH 711, PH 725, and PH 755. Offered Annually.

PH 770 Cr.3

Program Planning

This course requires students to assess community needs and resources as well as plan health programs. Following models commonly used in public health, students utilize primary as well as secondary data in performing a comprehensive assessment of a population of interest. Reliable and valid resources that explain the health status of a population from the perspective of theories and ethically conducted research are used when prioritizing needs and planning interventions. Students learn about the necessity of early alignment between assessment and health education program goals and objectives. Professional competencies related to evaluating capacity and promoting community involvement are emphasized as essential to planning best practices solutions to community health needs. Prerequisite: PH 700, PH 701, PH 710, PH 711, PH 725, and PH 755. Offered Annually.

PH 771 Cr.3

Program Implementation and Evaluation

Students will implement, administer, and evaluate a public health program. Interventions will be based on professional best practices and social and behavioral theories and models. Data will be collected that allow students to evaluate goals, objectives, and activities. Students will be required to generate a report at the end of the semester that can be used to inform decision makers on the success of the program and can be added to the professional evidence base. Prerequisite: PH 700, PH 701, PH 710, PH 711, PH 725, and PH 755. Offered Annually.

PH 775 Cr.3

Grant Development for Public Health

The grantseeking enterprise is studied and applied. Community and public health grantseeking content, practices, and concepts are presented for application in most disciplines and areas of interest. Content includes locating and communicating with funding agencies, writing and reviewing grant proposals, analyzing requests for proposals, using technology in grantseeking, and implementing and evaluating grant funded projects. Project planning and administrative competencies are incorporated. Budget planning and grant administration is identified and applied. Prerequisite: PH 700, PH 701, PH 710, PH 711, PH 725, and PH 755. Offered Annually.

PH 780 Cr.2

Public Health Applied Practice Experience (APE)

The Applied Practice Experience (APE) allows each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies. The applied experiences must be structured to ensure all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate. Applied practice experiences may involve governmental, non-governmental, non-profit, industrial and for-profit settings, or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. Repeatable for credit - maximum four. Prerequisite: PH 700, PH 701, PH 710, PH 711, PH 725, and PH 755. Offered Spring, Summer.

PH 790 Cr.3

Public Health Administration and Organization

Principles of effective administration as applied to public health practice, leadership, personnel, management, negotiation, and mediation skills are emphasized with a special focus on organizational concepts related to public health and human service agencies. Prerequisite: PH 700, PH 701, PH 710, PH 711, PH 725, and PH 755. Offered Annually.

PH 792 Cr.4

Public Health Integrative Learning Experience (ILE)

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals; demonstrating synthesis and integration requires more than one foundational and one concentration competency. Prerequisite: PH 700, PH 701, PH 710, PH 711, PH 725, and PH 755. Offered Fall.

Race, Gender, and Sexuality Studies (RGS) - Graduate Courses

Courses

RGS 500 Cr.1-3

Independent Study in Race, Gender, and Sexuality Studies

Directed reading and research under the supervision of an instructor. Repeatable for credit - maximum six. Consent of instructor. Offered Fall, Spring.

RGS 530 Cr.1-3

Topics: Race, Gender, Sexuality, Class, and Society

This course is an interdisciplinary analysis of a social issue, idea, or institution from the perspective of race, gender, class, and sexuality studies. Repeatable for credit - maximum nine. Offered Occasionally.

Reading (RDG) - Graduate Courses

Courses

RDG 600 Cr.3

Research Methods in Literacy

Students learn to design an action research study related to literacy and to analyze and interpret both qualitative and quantitative data collected. Attention is given to assisting students in being critical consumers of the research literature as well as designing their own studies. Prerequisite: taken concurrently with RDG 799; admission to a graduate Reading Program; completion of reading teacher (1316) coursework. Offered Fall, Spring, Summer.

RDG 601 Cr.3

Literacy and Language Development for Diverse Learners

This course surveys theories of language acquisition and development in first and second languages and the role of language as a foundation for diverse learners. Students will examine theoretical perspectives, key concepts of language development and instruction, and major issues pertinent to teaching diverse learners. Emphasis will be on language knowledge and literacy knowledge in second language literacy development and effective instruction for English language learners. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 702 Cr.3

Disciplinary Literacy

The purpose of this course is to explore reading, writing, speaking, and listening within discipline-specific contexts. Focuses are on examining the characteristics of content area texts and learning strategies for interacting with the types of texts encountered throughout a range of academic disciplines. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 703 Cr.3

Literacy Assessment and Instruction

This course introduces students to key theories in literacy assessment and instruction. Students will learn how to select assessment tools appropriate for a variety of situations, administer assessments accurately, interpret results, and design instruction based on assessment results. Instruction and practice will also be provided in designing effective intervention plans for students needing additional support in reading and writing. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 704 Cr.3

Emergent Literacy

This course focuses on the developmental process of literacy acquisition from pre-kindergarten through grade three with implications through grade 12. Students gain an understanding and competency in the fundamentals of the components of emergent literacy including phonemic awareness, phonics, alphabetic principle, vocabulary, comprehension, and fluency development. Complexities of early reading difficulties are also explored. Emphasis is given to designing and managing learning environments, appropriate book selection, and language development. This includes selecting, administering, and interpreting appropriate assessments; incorporating instructional strategies for diverse learners; and differentiating instruction to support inclusive practices. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 711 Cr.3

Advanced Research Methods in Literacy

During this course, students will complete the action research they proposed in RDG 600. Key focus areas are on analyzing the data, summarizing the results, and discussing the implications of the action research study. Students will complete and submit the formal action research paper during this course. Prerequisite: RDG 600; taken concurrently with RDG 799; admission to the graduate Reading Program; completion of Reading Teacher (1316) coursework. Offered Fall, Spring, Summer.

RDG 712 Cr.3

Critical Issues in Reading Difficulties

The course is designed to develop competence in determining causes and degrees of reading disabilities, recommending specific corrective or remedial instruction to meet specific needs for students. This course will help reading professionals to investigate important factors of achievement gap in literacy learning and incorporate effective research-based modifications for diverse learners. The course content also focuses on practitioner inquiry, reflective practice, and the evolving concept of literacy shaped by the following trends: culturally responsive literacy curriculum, critical literacy, and new literacies. Prerequisite: RDG 601; taken concurrently with RDG 714; admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 714 Cr.3

Reading Teacher Practicum

The reading teacher practicum provides reading teacher candidates with the opportunity to implement literacy skills and strategies with two focus students with areas of struggle in literacy: one student in grades K-5 and one student in grades 6-12. Candidates will assess each student, diagnose instructional needs, develop and implement appropriate instructional strategies, and consistently monitor progress made. Candidates will compile a case study narrative reflecting on the growth of each student and suggesting next steps. This practicum experience is a minimum of 50 hours and is supervised by both a school-based supervisor and a university supervisor. Prerequisite: RDG 601, RDG 702, RDG 703, RDG 704; admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 715 Cr.3

Children's and Adolescent Literature

This course exposes students to a variety of literature genres published for children and young adults. There is a focus on using literature in culturally responsive ways to reflect students' own experiences and to provide insight into others' cultural experiences. Additional focus is provided on strategies to use literature to engage and support students in their reading development. Prerequisite: admission to a graduate Reading Program. Offered Fall, Spring, Summer.

RDG 716 Cr.1-3

Special Topics Seminar in Reading Education

Special topics seminar in literacy is designed for the student to explore and study special topics of interest and their application in a reading program. The particular topic selected is to be determined by current need and interest. Repeatable for credit - maximum six. Prerequisite: admission to a graduate Reading Program. Offered Spring, Summer.

RDG 718 Cr.3

Guiding and Directing a Schoolwide Reading/Literacy Program

This course prepares licensed reading teachers to take on the administrative roles associated with a reading specialist licensure. Many different potential roles and responsibilities of reading specialists will be covered. Special focus will be on evaluating a district-wide literacy program from the viewpoint of curriculum, instruction, assessment, and equity. Different models of developing staff in continuous improvement will be discussed. Prerequisite: taken concurrently with RDG 780; admission to a graduate Reading Program; completion of Reading Teacher (1316) coursework; master's degree. Offered Fall, Spring, Summer.

RDG 780 Cr.3

Reading Specialist Practicum

This course is an intensive and diverse professional experience of at least 40 hours providing collaborative leadership to the adults in a school system under supervision of an experienced reading specialist, or other person responsible for the school reading program, and a university supervisor. Experiences must span elementary and secondary schools and must show evidence of leadership in each of the following standards: curriculum and instruction, assessment and evaluation, diversity and equity, learners and the literacy environment, and professional learning and leadership. Prerequisite: taken concurrently with RDG 718; admission to a graduate Reading Program; completion of Reading Teacher (1316) coursework; master's degree. Offered Fall, Spring, Summer.

RDG 796 Cr.1-2

Independent Study

Directed readings or presentation of material not available in formal departmental courses under the supervision of an assigned staff member. Repeatable for credit - maximum four. Offered Occasionally.

RDG 799 Cr.3

Action Research in Literacy

Upon successful completion of required courses for the program, students will critically examine issue(s), problems, and trend(s) related to literacy education and write their action research in literacy paper. They will complete an action research paper under the supervision of a faculty mentor. Repeatable for credit - maximum six. Prerequisite: at least 18 credits or equivalent in the graduate Reading Program. Pass/Fail grading. Offered Fall, Spring, Summer.

Recreation Management (REC) - Graduate Courses

Courses

REC 400/500 Cr.3

Parks, Recreation, and Tourism Facility Planning

This course is designed to equip the student with the basic knowledge necessary to understand and implement the planning process in the development of parks, recreation, and tourism facilities. Students become familiar with federal, state and local statutes, and other related documents. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Offered Fall.

REC 402/502 Cr.3

Risk Management in Leisure Service Organizations

This course identifies the primary components of risk management and detail legal aspects of tort liability, waivers, and indemnification agreements in leisure service organizations. The course equips students with basic knowledge and skills necessary to appropriately manage legal liability and risk exposure associated within various professional leisure and recreation contexts. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Offered Fall, Spring.

REC 404/504 Cr.3

Budgeting in Recreation Services

Emphasis is placed on budget development, implementation and management decision-making within the recreation and park enterprise. This course introduces students to various contextual operational budgets within governmental and non-profit enterprises. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Offered Fall.

REC 415/515 Cr.3

Camp Administration

This course provides an overview of the history of the camping movement and its evolution over time. In addition, the course provides foundational knowledge necessary to successfully operate a camp facility including administration, day-to-day operations, staffing, camp counseling, and program activities. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Offered Spring.

REC 420/520 Cr.3

Revenue Management in Recreation, Tourism, and Events

This course covers prices and pricing from both managerial and behavioral perspectives in recreation, tourism and event settings. While the managerial aspects of pricing include pricing policy/strategy and revenue management (defined as selling perishable service products to the right customer at the right time for the right price), the behavioral aspects include the psychology of pricing, price fairness, price perceptions, and willingness-to-pay for activities and experiences. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Offered Fall, Spring.

REC 445/545 Cr.3

Advanced Event Planning and Management

This course advances students' understanding of the event planning and management profession. The course is intended to expose students to planning and management aspects in the areas of meetings, conventions, and other special events, while gaining an understanding of how special events impact tourism. Students further develop the professional skills necessary to plan, manage, and evaluate the success of a meeting, convention, or large-scale special event. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Offered Fall.

REC 491/591 Cr.1-3

Workshops in Recreation and Parks

Group study of varying recreation and parks topics. University professors as well as visiting lecturers will be invited to address the students and conduct specialized phases of the workshops. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit under different topics. No student may earn more than six credits in REC 491/591 and RTH 491/591. Offered Occasionally.

REC 700 Cr.1-9

Internship in Guided Learning

Application of the methods and techniques of recreation leadership and administration through a supervised internship experience. Repeatable for credit - maximum nine. Prerequisite: completion of all required REC/RTH courses; approval of recreation management internship coordinator. Offered Fall, Spring, Summer.

REC/RTH 701 Cr.3

Philosophical Foundations of Leisure, Play, and Recreation

This course provides an in-depth study of past and current theories of leisure, play, and recreation. Topics include concepts of work and time, the influence of technology and societal changes, and the role of recreation in modern day society. (Cross-listed with REC/RTH; may only earn credit in one department.) Offered Fall.

REC 704 Cr.3

Current Issues and Problems

An examination of current factors that are affecting the field of recreation, parks, and leisure with a major emphasis on special problem areas. Subject matter may vary in areas of interest or experience of the student and the instructor. Offered Occasionally.

REC 710 Cr.3

Entrepreneurship in Recreation

This course focuses on management processes that the entrepreneur in recreation uses to create new recreation or entertainment services or to reenergize faltering services. Because entrepreneurs create services that are unusual, innovative, or unique, emphasis is given to planning and marketing processes. The course addresses market feasibility studies, business plan development, pricing, advertising, and public relations. Offered Occasionally.

REC 711 Cr.3

Management of Leisure Services Organizations

Designed to equip the student with the knowledge and skills necessary to manage a public, not-for-profit, or commercial leisure service organization or a division of a leisure service organization. Emphasis will be placed on management functions (planning, organizing, staffing, leading, and controlling) as they relate to the leisure service organization. Offered Occasionally.

REC/RTH 720 Cr.3

Research Methods for Recreation, Parks, and Leisure

The course introduces graduate students to research methods used in leisure research and recreation programs. Students learn to develop a research question, collect and analyze research literature, and conduct research using both quantitative and qualitative methods. The course is designed specifically to help students use methods relevant to the recreation field to take the initial steps for a graduate thesis or project. (Cross-listed with REC/RTH; may only earn credit in one department.) Offered Spring.

REC 731 Cr.3

Data Evaluation and Management in Parks and Recreation

This course covers best practices and emerging models for designing, collecting, and analyzing data used in managing parks, recreation, and leisure service delivery organizations and includes management strategies for applying and communicating evaluation results. Historical and current evaluative management tools (e.g., VIM, SERVQUAL) are also examined for their effectiveness in multiple contexts. Seven week course. Prerequisite: enrollment priority will be given to students in the Recreation Management: Professional Development MS Program and the Recreation Management MS Program. Offered Fall.

REC 732 Cr.3

Human Development and Group Dynamics

This course is designed to introduce the basic principles of group dynamics and functioning. These principles are directly applicable to staff/team development and training, organizational leadership, facilitation, board development, and assessment/evaluation strategies. Students engage theories and models of human and group development, group effectiveness, as well as leadership and facilitation in relation to concerns directly germane to community, private, and commercial recreation setting. Seven week course. Prerequisite: enrollment priority will be given to students in the online Recreation Management: Professional Development Program. Offered Spring.

REC 733 Cr.3

Diversity and Social Justice in Recreation Management

This course covers the range of experiences and perspectives of diverse populations with a particular focus on the leisure experience. The experiences of members of minority populations including issues related to race, gender, sexual orientation, gender identity, religion, social status, age, and disability are explored. Students are introduced to factors that influence the experience of leisure and leisure service delivery. Six week course. Prerequisite: enrollment priority will be given to students in the online Recreation Management: Professional Development Program. Offered Summer.

REC 734 Cr.3

Experience Management

This course is designed to help students understand how visitors impact organizations directly and indirectly tied to tourism. The course examines the visitor experience and how the experience visitors are looking for impacts management and marketing decisions. The importance of customer service and the attitudes and perceptions of residents are reviewed. The course explores how organizations can prepare for visitors and make strategic decisions with both residents and visitors in mind. Six week course. Prerequisite: enrollment priority will be given to students in the online Recreation Management: Professional Development Program. Offered Summer.

REC 735 Cr.1-3

Management Topics in Recreation and Leisure Services

This course covers topics related to various facets of management of recreation and leisure services. Topics are determined by faculty based on the current needs of the field and interest of students. Seven week course. This course is repeatable in the same term for up to three credits. Repeatable for credit - maximum three. Prerequisite: enrollment priority will be given to students in the Recreation Management: Professional Development MS Program and the Recreation Management MS Program. Offered Fall.

REC 736 Cr.3

Collaborative Approaches to Recreation and Leisure Service Delivery

This course is designed to help students understand a variety of collaborative approaches to leisure service delivery. Students focus heavily on the administration of various types of alternative funding models including fund development, grants, and capital campaigns. In addition, students build an understanding of collaborative approaches to the operations of leisure service agencies including partnerships, outsourcing, and privatization. Seven week course. Prerequisite: enrollment priority will be given to students in the online Recreation Management: Professional Development Program. Offered Fall.

REC 737 Cr.1-3

Contemporary Issues in Recreation Management

This course includes topics not covered by current recreation management courses. The particular topics selected are determined by the faculty according to the current needs of the field and student interest. Seven week course. This course is repeatable in the same term for up to three credits and may be repeated in multiple terms. Repeatable for credit - maximum five credits. Credit may not be earned for the same topic more than once. Prerequisite: enrollment priority will be given to students in the online Recreation Management: Professional Development Program. Offered Spring.

REC 738 Cr.3

Capstone Seminar in Recreation Management

The capstone is designed as a culmination of the recreation management graduate program experience. The course allows students to integrate their skills and knowledge gained over the course of their program. Repeatable for credit - maximum six. Prerequisite: enrollment priority will be given to students in the Recreation Management: Professional Development MS Program and the Recreation Management MS Program. Offered Spring.

REC 761 Cr.1-6

Graduate Project in Recreation

An independent investigation of advanced level study in the leisure service profession. Examples of professional projects include development of agency manuals, development of agency comprehensive assessments, research projects, recreation business proposals, program development and evaluation, and recreation comprehensive plans. Repeatable for credit - maximum six. Consent of department. Offered Fall, Spring, Summer.

REC 795 Cr.1-3

Independent Study in Recreation

Individualized study of areas not available in existing courses. Repeatable for credit - maximum six. Consent of instructor. Offered Fall, Spring, Summer.

REC 797 Cr.1-3

Special Projects in Recreation Management

Individualized study areas not available in existing courses or independent study. Emphasis is on the planning, implementation, and evaluation of a recreation leisure project. Projects are completed under the supervision of the director and graduate faculty in the department. Repeatable for credit - maximum six. Offered Fall, Spring, Summer.

REC 799 Cr.1-6

Research: Master's Thesis

Independent research project selected and executed under the direction of a graduate faculty member by students electing to write a thesis. The project may be in any area related to recreation and parks. Maximum six credits allowed toward degree for graduation. Consent of department. Offered Fall, Spring, Summer.

Recreational Therapy (RTH) - Graduate Courses

Courses

RTH 412/512 Cr.3

Animal Assisted Therapy

This course demonstrates how to safely and ethically integrate animals into a variety of therapeutic settings while creating mutually beneficial relationships with animals and the environment. Differences between Animal Assisted therapy (AAT), Animal Assisted Activities (AAA), and certified Service Dogs are explored. A focus on the effects of Animal Assisted Therapy (AAT) as a recreational therapy intervention to address agitated behaviors and social interactions learned through research, practitioners, and observations. Site visitations may include long-term health care facilities, specific animal use in physical medicine and rehabilitation facilities, equine-assisted psychotherapy, literacy programs in libraries, and/or agencies serving veterans with polytrauma. AAT, AAA, and Service Dog skills are applied through a series of learning experiences during this interactive course. This course includes direct contact with a trained Service Dog. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: admission to Recreational Therapy MS Program or Recreational Therapy BS/MS Dual Degree Program. Offered Occasionally.

RTH 414/514 Cr.3

Recreational Therapy and Adaptive Sports

This course introduces recreational therapists' use of adaptive sports, recreation, and leisure activities for individuals with disabilities to meet treatment goals and improve quality of life. Emphasis is given to the history and rules of a variety of sports, and possible settings where these take place. The examination of each sport includes a focus on its connection to the recreational therapy profession and professional processes used in the field. Hands on experience with a variety of sports is included. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: admission to Recreational Therapy MS Program or Recreational Therapy BS/MS Dual Degree Program. Offered Occasionally.

RTH 416/516 Cr.3

Recreational Therapy for Youth and Adolescents

This class is designed to provide students with information relating to recreational therapy services for youth and adolescents with and without disabilities. Programming consideration includes treatment concerns, community inclusion, and leisure activities. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Occasionally.

RTH 420/520 Cr.3

Nature and Forest Therapy

This course is designed to provide students with specialized sessions relating to nature-based therapy knowledge and application in outdoor leisure and recreational therapy settings from international and domestic perspectives. The course provides special emphases on general nature-based therapy concepts and benefits, planning for nature-based therapy walks with various clients with and/or without special needs, the process of implementing nature-based therapy walks, actualizing mindfulness in nature, nature connection, relevant environmental literature (e.g., outdoor therapies related to trauma or depression), interactions between humans and environments, medicinal plants, and practice doing therapeutic walks. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Occasionally.

RTH 430/530 Cr.3

Recreational Therapy and Mental Health

This course is designed to provide students with information regarding therapeutic recreation services to persons with mental illness, and substance abuse disorders, or individuals served in behavioral health treatment facilities. Course emphasizes mental health recovery, activities to facilitate change in different behavioral domains, therapeutic interventions for adults and children, treatment settings and services, and trends in recreation therapy program delivery. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Occasionally.

RTH 432/532 Cr.3

Recreational Therapy for Physical Disabilities

This course is designed to provide students with information relating to recreational therapy services for individuals with physical disabilities. Programming considerations include treatment concerns, community inclusion, wheelchair sports and leisure activities. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Occasionally.

RTH 434/534 Cr.3

Recreational Therapy for Individuals with Intellectual and Developmental Disabilities

This course introduces students to recreational therapy interventions and facilitation techniques commonly used by professionals who work with individuals who have intellectual and developmental disabilities. The course emphasizes behavioral and developmental approaches to working with this population and address the social and sensory needs of this population within a leisure context. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Offered Occasionally.

RTH 445/545 Cr.3

Recreational Therapy for Older Adults

This course teaches students to facilitate psychosocial intervention to address needs, strategies, techniques, and approaches for older adults with chronic health conditions through health promotion and leisure activities. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: admission to Recreational Therapy MS Program or Recreational Therapy BS/MS Dual Degree Program. Offered Occasionally.

RTH 456/556 Cr.3

Program Design and Administration of Recreational Therapy

This course is designed to present a rationale and foundation for systematic program design, program implementation and program evaluation in various recreational therapy settings. Students develop competence in the planning and development of evidenced-based recreational therapy programs using a structured and systematic process for purposes of improved client functioning and independence in life activities. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 355, RTH 376; or admission to the Recreational Therapy MS program. Offered Fall, Spring.

RTH 462/562 Cr.3

Inclusive Recreation Program Administration

This course is designed to provide the student with information relating to recreation in inclusive settings. General administration concepts, management concepts, advocacy, legislation, and therapeutic recreation as a related service in the schools will receive special emphasis in this course. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 456/556. Offered Fall, Spring.

RTH 470/570 Cr.3

Recreational Therapy Processes and Facilitation Techniques

In this course students implement the individualized treatment/program plan using appropriate evidence-based treatment interventions and programs to restore, remediate, or rehabilitate patient/client functioning as well as to reduce or eliminate the limitations to participation in life activities resulting from medical, psychiatric, or other disabling conditions. Included are processes for leading therapeutic groups, experiences of modalities and facilitation techniques, and counseling techniques and approaches for recreational therapy as an action therapy. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 355, RTH 376; or admission to the Recreational Therapy MS program. Offered Fall, Spring.

RTH 476/576 Cr.3

Assessment and Treatment Planning in Therapeutic Recreation

Overview of individual client assessments used in therapeutic recreation practice; development of individualized treatment/program plans in a therapeutic recreation context; review resources, standards and issues related to client assessment and program planning in therapy, leisure education and recreation participation programs. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 456/556, RTH 470/570. Offered Fall, Spring.

RTH 480/580 Cr.3

Leisure Education in Therapeutic Recreation

This course is designed to provide a philosophical understanding and overview of leisure education as well as to emphasize the approaches and strategies that can be utilized in enabling people to enhance the quality of their own lives in leisure. The focus will be leisure education as a major component of therapeutic recreation services. Topics included are leisure theory, leisure education conceptual models, leisure education programming techniques, facilitation of leisure education groups for various ages. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 456/556, RTH 470/570. Gerontology students should have completed one core gerontology course and have permission from the director of therapeutic recreation. Offered Fall.

RTH 491/591 Cr.1-3

Workshops in Recreational Therapy

Group study of varying recreational therapy topics. University professors as well as visiting lecturers will be invited to address the students and conduct specialized phases of the workshops. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit under different subtitles. No student may earn more than six credits in REC 591 or RTH 591. Offered Occasionally.

RTH 492/592 Cr.3

Clinical Education Experience in Recreational Therapy

This course provides opportunities to practice and integrate cognitive learning, with the associated psychomotor skills requirements of the profession, in accordance with professional standards of practice, to develop entry-level clinical proficiency and professional behavior as a recreational therapist as defined by professional guidelines for competencies necessary for safe and effective recreational therapy practice. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: RTH 319, RTH 352, RTH 355, RTH 376; or admission to the Recreational Therapy MS Program. Offered Fall, Spring.

RTH 493/593 Cr.3

Advancing the Recreational Therapy Profession

This course provides an examination of current issues, trends, and professional concerns in recreational therapy including: professional standards, ethics, advocacy, professional development, professional organizations, credentialing, accreditation standards, improving organizational performance, research, and current professional controversies. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: admission to the Recreational Therapy MS Program. Offered Fall, Spring.

RTH 700 Cr.1-6

Internship in Recreational Therapy

This course is a full-time field placement where students apply academic learning to demonstrate competencies associated with entry-level practice in recreational therapy. This includes involvement in the assessment of clients, planning and delivering recreational therapy services to clients, and evaluating these decisions. Additionally, the student gains experience with self-reflective learning through clinical supervision with both a faculty and clinical supervisor. Upon completion of the internship, students have the knowledge, skills, and abilities needed to assume the responsibilities of a recreational therapist. Prerequisite: RTH 556, RTH 570, RTH 593 or equivalents and/or approval of graduate program director and internship coordinator; admission to Recreational Therapy MS Program. Offered Fall, Spring, Summer.

RTH/REC 701 Cr.3

Philosophical Foundations of Leisure, Play, and Recreation

This course provides an in-depth study of past and current theories of leisure, play, and recreation. Topics include concepts of work and time, the influence of technology and societal changes, and the role of recreation in modern day society. (Cross-listed with REC/RTH; may only earn credit in one department.) Offered Fall.

RTH 702 Cr.3

Foundations in Recreational Therapy

This course provides a graduate level overview of recreational therapy including: historical and philosophical foundations of recreational therapy; disability education and medical language; and service learning applications. This course is specifically designed to help recreational therapy graduate students who do not have a recreational therapy undergraduate degree. Offered Occasionally.

RTH/REC 720 Cr.3

Research Methods for Recreation, Parks, and Leisure

The course introduces graduate students to research methods used in leisure research and recreation programs. Students learn to develop a research question, collect and analyze research literature, and conduct research using both quantitative and qualitative methods. The course is designed specifically to help students use methods relevant to the recreation field to take the initial steps for a graduate thesis or project. (Cross-listed with REC/RTH; may only earn credit in one department.) Offered Spring.

RTH 730 Cr.3

Advanced Clinical Aspects in Recreational Therapy

An investigation of the concepts and techniques utilized by the experienced and advanced recreational therapist including clinical issues, comprehensive program concerns, administrative functions and trends in the practice of recreational therapy service. Offered Spring.

RTH 740 Cr.3

Evidence-Based Practice in Recreational Therapy

This course provides both an overview of and builds expertise for incorporating evidence-based practice within recreational therapy to improve client outcomes, ensure consistency and communication among professionals, create protocols and criteria for client assessments, and increase recreation therapists' (RTs) research capacity. Students will develop an evidence-based recreational therapy curriculum with a community partner based on clinical outcomes. Offered Annually.

RTH 750 Cr.3

Authentic Leadership and Clinical Supervision in Recreational Therapy

This course is designed to prepare the graduate student with the skills and abilities to assume a management position in the health and human service industries or engage in private practice in recreational therapy. The class will explore the qualities of leadership and the components of authentic leadership. The student will develop an understanding of contemporary healthcare systems and human service agencies, the influence of licensing and regulatory bodies, and the necessity of funding sources. The class will apply this learning through implementation of the quality improvement process as it relates to recreational therapy management practices. Students will also be introduced to the core concepts of clinical supervision as they relate to student internships and professional supervision. Upon completion, students additionally discern the creation of work-life integration to promote sustainability in the field. Offered Annually.

RTH 770 Cr.3

Interprofessional Education and Collaborative Healthcare

This course is designed to provide students with introductory knowledge of interprofessional teamwork within an evolving health care system. The purpose of the course is to introduce concepts in interprofessional education to allied health profession students for collaborative patient, family, and community health care. The philosophical and theoretical foundations of interprofessional health care are explored. Interactive learning experiences provide the opportunity to develop knowledge and understanding of each profession's contribution to health care. This is a foundation course for future interprofessional study of health promotion, issues of health care delivery, evidence-based practice, and clinical application of these concepts. Offered Fall, Spring.

RTH 790 Cr.1-3

Advanced Seminar - Therapeutic Recreation

Various current professional and theoretical topics will be presented in workshop format. Visiting scholars will supplement faculty presentations. Repeatable for credit - maximum six. Offered Occasionally.

RTH 795 Cr.1-3

Independent Study in Recreational Therapy

Individualized study of areas not available in existing courses. Repeatable for credit - maximum six. Consent of instructor. Prerequisite: admission to Recreational Therapy MS Program or Recreational Therapy BS/MS Dual Degree Program. Consent of department. Offered Fall, Spring, Summer.

RTH 797 Cr.1-3

Special Projects in Recreational Therapy

Students pursue individualized study areas not available in existing courses or independent study. These projects will be completed under the supervision and direction of a faculty member within the department of recreation management and recreational therapy. Examples include: wheelchair sports/coaching, special recreation programs, Special Olympics, development of professional materials/programs, and other topics. Repeatable for credit - maximum six. Prerequisite: RTH 456/556; consent of instructor and student's advisor. Consent of instructor. Offered Fall, Spring, Summer.

School of Education (SOE) - Graduate Courses

Courses

SOE 695 Cr.3

Supervision of Student Teaching

Designed especially for supervising teachers having student teachers or teacher interns under their direction, and for other teachers interested in preparing for teacher supervising responsibilities. Emphasis on objectives of student teaching, orientation and induction, roles and responsibilities of personnel, instructional planning and implementation, process of supervision and post-instructional conferencing. Additional topics are Wisconsin PI34 expectations, the SoE Conceptual Framework, SoE programs, InTASC standards, Teacher Educator Standards, and the edTPA. Repeatable for credit - maximum six. Prerequisite: teaching certification, a baccalaureate degree, and teaching experience. Consent of instructor. Offered Fall, Summer.

School Psychology (SPY) - Graduate Courses

Courses

SPY 700 Cr.3

School Psychology: Role and Function

This course will guide students in identifying and explaining the roles and functions of school psychologists, as well as the "lenses" (i.e., historical, diversity, developmental and relational) they should consider in interpreting the ways in which school psychologists engage in these roles and functions. Students will also learn about the strategic goals the National Association of School Psychologists (NASP) uses to promote the importance of, and advocate for, school psychologists. Prerequisite: admission to the School Psychology Program. Offered Fall.

SPY 717 Cr.3

Child and Adolescent Mental Health for School Psychologists

This course provides overview and application of high incidence mental health disorders, specific to the school-based practitioner. Includes the study of etiology, symptoms and school-based treatment of mental health disorders in children. Prerequisite: admission to the School Psychology Program. Consent of instructor. Offered Summer.

SPY 725 Cr.3

Research and Program Evaluation in Schools

This course is designed to increase competencies in understanding and applying educational research and provide skills to successfully participate in school wide evaluation and improvement efforts.

Prerequisite: STAT 145 or equivalent; admission to the School Psychology Program. Offered Summer.

SPY 751 Cr.3

School-wide Practices for Academics, Behavior, and Mental Health in a MTSS Model

This course is designed to introduce future practitioners to the Multi-Tiered System of Supports (MTSS) and the application to the school environment. Specific topics will focus on the universal or core interventions addressing the broad areas of academics (i.e., Response to Intervention or RTI), behavior/class management (i.e., Positive Behavior Interventions and Supports or PBIS), and the mental health needs of students. Prerequisite: admission to the School Psychology Program. Offered Fall.

SPY 752 Cr.3

Academic, Behavioral, and Mental Health Interventions

Students will learn methods of systematic data collection and how to translate assessment results into empirically-based interventions. Students will also learn how to develop, implement, and evaluate the effectiveness of appropriate academic, behavior, and mental health interventions for children with different abilities and needs. Prerequisite: SPY 700. Offered Spring.

SPY 756 Cr.3

Early Childhood Assessment

This course will provide an in-depth review of best practices of formal and informal assessment techniques in early childhood. Students will learn procedural considerations in assessing the five early childhood developmental domains: cognition, physical, communication, social-emotional, and adaptive. Issues of test development, standardization, reliability, validity, and report writing will also be explored. The challenges of assessing young children and meeting the ongoing needs of the child and family will be addressed. Prerequisite: admission to the School Psychology Program. Offered Fall.

SPY 757 Cr.3

Psychoeducational Assessment I

This course begins with a review of the history of psychological assessment, psychometric principles, and general assessment and testing practices. Building upon this foundation, the bulk of this course is designed to develop student mastery of the standardized administration of current major individual cognitive and achievement measures. Students will also gain beginning experience in written and oral interpretation of current major cognitive and achievement measures. Lect. 2, Lab 2. Prerequisite: admission to the School Psychology Program. Offered Fall.

SPY 758 Cr.3

Psychoeducational Assessment II

This course further develops student skills in psychoeducational assessment. Students will learn various theoretical models that advance assessment processes grounded within an equity and social justice framework, including but not limited to: methods of cognitive assessment within the response-to-intervention framework, assessment procedures for students who are culturally and linguistically diverse (CLD) and/or various ability statuses. To meet these goals, students will be introduced to additional measures of cognitive ability and learn advanced interpretation skills. Prerequisite: SPY 757. Offered Spring.

SPY 759 Cr.3

Assessment of Students with Emotional/Behavioral Needs

This course guides students in how to conduct a comprehensive assessment of children and adolescents with emotional and behavioral needs. Students learn how to apply problem solving, eligibility and equity lenses to the creation and implementation of an assessment plan that includes file reviews, interviews, observations and behavior rating scales. Students demonstrate their knowledge and skills through written exams, assessment reports summarizing the results of observations and behavior rating scales, and simulated role plays in which they explain assessment plans or results to mock parents. Prerequisite: SPY 757, SPY 775; admission to the School Psychology Program. Offered Spring.

SPY 761 Cr.1

Orientation to Supervised Practicum in School Psychology

This class covers basic knowledge that will prepare the student for Supervised Practicum in School Psychology I (SPY 762). The skills include: orientation to the school setting, information on legal and ethical requirements, and the initiation of professional skills and accountability. Prerequisite: SPY 757. Offered Winter.

SPY 762 Cr.3

Supervised Practicum in School Psychology I

The course is a 200-hour supervised practice in the application of school psychology skills in a school setting under the supervision of both a qualified school psychologist and a university faculty member. The emphasis is on developing professional skills in psycho-educational assessment and school-based interventions. Prerequisite: SPY 757; acceptance into the School Psychology Program. Offered Spring.

SPY 763 Cr.3

Supervised Practicum in School Psychology II

The course is a 250-hour, supervised field experience in the application of school psychology professional skills in a school setting. The applied skills include data-based decision-making, psychoeducational assessment, counseling, and consultation. Prerequisite: students in the on-campus School Psychology Program must complete SPY 762. Offered Fall.

SPY 764 Cr.3

Supervised Practicum in School Psychology III

The course is a 250-hour, supervised field experience in the application of school psychology professional skills in a school setting. The applied skills include data-based decision-making; assessing behavioral, intellectual, cognitive, and academic functioning; and, in collaboration with others, designing and implementing cognitive, academic, adaptive, social, and behavioral interventions for students of varying abilities, disabilities, strengths, and needs. Prerequisite: SPY 763. Offered Spring.

SPY 771 Cr.3

Application of Multicultural Psychology

This course is an introduction and application of multicultural psychology theory, research, and practice. It aims to develop students' multicultural competence (i.e., knowledge, awareness, and skills) in order to prepare them to live and work with individuals from diverse socio-cultural backgrounds. It also aims to increase students' understanding of, and commitment to, social justice in their personal and professional lives. Prerequisite: SPY 700. Offered Spring.

SPY 772 Cr.3

Counseling and Therapy Methods

Focus on an integrative framework for major theoretical views and methods for use in counseling and therapy. Includes lab and field supervised experiences in individual and group therapy. Prerequisite: admission to the School Psychology Program. Offered Fall.

SPY 773 Cr.3

Advanced Counseling and Therapy Methods

This course is designed to expand on previous therapeutic methods and skills through participating in additional helping relationships in a school setting. Students will be expected to advance their clinical skills by exploring practical and ethical components of critical incidents in schools. Special emphasis will be placed on designing, facilitating, and evaluating group counseling experiences across development stages. Prerequisites: SPY 772; enrollment in School Psychology Program. Offered Spring.

SPY 775 Cr.3

Behavioral Assessment and Management

Students will learn functional behavioral assessment, behavior management techniques, and how to design effective behavioral interventions. Specific topics also include systematic data collection and measuring progress and outcomes. Prerequisite: admission to the School Psychology Program. Offered Fall.

SPY 776 Cr.3

Psychological Consultation and Collaboration

This course emphasizes theory, research, and applications of psychological consultation and collaboration in a school setting. Students will acquire skills for consulting and collaborating with teachers, parents, and related professionals. Additional topics include organizational systems, organizational development, pupil services, prevention, crisis intervention, home/school/community collaboration, program assessment, and needs assessment. Prerequisite: admission to the School Psychology Program or the Special Education Program. Offered Spring.

SPY 795 Cr.1-3

Directed Studies

Directed readings or presentation of material not available in formal departmental courses. Repeatable for credit - maximum three. Offered Occasionally.

SPY 796 Cr.1-3

Professional Topics and Practices in School Psychology

Contemporary topics emphasizing current research, developments and issues in school psychology. Repeatable for credit. Offered Occasionally.

SPY 797 Cr.3-6

Internship in School Psychology

An intense and diverse professional experience in school psychology for a minimum of 600 hours for 3 credits under the supervision of an experienced school psychologist and a university supervisor and within training guidelines defined by the training program. Activities include assessment, interventions, consulting, counseling, pupil services, and applied projects. Repeatable for credit - maximum six. Prerequisite: completion of all other SPY course work except for SPY 801; a passing score on the national school psychology examination or UW-La Crosse comprehensive examinations. Students must have earned grade of "B" or better in SPY 803. Offered Fall, Spring.

SPY 800 Cr.1-3

Specialist Thesis Proposal

This course is designed to help students complete a thesis proposal and the initial stages of writing a thesis. Topics include resource utilization, ethical issues, protection of human subjects, proposal development, research design, data analysis, scientific writing, and APA-style writing. Repeatable for credit - maximum six. Prerequisite: SPY 700; SPY 725 (may be taken concurrently). Pass/Fail grading. Offered Fall, Spring, Summer.

SPY 801 Cr.1-6

Specialist Thesis

Students complete an independent research project and thesis under the direction of three graduate faculty members. Topics must be in an area related to school psychology and be approved by the student's thesis committee. A minimum of six thesis credits is required. A maximum of six credits applicable to degree. Repeatable for credit - maximum 10. Prerequisite: SPY 800 and consent of instructor. Students must register for at least one credit of SPY 801 each semester, beginning the first semester of their third year and continuing until thesis is approved. Offered Fall, Spring, Summer.

SPY 802 Cr.1-3

Research/Specialist Project

This is one of two components of the capstone requirement for the education specialist degree. Students complete a project on an approved topic related to School Psychology. Students may opt to complete: (a) a research project culminating a poster/presentation at an appropriate conference or outlet or (b) a comprehensive research proposal with an extensive literature review and defend to a committee. Prerequisite: SPY 725 (may be taken concurrently). Offered Fall, Spring, Summer.

SPY 803 Cr.1

Case Conceptualization Project

This course is one of two components of the capstone requirement for the education specialist degree. Students will present to a committee a written and oral case defending methodology and outcome of a child evaluated in a school setting. Prerequisite: SPY 764 (may be taken concurrently) and approval of the program director. Consent of department. Offered Spring, Summer.

Special Education (SPE) - Graduate Courses

Courses

SPE 501 Cr.3

Introduction to Exceptional Individuals

This course is a general survey of exceptional individuals (disabled and gifted) from birth to 21 years of age. It provides an introduction to special education including history, law, definitions and classification systems, characteristics, etiology, provision of services and educational interventions and procedures related to the various disabilities covered under the law. Prerequisite: admission to the School Psychology Program. Offered Fall, Winter, Spring, Summer.

SPE 715 Cr.3

Special Education and the Law

In this course students study the law as it relates to access to meaningful educational opportunity for exceptional children. Emphasis is on the implementation of Wisconsin and federal legislation mandating special education and related services as well as relevant judicial decisions. Prerequisite: admission to graduate Adapted Physical Education Program or School Psychology Program. Offered Spring.

Statistics (STAT) - Graduate Courses

Courses

STAT 505 Cr.3

Statistical Methods

A survey of statistical methods from the point of view of how these methods are implemented with a standard statistics software package. Topics include descriptive statistics, graphical methods, tests of location, goodness of fit, simple and multiple regression, design of experiments, ANOVA, multiple comparisons, chi-square tests. Both parametric and nonparametric methods are treated. Computer use is an integral part of the course. Prerequisite: grade of "C" or better in STAT 145 or STAT 245. Offered Occasionally.

STAT 441/541 Cr.3

Mathematical Statistics I

Review of discrete and continuous random variables. Moment generating functions, multivariate probability distributions, marginal and conditional probability distributions, functions of random variables, order statistics, Central Limit Theorem, point estimation and confidence intervals. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 245 and MTH 208. Offered Fall.

STAT 442/542 Cr.3

Mathematical Statistics II

Methods of estimating, including method of moments and maximum likelihood. Sufficient statistics, hypothesis testing, power of tests, likelihood ratio tests and introduction to regression and analysis of variance. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: grade of "C" or better in MTH 308 or MTH 309; grade of "C" or better in STAT 541. Offered Spring.

STAT 443/543 Cr.3

Categorical Data Analysis

This course is an introduction to categorical data analysis covering summaries and inference for categorical response and count data, analysis of contingency tables, generalized linear models for binary and count data, logistic regression, multcategory logit models, and log-linear models for contingency tables with an emphasis on applications and implementation using computer software. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345. Offered Fall - Even Numbered Years.

STAT 444/544 Cr.3

Environmental Statistics

This course is an introduction to common statistical methods used for environmental applications. Topics include spatial statistics, time series analysis, environmental monitoring and impact assessment, and integrated population modeling. This course is application driven and includes an introduction to computer programming in R. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: BIO 519 or GEO 505. Offered Spring - Odd Numbered Years.

STAT 445/545 Cr.3

Correlation and Regression Analysis

This course is an introduction to simple linear regression, multiple regression, polynomial regression. Inferences, appropriateness of model, model diagnostics/adequacy, difficulties in the application of models are discussed. A computer package is used. Course participants are involved with hands-on statistical applications and consulting. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345. Offered Fall.

STAT 446/546 Cr.3

Analysis of Variance and Design of Experiments

This course is an introduction to single factor, multiple factor, and randomized block designs in analysis of variance. Inferences, appropriateness of model, model diagnostics/adequacy, difficulties in the application of models are discussed. Design or structure of an experiment is discussed. A computer package is used. Course participants are involved with hands-on statistical applications and consulting. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345. Offered Spring.

STAT 447/547 Cr.3

Nonparametric Statistics

This course is an introduction to the theory and procedures for using distribution-free methods in data analysis. Standard procedures, such as the Wilcoxon tests, Kruskal-Wallis, Kolmogorov-Smirnov, nonparametric confidence intervals, regression analysis, and powers of the tests are included. Computer programs are used when appropriate. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345. Offered Spring - Even Numbered Years.

STAT 448/548 Cr.3

Operations Research

This introductory course applies mathematics/statistics to management decision making. Included are methods of optimizing systems, decision analysis, simulation, and reliability. Various programming techniques are introduced with the computer used as a tool where appropriate. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 245. Offered Occasionally.

STAT 449/549 Cr.3

Applied Multivariate Statistics

This course is an introduction to applied multivariate statistical methods covering multivariate analysis of variance, multivariate analysis of covariance, repeated measures design, factor analysis, principle component analysis, cluster analysis, discriminate analysis, and multivariate regression. Course participants are involved with hands-on statistical applications. This course is taught largely at an undergraduate level. Graduate students have additional course requirements/expectations. Prerequisite: grade of "C" or better in STAT 345. Offered Fall - Odd Numbered Years.

STAT 452/552 Cr.1

Introduction to SAS

This course will provide students with an introduction to the statistical software SAS. Students will learn the syntax that is necessary to write SAS code to perform basic statistical techniques, including data manipulation, graphical displays, and common statistical inference procedures. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Prerequisite: STAT 505 or STAT 543 or STAT 545 or STAT 546 or STAT 547 or STAT 549. Pass/Fail grading. Offered Winter.

STAT 496/596 Cr.1-3

Special Topics in Statistics

Special topics in statistics not covered by regular courses taught in this department. The particular topic is decided by the instructor. This course is taught largely at an undergraduate level. Graduate students will have additional course requirements/expectations. Repeatable for credit - maximum six. Consent of instructor. Offered Occasionally.

STAT 762 Cr.3

Bayesian Statistics

This course will introduce students to Bayesian statistical inference. It covers a discussion of subjective probability and assessment, Bayes' rule, Bayesian inference for one and two parameter problems, Bayesian testing and model diagnostics, Bayesian computation (Markov Chain Monte Carlo, Metropolis-Hastings, and Gibbs Sampling), hierarchical Bayesian methods, and model comparisons. Prerequisite: STAT 345; STAT 441/541. Offered Spring - Odd Numbered Years.

STAT 763 Cr.3

Survey of Modern Statistical Software

This course exposes students to a variety of software packages that are relevant to the field of statistics. Advantages and disadvantages of the software for performing various common statistical procedures will be highlighted. Prerequisite: admission to the graduate applied statistics program. Offered Spring - Even Numbered Years.

STAT 764 Cr.3

Statistical Learning

Students will learn the process of extracting useful information from large data sets using techniques from data mining and machine learning from a statistical point of view, including methods for classification, association, and clustering. Method selection, computer implementation, and interpretation of results are the focus of the course. May also be referred to as predictive analytics. Prerequisite: STAT 345. Offered Fall - Even Numbered Years.

STAT 766 Cr.3

Biostatistics

This course aims to provide students an enriched knowledge regarding the theory and applications of statistics in the health sciences. This course will include a discussion of general techniques and concepts such as relative risk, odds ratio, attributable risk, hazard models, survival analysis, and other related topics. This course will use statistical software to facilitate computations in data analysis. Prerequisite: STAT 445/545 or STAT 446/546 or concurrent enrollment. Offered Fall - Odd Numbered Years.

STAT 796 Cr.1-6

Graduate Project in Applied Statistics

In this course, students generate professional quality solutions to a problem selected for a graduate project under the direction of a faculty member. Repeatable for credit - maximum six. Prerequisite: concurrent enrollment in one of the following: STAT 543, STAT 545, STAT 546, STAT 547, STAT 549, STAT 762, STAT 763, STAT 764, or STAT 766. Consent of instructor. Pass/Fail grading. Offered Fall, Spring.

STAT 798 Cr.1-3

Independent Study

Directed readings or presentation of material not available in formal departmental courses under the supervision of a faculty member. Registration by consent of supervising faculty member and department chair. Repeatable for credit - maximum six. Consent of instructor. Offered Occasionally.

STAT 799 Cr.1-6

Master's Thesis

Independent research on a problem selected for a thesis under the direction of a faculty member. Repeatable for credit - maximum 12. Maximum of six credits per semester. Prerequisite: at least nine graduate credits from STAT 543, STAT 545, STAT 546, STAT 547, STAT 549, STAT 762, STAT 763, STAT 764, STAT 766. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

Student Affairs Administration (SAA) - Graduate Courses

Courses

SAA 700 Cr.3

Professional and Ethical Foundations in Student Affairs

This course provides an overview of the professional standards, ethics, and competencies used throughout the student affairs administration profession. The course explores a wide range of student affairs functional areas and related professional organizations. Scholarly writing expectations and American Psychological Association (APA) style guidelines are a focus of the course to further develop students' written communication skills. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Alternate Years.

SAA 702 Cr.3

Student Development Theory

This course provides a foundation for current college student developmental theories which provides insight into the processes of student learning, growth, and development during the college years. Emphasis is placed on the application of developmental theories to diverse college populations and environments, as well as understanding the implications of these models for the policies and practices of higher education. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Alternate Years.

SAA 704 Cr.3

Leadership and Organizational Theories

This course provides an overview of a variety of leadership and organizational theories, emphasizing those with practical application for meeting the challenges confronting student affairs professionals in higher education. Several theories are reviewed, including (but not limited to) trait leadership, political leadership, systems leadership, transformative leadership, and servant leadership. Course participants explore the ways in which gender, race/ethnicity, and other identities shape how leadership is expressed and received. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Alternate Years.

SAA 705 Cr.3**Higher Education Values, Philosophy, and History**

This course introduces students to the history, philosophy, and values of higher education in the United States (U.S.) from the colonial era to the early 21st Century. The study of the history of higher education serves as a way to develop critical thinking skills in the academic discipline and profession of student affairs. Understanding how values, beliefs, assumptions, ideas, and other forces (such as people, culture, society, politics or economics) have shaped U.S. higher education is a core component of the course. Of critical importance is an examination of the history of marginalized groups in higher education and an examination of the impact of federal higher education policy on the development of higher education in the U.S. The course provides a conceptual understanding of the dynamics of higher education rather than the memorization of "facts" and names. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Fall.

SAA 706 Cr.3**Advising and Supporting**

This course introduces students to the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Students apply theoretical knowledge to practice by developing advising and supporting strategies that take into account self-knowledge and the needs of others to advance the holistic wellness of self, students, and colleagues. Course content also focuses on appropriate crisis management response and applicable policies and ethical guidelines related to advising and student support. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Alternate Years.

SAA 708 Cr.3**Social Justice and Inclusion**

This course provides a critical understanding of diversity issues in American higher education and student affairs. The course reviews the diversity of institutions, student experiences, and student identities, with a focus on how that diversity enriches and adds value to the learning environment. The course introduces the concept of social justice work in student affairs, which involves both responding to students in a culturally competent manner as well as shaping institutional environments, policies, and practices to achieve more equitable outcomes. By the end of this course, students deepen their equity, diversity, and inclusion competencies; and understand their own agency and social responsibility inclusive of others, their community, and the larger global context. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Spring.

SAA 720 Cr.1-3**Special Topics in Student Affairs Administration**

This course covers special topics in student affairs administration. The particular topic(s) selected are determined by the SAA faculty according to current need and interest. Repeatable for credit - maximum six credits. Prerequisite: admission to student affairs administration in higher education MSED program or student affairs administration and leadership EDD program. Offered Alternate Years.

SAA 730 Cr.3**Law, Policy, and Governance in Student Affairs**

This course includes an overview of law, policy, and governance in higher education and student affairs. Students explore and gain the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice. The application of educational law, legal risks, and the responsibilities of student affairs professionals in higher education are addressed. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Alternate Years.

SAA 760 Cr.3**Administration of Human and Organizational Resources**

This course focuses on the administration of institutional human capital, financial, and physical resources. Student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management, and sustainable resources. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Spring - Odd Numbered Years.

SAA 765 Cr.3**Assessment and Evaluation in Student Affairs**

This course introduces students to the critical issues and practice of assessment and program evaluation in student affairs. The course reinforces the need to make data-driven decisions about how to best work with students at both two and four-year institutions. Course content focuses on assessment goals, methods to assess student learning and program outcomes, systematic program evaluation, identifying questions associated with assessment and evaluation, and conducting critical reviews of existing research related to issues in student affairs. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Spring - Even Numbered Years.

SAA 775 Cr.1-3**Student Affairs Practicum**

This course is a practical experience in student or academic affairs, under professional supervision. Students complete projects that increase their skills, knowledge, or abilities in the competency areas outlined by American College Personnel Association (ACPA)/National Association of Student Personnel Administrators (NASPA). The student completes a minimum of 70 hours per credit at the site. Repeatable for credit - maximum six credits. Prerequisite: admission to student affairs administration in higher education MSED program. Pass/Fail grading. Offered Fall, Spring, Summer.

SAA 780 Cr.3**Capstone Research and Proposal**

Content includes an overview of research methods, statistical analysis, needs assessments, and research in higher education. Students engage in the development of a research, assessment, or evaluation project that has practical application for student affairs in a higher education setting. Students are expected to apply the knowledge gained in the coursework to a specific issue in student affairs. Prerequisite: admission to student affairs administration in higher education MSED program. Offered Fall.

SAA 790 Cr.3

Capstone Seminar in Student Affairs Administration

This course provides an avenue for culminating and integrating the graduate program experience through the exploration and analysis of contemporary concerns in higher education and student affairs. To be taken during the student's final semester. Prerequisite: SAA 780; admission to student affairs administration in higher education MSed program. Offered Spring.

SAA 795 Cr.1-3

Independent Study in Student Affairs Administration

In this course, students complete a paper on a topic approved and directed by a SAA faculty member through independent study. Repeatable for credit - maximum three credits. Prerequisite: admission to student affairs administration in higher education MSed program. Consent of instructor. Offered Occasionally.

SAA 800 Cr.3

21st Century Learners

This course provides advanced graduate students with a comprehensive understanding of theories and research related to student development in higher education, with attention paid to the ways in which college student enrollment patterns are shifting, and thus, college student identity development is more diverse and ever evolving. Student development theories and enrollment trends in higher education help students better understand the complexities and differences among and between traditional and emerging college students. Course readings and activities focus on the experiences of students of diverse backgrounds including working students, veterans, part-time students, and online students. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Summer.

SAA 805 Cr.3

Organization and Governance

This course provides an overview of organizational and governance structures in higher education by examining how institutions are organized, governed, and influenced by internal and external policy-makers and stakeholders. Students explore how these stakeholders drive change in the organization and governance of higher educational institutions. A variety of institutional types (e.g., community colleges, technical colleges, liberal arts colleges, comprehensive universities, research universities) and funding models (e.g., public, private non-profit, private for-profit) are considered, along with theoretical principles of organizational theory. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Summer.

SAA 808 Cr.3

Enrollment Management

Student affairs administrators play a major role in ensuring the success and viability of their institutions through their work in enrollment management. Understanding factors that shape students' college choice are key components of successful enrollment management, as are institutional decisions regarding marketing, recruitment, and admission of students. Ways in which institutions use financial aid, grants, and tuition discounting to assist students in deciding which institution to attend are examined. Enrollment management is concerned with the student mix, ensuring the student class is diverse, talented, and able to contribute to the education of all students at the institution. Student success is an equally important aspect of enrollment management. An examination of ways in which institutions support student success is included in this course. In addition, the intersection of enrollment management and institutional finances is explored. Access, retention, and graduation are key measures used to evaluate the success of an institution's enrollment management policies. Identification of strategic institutional enrollment management plans based on enrollment management theory, frameworks, and orientations are explored. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Fall.

SAA 810 Cr.3

Philosophical and Theoretical Foundations of Leadership in Education

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

SAA 820 Cr.3

Critical Analysis of Systemic Inequities

From pre-kindergarten through college, institutions of education struggle with creating equitable outcomes for underrepresented and/or marginalized groups. This course studies the ways in which educational systems replicate inequitable outcomes, from degree completion gaps for groups of varying ethnic/racial or social class backgrounds, to patterns of gender discrimination in faculty advancement. The course focuses on multicultural organizational development, equity scorecards, multicultural change intervention matrices, and other theories and practices to prepare educators to cultivate more equitable educational systems in the U.S. The focus is less on individual forms of diversity and more on systemic or institutional efforts to achieve greater equity. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Spring.

SAA 825 Cr.3

Higher Education Finance and Budgeting

Solid fiscal management is a critical skill for effective leadership in student affairs units in higher education. This course prepares student affairs administrators for effective fiscal management by examining revenue sources and expenditures, the reasons for rising college prices, the challenges associated with accessibility and affordability, and the roles of states, the federal government, and institutions in financing higher education. The course also explores ways to increase cost effectiveness and institutional and departmental budgeting processes. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Spring.

SAA 830 Cr.3

Qualitative Research Methods

This course is designed to give students more applied knowledge and experience with developing and implementing an independent qualitative research study. This course aims to enhance student development in qualitative research design, data collection, analysis, and reporting. The course covers key theoretical concepts and methodological approaches to qualitative inquiry. Students complete a sample qualitative research project from the initial stages of conceptualization of the study to the reporting of findings. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Spring.

SAA 835 Cr.3

Assessment and Program Evaluation

This course focuses on the art of assessment in student affairs, including setting assessment goals, designing an assessment project, selecting methods for data collection and analysis, interpreting and reporting findings, as well as evaluating program effectiveness with assessment results. In recent years, student affairs units across the U.S. have vastly increased their engagement and inquiries about the college student experience, including student preparation for college, their needs and satisfaction once on campus, their attitudes and behaviors, their membership in distinct student cultures, their usage of campus services, and their overall experience and success. The need to make data-driven decisions about how to best serve and develop college students has stemmed from political, societal, and fiscal pressures. As a result, doctoral students must develop their skills and knowledge to lead institutional or unit efforts in assessment on their own campuses. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Spring.

SAA 840 Cr.3

Supervision and Human Resource Management

Preparing and leading a diverse workforce for a changing higher education environment can be challenging. Leadership in student affairs requires effective management of our greatest resource - personnel. This course applies leadership theories learned earlier in the program through an applied approach to the management of people in complex organizations. Included is a review of various methods of recruitment, selection, and orientation of new personnel as well as performance management, compensation, supervision, training and development of existing personnel. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Fall.

SAA 845 Cr.3

Quantitative Research Methods

This course focuses on understanding the concepts of design and analysis of quantitative research in student affairs. The course reviews methodological considerations for experimental, quasi-experimental, and co-relational research with a focus on understanding issues of causal inference, sampling, validity, measurement, hypothesis testing, analytic strategies, and reporting. Students use readings of experimental and non-experimental research studies on a range of issues in the field of student affairs to critically evaluate the strengths and weaknesses of various research design and analytic choices. Through these readings students engage in scholarly critiques of quantitative research, conduct a methodological review of quantitative research in an area of interest, and form a foundation for understanding and developing methodologically sound quantitative research. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Summer.

SAA 865 Cr.3

Strategic Planning and Managing Change

In this course, students explore strategic institutional and programmatic planning to enhance institutional effectiveness. A major goal of this course is to ensure an understanding of and appreciation for the range of approaches that can be taken to strategic planning in tandem with change management theory and application. Course participants become familiar with current best practices in strategic planning and change management that support the drive toward institutional effectiveness. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Fall.

SAA 870 Cr.3

Policy and Regulatory Compliance

Creating an institutional culture of compliance, centered on a strong compliance program that addresses and coordinates all requirements with which the institution must comply, is a key function of higher education administrators. This course provides student affairs administrators with knowledge and resources about laws, regulations, and institutional policies that support best practices in institutional strategies for creating a safe environment for student learning. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Spring.

SAA 875 Cr.3

Organizational Communication

Administrative leaders are required to manage people and the flow of information in ways that keep the campus community informed while also respecting confidentiality and sensitivity to institutional risk. Understanding how people communicate, how good working relationships are formed and maintained, how to develop cohesive work groups, and how to communicate are essential characteristics of successful administrators. This course will focus on organizational structure and theory, as well as on group dynamics and interpersonal communication as applied to post-secondary institutions. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Summer.

SAA 890 Cr.3

College Teaching

This course provides advanced graduate students with an introduction to college teaching by examining the role of learning theory, pedagogy, and course preparation in developing effective teaching practices. Course readings and activities also consider the role of student diversity, technology, course evaluations in developing effective teaching practices. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Summer.

SAA 895 Cr.1

Independent Research

This research credit is available to doctoral students who have completed all other course work in the Student Affairs Administration and Leadership (SAAL) Ed.D. Program except SAA 990 and 995 and cannot enroll in those courses because they have not yet met the prerequisites. SAA 895 does not fulfill required or elective credits in the SAAL Ed.D. Program. It is an option for those who have completed all courses and wish to continue working with their dissertation chair. Students register for SAA 895 only when they are not registered for any other credits. Repeatable for credit - maximum four. Prerequisite: SAA 950. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

SAA 898 Cr.3

Special Topics in Student Affairs Administration and Leadership

Special topics of interest to professionals in the field of student affairs are offered in this course. Topics change as needed. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Occasionally.

SAA 899 Cr.1-3

Independent Study

This course provides an opportunity for advanced individualized independent study at the post-masters level. Students enrolled in the Ed.D. in Student Affairs Administration and Leadership program may also enroll. Repeatable for credit - maximum nine credits. Prerequisite: admission to Ed.D. Program in Student Affairs Administration and Leadership. Consent of instructor. Offered Fall, Spring, Summer.

SAA 930 Cr.2

Dissertation Planning Workshop

This course serves as an introduction to the dissertation process. The workshop format allows students to explore possible topics for their dissertations. Students consider the broad array of dissertation formats and topics available to them. In the context of the workshop, students develop and articulate a focused dissertation topic and conduct an initial review of the relevant literature and existing research. Prerequisite: SAA 830 and SAA 845 (may be taken concurrently); admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Summer.

SAA 931 Cr.1

Doctoral Writers' Retreat

This course is an optional writing retreat for doctoral students beginning the dissertation journey. The retreat may be on-campus at UW-La Crosse over a long weekend and/or held virtually. Students read about, present on, and discuss various writing strategies and reflect on their own writing processes. Repeatable for credit - maximum two credits. Prerequisite: SAA 930 or concurrent enrollment; admission to Ed.D. Program in Student Affairs Administration and Leadership. Offered Summer.

SAA 950 Cr.3

Dissertation Seminar

The purpose of this seminar is to mentor and support students as they draft their dissertation proposals. The seminar format will allow students to discuss design decisions for their systematic inquiry, share work in progress, and receive feedback from peers and the instructor. This course will also introduce the student to processes such as how to structure a dissertation proposal, conduct a literature review, prepare for the ethics of fieldwork and submit a proposal to the Institutional Review Board, and clearly articulate a study's design. Prerequisite: SAA 830, SAA 845, SAA 930. Offered Fall.

SAA 990 Cr.3

Dissertation I

This course builds on the foundation established in SAA 950, Dissertation Seminar, and is designed to continue support of the Ed.D. dissertation research. Prerequisite: SAA 950 and successful defense of dissertation proposal. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

SAA 995 Cr.3

Dissertation II

This course supports the completion of a dissertation as required for the Ed.D. in Student Affairs Administration and Leadership. Prerequisite: SAA 990. Consent of instructor. Pass/Fail grading. Offered Fall, Spring, Summer.

Faculty and Staff

As of June 30, 2025, based on records provided by the UWL Human Resource Office. Academic staff includes 50% and above appointments.

The faculty and staff emeriti directory (<https://www.uwlax.edu/info/emeriti-directory/>) can be found on the UWL website.

Amanda Abrahamson
Assistant Dean Of Students
Student Life Office
MA, University Of Mississippi
BS, Univ of Wisconsin-La Crosse

Gwen Achenreiner
Professor
Marketing
PHD, Univ of Minnesota-Twin Cities
MBA, St Cloud State University
BS, St Cloud State University

Kristine Adams
Counselor
Counseling Testing Center
AS, Hopkinsville Com Clg, U.KY

Nick Adams
Records Specialist
Records Registration
BS, Univ of Wisconsin-La Crosse

Brad Aden
Animal Facility Manager
Dean's Office-CSH

Jon Ailabouni
Assistant Teaching Professor
Music
MM, Western Michigan University

Michael Albrecht
Assistant Teaching Professor
Communication Studies
PHD, University of Iowa

Angel Allen
Asst Women's Basketball Coach
Athletics
BS, Western Carolina University

Robert Allen
Interim Associate Dean
College of Science Health
PHD, George Mason University
MS, University of Virginia
BS, George Mason University
BS, University of Virginia

Ri Allenby
Instrumentation Engineer I
Physics
BA, Dartmouth College
BS, Univ of Wisconsin-La Crosse

Stephanie Alvarez-Rivera
Residence Hall Director

Residence Life
MS, Illinois State University

Maegan Ames
Executive Assistant I
University Advancement
BS, Univ of Wisconsin-La Crosse

Kim Amundson
Early Child Edu Teacher
Campus Child Center
AA, Western Technical College

Nick Anagnostis
Head Women'S Lacrosse Coach
Athletics

Benjamin Anderson
Associate Teaching Professor
Mathematics Statistics
BS, North Dakota State University

Brandon Anderson
Assistant Professor
Communication Studies
PHD, University of Texas at Austin

David Anderson
Associate Professor
Archaeology Anthropology
PHD, University of Pittsburgh
MA, University of Pittsburgh
BA, University of Chicago

Erik Anderson
Research Archaeologist
Archaeology Center

Holly Anderson
Dir Of Advancement Services
University Advancement
BA, University of Pittsburgh

Kat Anderson
Administrative Coordinator
Health Science Consortium
AAS, Western Technical College

Irina Andreeva-Cherveny
Assistant Teaching Professor
Mathematics Statistics
MS, St. Petersburg University
MS, Western Illinois University
BS, St. Petersburg University

David Annino
Associate Teaching Professor
Information Systems
MBA, University of Georgia
BBA, University of Texas at Austin

Jeannette Armstrong
Director - Ipse
Inst for Prof Studies In Educ
EDD, Indiana University
MA, Marian College of Fond du Lac

Jeremy Arney

Assistant Professor
Political Science Public Admin
PHD, Univ of Colorado at Denver
MS, Colorado State University
BA, Colorado State University

Christine Ascencio
Assistant Professor
Management
PHD, St Louis University

Kourtney Austin
Assistant Professor
Music
PHD, University of North Texas

Andrew Avery-Johnson
Administrative Manager
Student Affairs
BA, Univ of Wisconsin-Madison

Irene Awino
Assistant Professor
Communication Studies
PHD, University of Oregon

Saharnaz Babaei Balderlou
Teaching Assistant Professor
Economics
PHD, U of South Carolina-Columbia

Sheida Babakhani Teimouri
Associate Professor
Economics
PHD, West Virginia University
BA, University of Tehran

Jeff Baggett
Professor
Mathematics Statistics
PHD, Cornell University
MS, Cornell University
BS, University Of Portland

Lee Baines
Associate Teaching Professor
Biology
JD, Loyola University of Chicago

Nicholas Bakken
Professor
Sociology Criminal Justice
PHD, University of Delaware
MA, University of Delaware
BS, Univ of Wisconsin-La Crosse

Sarah Bakken
Assistant Professor
Murphy Library
MLIS, Univ of Wisconsin-Madison
BA, College Of St Benedict

Karolyn Bald
Dir Of Intl Edu Engagement
Intl Education Engagement
BS, Univ of Wisconsin-La Crosse
MS, Univ of Wisconsin-La Crosse

Brittany Baldwin
Asst Softball Coach/Evt Coord
Athletics
BS,

Jesimiel Banjiram
Stdnt Leadership Dev Prg Coord
Multicultural Student Services
MS, Univ of Wisconsin-La Crosse

Marisa Barbknecht
Teaching Professor
Microbiology
BS, Univ of Wisconsin-La Crosse

Nic Barilar
Assistant Professor
Theatre and Dance
PHD, University of Pittsburgh
MA, Univ of Alabama-Tuscaloosa
BA, Clarion Univ Of Pennsylvania
BFA, Clarion Univ Of Pennsylvania

Patrick Barlow
Univ Assessment Coord
Institutional Research
PHD, Iowa State Univ of Sci Tech
MA, University of Northern Iowa
BA, Loras College

Eric Barnes
Professor
Physics
PHD, Louisiana State U AM Colg
MS, Louisiana State U AM Colg
BS, Truman State University

Nathan Barnhart
Associate Director-Programs
Recreational Eagle Center
MS, Ohio University
BS, Southern IL Univ.-Carbondale

Bianca Basten
Assistant Professor
Psychology
PHD, Washington University
MA, University Of Texas At El Paso
BA, University Of Texas At El Paso

Tracie Bateman
Math Specialist
Student Support Services
MA, Viterbo University
BSE, Univ of Wisconsin-Whitewater

Michelle Batty
Pre-Health Academic Advisor
Career Services
MA, Central Michigan University

Douglas Baumann
Professor
Mathematics Statistics
PHD, Purdue University
MS, Purdue University

BA, St Olaf College

Marjorie Bazluki
Teach, Learn, Tech Spec II
Center for Adv Teach and Learn
EDS, University of Georgia
MA, Queens College
BS, East Carolina University

Issy Beach
Student Wellness Coord
Student Life Office
BS, Univ of Wisconsin-La Crosse

Robyn Beahm
Academic Advisor
Student Support Services
BS, Univ of Wisconsin-Madison

Pearl Bearhart
Business Manager
Information Technology Svcs
BS, Univ of Wisconsin-La Crosse

Ariel Beaujot
Professor
History
PHD, University of Toronto
BA, University of Western Ontario

Judith Becker
Lecturer
English
MA, Winona State University
MS, Winona State University

Faith Beckman
Hr Generalist - Employee Rel
Human Resources
BS,

Michael Bednarchuk
Client-Based Researcher I
Archaeology Center

James Beeby
Chancellor

Colin Belby
Professor
Geography Environmental Sci
PHD, Univ of Wisconsin-Madison
MS, Univ of Wisconsin-Madison
BA, Augustana College

Jennifer Bell
Disability Services Advisor
Disability Resource Center
MS, Univ of Wisconsin-La Crosse
BS, Viterbo University

Joshua Bench
Pre-Health Stdtr Rsrc Ctr Coord
Academic Advising Center
MA, Western Michigan University
BA, Western Michigan University

Kimberly Berg

Cpl, Transfer, Grade Coord
Records Registration
AAS, Western Technical College

Nick Berg
Fitness Coordinator
Recreational Eagle Center
MS, University of Hawaii at Manoa
BS, Univ of Wisconsin-La Crosse

Alexis Bergstrom
International Programs Manager
Intl Education Engagement
MSed, Southern IL Univ-Edwardsville

Abby Bernhardt
Lecturer
History
PHD, Marquette University

Polly Berra
Clinical Asst Prof
Health Professions - OT

Keith Beyer
Professor
Chemistry Biochemistry
PHD, Massachusetts Inst Of Tech
BS, Univ of Wisconsin-StevensPoint

Basudeb Bhattacharyya
Teaching Professor
Chemistry Biochemistry
PHD, Univ of Wisconsin-Madison
BS, Univ of Wisconsin-Madison

Rupsa Bhowmick
Assistant Professor
Geography Environmental Sci
PHD, Louisiana State U AM Colg

Alan Bigel
Professor
Political Science Public Admin
PHD, New School for General Studies
MA, New School for General Studies
BA, Brooklyn College Of Cuny

Melissa Bingham
Professor
Mathematics Statistics
PHD, Iowa State Univ of Sci Tech
MS, University of North Dakota
BS, University of North Dakota

Diane Block
Lecturer
Educational Studies
BED, Winona State University

Kim Blum
Athletics Director
Athletics
MS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Tracie Blumentritt
Professor

Psychology
 PHD, Univ Of Houston-Downtown
 EDM, Univ Of Houston-Downtown
 BA, Rice University

Michael Boland
 Lecturer
 Economics
 MBA, Univ of Wisconsin-La Crosse
 BS, Univ of Wisconsin-La Crosse

Nilakshi Borah
 Associate Professor
 Finance
 PHD, Louisiana Tech University
 MBA, New Mexico State University
 BE, Dibrugarh University

Jonathan Borja
 Associate Professor
 Music
 DMA, Univ of Missouri-Kansas City
 MM, Univ of Missouri-Kansas City
 MM, Univ of Missouri-Kansas City
 BA, Principia College

Carrie Bork
 Bus Consultant Outreach Spec
 Small Business Development Ctr
 MS, Winona State University
 BS, Winona State University

Matthew Bornheimer
 Network Engineer III
 Information Technology Svcs
 AAS, Western Technical College

Laura Borshoff
 Academic Program Specialist
 School of Education
 BA, Univ of Wisconsin-La Crosse

Beth Boser
 Associate Professor
 Communication Studies
 PHD, Univ of Southern California
 MA, Univ of Southern California
 BA, Gustavus Adolphus College

Kendall Bowman
 Strategic Outreach Coordinator
 University Advancement
 BA, Univ of Wisconsin-La Crosse

Susan Bramwell
 Associate Teaching Professor
 Exercise Sport Science
 MS, Indiana State University
 BS, Central College

Bonnie Bratina
 Associate Professor
 Microbiology
 PHD, Univ of Minnesota-Twin Cities
 BS, Univ of Wisconsin-Madison

Richard Breaux

Associate Professor
 Race/Gender/Sexuality Studies
 PHD, University of Iowa
 MA, University of Iowa
 BA, Dartmouth College

Daniel Bretl
 Assistant Professor
 Microbiology
 PHD, Medical College Of Wisconsin
 MS, Univ of Wisconsin-La Crosse
 BS, Univ of Wisconsin-StevensPoint

Elle Brokaw
 Residence Hall Director
 Residence Life
 BA, Evergreen State College

Taggart Brooks
 Cba - Dean
 College of Business Admin
 PHD, Univ of Wisconsin-Milwaukee
 MA, Univ of Wisconsin-Milwaukee
 BA, Univ of Wisconsin-Madison

Rose Brougham
 Associate Professor
 Global Cultures Languages
 PHD, Univ of Colorado at Boulder
 MA, Western Michigan University
 BA, Western Michigan University

Scott Brown
 Physical Plant Director (Inst)
 Facilities Planning Mgmt

Cord Brundage
 Assistant Professor
 Biology
 PHD, University of Alaska-Fairbanks
 MS, University of Alaska-Fairbanks

Jenni Brundage
 Residence Life Director
 Residence Life

Douglas Brusich
 Assistant Professor
 Biology
 PHD, University of Iowa
 BS, St Ambrose University

Annabel Bruton
 Financial Aid Counselor
 Financial Aid Office
 BA, Univ of Minnesota-Twin Cities

Joshua Buchholtz
 Head Coach - Men'S Track Fie
 Athletics
 MEPD, Univ of Wisconsin-La Crosse
 BS, Univ of Wisconsin-La Crosse

Marcus Buchholz
 Financial Manager
 University Advancement
 MBA, Univ of Wisconsin-La Crosse

BS, Univ of Wisconsin-La Crosse

Joan Bunbury
Professor
Geography Environmental Sci
PHD, University of Ottawa
MS, University of Ottawa
BA, University of Ottawa

Wako Bungula
Assistant Professor
Mathematics Statistics
PHD, University of Iowa

Kyle Burke
Dir Of Univ Ctrs Stdt Engmt
University Centers
MA, Northern Illinois University
BA, Columbia College

Mary Burns
Teaching Assistant Professor
Exercise Sport Science
PHD, New York University
MA, Columbia University
BA, Barnard College

Jennifer Butler Modaff
Associate Professor
Communication Studies
PHD, Ohio University
MA, Ohio University
BA, Ohio University

Bradley Butterfield
Professor
English
PHD, University of Oregon
MA, University of Oregon
MA, Claremont Graduate University
BA, University of Redlands

Jacob Caldwell
Assistant Professor
Exercise Sport Science
PHD, Kansas State University
MS, Eastern Michigan University
BS, Eastern Michigan University

Victoria Calmes
Associate Professor
Global Cultures Languages
PHD, Univ of California Irvine
MA, Marquette University
BA, Univ Complutense de Madrid

Aaron Camacho
Contract Administrator
Business Services
BS, Winona State University

Jarod Camerota
Asst Coach - Tennis/Evt Coord
Athletics
MA, Ball State University

Anthony Campbell

Systems Analyst
Information Technology Svcs
BS, Univ of Wisconsin-La Crosse

Eliza Carlson
Lecturer
Communication Studies
BS, South Dakota State University

James Carlson
Associate Professor
Educational Studies
PHD, Univ of Wisconsin-Madison
EDM, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Victoria Carlson
Occupancy Coord
Residence Life
BFA, Univ of Wisconsin-Stout
MSED, Univ of Wisconsin-La Crosse

Amanda Carpenter
Clinical Assoc Prof
Health Professions - PR
BS, Univ of Wisconsin-La Crosse

Macy Carty
Student Life Specialist
Student Life Office
BA, Univ of Wisconsin-La Crosse
MSED, Univ of Wisconsin-La Crosse

Paula Carty
Financial Aid Officer
Financial Aid Office

Melanie Cary
Associate Professor
Psychology
PHD, Pennsylvania State U-Behrend
MS, Pennsylvania State U-Behrend
BA, Millikin University

Matthew Cashion
Professor
English
MFA, University of Oregon
BA, Univ Of NC At Charlotte

Lisa Caya
Teaching Professor
Psychology
MS, Auburn University
BS, Univ of Wisconsin-La Crosse

Anders Cedergren
Assistant Professor
Public/Community Health Edu
PHD, University of Cincinnati
EDM, University of Cincinnati
BED, University of Cincinnati

Ellen Cervantes
Marketing Specialist
University Advancement

Crystal Champion

Counseling Services Director
Counseling Testing Center
PHD, University of Notre Dame
MA, University of Notre Dame

Melissa Chandler
Dir Of Strategic Alumni Engmt
University Advancement
MBA, Univ of Wisconsin-Parkside

Keara Chaperon
Coord Brand Mgt Social Media
Athletics

Sandy Chapman
Assistant Teaching Professor
Accountancy
BS, Univ of Wisconsin-La Crosse

Gargi Chaudhuri
Professor
Geography Environmental Sci
PHD, U of California-Santa Barbara
MS, University of Calcutta
BS, University of Calcutta

Matthew Chedister
Associate Professor
Mathematics Statistics
PHD, Boston University
EDM, Boston University
BS, Boston University

Niusen Chen
Assistant Professor
Comp Sci Comp Engineering
PHD, Michigan Technological Univ

Wen-Chiang Chen
Associate Professor
Educational Studies
PHD, Indiana University
MS, Indiana University
BA, Tunghai University

Anthony Chergosky
Associate Professor
Political Science Public Admin
PHD, Univ Of NC At Chapel Hill
MA, Univ Of NC At Chapel Hill
BA, Univ of Minnesota-Twin Cities

Renee Chrz
Marketing Coordinator
Extended Learning
AAS, Western Technical College

Inga Cluppert
Clinical Assoc Prof
Health Professions - PT
DPT, College Of St Scholastica
MA, College Of St Scholastica
BA, College Of St Scholastica

Kyle Cluppert
Sports Performance Coach
Athletics

BS, Univ of Wisconsin-La Crosse

Samuel Cocks
Professor
Philosophy
PHD, New School for General Studies
MA, New School for General Studies
BA, Christopher Newport University

Sierra Colavito
Associate Professor
Biology
PHD, Yale University
M.PHIL, Yale University

Michelle Collyar
Assistant Teaching Professor
Theatre and Dance
MFA, University Of Mississippi
BA, Viterbo University

Caleb Colon-Rivera
Prg Mgr For Ctr Civil Engmt
Ctr for Civil Dialogue Engmt
BS, Univ of Wisconsin-La Crosse

Kaylie Connaughty
Web Graphic Designer
University Advancement
BS, Univ of Wisconsin-La Crosse

Zacharie Cook
Asst Coach/Mh Facilities Coord
Athletics
MS, Liberty University

Amy Coon
Lecturer (Ss)
Marketing
PHD, Cardinal Stritch University

Scott Cooper
Professor
Biology
PHD, Univ of Wisconsin-Madison
BS, Michigan State University

Tanya Cordes
Associate Teaching Professor
Chemistry Biochemistry
MS, Univ of Wisconsin-Madison
BS, Univ of Wisconsin-La Crosse

Hanni Cowley
Clinical Associate Professor
Health Professions - PT
DPT, Regis University

Andie Coxey
Crdr For Egmt High Impt Prac
Residence Life
MS, Eastern Illinois University
BS, Univ of Wisconsin-La Crosse

Kasey Crawford
Head Coach - Gymnastics
Athletics
MS, Univ of Wisconsin-La Crosse

BS, Univ of Wisconsin-La Crosse

Elizabeth Crosby
Associate Professor
Marketing
PHD, Univ of IL at Urbana-Champaign
MBA, Univ of Massachusetts Amherst
BA, University of Maine
BS, University of Maine

Susan Crutchfield
Associate Professor
English
PHD, Univ of Michigan at Ann Arbor
MA, Univ of Michigan at Ann Arbor
BA, Bryn Mawr College

Pam Culver
Teaching Associate Professor
Marketing
MBA, Loyola University

Michael Current
Associate Professor
Murphy Library
MA, Excelsior College
MA, University of Iowa
BA, Carleton College

Jesse Curvin
Lecturer
Theatre and Dance
BA, Jacksonville State University

Curtis Czerwinski
Professor
Chemistry Biochemistry
PHD, Univ of Wisconsin-Madison
BS, Univ of Wisconsin-StevensPoint

KENNY DESROSIERS
Student Affairs Specialist
Athletics
BS, Univ of Wisconsin-La Crosse

Timothy Dale
Cba - Associate Dean
College of Business Admin
PHD, University of Notre Dame
MA, University of Notre Dame
BA, Marquette University

Abby Daleki
Executive Assistant
Access, Belonging, Compliance

Uzay Damali
Associate Professor
Management
PHD, Clemson University
MS, Clemson University
BS, Middle East Technical Univ.

Rig Das
Assistant Professor
Comp Sci Comp Engineering
MTECH, BTECH, West Bengal University of Tech

Tushar Das
Professor
Mathematics Statistics
PHD, University of North Texas
MS, University of North Texas
BS, University of St Andrews

Anita Davelos
Associate Professor
Biology
PHD, Michigan State University
MA, University of Kansas
BA, University of Kansas

Leah Davis
Academic Advisor
Academic Advising Center

Nickolas Davis
Head Coach - W Track Field
Athletics
MS, Univ of Wisconsin-Milwaukee
BS, Univ of Wisconsin-Milwaukee

Zackary DeBroux
Residence Life Complex Dir
Residence Life
MA, Ball State University

Kimberly DeFazio
Associate Professor
English
PHD, SUNY At Stony Brook
MA, SUNY At Binghamton
BA, Syracuse University

Rosalie DeFino
Assistant Professor
Educational Studies
PHD, University of MI
MAT, University of Chicago
BA, University of Chicago

Dane DeVetter
Laboratory Supervisor
Global Cultures Languages
MA, Marquette University
BA, Univ of Wisconsin-Madison

Grace Deason
Professor
Psychology
PHD, Univ of Minnesota-Twin Cities
BA, Macalester College

Enilda Delgado
Professor
Sociology Criminal Justice
PHD, Univ of Wisconsin-Madison
MS, Univ of Wisconsin-Madison
BS, Univ of IL at Urbana-Champaign

Tara Delong
Associate Teaching Professor
Rec Mgmt Recl Therapy

Steven Dennis

Procurement Director - Interim
Business Services

Ressano Desouza-Machado
Teaching Professor
Chemistry Biochemistry
PHD, Univ of Wisconsin-Madison
MS, Univ of Wisconsin-Madison
BA, College Of Wooster

Linda Dickmeyer
Professor
Communication Studies
PHD, University of Nebraska-Lincoln
MA, Minnesota State Univ, Mankato
BS, Minnesota State Univ, Mankato

Scott Dickmeyer
Associate Professor
Communication Studies
PHD, University of Nebraska-Lincoln
MA, Minnesota State Univ, Mankato
BS, Minnesota State Univ, Mankato

David Dies
Assistant Professor
Music
DMA, Univ of Wisconsin-Madison
MM, SUNY College at Potsdam
BA, Bemidji State University

Angela Dingel
Early Child Edu Teacher
Campus Child Center
MS, Purdue University
BS, University of Iowa

Erin Dingrando
Lecturer
Accountancy
BBA, Univ of Michigan at Ann Arbor
MACC, Univ of Michigan at Ann Arbor

Colleen Dixon
Office/Testing Coordinator
Disability Resource Center
MA, U of Northern Colorado
BED, Brandon University

Robert Dixon
Associate Professor
Psychology
PHD, U of Northern Colorado
MED, Loyola University of Chicago
BA, University of Manitoba

Brad Dobbs
Associate Teaching Professor
Management
MBA, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-Stout

David Dobbs
Lecturer
Art
MFA, Univ of Minnesota-Twin Cities

BFA, Univ of Minnesota-Twin Cities

Ward Dobbs
Assistant Professor
Health Professions - PT
PHD, Univ of Alabama-Tuscaloosa
MS, Univ of Wisconsin-La Crosse
BS, University of Wyoming

Scott Doberstein
Teaching Professor
Exercise Sport Science
MS, Eastern Illinois University
BS, Univ of Wisconsin-La Crosse

Ashley Dobrogosz
Assistant Professor
Theatre and Dance
MFA, University of Arizona

Leeann Dobson
Custodial Services Supervisor
University Centers

Sara Docan-Morgan
Professor
Communication Studies
PHD, University of Washington
MA, University of Arizona
BA, Augustana College

Tony Docan-Morgan
Professor
Communication Studies
PHD, University of Washington
MA, University Of New Mexico
BA, California State U-Northridge
AA, Los Angeles Valley College

Jennifer Docktor
Professor
Physics
PHD, Univ of Minnesota-Twin Cities
MS, Univ of Minnesota-Twin Cities
BS, North Dakota State University

Christopher Dodge
Laboratory Supervisor
Exercise Sport Science
MS, Univ of Wisconsin-La Crosse
BS, Fort Lewis College

Gary Donohue
Power Plant Superintendent
Power Plant

Joshua Doster
Assistant Professor
Art
MFA, University of Iowa
MA, University of Iowa
BFA, University of Iowa

Hanna Dovalina
Grad Writing Consult/Prog Mgr
Student Affairs Administration
BA, University of Iowa

Jean Dowiasch
Client-Based Researcher I
Archaeology Center
BS, Univ of Wisconsin-La Crosse

Benedict Draghi
Systems Lead
Business Services
BBA, Tiffin University

Ben Drake
Residence Hall Director
Residence Life

Adam Driscoll
Associate Professor
Sociology Criminal Justice
PHD, North Carolina State Univ
MS, East Carolina University
BS, Drexel University

Cindy Duley
Field Exp-Partnerships Spec
School of Education
MS, Univ of Wisconsin-River Falls
BS, Univ of Wisconsin-River Falls

Nabamita Dutta
Professor
Economics
PHD, West Virginia University
MS, University of Calcutta
MA, West Virginia University
BS, University of Calcutta

Marissa Eckrote-Nordland
Assistant Professor
Economics
PHD, Michigan State University
MA, Michigan State University

Ashley Edwards
Associate Professor
Communication Studies
PHD, Michigan State University
MA, University of Hawaii at Manoa
BA, Univ of Minnesota-Duluth

Kimberly Edwards
Lecturer
Inst for Prof Studies In Educ
MAED, Viterbo University

Sarah Eichenberg
Clinical Asst Prof
Health Professions - PA
MS, Univ of Wisconsin-La Crosse

Andreas Eklund
Assistant Professor
Marketing
PHD, Lunds University

Mehtap Eklund
Associate Professor
Accountancy
PHD, Hoch St. Gallen

MS, Marmara University
BS, Marmara University

Becki Elkins
Associate Professor
Student Affairs Administration
PHD, University of Iowa
MS, University of Iowa
BS, University of Kansas

Faye Ellis
Teaching Professor
Biology
BS, Univ of Wisconsin-La Crosse

David Elzinga
Assistant Professor
Mathematics Statistics
PHD, Univ of Tennessee, Knoxville
MS, Univ of Tennessee, Knoxville

Kari Emineth
Assistant Professor
Exercise Sport Science
MS, Univ of Wisconsin-La Crosse
BS, University Of Mary

Graciela Engen
Dir Of Institutional Research
Institutional Research
MA, Univ of California Los Angeles
BA, Univ of Southern California

Jack Englehardt
Assistant Swimming Coach
Athletics

Ivy Erickson
Clinical Asst Prof
Health Professions - PA
MS, Univ of Wisconsin-La Crosse

Andrew Ericson
Sustainability Program Manager
University Centers
BS, Univ of Wisconsin-La Crosse

Stewart Eskew
Assistant Teaching Professor
Philosophy
MA, Univ of Wisconsin-Madison

Jon Evans
Assistant Teaching Professor
Rec Mgmt Recl Therapy
MS, Clemson University
BS, Eastern Kentucky University

Katherine Evans
Professor
Rec Mgmt Recl Therapy
PHD, Clemson University
MS, Clemson University

Garrett Ewing
Disability Services Advisor
Disability Resource Center

BA, University of Northern Iowa

Luke Fannin
Dir Student Support Services
Student Support Services
MFA, University of Oregon
BA, Univ of Wisconsin-La Crosse

Kyle Farris
News Marketing Dir
University Advancement

Shanna Felix
Assistant Professor
Sociology Criminal Justice
PHD, Georgia State University
MA, Georgia Southern University
BS, Georgia Southern University

Amy Feuling
Accounting Manager
Business Services
MS, Univ of Wisconsin-Whitewater
BBA, Univ of Wisconsin-Whitewater

Vitaliano Figueroa
Vice Chancellor
Student Affairs
EDD, Argosy University, Orange Cty

Tammy Fisher
Associate Professor
Music
PHD, Univ Of NC At Greensboro
BA, Clarion Univ Of Pennsylvania
BS, Clarion Univ Of Pennsylvania
MMED, Indiana Univ Of Pennsylvania

Erin Flottmeyer
Academic Advising Manager
Dean's Office-CBA
BA, Clarke College
MSED, Univ of Wisconsin-La Crosse

Samantha Foley
Associate Professor
Comp Sci Comp Engineering
PHD, Indiana University
MS, Indiana University
BS, SUNY College at Fredonia

Elliott Forbes
Assistant Professor
Comp Sci Comp Engineering
PHD, North Carolina State Univ
MS, North Carolina State Univ

Kelsey Foss
Asst Gymnast Coach/Asst To Ad
Athletics
BS, Univ of Wisconsin-La Crosse

Rebekah Fowler
Associate Professor
English
PHD, Southern IL Univ.-Carbondale
MA, Illinois State University

BS, Illinois State University

Ashley Franzo
Campus Child Center Director
Campus Child Center
BS, University Of Hartford

Kimberly Freese
Accountant I
Business Services
BS, Univ of Wisconsin-StevensPoint

Ryley Freiberg
Athletic Trainer
Intercollegiate Athletics
BS, Univ of Wisconsin-Eau Claire

Jason Freund
Assistant Teaching Professor
Biology

Katie Fries
Academic Advisor
Dean's Office-CBA
EDM, Univ of Wisconsin-La Crosse

Katherine Friesen
Teaching Professor
Chemistry Biochemistry
PHD, University of Leeds
MSC, University of Wales

Ryan Friesen
Teaching Professor
English
PHD, University of Leeds
MA, Winona State University
BA, Winona State University

Kim Fuerstenberg
International Programs Manager
Intl Education Engagement
EDM, University of Sioux Falls

Steven Fulton
Gis Lab Manager
Geography Environmental Sci
BA, University of Toronto

Terrance Gabel
Associate Teaching Professor
Marketing

Martin Gaines
Assistant Professor
Music
DMA, University of Arizona
MM, Middle Tennessee State Univ
BM, Vandercook College Of Music

Anne Galbraith
Associate Professor
Biology
PHD, University of Iowa
BS, Briar Cliff University

Kelsey Galles
Athletic Trainer

Exercise Sport Science
MS, Northern Arizona University

Eric Gansen
Professor
Physics
PHD, University of Iowa
MS, University Of Rochester
BS, Univ of Wisconsin-La Crosse

Merideth Garcia
Associate Professor
English
PHD, Univ of Michigan at Ann Arbor
MA, Middlebury College
BA, University of Texas at Austin
CER, Univ of Michigan at Ann Arbor

Amanda Gasper
Student Aff Program Coord
Financial Aid Office
BS, Univ of Wisconsin-Oshkosh

Darlene Geiger
Advising Manager
Student Support Services
MS, Portland State University
BS, Univ of Wisconsin-La Crosse

Denise Geiwitz
Gift Administration Coord
University Advancement
AAS, Western Technical College

Angela Gelatt
Lecturer
Public/Community Health Edu
MPH, Univ of Wisconsin-La Crosse

Erin Gellings
Residence Hall Director
Residence Life
MS, Minnesota State Univ, Mankato

Michael Gens
Exec Dir Of Dev Univ Advn Vp
University Advancement
BA, Central College

Leah Genz Nievinski
Pre-Health Academic Advisor
Career Services
EDM, Grand Canyon University

Cindy George
Marketing Specialist
Inst for Prof Studies In Educ

Nellie George
Asst Coach/Facilities Coord
Athletics

Whitney George
Interim Assistant Dean
College of Science Health
PHD, University of Georgia

Angela Geraci

Assistant Professor
Public/Community Health Edu
PHD, North Dakota State University
MPH, National University
BS, San Diego State University

Berna Gercek Swing
Assistant Professor
Psychology
PHD, Iowa State Univ of Sci Tech
MA, Bogazici University
BA, Bogazici University

Julia Getchell
Chief Hr Officer
Human Resources
PHD, Univ of Wisconsin-Madison
MS, Univ of Wisconsin-Madison
BA, University of Iowa

Naghmeh Gheidi
Assistant Professor
Health Professions - OT
PHD,

Roghaieh Ghodsian
Teaching Professor
Chemistry Biochemistry
MS, Kuwait University
BS, Iran Col of Science Tec

Naoko Giblin
Associate Professor
Exercise Sport Science
PHD, University of Toledo
MS, University of Toledo
BS, Central Michigan University

Lisa Giddings
Professor
Economics
PHD, American University
MA, University of Nebraska-Lincoln
BS, University of Nebraska-Lincoln

Namyoon Gil
Associate Professor
Exercise Sport Science
PHD, University of Florida
BA, Gwangju University
MS, Southern IL Univ.-Carbondale

Cordial Gillette
Associate Professor
Exercise Sport Science
PHD, Capella University
MS, Univ of Wisconsin-Madison
BS, Univ of Wisconsin-La Crosse

Scott Gillitzer
Asst Coach - Baseball
Athletics

Gary Gilmore
Professor
Public/Community Health Edu
PHD, Univ of Tennessee, Knoxville

MPH, Univ of Minnesota-Twin Cities
BA, Hope College

Carissa Goddeau
Executive Assistant II
Administration and Finance
BBA, Univ of Wisconsin-Madison

Carlena Goddeau
Student Billing Manager
Business Services
MBA, Univ of Wisconsin-La Crosse
BS, Viterbo University

Laura Godden
Assistant Professor
Murphy Library

Robert Goldmann
Business Manager
Dean's Office-CSH
MS, Univ of Wisconsin-Madison
BS, Univ of Wisconsin-Madison

Timothy Gongaware
Professor
Sociology Criminal Justice
PHD, University of Nebraska-Lincoln
MA, Ohio University
BS, Kent State University

Regina Goodnow
Associate Professor
Political Science Public Admin
PHD, University of Texas at Austin
MA, University of Texas at Austin
MPA, University of Texas at Austin
BA, University of Texas at Austin

Matt Gordy
Career Development Coordinator
Career Services
BS, Univ of Wisconsin-La Crosse
CER, Univ of Wisconsin-La Crosse
MS, Univ of Wisconsin-La Crosse

Kelly Gorres
Associate Professor
Chemistry Biochemistry
PHD, Univ of Wisconsin-Madison
BA, Univ Of Minnesota-Morris

Molly Grabarec
Competitive Sports Coord
Recreational Eagle Center
MS,

Patrick Grabowski
Professor
Health Professions - PT
PHD, Univ of Wisconsin-Madison
BS, Marquette University
MPT, Marquette University

Kenneth Graham
Associate Professor
Marketing

PHD, Mississippi State University
MBA, Oklahoma State University
MS, Oklahoma State University
BA, Oklahoma State University

Omar Granados
Associate Professor
Global Cultures Languages
MA, Emory University

Kristin Greany
Associate Teaching Professor
Biology
PHD, Univ of Minnesota-Twin Cities
MS, Univ of Wisconsin-La Crosse
BS, Valparaiso University

David Greco
Assistant Project Coordinator
Planning Construction

Franklin Greene
Laboratory Supervisor
Biology
BS, Univ of Wisconsin-La Crosse

John Grider
Professor
History
PHD, MA, San Diego State University
BA, Univ of California Santa Cruz

Dyllan Griepentrog
Admissions Counselor
Admissions
BS, Univ of Wisconsin-StevensPoint

Daniel Grilley
Associate Professor
Chemistry Biochemistry
PHD, Johns Hopkins University
BA, St Olaf College

JT Gritzmacher
Head Men's Basketball Coach
Athletics
BED, Univ of Wisconsin-Whitewater

Matt Grote
Lecturer
Chemistry Biochemistry
MS, Youngstown State University
BS, Youngstown State University

Robin Grote
Associate Professor
Chemistry Biochemistry
PHD, Univ of California Irvine

Sandra Grunwald
Assoc Vice Chancellor (Inst)
Academic Affairs
PHD, Univ of Wisconsin-Madison
BS, Univ of Wisconsin-Eau Claire

Arthur Grupe II
Assistant Professor
Biology

PHD, University of Florida

Nicole Gullekson
Professor
Management
PHD, Ohio University
MS, Ohio University
BA, University Of Portland

Maddie Gutsch
Athletic Trainer
Exercise Sport Science
MS, Concordia University Wisconsin
BS, Concordia University Wisconsin

Mark Haakenson
Controller
Business Services
MBA, Univ of IL at Urbana-Champaign
BBA, Univ of Wisconsin-Madison

Matthew Haas
Developer/Analyst
Information Technology Svcs
BBA, Viterbo University

Ben Haenni
Associate Teaching Professor
Chemistry Biochemistry
PHD, Univ of Wisconsin-Madison
BS, Drake University

Eric Hall
Assistant Teaching Professor
Physics
MS, Minnesota State Univ, Mankato
BA, Univ of Minnesota-Duluth

Taylor Hamblin
Assistant Professor
History
PHD, University of Nebraska-Lincoln

Ben Hamburger
Lecturer
History
MA, University of Iowa

Ryan Hamel
Senior Network Engineer
Information Technology Svcs

Ye Han
Assistant Professor
Information Systems
DBA, Louisiana Tech University
MS, Drexel University
BMGT, Beijing Univ. of Technology

Andrea Hansen
Self-Sufficiency Prgm Dir
Race/Gender/Sexuality Studies
MS, Iowa State Univ of Sci Tech
BA, Augsburg College

Erin Hanson
Athletics Deputy Director
Athletics

MS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Scott Hanson
Construction Project Manager
Planning Construction
BA, Luther College

Penelope Hardy
Associate Professor
History
PHD, Johns Hopkins University
MA, University Of North Florida
BS, United States Naval Academy

Peter Haried
Professor
Information Systems
PHD, Univ of Wisconsin-Milwaukee
MBA, Univ of Wisconsin-La Crosse
BBA, Univ of Wisconsin-Whitewater

David Harlan
Teaching Assistant Professor
Theatre and Dance
MFA, University of Idaho

Laurie Harmon
Professor
Rec Mgmt Recl Therapy
PHD, Pennsylvania State University
MS, Michigan State University
BLA, Michigan State University

Hayley Harnden
Assoc Dir Of Events And Ops
University Centers
MS, Unknown Institution

Chloe Hart
Content Specialist
University Advancement
BA, Univ of Wisconsin-La Crosse

David Hart
Professor
English
PHD, University of Florida
MA, Carnegie-Mellon University
MA, Angelo State University
BBA, University of North Texas

Jacob Hart
Assoc Dir Sdt Engmt Ldrshp
University Centers
MA, Viterbo University
BBA, Viterbo University

Karen Hart
Teaching Professor
English
PHD, Univ of California San Diego
MA, Univ of California San Diego
BA, Univ of California San Diego

Patricia Hart
Lecturer

Sociology Criminal Justice
 PHD, University of Hawaii at Manoa
 MA, University of Hawaii at Manoa
 BA, Kalamazoo College

Christopher Hathaway
 Assistant Professor
 Music
 PHD, University of North Texas
 MM, University of South Florida
 BM, Western Michigan University

Michael Hauptert
 Professor
 Economics
 PHD, Washington University
 BA, Loras College

Kathleen Hawkes
 Associate Professor
 Art
 MFA, University Of New Mexico
 BFA, Cornell University

Beck Hawkins
 Transfer Advisor
 Career Services
 BS, Univ of Wisconsin-La Crosse
 MSED, Univ of Wisconsin-La Crosse

Reg Hawkins
 Assistant Dir For Retention
 Multicultural Student Services
 MS, University of Central Arkansas

Christina Hayes
 Financial Aid Director
 Financial Aid Office
 BBA, Wisconsin Lutheran College

Lizzy Haywood
 Assoc Dir For Bus Dining Ops
 University Centers
 BA, Winona State University

Vinny Heal
 Hris Manager
 Human Resources
 BBA,

Melanie Healy
 Associate Teaching Professor
 Exercise Sport Science
 MS, Univ of Wisconsin-La Crosse
 BS, Southern Oregon University

Nevin Heard
 Asst Vice Chancellor
 Access, Belonging Compliance
 PHD, University Of Central Florida

Sara Heaser
 Teaching Professor
 English
 MA, Winona State University
 BA, Univ of Wisconsin-La Crosse

William Hehli

Head Coach - Tennis (Sv)
 Athletics
 BS, Univ of Wisconsin-La Crosse

Britney Heineman
 Donor Relations Coordinator
 University Advancement
 BBA, St Norbert College

Patrick Heise
 Residence Life Assoc Dir
 Residence Life
 EDM, Oregon State University
 BS, Univ of Wisconsin-La Crosse

Chris Helixon
 Pre-Health Advisor
 Career Services
 MS, Univ of Wisconsin-La Crosse
 BS, United States Military Academy

Travis Hendrickson
 Csh Academic Services Dir
 Dean's Office-CSH
 MSED, Northern State University

Jamie Henk
 Communications Specialist
 University Centers
 BS, Univ of Wisconsin-La Crosse

Margaret Henning
 Academic Advisor
 Student Support Services

Jonathan Henry
 Custodial Services Supervisor
 Residence Life
 BS, Univ of Wisconsin-La Crosse

Teresa Hepler
 Professor
 Exercise Sport Science
 PHD, Michigan State University
 MS, Miami University
 BA, Ripon College

Vincent Her
 Associate Professor
 Archaeology Anthropology
 PHD, Univ of Wisconsin-Milwaukee
 MS, Univ of Wisconsin-Milwaukee
 BS, Univ of Wisconsin-Milwaukee

Kyle Herberg
 Academic Advisor
 Academic Advising Center
 BS, Univ of Wisconsin-Stout

Guy Herling
 Csh Academic Services Director
 Dean's Office-CSH
 MS, Univ of Wisconsin-Milwaukee
 BS, Univ of Wisconsin-La Crosse

Joshua Hertel
 Professor
 Mathematics Statistics

PHD, Illinois State University
MS, Illinois State University
BS, Univ of Wisconsin-Eau Claire

Amy Hewitt
Talent Acquisition Specialist
Human Resources
BS, Univ of Wisconsin-StevensPoint

Margot Higgins
Teaching Professor
Environmental Studies
BA, Colby College

Allen Hill
Chief Of Police (Inst)
University Police Services
BAS, Midwestern State University

Sarah Hines
Career Development Coordinator
Career Services
MA, Univ of California Riverside

Anne Hlavacka
Director
Small Business Development Ctr
JD, Marquette University
BS, Univ of Wisconsin-La Crosse

Leah Hoem
Functional It Lead
Financial Aid Office
BS, Colorado Technical University

Michael Hoffman
Professor
Microbiology
PHD, Univ of Wisconsin-Madison
BS, Univ of IL at Urbana-Champaign

Teri Holford
Associate Professor
Murphy Library
MLS, Univ of Wisconsin-Madison
BA, Univ of Wisconsin-Madison

Havvah Holl
Operations Manager
Extended Learning
BA, Drake University

Vered Holl
Procurement Specialist I
Business Services
BA, St Ambrose University

Eli Holman
Developer/Analyst
Information Technology Svcs
BS, Univ of Wisconsin-La Crosse

Wendy Holtz-Leith
Client-Based Researcher I
Archaeology Center
BS, Univ of Wisconsin-La Crosse

Katherine Hosley-Frieden

Assessment Coordinator
School of Education
MS, Univ of Wisconsin-Stout
BA, Univ of Wisconsin-Stout

Ryan House
Student Services Specialist
Student Support Services
MA, Washington State University
BA, Arkansas State University

Andrew Howard
Lecturer
History
PHD, Ohio University
MA, Ohio University

Agatha Hultquist
Assistant Professor
Political Science Public Admin
PHD,

Kenny Hunt
Professor
Comp Sci Comp Engineering
PHD, University of Iowa
MS, University of Iowa
BS, Southern IL Univ-Edwardsville

Russell Hunt
Enterprise Application Support
Information Technology Svcs
AAS, Western Technical College

Joe Hurley
Assistant Professor
Chemistry Biochemistry
PHD, Florida State University
MS, Florida State University
BS, Northern Illinois University

Sean Hurtubise
Administrative Supervisor
Murphy Library
BM, Elmhurst College

Kyle Hutson
Prg Coord Std Organizations
University Centers
BS, Univ of Wisconsin-La Crosse

Daniel Hyson
Associate Professor
Psychology
PHD, Univ of Minnesota-Twin Cities
BA, Amherst College

Gerald Iguchi
Associate Professor
History
PHD, Univ of California San Diego
MA, U of California-Santa Barbara
BA, U of California-Santa Barbara

Shahid Iqbal
Assistant Professor
Physics

Lisa Iverson-Leirimo
Clinical Asst Prof
Health Professions - PA
MPH, Univ of Minnesota-Twin Cities

Andrew Ives
Dir Of Disability Resource Ctr
Disability Resource Center
MSED, Univ of Wisconsin-La Crosse

Shuma Iwai
Assistant Professor
Race/Gender/Sexuality Studies
PHD, Univ of Wisconsin-Madison
PHD, Reformed Theological Seminary
MA, Univ of Wisconsin-Madison
MA, Birmingham Theological Sem.

Yuko Iwai
Professor
Educational Studies
PHD, Univ of Southern Mississippi
MA, Univ of Alabama-Tuscaloosa
BED, Shiga University

Sarah Jackson
Dir Of Title Ix And Compliance
Access, Belonging Compliance
BBA, Viterbo University

Dany Jacob
Assistant Professor
Global Cultures Languages
PHD, SUNY College at Buffalo
MA, SUNY College at Buffalo

Israt Jahan
Assistant Professor
Economics
PHD, Texas Tech University
MS, University of Dhaka
BS, University of Dhaka

David James
Construction Project Manager
Planning Construction
AAS, North-Central Tech College

Bonnie Jancik
Outreach Program Coordinator
Archaeology Center
MEPD, Univ of Wisconsin-La Crosse
BA, North Park College University

Andrew Jandt
It Client Services Director
Information Technology Svcs
BS, Univ of Wisconsin-La Crosse

Matthew Janus
Head Coach - Football
Athletics
BA, Univ of Wisconsin-Platteville
MSED,

John Jax
Murphy Library Director

Murphy Library
MA, Univ of Wisconsin-Madison
BA, Univ of Minnesota-Twin Cities

Thomas Jesse
Associate Professor
English
PHD, Texas Christian University
MA, University Of Central Florida
BA, University Of Miami

Caitlin Jessen
Hr Generalist - Training
Human Resources
CER1, Univ Of NC At Charlotte

Anna Jobe
Hr Associate Director
Human Resources
BS, Univ of Wisconsin-La Crosse

Ashley Jochimsen
Counselor, Groups Coordinator
Counseling Testing Center
MS, Univ of Wisconsin-Stout

Bec Johnson
Asst Dir Counseling Testing
Counseling Testing Center
MS, Winona State University
BA, Winona State University

David Johnson
Athl Communications Mgr
Athletics
BA, Univ of Wisconsin-La Crosse

Kari Johnson
Clinical Assoc Professor
Microbiology
MBA, Viterbo University
BS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-Oshkosh

Kathryn Johnson
Assistant Teaching Professor
Exercise Sport Science
MS, Univ of Wisconsin-La Crosse

Kimberly Johnson
Adm Info Systems And Ops Mgr
Admissions
BA, Univ of Wisconsin-La Crosse

Nathali Jones
Teaching Assistant Professor
Exercise Sport Science
BS, Univ of Wisconsin-La Crosse

Jessica Judson
Assistant Professor
Biology
PHD, Iowa State Univ of Sci Tech

Matt Jurvelin
Testing Coord Office Manager
Counseling Testing Center

BS, MSED,

Lema Kabashi
Associate Professor
Educational Studies
PHD, University of Pittsburgh
EDM, Slippery Rock Univ Of PA
BS,

Villavanh Kapkeo
Hris Analyst
Human Resources

Shrobona Karkun Sen
Assistant Teaching Professor
Geography Environmental Sci
MUP, University of Pennsylvania
B.ARCH, Maulana Azad Medical College

Karl Kattchee
Associate Professor
Mathematics Statistics
PHD, University of Nebraska-Lincoln
MS, University of Nebraska-Lincoln
BS, University of Chicago

Jaspreet Kaur
Assistant Professor
Biology
PHD, Texas Tech University
BS, Punjab Agricultural University

Sona Kazemi
Assistant Professor
Race/Gender/Sexuality Studies
PHD, University of Toronto

Anna Keefe
Associate Professor
Global Cultures Languages
PHD, University of Virginia
MA, Boston College
BA, Univ Of Minnesota-Morris

Jeff Keenan
Recreational Sports Dir
Recreational Eagle Center
BS, Univ of Wisconsin-Stout
MSED, Univ of Wisconsin-La Crosse

John Kelly
Associate Professor
Geography Environmental Sci
PHD, Univ of California Berkeley
BA, University of Chicago
MLA, Univ of California Berkeley

Jeffrey Kerkman
Videographer
University Advancement
BS, Univ of Wisconsin-La Crosse

Thomas Kernozek
Professor
Health Professions - PT
PHD, Univ of Minnesota-Twin Cities
MS, Illinois State University

BS, State U of New York at Albany

Christa Kiersch
Professor
Management
PHD, Colorado State University
MS, Colorado State University
BS, University of Iowa

David Kim
Assoc Vice Chancellor-It Cio
Information Technology Svcs
MBA, Letourneau University
BA, Kings College

Edward Kim
Associate Professor
Mathematics Statistics
PHD, Univ of California Davis
MA, Univ of California Davis
BA, Univ of California Berkeley

Gicheol Kim
Assistant Professor
Exercise Sport Science
PHD, Georgia State University

Haneol Kim
Assistant Professor
Exercise Sport Science
PHD, Georgia State University

Ju Kim
Professor
Physics
PHD, University of Chicago

Laurie Kincman
Associate Professor
Theatre and Dance
MFA, Univ of California Irvine
BA, Dartmouth College

Seth King
Professor
Physics
PHD, Univ of Wisconsin-Milwaukee
BS, Univ of Wisconsin-Eau Claire

Rick King Quale
Assistant Teaching Professor
Communication Studies
MS, Minnesota State Univ, Mankato
BA, Minnesota State Univ, Mankato
AAS, Inver Hills Community College
CER, Minnesota State Univ, Mankato

Tisha King-Heiden
Professor
Biology
PHD, Univ of Wisconsin-Milwaukee
MS, Univ Of NC At Greensboro
BS, Univ of Wisconsin-StevensPoint

Janet Kirsch
Associate Professor
Chemistry Biochemistry

PHD, University of Wyoming
BS, University of Wyoming

Lindsey Kirschbaum
Assistant Teaching Professor
Rec Mgmt Recl Therapy
MS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-Platteville

Saralyn Klais
Float Teacher
Campus Child Center
BS, Univ of Wisconsin-La Crosse

Barrett Klein
Professor
Biology
PHD, University of Texas at Austin
MS, University of Arizona
BS, Cornell University

Lisa Klein
Dir Of Community Engagement
Chancellor'S Office
BA, Univ of Wisconsin-La Crosse

Tommy Knoche
Executive Assistant I
Dean's Office-CASSH

Haille Knoke
Residence Hall Director
Residence Life
MSED, Univ of Wisconsin-La Crosse

Cynthia Kocik
Research Intern
Archaeology Center

Aaron Koepke
Assistant Teaching Professor
Marketing

Kristin Koepke
Catl Director
Center for Adv Teach and Learn
MS, Ithaca College
BS, Univ of Wisconsin-La Crosse

Nicholas Kohl
Asst Coach/Facilities Coord
Athletics
BS, Univ of Wisconsin-Stout

Andrew Kohlhagen
Technical Support Consultant
Information Technology Svcs
BS, Univ of Wisconsin-La Crosse

Madeline Kohn
Prg Coord For Std't Activities
University Centers
MA, Bowling Green State University

Amanda Kolbe
Assistant Professor
Theatre and Dance
MFA, Ohio State University

BS, Univ of Wisconsin-La Crosse

Catherine Kolkmeier
Hlth Scns Consortium Exec Dir
Health Science Consortium
MS, Univ of Tennessee, Knoxville
BA, Univ of Colorado at Boulder

Janet Koll
Lecturer
Educational Studies
MSED, Univ of Wisconsin-Platteville

Sergey Komissarov
Associate Professor
Accountancy
PHD, Univ of Wisconsin-Madison
MS, Univ of Wisconsin-Madison
MBA, Washington State University

Bryan Kopp
Associate Professor
English
PHD, Purdue University
MA, Drake University
BA, Univ of Wisconsin-Eau Claire

Steven Kopp
Endpoint Administrator
Information Technology Svcs
BA, Univ of Wisconsin-Madison

Holly Korfmacher
Admissions Counselor
Admissions
BA, Univ of Wisconsin-La Crosse

Samantha Korn
Head Coach - Softball
Athletics
BA, Alverno College

Katherine Kortenkamp
Professor
Psychology
PHD, Univ of Wisconsin-Madison
MS, Univ of Wisconsin-Madison
BS, Univ of Wisconsin-Madison

Jennifer Kosiak
Professor
Mathematics Statistics
PHD, Montana State University
MS, University of North Dakota
BS, University of North Dakota

John Kovari
Professor
Political Science Public Admin
PHD, Univ of Wisconsin-Madison
MA, Marquette University
BA, Marquette University

Brian Koxlien
Hvac Manager
Facilities Planning Mgmt

Amanda Krafft

Pgrm Crd For Cvc Engmt Ldrsp
University Centers
MS&ED, Univ of Wisconsin-La Crosse

Valerie Krage
Assistant Professor
Educational Studies
EDD, Walden University

Julie Kroetsch
Medical Dosimetry Clin Coord
Health Professions
MS, Univ of Wisconsin-La Crosse
BS, Oakland University

Ben Krouse-Gagne
Development Officer
University Advancement
BA, Augsburg College

Sierra Krueger
Academic Advisor
Academic Advising Center

Lisa Kruse
Associate Professor
Sociology Criminal Justice
PHD, Western Michigan University
MA, Eastern Michigan University
BS, Eastern Michigan University

KJ Krzyzanowski
Youth Program Specialist
Extended Learning
BS, Univ of Wisconsin-La Crosse

Jeffrey Kueny
Associate Teaching Professor
Geography Environmental Sci
MS, Univ of Wisconsin-Milwaukee
BS, Univ of Wisconsin-Milwaukee

Sadie Kuhl
Asst Dir Of College Pathways
Multicultural Student Services
BA, Univ of Wisconsin-La Crosse

Brian Kumm-Schaley
Associate Professor
Rec Mgmt Recl Therapy
PHD, University of Georgia
MA, University of Georgia
BS, West Georgia College

Eric Kunick
Asst. Media Rels/Camps Coord.
Athletics
MS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-Eau Claire

Karl Kunkel
Cassh - Dean
College of Liberal Studies
PHD, Univ of Missouri-Columbia
MA, Univ of Missouri-Columbia
BA, Univ of Missouri-Columbia

Kristina LaPlant

Assistant Professor
Political Science Public Admin

Haixia Lan
Professor
English
PHD, Purdue University
MA, Purdue University
BA, Georgetown University

Kjerstin Lang
Content Marketing Specialist
University Advancement
BA, Univ of Wisconsin-Madison

Mark Langenfeld
Lecturer
Race/Gender/Sexuality Studies
PHD, Univ of Wisconsin-Milwaukee
MLIS, Univ of Wisconsin-Madison
MS, Arizona State University
BA, Lawrence University

Sarah Lantvit
Analytical Scientist
Physics
PHD, Colorado State University
BS, Millikin University

Maggie Laufenberg
Clin Asst Prof - Program Dir
Health Professions - PA
BS, Univ of Wisconsin-Platteville
MMS, Arcadia University
UNKNOWN, Southwest Wisconsin Tech Colg

Kate Lavelle
Professor
Communication Studies
PHD, Wayne State University
MA, Miami University
BA, John Carroll University

Michael Lazzari
Clinical Professor
Microbiology
MS, Michigan Technological Univ

Brenda Leahy
Career Svcs Assoc Dir (Inst)
Career Services
MA, Michigan State University
BS, Univ of Wisconsin-StevensPoint

Ronda Leahy
Professor
Communication Studies
PHD, Kent State University
MA, Ball State University
BS, University of Indianapolis

Choua Lee
Custodial Services Supervisor
Custodial Service

Rebecca Lee
Employer Relations Coordinator

Career Services

Zach Lehnen
Budget Analyst
Budget Office
BS, Univ of Wisconsin-La Crosse

Amy Lein
Associate Professor
Educational Studies
PHD, Univ of Minnesota-Twin Cities

Nishele Lenards
Clinical Professor
Health Professions - Dosimetry
EDD, Northcentral University
MS, Univ of Wisconsin-Stout
BS, University of St Francis

Lisa Lenarz
Associate Professor
Art
MFA, Vermont College of Fine Arts
BS, Univ of Wisconsin-La Crosse

Lindsay Lentz
Research Intern
Archaeology Center

Shelly Leshner
Professor
Physics
PHD, University of Kentucky
MS, University of Kentucky
BA, Indiana University-South Bend

Linda Levinson
Professor
Art
MFA, Univ of California Los Angeles
BFA, Sch Of The Art Inst Of Chicago

Kylie Lewis
Athletic Trainer
Recreational Eagle Center
MS, College Of St Scholastica
BS, Univ of Wisconsin-La Crosse

Xinhui Li
Associate Professor
Microbiology
PHD, Ohio State University
MS, South China Univ of Technology
BE, South China Univ of Technology

Terry Lilley
Associate Professor
Race/Gender/Sexuality Studies
PHD, University of Delaware
MA, University of Delaware
BA, University of Delaware

Heather Linville
Professor
Global Cultures Languages
PHD, Univ of MD Baltimore County
MA, Univ of MD Baltimore County

BA, Truman State University

Megan Litster
Associate Professor
Health Professions - PT
PHD, U of Northern Colorado
MS, Colorado State University
BS, Colorado State University

Shiang Liu
Associate Professor
Finance
PHD, University of North Texas
MA, Clemson University
MS, Rensselaer Polytechnic Inst
BOE, Zhejiang Gongshang University

Sumei Liu
Professor
Biology
PHD, Ohio State University
MS, Ohio State University
MS, Beijing Normal University
BS, Beijing Normal University

Phillip Loehmer
Associate Teaching Professor
Mathematics Statistics
MS, Ball State University
BS, Ball State University

Adrienne Loh
Professor
Chemistry Biochemistry
PHD, Cornell University
MS, Cornell University
BS, McGill University

Deborah-Eve Lombard
Lecturer
Art
MA, University of Iowa
MA, University of Iowa
BFA, Illinois Wesleyan University

James Longhurst
Professor
History
PHD, Carnegie-Mellon University
MS, Carnegie-Mellon University
BA, Linfield College

Katelyn Longmire
Counselor Outreach Coordinator
Counseling Testing Center
MS, Winona State University

Moran Lonning
Coach
Athletics
BA, Luther College

Pao Lor
Associate Dean
School of Education
PHD, Univ of Wisconsin-Madison

BED, Univ of Wisconsin-Oshkosh

Weixu Lu
Assistant Professor
Communication Studies

William Maas
Associate Professor
Accountancy
JD, Northern Illinois University
MS, Univ of Wisconsin-Whitewater
BBA, Univ of Wisconsin-Whitewater

Victor Macias-Gonzalez
Professor
History
PHD, Texas Christian University
MA, University Of Texas At El Paso
BA, University Of Texas At El Paso

Meagan Madigan
Lecturer
English
MA, CA State Univ Dominguez Hills

Marcus Mahlum
Admissions Counselor
Admissions
BA, Univ of Wisconsin-La Crosse

Scott Makstanieks
Assistant Teaching Professor
Communication Studies
PHD, Indiana University

David Malecek
Head Coach - Wrestling
Athletics
MA, University of Northern Iowa
BA, University of Northern Iowa

Kayah-Bah Malecek
Admissions Assistant Dir (B)
Admissions
MA, University of Northern Iowa
BA, Wartburg College

Marc Manke
Assistant Professor
Art
MFA, Maine College of Art

Stephen Mann
Associate Professor
English
PHD, U of South Carolina-Columbia
MA, U of South Carolina-Columbia
BA, Lasalle University

Christine Manno
Assistant Professor
Management
PHD, Univ of Arkansas, Fayetteville
MBA, University of Phoenix

Grace Marco
Transfer Admissions Counselor
Admissions

MS, University of Kansas

Peter Marina
Associate Professor
Sociology Criminal Justice
PHD, New School for General Studies
MA, University of New Orleans
BA, University of New Orleans

Tesia Marshik
Professor
Psychology
PHD, University of Florida
EDM, University of Florida
BS, John Carroll University

Antonio Martin Gomez
Assistant Professor
Global Cultures Languages
MA, University of Kentucky

Andrew Matchett
Associate Professor
Mathematics Statistics
PHD, Univ of IL at Urbana-Champaign
BS, University of Chicago

John May
Associate Professor
Chemistry Biochemistry
PHD, Univ of Wisconsin-Madison
BS, Duke University

Timothy McAndrews
Professor
Archaeology Anthropology
PHD, University of Pittsburgh
BA, Univ of Minnesota-Twin Cities

Erin McCann
Clinical Asst Prof
Health Professions - OT
MS, Western Michigan University
BS, Michigan State University
DOT, Univ of Wisconsin-Milwaukee

Brandon McCauley
Clinical Asst Prof
Health Professions - OT
BS, Concordia University Wisconsin
AAS, Western Technical College
UNKNOWN, Concordia University Wisconsin

Blythe McConaughy
Violence Prevention Specialist
Student Life Office
MS, Minnesota State Univ, Mankato

Jenni McCool
Professor
Mathematics Statistics
PHD, Illinois State University
MS, Western Illinois University
BS, Western Illinois University

Christopher McCracken
Assistant Professor

English
 PHD, Kent State University
 MA, Sam Houston State University
 BA, Sam Houston State University

Maggie McDermott
 Associate Professor
 Marketing
 PHD, Univ of Minnesota-Twin Cities
 MS, Winona State University
 BS, Winona State University

Nicholas McFaden
 Researcher I
 Finance
 MA, George Mason University
 BS, George Mason University

Robert McGaff
 Professor
 Chemistry Biochemistry
 PHD, Univ of Wisconsin-Madison
 BS, Univ of Wisconsin-Eau Claire

Karen McGarvey
 Administrative Specialist
 Extended Learning
 BS, Univ of Wisconsin-La Crosse

Andrew McGlenn
 Asst Coach - Football
 Athletics
 MS, Chadron State College
 BS, Univ of Wisconsin-La Crosse

Maggie McHugh
 Lecturer
 Mathematics Statistics
 BS, Univ of Wisconsin-La Crosse

Ryan McKelley
 Professor
 Psychology
 PHD, University of Texas at Austin
 MA, University of Texas at Austin
 BS, Northwestern University

Mandi McKinney
 Budget Analyst
 Budget Office
 BBA, Univ of Wisconsin-Green Bay

Brock McMullen
 Associate Professor
 Exercise Sport Science
 PHD, MS, University of Utah
 BS, Univ of Wisconsin-La Crosse

Matt McParker
 Associate Professor
 Educational Studies
 EDD, Portland State University

Wayne Means
 Assistant Professor
 Rec Mgmt Recl Therapy
 PHD, Indiana University

MS, Univ of Wisconsin-La Crosse
 BS, IN Univ-Purdue U-Indianapolis

Christina Mehrtens
 Assistant Professor
 Exercise Sport Science
 PHD, University of Virginia
 EDM, University of Virginia
 BS, West Virginia University

Anthony Meidl
 Grounds Services Manager
 Landscape Services

Ania Meier
 Graduate Program Specialist
 Extended Learning
 MA, Poland

Neal Meier
 Web Developer
 University Advancement

Brandon Meyer
 Technical Support Consultant
 Information Technology Svcs
 BS, Univ of Wisconsin-La Crosse
 AAS, MN State Colg-Southeast Tech

Jeffrey Meyer
 Development Officer
 Dean's Office-CBA
 MA, Tufts University
 BA, Colorado State University

Markus Mika
 Assistant Professor
 Biology
 PHD, Univ Of Nevada, Las Vegas
 MS, Brigham Young University
 BS, Brigham Young University

Teresa Mika
 Intro Biology Coordinator
 Biology

Richard Mikat
 Professor
 Exercise Sport Science
 PHD, University of Utah
 MS, Brigham Young University
 BS, Brigham Young University

Cassidy Miles
 It Network Director
 Information Technology Svcs
 AAS, Western Technical College
 A, Western Technical College

Laurie Miller
 Teaching Professor
 Economics
 MA, Colorado State University
 BS, Univ of Wisconsin-La Crosse

Taylor Miller
 Assistant Professor
 Communication Studies

PHD, Univ of Wisconsin-Madison
BA, University of Kansas
BS, University of Kansas

Amber Miller-Adamany
Professional Ed Prg Specialist
Extended Learning
BLA, Viterbo University

David Mindel
Associate Professor
Murphy Library
MA, Univ of Wisconsin-Madison
MFA, Univ of Wisconsin-Madison
MLIS, Valdosta State College
BA, Univ of Wisconsin-Madison

Niti Mishra
Associate Professor
Geography Environmental Sci
PHD, University of Texas at Austin
MA, University of Delhi
MS, Asian Institute of Technology

Jennifer Miskowski
Professor
Biology
PHD, Univ of Wisconsin-Madison
BS, Alma College

Dipankar Mitra
Assistant Professor
Comp Sci Comp Engineering
PHD, North Dakota State University
MS, North Dakota State University

Daniel Modaff
Associate Professor
Communication Studies
PHD, University of Texas at Austin
MA, Northern Illinois University
BS, Northern Illinois University

Carolyn Moe
Career Development Coordinator
Career Services
MAT, University of Phoenix

Hayley Moe
Academic Advisor
Academic Advising Center
MSW, Univ of Wisconsin-Milwaukee
BSW, Univ of Wisconsin-River Falls

Marie Moeller
Cassh - Assoc Dean
College of Liberal Studies
PHD, Illinois State University
MA, Illinois State University
BA, Buena Vista University

Zach Moffett
Coordinator Of Student Conduct
Student Life Office
EDM, Western Carolina University

Madan Mohan

Assistant Professor
Murphy Library
MS, University of North Texas

Jennifer Mohlenhoff-Baggett
Teaching Professor
English
PHD, Cornell University
MA, Cornell University
BA, Stanford University

Nate Mohlman
Assistant Professor
Theatre and Dance
MFA, Southern IL Univ.-Carbondale

Steve Mohs
Head Coach - Swimming Diving
Intercollegiate Athletics
MS, St Cloud State University
BA, St Cloud State University

Aaron Monte
Professor
Chemistry Biochemistry
PHD, Purdue University
BS, University Of West Florida

Virginia Moore
Laboratory Supervisor
Student Health Center
BS, Univ of Wisconsin-La Crosse

Kathryn Moran
Associate Teaching Professor
Theatre and Dance
MM, Boston University

Maria Moreno
Lecturer
Global Cultures Languages
PHD, University of Kentucky
MA, University of Kentucky

Betsy Morgan
Provost Vice Chancellor
Academic Affairs
PHD, Univ of California Irvine
MA, Univ of California Irvine
BA, Univ of California Santa Cruz

Kendall Morgan
Assistant Professor
Murphy Library
MS, Univ of IL at Urbana-Champaign

Kimberly Morris
Associate Professor
Global Cultures Languages

Ed Morrison
Academic Techno Support Spc
Information Technology Svcs

Heidi Morrison
Associate Professor
History
PHD, U of California-Santa Barbara

MA, Harvard University
BA, Univ of California Berkeley

Katy Morrison
Academic Advisor
Academic Advising Center
MPA, Northern Michigan University
BS, Northern Michigan University

Sarah Mosley
Associate Teaching Professor
Exercise Sport Science
BS, Carroll College
MSED, Univ of Wisconsin-La Crosse

Emily Moua
Multicultural Admissions Cnslr
Admissions
BA, Univ of Wisconsin-Eau Claire

Elena Mueller
Early Child Edu Teacher
Campus Child Center
MA, Univ of Colorado at Denver
BS, Univ of Wisconsin-La Crosse

Charles Mundinger
Budget Analyst
Budget Office
BS, Univ of Wisconsin-La Crosse

Niki Mundinger
Clinical Assistant Professor
Health Professions

Jason Murphy
Head Coach - Women'S Soccer
Athletics
MS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-StevensPoint

Shane Murphy
Assistant Professor
Health Professions - PT
PHD, U of Northern Colorado

Brenda Murray
Inst Policy Analyst II
Institutional Research
M.P.AFF, Indiana University

James Murray
Professor
Economics
PHD, Indiana University
MA, Indiana University
MA, University of Notre Dame
BS, Univ of Wisconsin-La Crosse

Anup Menon Nandialath
Associate Professor
Management
PHD, Ohio State University
MS, Kansas State University
BBA, University of Madras

Eileen Narcotta-Welp
Associate Professor

Exercise Sport Science
PHD, University of Iowa
MS, Ball State University
BS, University of Vermont

Stacy Narcotta-Welp
Vice Chancellor
Access, Belonging Compliance
MA, University of Iowa
BA, University Of Tulsa

Nese Nasif
Associate Professor
Marketing
PHD, University of Texas Rio Grande
MA, University of MI
BA, University of Chicago

Michele Nauman
Academic Adv Assoc Dir (Inst)
Academic Advising Center
MS, Winona State University
BA, St Marys Univ of Minnesota

Janelle Nelson
Schedule Registration Coord
Records Registration
BS, Univ of Wisconsin-La Crosse

Joshua Neukom
Associate Teaching Professor
Chemistry Biochemistry
PHD, Univ of Michigan at Ann Arbor
MS, Univ of Michigan at Ann Arbor
BS, DePaul University

Jocelyn Newton
Professor
Psychology
PHD, Ball State University
MA, Ball State University
BA, College Of Wooster

Tu Nguyen
Associate Teaching Professor
Finance
PHD, University of Oregon
MS, Univ of Houston-Clear Lake

Bradley Nichols
Professor
Art
MFA, Cranbrook Academy Of Art
BS, Univ of Wisconsin-La Crosse

Amy Nicodemus
Associate Professor
Archaeology Anthropology
PHD, Univ of Michigan at Ann Arbor
MS, Florida State University
BA, Washington University

Aaron Nielsen
Executive Assistant II
Academic Affairs

Melissa Nielsen

Research Admin Director
Sponsored Research
BA, St Marys Univ of Minnesota

Joe Noelke
Assistant Teaching Professor
Finance
MBA, Viterbo University

Jennifer Novak
Catalog, Curric Sched Coord
Records Registration

Nicole Novak
Academic Advisor
Academic Advising Center
MSED, Univ of Wisconsin-La Crosse

Ashley Nowak
Dir Ctr Civil Dialogue Engmt
Ctr for Civil Dialogue Engmt
BA, Univ Of Minnesota-St Paul

Ashley Nowak
Research Compliance Spec
Sponsored Research

Kelly Nowicki
Associate Teaching Professor
Management
MBA, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

John Nunley
Professor
Economics
PHD, Middle Tennessee State Univ
MA, Middle Tennessee State Univ
BBA, Middle Tennessee State Univ

Peter Nycz
Asst Men's Basketball Coach
Athletics
EDM, Univ of Wisconsin-Whitewater

Alexander O'Brien
Associate Professor
Psychology
PHD, Iowa State Univ of Sci Tech
MS, Iowa State Univ of Sci Tech
BS, Iowa State Univ of Sci Tech

Astrid Lorena Ochoa Campo
Assistant Professor
Global Cultures Languages

Kel Olson
Lecturer
Management
EDD, Viterbo University

Michelle Olson
Clinical Associate Professor
Health Professions - PT
PHD, College Of St Scholastica
BS, Univ of Wisconsin-La Crosse
MPT, Carroll College

Mike Olson
Assistant Professor
Murphy Library

Aric Opdahl
Professor
Chemistry Biochemistry
PHD, Univ of California Berkeley
BS, Univ of Wisconsin-Madison

Cody Organ
Acad Techno Support Spec
Information Technology Svcs
BA, Univ of Wisconsin-Eau Claire

Monica Organ
Asst Dir Of Alumni Engagement
University Advancement
MBA, Viterbo University

Gregory Ormes
Associate Professor
Communication Studies
PHD, Texas A M University
MA, Univ of Wisconsin-StevensPoint
BA, Univ of Wisconsin-StevensPoint

Jessica Osborn
Laboratory Manager
Microbiology
AAS, Rochester Com Tech College

Britta Osborne
Academic Services Director
Dean's Office-CASSH
BA, Univ of Wisconsin-La Crosse

Dan Osborne
Lecturer
Archaeology Anthropology
PHD, Indiana University

Todd Osmundson
Professor
Biology
PHD, Columbia University
M.PHIL, Columbia University
MS, Montana State University
BA, Carleton College

Kara Ostlund
Dean Of Students (Inst) (B)
Student Affairs
EDD, Univ Of NC At Wilmington
MA, Appalachian State University
BS, Appalachian State University

Neil Ostlund
Associate Director-Operations
Recreational Eagle Center
MS, North Dakota State University
BA, Bemidji State University

Michele Overgard
Marketing Manager
Extended Learning
BA, Univ of Wisconsin-La Crosse

AAS, Univ of Wisconsin Colleges

Melina Packer
Assistant Professor
Race/Gender/Sexuality Studies
PHD, Univ of California Berkeley

Gita Pai
Professor
History
PHD, Univ of California Berkeley
MA, Univ of California Berkeley
MS, California State Univ Hayward
BA, Hunter College of CUNY

Elisabeth Paluch
Laboratory Supervisor
Biology
MA, Univ of Wisconsin-La Crosse
BS, Elmhurst College

Vivek Pande
Associate Professor
Accountancy
JD, Univ of Wisconsin-Madison
BA, University of Virginia

Miranda Panzer
Intl Student Schlr Advisor
Intl Education Engagement
EDM, Univ of Wisconsin-La Crosse
BA, Univ of Wisconsin-La Crosse

Kate Parker
Professor
English
PHD, Washington University
MA, Washington University
MA, Bucknell University
BA, Bucknell University

Gregory Parmeter
Assistant Professor
Theatre and Dance

SaraJane Parsons
Teaching Assistant Professor
Economics
MA, Michigan State University
BS, Indiana Univ Of Pennsylvania

Ayesha Patnaik
Lecturer
Communication Studies
MA, University of Cincinnati
BA, St. Xavier's Tec Inst

Shishir Paudel
Associate Professor
Finance
PHD, SUNY At Binghamton
MBA, Tribhuvan University
MBA, Illinois State University
MS, Illinois State University

Elizabeth Peacock
Associate Professor

Archaeology Anthropology
PHD, Univ of California San Diego
MA, Univ of California San Diego
BA, University of Kansas

Courtney Pearson
Interns Coord/Career Advisor
Academic Advising Center
BS, Univ of Wisconsin-River Falls
MSED, Univ of Wisconsin-La Crosse

Heather Pearson
Int'L Admissions Counselor
Admissions
MEPD, Univ of Wisconsin-Eau Claire
BS, Edgewood College

James Peirce
Professor
Mathematics Statistics
PHD, Univ of California Davis
MA, Univ of California Davis
BS, University of Washington

Recep Pekdemir
Assistant Professor
Accountancy
PHD, Istanbul University
MBA, Istanbul University
MS, Istanbul University

Sarah Pember
Associate Professor
Public/Community Health Edu
PHD, Univ of Alabama-Tuscaloosa
MT, University of Virginia
BA, University of Virginia

Abigail Peschges
Grant Specialist
Sponsored Research
BA, Winona State University

Caryn Peterson
Lecturer
Educational Studies
MS, Univ of Wisconsin-Madison

Scott Peterson
Business Manager
Dean's Office-CBA
BS, Univ of Wisconsin-La Crosse

Nathan Petesch
Asst Coach - Cc/Track Field
Athletics
MS, Ithaca College
BS, Univ of Wisconsin-Platteville

Steven Petherbridge
Lecturer
English
MA, North Dakota State University

Tanisha Petherbridge
Coord Of Second Year Exp
Student Life Office

BGS, Univ of Minnesota-Twin Cities

Michele Pettit
Associate Professor
Public/Community Health Edu
PHD, Southern IL Univ.-Carbondale
MS, U of Illinois at Springfield
BS, Truman State University

W. Michael Petullo
Assistant Professor
Comp Sci Comp Engineering

Jarred Pfeiffer
Associate Professor
Art
MFA, Kansas State University
BS, Univ of Wisconsin-Madison

Scott Pfitzinger
Assistant Professor
Murphy Library
MM, Butler University
MLS, Indiana University
BM, Indiana University

Mariah Pfundheller
Assistant Professor
Educational Studies
EDD, Univ of Wisconsin-StevensPoint
MS, Univ of Wisconsin-Milwaukee
BA, Univ of Wisconsin-StevensPoint

Anh Phan
Assistant Professor
Management
PHD, University of Hawaii at Manoa

Jennifer Pierce
Teaching Assistant Professor
Educational Studies
BA, Univ Of Missouri-St Louis
CER, Webster University

Sam Pierce
Admissions Associate Dir (B)
Admissions
BA, Univ of Wisconsin-Eau Claire
MSED, Univ of Wisconsin-La Crosse

Andrew Pingree
Assistant Teaching Professor
Mathematics Statistics
EDM, Portland State University
MS, Portland State University
BS, Portland State University

David Piro
Lead Graphic Designer
University Advancement
BS, South Dakota State University

Kristen Piske
Budget Analyst II
Budget Office
BS, Univ of Wisconsin-La Crosse

Lisa Pitot

Assistant Professor
Educational Studies
PHD, Colorado State University
BS, Colorado State University

Cody Pittman
Accountant I
Business Services
BS, Univ of Wisconsin-La Crosse

Daniel Plunkett
Associate Professor
Rec Mgmt Recl Therapy
PHD, Arizona State University
MS, Arizona State University
BA, University of St Thomas

Rebecca Polanowski
Laboratory Supervisor
Microbiology

Brian Pompeii
Assistant Professor
Geography Environmental Sci
PHD, Arizona State University
MA, Arizona State University
BS, Pennsylvania State University

Stephanie Pope
Vice Chancellor
Administration and Finance
MBA, Edgewood College

Nicole Popowich
Outreach Program Director
WAHPERD Personnel

Kelly Potaracke
Developer/Analyst
Information Technology Svcs

Hayes Probus
Research Intern
Dean's Office-CSH

Bixi Qiao
Assistant Professor
Psychology
PHD, University of Kansas

Daniel Quam
Business Manager
Facilities Planning Mgmt

Alessandro Quartiroli
Professor
Psychology
PHD, West Virginia University
MA, West Virginia University
MS, West Virginia University

Nick Raes
Assistant Teaching Professor
Communication Studies
MS, Illinois State University
BA, Monmouth College

Robert Ragan

Professor
Physics
PHD, Univ of Massachusetts Amherst
BA, Univ of Tennessee, Knoxville

Victoria Rahn
Assistant Registrar (B)
Records Registration
JD, Marquette University
BA, Wisconsin Lutheran College

Ryan Raufus
Assistant Coach - Soccer
Athletics

Ryan Ray
Custodial Svcs Pgrm Mgr
Custodial Service

Scott Reber
Associate Teaching Professor
Management
MA, Winona State University
BA, San Diego State University

Renee Redman
Teaching Professor
Biology
PHD, Northwestern University
BS, Univ Of NC At Wilmington

Jaclyn Reed
Teaching Assistant Professor
Communication Studies
BA, College Of St Benedict

Adam Reel
Athletic Trainer
Intercollegiate Athletics
EDM, Bowling Green State University
BS, Xavier University

Shreya Regmi
Development Officer
University Advancement
BA, Beloit College

Gregory Reichert
Asst Vc For Univ Mkt And Comms
University Advancement
BS, Northwest Missouri State Univ

Jodi Reider
Academic Advisor
Dean's Office-CBA
BS, Univ of Wisconsin-La Crosse
MSED, Univ of Wisconsin-Superior

Tyler Reining
Construction Project Manager
Planning Construction
BS, Winona State University

Alysa Remsburg
Teaching Professor
Environmental Studies
PHD, Univ of Wisconsin-Madison
MS, Univ of Wisconsin-Madison

BA, Wittenberg University

Paul Reuteman
Clinical Professor
Health Professions - PT
MS, University of Indianapolis
BS, Marquette University

Troy Richter
Parking Services Dir
Parking Utility
BS, Univ of Wisconsin-La Crosse
MSED, Univ of Wisconsin-Platteville

Charlotte Roberts
Assistant Professor
Educational Studies
EDM, Meredith College
BA, Meredith College

Natalia Roberts
Teaching Professor
Global Cultures Languages
BS, Univ of Wisconsin-La Crosse

Eduardo Rodriguez
Teaching Associate Professor
Information Systems
PHD, Aston University
MS, Concordia University

Kristofer Rolffhus
Professor
Chemistry Biochemistry
PHD, University of Connecticut
BS, Univ of Wisconsin-La Crosse

Jordan Rooker
Technical Support Consultant
Information Technology Svcs
BA, Univ of Wisconsin-Eau Claire

Sierra Rooney
Associate Professor
Art
PHD, State U of New York at Albany

Charlotte Roraff
Athl Business Manager
Athletics
MS, Winona State University
BS, Winona State University

Emily Roraff
Budget Director
Budget Office
BS, Winona State University

Erica Rosemeyer
Clinical Assistant Professor
Health Professions
BS, Viterbo University

Nicole Ross
Athletic Trainer
Athletics
MS, Univ of Wisconsin-Milwaukee

Sheryl Ross
Professor
Philosophy
PHD, Univ of Wisconsin-Madison
MA, Univ of Wisconsin-Madison
BA, Univ of Wisconsin-Madison

William Ross
Professor
Management
PHD, Univ of IL at Urbana-Champaign
MA, Univ of IL at Urbana-Champaign
BA, Auburn University

Bryn Rouse
Research Admin Manager
Sponsored Research
BA, St. Catherine University

Ellen Rozek
Associate Professor
Psychology
PHD, University of Kansas
MA, University of Kansas
BS, Drake University

Denise Rueter
Assistant Professor
Educational Studies

Drew Rutherford
Laboratory Supervisor
Health Professions - PT
MS, Univ of Wisconsin-Madison
BS, Univ of Wisconsin-Platteville

Brevin Ryan
Accountant I
Business Services
BS, St Cloud State University

Pete Rydberg
Dir Of The Vpa
Dean's Office-CASSH
PHD, Univ of Wisconsin-Madison
MA, Univ of Wisconsin-Madison
BA, St Olaf College

Steni Sackiriyas
Assistant Professor
Health Professions - PT
PHS, Loma Linda University

Shauna Sallmen
Professor
Physics
PHD, Univ of California Berkeley
MA, Univ of California Berkeley
BS, University of Toronto

Daniel Sambu
Associate Professor
Geography Environmental Sci
PHD, University of Oklahoma
EDM, University of Oklahoma
BED, Kenyatta University

Vickie Sanchez
Multicultural Student Svcs Dir
Multicultural Student Services
MS, Univ of Wisconsin-La Crosse

Anton Sanderfoot
Associate Professor
Biology
PHD, Univ of IL at Urbana-Champaign
MS, Univ of IL at Urbana-Champaign
BS, Minnesota State Univ, Mankato

Gregory Sandland
Professor
Biology
PHD, Purdue University
MS, University of Lethbridge
BS, University of Victoria

Allison Sauppe
Associate Professor
Comp Sci Comp Engineering
PHD, Univ of Wisconsin-Madison
MS, Univ of Wisconsin-Madison
BS, Rose-Hulman Inst of Technolgy

Jason Sauppe
Assistant Professor
Comp Sci Comp Engineering
PHD, Univ of IL at Urbana-Champaign

Lisa Savarese
Associate Teaching Professor
Rec Mgmt Recl Therapy
MS, Univ of Wisconsin-La Crosse
BA, Loyola College in Maryland

Debra Sazama
Head Coach - Volleyball
Athletics
PHD, University of Northern Iowa
MS, University of Wyoming
BS, University of Wyoming

Luke Schaaf
Associate Teaching Professor
English
MA, St Cloud State University
BA, St Johns University

Alexis Schaefer
Athletic Trainer
Intercollegiate Athletics
MS, Northern Michigan University
BS, Univ of Wisconsin-La Crosse

Chelsea Schaffer
Counselor
Counseling Testing Center
MS, Minnesota State Univ, Mankato

Laura Schaffer
Program Director - Ot
Health Professions - OT
MA, College Of St Catherine
BS, Univ of Wisconsin-La Crosse

Heather Schenck
Professor
Chemistry Biochemistry
PHD, Univ of Wisconsin-Madison
MA, BA, Johns Hopkins University
BA, Peabody Inst Johns Hopkins Uni

Betsy Schmidt
Associate Teaching Professor
Accountancy
BS, Winona State University
MACC, Univ of Wisconsin-Madison

Cole Schmidt
Residence Hall Director
Residence Life
BED, Winona State University

Justin Schmidt
Financial Aid Counselor
Financial Aid Office
BA, Augsburg College

Samuel Schmidt
Assistant Professor
Exercise Sport Science

Adam Schneider
Assistant Professor
Biology
PHD, Univ of California Berkeley
BS, Univ of Wisconsin-Eau Claire

Allison Schneider
Teaching Assistant Professor
Art
MFA, Syracuse University

Daniel Schneider
Assistant Professor
Philosophy
PHD, Univ of Wisconsin-Madison

Mike Schneider
Systems Analyst
Information Technology Svcs
BS, Univ of Wisconsin-La Crosse

Edward Scholl
Facilities Planner
Planning Construction
AAS, Milwaukee Area Tech College

McKenzi Schornack
Athletic Training Dir
Athletics
BS, Univ of Wisconsin-La Crosse

Jason Schrader
Technical Support Consultant
Information Technology Svcs

Catelyn Schulz
Lead Hris Analyst
Human Resources

Colleen Schulz
Prg Coord Std And Family Prgs

Admissions
MS, Univ of Wisconsin-Milwaukee
BA, Univ of Wisconsin-La Crosse

Scott Schumacher
Planning Construction Dir
Planning Construction
BS, Milwaukee School Of Engr

David Schumann
Associate Professor
Biology
PHD, South Dakota State University
MS, Univ of Nebraska at Kearney
BS, Univ of Wisconsin-StevensPoint

William Schwan
Professor
Microbiology
PHD, Northwestern University
MS, Iowa State Univ of Sci Tech
BS, Quincy College

Christine Schwartz
Associate Professor
Biology
PHD, Texas A M University
BS, Canisius College

Christopher Schwarz
Head Coach - Baseball
Intercollegiate Athletics
MS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Jamie Schweiger
Navigate Functional Lead
Academic Advising Center
MA, Universitat Bonn
BA, Univ of Wisconsin-StevensPoint
MSED, Univ of Wisconsin-La Crosse

Paul Schweiger
Associate Professor
Microbiology
PHD, Univ of Wisconsin-Milwaukee
BS, St Cloud State University

Jessica Schweigert
Instructor
Psychology
MS, Viterbo University
BS, Univ of Wisconsin-La Crosse

Jacob Sciammas
Outdoor Recreation Coordinator
Recreational Eagle Center
MEPD, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Samuel Scinta
Lecturer
Political Science Public Admin
JD, University of Denver
BA, Yale University

Andrew Scott

Teaching Associate Professor
Finance
MBA, BS, Quincy College

Bradley Seebach
Associate Professor
Biology
PHD, Brown University
BA, Cornell College

Andy Seithamer
Sr Network Engineer-Voip Spec
Information Technology Svcs
AAS, Western Technical College

Audrey Seitz
Assistant Teaching Professor
Public/Community Health Edu
MPH, Loyola University of Chicago

Jessica Selberg
Associate Accountant
Business Services

Lisa Selberg
Procurement Specialist I
Business Services
AND, Northwest Iowa Community Coll

Sujat Sen
Associate Professor
Chemistry Biochemistry
PHD, Brown University
MA, Brown University

Amy Servais
Degree Aud/Curric Systems Mgr
Records Registration
BS, Winona State University

Kim Servais
Clinical Assistant Professor
Health Professions - OT
MS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Quinn Seston
Director Of Clinical Education
Health Professions
MBA, Viterbo University
MPAS, Marquette University

Hannah Shaw
Asst Coach/Facilities Coord
Athletics
BA, College Of Wooster

Vernon Shaw
Developer/Analyst
Information Technology Svcs

Kenneth Shonk
Professor
History
PHD, Marquette University
MA, Azusa Pacific College
MA, California State U- Long Beach

BA, Humboldt State University

Corey Sjoquist
Asst Vice Chancellor (Inst)
Admissions
BS, Univ of Wisconsin-La Crosse

Karen Skemp
Associate Professor
Public/Community Health Edu
PHD, Univ of Minnesota-Twin Cities
EDM, North Dakota State University
BS, University of San Diego

Kyle Slaby
Senior Accountant
University Advancement

Callie Smith
Scholarship Coordinator
University Advancement
BBA, Viterbo University

Michaela Smith
Residence Hall Director
Residence Life
MSED, Univ of Wisconsin-La Crosse

Terence Smith
Teaching Professor
Communication Studies
MEPD, Univ of Wisconsin-La Crosse
BA, Univ of Wisconsin-La Crosse

David Solie
Associate Teaching Professor
Communication Studies
JD, University of Toledo
BS, Univ of Wisconsin-La Crosse

Garrett Soper
Inst Policy Analyst I
Institutional Research
MA, St Marys Univ of Minnesota

Jake Speer
Web Design Svcs Dir
University Advancement
BA, Southwest State University

Steph Speer
Teach, Learn, Tech Spec I
Center for Adv Teach and Learn
BS, Southwest State University

Trevor Sprague
Assoc Dir Of Transfer Admis
Admissions
PHD, Univ of Wisconsin-Milwaukee
MA, BA, St Olaf College

Carly Sprouse
Athl Facilities Asst Dir
Athletics

Erica Srinivasan
Associate Professor
Psychology

PHD, Oregon State University
MS, Oregon State University
BA, Otterbein College

Sarah Staab
Clinical Assistant Professor
Health Professions
BS, Univ of Wisconsin-La Crosse

Jourdan Stacey
Pro Dev Outreach Spc
School of Education
BS, Univ of Wisconsin-La Crosse

Derek Stanley
Head Coach - Cross Country
Athletics
EDM, Bowling Green State University
BA, Tiffin University

Brea Stanton
Athletic Trainer
Athletics
DPT, Indiana State University

Andrew Stapleton
Professor
Management
PHD, New Mexico State University
MBA, New Mexico State University
BA, New Mexico State University

Jenna Starck
Assistant Professor
Exercise Sport Science
PHD, Univ of Alabama-Tuscaloosa
MS, Univ of Wisconsin-La Crosse

Lindsay Steiner
Associate Professor
English
PHD, Kent State University
MA, Kent State University
BS, Ohio University

Zachary Stensen
Assistant Professor
Art

Shawn Stephany
Financial Aid Counselor
Financial Aid Office
MBA, University of Phoenix
BA, Univ of Wisconsin-Oshkosh

Katherine Stevenson
Mvac Director
Archaeology Center
PHD, Univ of Wisconsin-Madison
MA, Univ of Wisconsin-Madison
BA, Northern Illinois University

Adam Stivers
Associate Professor
Finance
PHD, McMaster University
MA, West Virginia University

BS, West Virginia University

William Stobb
Professor
English
PHD, University Of Nevada, Reno
MA, University of North Dakota
BA, University of North Dakota

Courtney Stockton
Application Analyst
Information Technology Svcs
BS, Winona State University

Olivia Stoltman
Associate Teaching Professor
English
MA, Winona State University
BS, Winona State University

Eric Strauss
Professor
Biology
PHD, University of Notre Dame
MS, Kansas State University
BS, Kansas State University

Jodi Strong
Early Child Edu Teacher
Campus Child Center

Amber Strother
McNair Scholars Prg Coord
McNair Program
PHD, Washington State University

Travis Stuckey
User Support Supervisor
Information Technology Svcs
BBA, Viterbo University

Ben Sturomski
Financial Aid Asst Dir
Financial Aid Office
MS, Minnesota State Univ Moorhead
MS, Northern Illinois University
BS, Univ of Wisconsin-La Crosse

Gubbi Sudhakaran
Interim Dean
College of Science Health
PHD, University of Oregon
JD, Univ of California Davis
BA, Yale University

Kelly Sultzbach
Professor
English
PHD, University of Oregon
JD, Univ of California Davis
BA, Yale University

Tori Svoboda
Professor
Student Affairs Administration
EDD, University of St Thomas
MS, Univ of Wisconsin-Madison

BA, Univ of Wisconsin-Madison

Daniel Sweetman
Env Health Safe Assoc Dir
Facilities Planning Mgmt
MS, Univ of Wisconsin-Eau Claire
BS, Univ of Wisconsin-Oshkosh
AS, Univ of Wisconsin-Manitowoc

Sarah Tackett
Assistant Teaching Professor
Exercise Sport Science
PHD, University of Kansas
MA, California State Univ Fresno

Amy Taebl
Clinical Assoc Prof
Health Professions - PT
PHD, College Of St Scholastica
BS, Univ of Wisconsin-La Crosse

Heather Talbot
Financial Aid Counselor
Financial Aid Office
BA, Northwestern College

Zachary Tanz
Regional Multicultural Cnslr
Admissions
BA, Univ of Wisconsin-Madison

Amir Tayebi
Assistant Professor
Economics
PHD, University of Oklahoma

Jennifer Taylor
Assistant Professor
Rec Mgmt Recl Therapy
PHD, Indiana University

Mackenzie Taylor
Academic Advising Manager
School of Education

TJ Teegan
Director Its Enterprise Svcs
Information Technology Svcs
ME, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Diana Tempski
Teaching Professor
Finance
MBA, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Tia Teske
Senior Advisor
School of Education
BS, Univ of Wisconsin-La Crosse

Tanvi Thakkar
Assistant Professor
Psychology
PHD, Univ of Wisconsin-Madison

Brent Thill

Scholarship Coordinator
Financial Aid Office
MA, Concordia University Irvine

Bill Thomas
Systems Analyst
Information Technology Svcs
BS, Westwood College of Technology

Hailey Thompson
Stockroom Supervisor
Chemistry Biochemistry
BS,

Meredith Thomsen
Dean Grad Extended Learning
Extended Learning
PHD, Univ of California Berkeley
BA, Carleton College

Eric Thorson
Associate Dir Of Operations
Residence Life
EDM, Plymouth State College
BS, University of North Dakota

Darci Thoune
Professor
English
PHD, University of Louisville
MA, University of Louisville
BA, Central Michigan University

Casey Tobin
Associate Professor
Psychology
PHD, U of Northern Colorado
MA, Stephen F Austin State Univ
EDM, Stephen F Austin State Univ
BA, Stephen F Austin State Univ

Mary Tollefson
Associate Professor
Music
MA, University of Texas at Austin
BA, University of Nebraska-Lincoln
DM, University of Texas at Austin

Michael Tollefson
Associate Professor
Communication Studies
PHD, Univ of Minnesota-Twin Cities
MA, Univ of Wisconsin-Milwaukee
BS, Univ of Wisconsin-La Crosse

Sherwin Toribio
Professor
Mathematics Statistics
PHD, Bowling Green State University
MA, Bowling Green State University
MS, Limburgs Universitair Centrum
BS, Ateneo de Manila University

Jen Towner
Photographer
University Advancement

Brett Townsend
Associate Teaching Professor
Mathematics Statistics
PHD, Wesleyan University

Tiffany Trimmer
Associate Professor
History
PHD, Northeastern University
MA, Northeastern University
BA, Drexel University

Stacy Trisler
Associate Teaching Professor
Marketing
MBA, Viterbo University
BS, Univ of Wisconsin-La Crosse

Zachariah Tritz
Assistant Professor
Microbiology
DS, Mayo Foundation
BA, St Olaf College

Ben Trnka
Associate Teaching Professor
Accountancy
MACC, Univ of Minnesota-Twin Cities

Jennifer Trost
Associate Professor
History
PHD, Carnegie-Mellon University
MS, Carnegie-Mellon University

Mary Trotter
Assistant Professor
Theatre and Dance
MFA, University of Idaho

William Truttschel
Assistant Teaching Professor
Mathematics Statistics
EDM, Univ of Minnesota-Twin Cities
EDS, Univ of Wisconsin-Stout
MS, Univ of Wisconsin-Stout
BS, Univ of Wisconsin-Eau Claire

Ming Tsang
Associate Professor
Finance
PHD, Georgia State University
MA, Georgia State University
BBA, University of Georgia
BS, University of Georgia

Tu Tu
Assistant Professor
Marketing
DBA, IOWA STATE UNIVERSITY

David Tubb
Veterans Services Coordinator
Records Registration
ME, Univ of Colorado at Boulder

Eugenia Turov

Dir Of Tlc/Tch Prof
Chemistry Biochemistry
PHD, Univ of Wisconsin-Madison
BS, University of Oregon

Robin Tuxen
Dir Of Administrative Services
Administration and Finance
BS, Winona State University

Vicki Twinde-Javner
Client-Based Researcher II
Archaeology Center
MS, Univ of Wisconsin-Milwaukee
BA, Univ of Wisconsin-La Crosse

Stacy Twite
Chief Of Staff
Chancellor'S Office
MPP, Univ of Minnesota-Twin Cities
BA, Luther College

Brian Udermann
Professor
Exercise Sport Science
PHD, Syracuse University
MS, Syracuse University
BS, St Cloud State University

Jenna Umberger
Disability Services Advisor
Disability Resource Center
BS, Univ of Wisconsin-Eau Claire

Hugo Vaca Pereira Rocha
Assistant Professor
Economics
PHD, Clemson University
MA, Clemson University

Iam Valdez Espinoza
Counselor
Counseling Testing Center
MS, Viterbo University

Adam Van Liere
Assistant Professor
Political Science Public Admin
PHD, Univ Of NC At Chapel Hill
MA, Univ Of NC At Chapel Hill
BA, Vanderbilt University

Lisa VanWiel
Instructor
Health Professions - PT
DPT, St Ambrose University

Maggie Vanden Heuvel
Executive Assistant I
Dean's Office-CSH
BS, St Marys Univ of Minnesota

Ross Vander Vorste
Assistant Professor
Biology
PHD, MS, South Dakota State University
BS, South Dakota State University

Haney Vang
Custodial Services Supervisor
Custodial Service

Willem Vanroosenbeek
Student Affairs Director (C)
LGBTQQ
BS, Univ of Wisconsin-La Crosse
MS, Univ of Wisconsin-La Crosse

Suthakaran Veerasamy
Assistant Professor
Psychology
PHD, Univ of Maryland College Park
MA, University of Nebraska-Lincoln
BS, Bemidji State University

Tom Venner
Asst Dir, Phys Pl
Facilities Planning Mgmt
BS, Univ of Wisconsin-Platteville

Jackson Ver Steeg
Teaching Associate Professor
Management
EDD, National Sun Yat-Sen Univ
MBA, National Cheng Kung University

Crystal Vesperman
Lecturer
Mathematics Statistics
EDM, Cardinal Stritch University
BA, Carthage College

Dean Vesperman
Assistant Professor
History
PHD, Indiana University
EDM, Cardinal Stritch University
BS, Univ of Wisconsin-Oshkosh

Becky Vianden
Acad Advs Career Svc Dir
Career Services
EDM, Iowa State Univ of Sci Tech
BA, Luther College

Jorg Vianden
Professor
Student Affairs Administration
PHD, Indiana University
MA, University of Iowa
BA, Luther College

Chad Vidden
Professor
Mathematics Statistics
PHD, Iowa State Univ of Sci Tech
BS, Minnesota State Univ Moorhead

Nicole Vidden
Cba Academic Services Director
Dean's Office-CBA
MS, Minnesota State Univ, Mankato
BS, Minnesota State Univ, Mankato

Leanne Vigue

University Reg (Inst) (B)
Records Registration
MS, Univ of Wisconsin-Madison
BS, Creighton University

Juan Villabona-Monsalve
Assistant Professor
Chemistry Biochemistry
PHS, Univ Ncnl Autonoma de Mexico
MS, Univ Ncnl Autonoma de Mexico
BS, Univ Industrial de Santander

Kou Vue
Custodial Services Supervisor
Custodial Service

Abigail Wagner
Associate Teaching Professor
Exercise Sport Science
MS, University of Utah
BS, Univ of Wisconsin-La Crosse

Kathryn Wagner
Asst Coach - Women'S Track/Fie
Athletics
MS, Univ of Wisconsin-La Crosse
BS, Univ of Wisconsin-La Crosse

Sheldon Wagner
Associate Teaching Professor
Exercise Sport Science
MS, Univ of Wisconsin-La Crosse
BA, Gustavus Adolphus College

Katie Wagoner
Teaching Professor
Public/Community Health Edu

Milandrie Wakim
Cont Edu Prog Mgr
Extended Learning

Melissa Walbrun
Campus Child Center Assist Dir
Campus Child Center
BS, Univ of Wisconsin-La Crosse

Heather Walder
Assistant Teaching Professor
Archaeology Anthropology
PHD, Univ of Wisconsin-Madison
MA, Univ of Wisconsin-Madison
BA, Marquette University

Antoni Walker
Business Manager
Dean's Office-CASSH

Lisa Walker
Assoc Dir For Res Facilities
Residence Life
EDM, Marquette University

Daniel Walsh
Assistant Professor
Educational Studies
PHD,

Chad Walters
Counselor/Clinical Case Mgr
Counseling Testing Center
MC, Lakeland College

Maren Walz
Chief Communications Officer
University Advancement
BA, Univ of Wisconsin-Parkside

Lauren Wanders
Annual Giving Coordinator
University Advancement
BS, Indiana University

Nathan Warnberg
Associate Professor
Mathematics Statistics
PHD, Iowa State Univ of Sci Tech
BS, Univ of Wisconsin-Platteville

Melissa Weaver
Residence Life Systems Spec
Residence Life
BBA, Viterbo University

Todd Weaver
Professor
Chemistry Biochemistry
PHD, Univ of Minnesota-Twin Cities
BS, Univ of Wisconsin-La Crosse

Alan Webster
Business Manager
Academic Affairs
BS, Univ of Wisconsin-La Crosse

Bobbi Webster
Exec Asst To The Chancellor
Chancellor'S Office

Melissa Weege
Clinical Assoc Prof
Health Professions - PR
BS, Univ of Wisconsin-La Crosse

Jordyn Weiks
Clinical Education Coordinator
Health Professions
BS, Univ of Wisconsin-La Crosse
MSED, St Josephs College

Angela Weiler
Clinical Assistant Professor
Health Professions
MHA, Minnesota State Univ Moorhead

Corrie Welch
Lecturer
Biology

Rebecca Werren
Assistant Teaching Professor
Biology

Aubrey Wesely
Clinical Assistant Professor
Health Professions

MMS, Midwestern University

Lisa Weston
Residence Life Assoc Dir
Residence Life
MA, University of Northern Iowa
BS, Univ of Wisconsin-La Crosse

Philip Whitesitt
Sport Performance Dir
Intercollegiate Athletics
BS, Univ of Wisconsin-La Crosse

Emily Whitney
Associate Professor
Public/Community Health Edu
PHD, Southern IL Univ.-Carbondale
MS, Utah State University
BS, Utah State University

Beth Wieman
Custodial Services Supervisor
Custodial Service

Jennifer Wiesjahn
Benefits, Leave, Wc Spc
Human Resources

Noel Wilbur
Associate Teaching Professor
Accountancy
MBA, Ashford University
BA, Arizona State University

Peter Wilker
Associate Professor
Microbiology
PHD, Washington University
MPH, Univ of Minnesota-Twin Cities
BA, St Olaf College

Robert Wilkie
Associate Professor
English
PHD, State U of New York at Albany
BA, Hofstra University

Todd Will
Associate Professor
Mathematics Statistics
PHD, Univ of IL at Urbana-Champaign
MS, Univ of IL at Urbana-Champaign
BA, Carleton College

Deja Williams
Multicultural Admissions Cnslr
Admissions
BA, Cleveland State University

Jennifer Williams
Professor
Art
MFA, Rhode Island School of Design
BFA, Indiana University

Taylor Wilmoth
Development Officer
University Advancement

MPA, Drake University
BA, University of Northern Iowa

Paytyn Wilson
Prg Coord For Sdt Leadership
University Centers
EDM, Montana State University

Tasia Winrow
Instructor
Accountancy
BS, Winona State University
MACC, Winona State University

Jaclyn Wisinski
Associate Professor
Biology
PHD, Medical College Of Wisconsin
BS, Univ of Wisconsin-La Crosse

Haley Wittenberg
Accountant
Business Services
BS,

Nate Wolfe
Veterans Services Coordinator
Records Registration
MA, Webster University

Anna Wooden
Assistant Professor
Theatre and Dance
MA, Northwestern University
BA, Univ of Wisconsin-La Crosse

Christy Wopat
Field Exp Coord Comm Spec
Field Experience
BS, Univ of Wisconsin-Whitewater

Adam Wright
Academic Techno Support Spc
Information Technology Svcs
BA, Columbia College

Marcie Wycoff-Horn
Soe - Dean
School of Education
PHD, Southern IL Univ.-Carbondale
BS, University of Iowa
MSED, Southern IL Univ.-Carbondale

Spencer Wyman-Green
Assistant Controller
Business Services
BA, Luther College

Ger Xiong
Lecturer
Art
MFA, New Mexico State University
BFA, Univ of Wisconsin-Whitewater
AA, Univ of Wisconsin-Whitewater

Noona Xiong
Retention Specialist
Multicultural Student Services

BS, Univ of Wisconsin-Oshkosh
MSED, Univ of Wisconsin-La Crosse

Hongying Xu
Associate Professor
Global Cultures Languages
PHD, University of Kansas
MA, Missouri State University
MA, Zhejiang Normal University
BA, Hangzhou Univ

Tarek Yaeggi
Asst Coach - Football
Athletics

Huiya Yan
Professor
Mathematics Statistics
PHD, West Virginia University
MS, Beijing Institute of Tech
BS, Beijing Institute of Tech

Changyu Yang
Assistant Professor
Finance

Monica Yang
Youth Protection Coordinator
Access, Belonging Compliance
MPP, Univ of Minnesota-Twin Cities
BA, Univ of Wisconsin-Eau Claire

Nhouchee Yang
Communications Specialist
University Advancement

Kali Ysquierdo
Outreach Specialist
Finance
BS, Univ of Wisconsin-La Crosse

Alder Yu
Associate Professor
Biology
PHD, Tufts University
BS, Massachusetts Inst Of Tech

Chia-Chen Yu
Professor
Exercise Sport Science
EDD, U of Northern Colorado
MS, U of Northern Colorado
BS, National Taiwan Normal Univ

Kevin Zabel
Associate Professor
Psychology
PHD, Univ of Tennessee, Knoxville
MA, Univ of Tennessee, Knoxville
BA, Albion College

Louise Zamparutti
Associate Professor
English
PHD, Univ of Wisconsin-Milwaukee
MS, Univ of Wisconsin-Milwaukee
BA, Hampshire College

Franky Zavala
Multicultural Admissions Cnslr
Admissions
BS, Univ of Wisconsin-La Crosse

Lei Zhang
Associate Professor
English
PHD, Texas Womans University
MS, University of North Texas
BA, Sichuan University

Mao Zheng
Professor
Comp Sci Comp Engineering
PHD, Concordia University
ME, Wuhan University
BS, Central China Normal Univ

Xiaodi Zhu
Assistant Professor
Information Systems
PHD, Stevens Institute of Tech

Allison Ziegelman
Vice Chancellor
University Advancement
BA, Univ of Wisconsin-La Crosse

Mary Zimmerman
Assistant Professor
Biology
PHD, Medical College Of Georgia
BA, Minnesota State Univ Moorhead

Linli Zou
Retention Specialist
Multicultural Student Services
BS, Univ of Wisconsin-La Crosse
MSED, Univ of Wisconsin-La Crosse

Michael Zweifel
Asst Coach - Football
Athletics
MS, University Of Texas-Tyler

Index

A

About UW-La Crosse	5
Academic Eligibility - Graduate	21
Academic Policies - Graduate	21
Academic Records/FERPA - Graduate	23
Accreditation	7
Administration and Board of Regents	8
Admissions - Graduate	12
Applied Statistics - Master of Science	91
Archaeology (ARC) - Graduate Courses	141
Art (ART) - Graduate Courses	141
Athletic Training - Master of Science	56
Athletic Training Studies (ATS) - Graduate Courses	141

B

BIO - Biology Graduate Program	41
Biology - Master of Science	42
Biology (BIO) - Graduate Courses	143
Biology: Aquatic Science Concentration - Master of Science	43
Biology: Cellular and Molecular Biology Concentration - Master of Science	44
Biology: Environmental Science Concentration - Master of Science	45
Biology: Nurse Anesthesia Concentration - Master of Science	46
Biology: Physiology Concentration - Master of Science	48
Business Administration (BUS) - Graduate Courses	148

C

Chemistry (CHM) - Graduate Courses	149
Clinical Exercise Physiology - Master of Science	58
Clinical Laboratory Science (CLI) - Graduate Courses	150
Community Health Education (CHE) - Graduate Courses	150
Computer Science (CS) - Graduate Courses	151
Course descriptions	141
Course Information - Graduate	24
Credit for Prior Learning Policy - Graduate	25
CS - Financial Technology Graduate Program	50
CS - Software Engineering Graduate Program	51
CST - Cybersecurity Graduate Program	54
Curriculum and Instruction (CI) - Graduate Courses	154
Cybersecurity - Master of Science	54
Cybersecurity (CYB) - Graduate Courses	154

D

Data Science - Master of Science	93
Data Science Certificate	94
Data Science (DS) - Graduate Courses	156
Digital Marketing Analytics Certificate	90
Digital Marketing (DMK) - Graduate Courses	157
Digital Marketing Management Certificate	90
Director of Instruction Add-On Certification	131
Doctor of Physical Therapy	74
Dosimetry for Non-Radiation Therapist (Track B) - Master of Science ..	69
Dosimetry for Radiation Therapist (Track A) - Master of Science	67

E

Education Learning Community (EDU) - Graduate Courses	158
Educational Foundations (EFN) - Graduate Courses	164
Educational Leadership Certificate	127
Educational Specialist in School Psychology: On-Campus	101
Educational Specialist in School Psychology: Online	106
Educational Studies (EDS) - Graduate Courses	164
Emerging Technologies in FinTech Certificate	50
English (ENG) - Graduate Courses	165
Enterprise Infrastructure Certificate	83
ESS - Athletic Training Graduate Program	56
ESS - Clinical Exercise Physiology Graduate Program	58
ESS - Exercise and Sport Science: Physical Education Teaching Graduate Program	60
ESS: Physical Education Teaching - Adapted Physical Education Emphasis - Master of Science	61
ESS: Physical Education Teaching - Adventure/Outdoor Pursuits Emphasis - Master of Science	64
ESS: Physical Education Teaching - Master of Science	60
Exercise and Sport Science (ESS) - Graduate Courses	165
Expenses - Graduate	18
Expenses, Financial Aid, & Scholarships - Graduate	18

F

Faculty and Staff	214
Financial Aid & Scholarships - Graduate	18
Financial Technology (FNT) - Graduate Courses	169
Fundamentals of Geographic Information Science (GIS) Certificate	66

G

GEO - Geographic Information Science Graduate Program	66
Geography (GEO) - Graduate Courses	169
Grading System and Policies - Graduate	26

Graduate & Extended Learning - Graduate	15
Graduate Assistantships	16
Graduate Catalog	4
Graduate Degree Requirements and Policies	38
Graduate Degrees and Program Requirements	39
Graduate Program Directors	10
Graduate Registration Continuation (GRC) - Graduate Courses	171
Graduation/Commencement - Graduate	29

H

Health Education (HED) - Graduate Courses	172
Healthcare Administration - Master of Science	95
Healthcare Administration (HCA) - Graduate Courses	172
Higher Education Leadership Certificate	140
History (HIS) - Graduate Courses	174
HP - Medical Dosimetry Graduate Program	67
HP - Occupational Therapy Graduate Program	71
HP - Physical Therapy Graduate Program	74
HP - Physician Assistant Studies Graduate Program	78

I

Information Technology Management - Master of Science	82
Information Technology Management (ITM) - Graduate Courses	174
IS - Information Technology Management Graduate Program	82
IT Leadership Certificate	83
IT Operations Certificate	84

L

Leading FinTech Transformation Certificate	50
--	----

M

Marketing (MKT) - Graduate Courses	175
Master of Science in Education in School Psychology: On-Campus ...	100
Master of Science in Education in School Psychology: Online	105
Master of Software Engineering	51
Mathematics (MTH) - Graduate Courses	175
Medical Dosimetry (DOS) - Graduate Courses	175
MIC - Microbiology Graduate Program	85
Microbiology - Master of Science	85
Microbiology (MIC) - Graduate Courses	178
Microbiology: Clinical Microbiology Emphasis - Master of Science	87
Missions	6
MKT - Digital Marketing Graduate Program	90
MTH - Applied Statistics Graduate Program	91
MTH - Data Science Graduate Program	93

Murphy Library	36
----------------------	----

N

Nursing Home Administration Certificate	96
---	----

O

Occupational Therapy - Master of Science	71
Occupational Therapy (OT) - Graduate Courses	180

P

PH - Healthcare Administration Graduate Program	95
PH - Public Health Graduate Program	97
Physical Therapy Studies (PTS) - Graduate Courses	186
Physician Assistant Studies - Master of Science	78
Physician Assistant Studies (PAS) - Graduate Courses	193
Professional Development: Educational Leadership and Director of Instruction Emphasis - MSed	118
Professional Development: Educational Leadership Emphasis - Master of Science in Education	117
Professional Development: Learning Community Emphasis - Master of Science in Education	120
Professional Learning Community Certificate	128
PSY - School Psychology, On-Campus Program	99
PSY - School Psychology, Online Program	104
Psychology (PSY) - Graduate Courses	197
Public Health (PH) - Graduate Courses	198
Public Health: Community Health Education Emphasis - Master of Public Health	97

R

Race, Gender, and Sexuality Studies (RGS) - Graduate Courses	199
Reading - Master of Science in Education - non-certification	121
Reading (RDG) - Graduate Courses	199
Reading Specialist Add-On Certification	131
Reading Teacher Certificate	128
Reading: Reading Specialist Emphasis - Master of Science in Education	124
Reading: Reading Teacher and Reading Specialist Emphasis - Master of Science in Education	125
Reading: Reading Teacher Emphasis - Master of Science in Education	122
REC - Recreation Management Graduate Program	108
REC - Recreation Management: Professional Development Graduate Program	111
Recreation Management - Master of Science	108
Recreation Management (REC) - Graduate Courses	201
Recreation Management: Professional Development Emphasis - Master of Science	111
Recreational Therapy - Master of Science	113

Recreational Therapy (RTH) - Graduate Courses	203
Registration and Schedules - Graduate	29
RTH - Recreational Therapy Graduate Program	113

S

SAA - Student Affairs Administration and Leadership Graduate Program	137
SAA - Student Affairs Administration in Higher Education Graduate Program	133
School of Education (SOE) - Graduate Courses	205
School Psychology (SPY) - Graduate Courses	205
Seven Year Completion Policy - Graduate	32
SOE - Professional Studies in Education Graduate Programs	116
Special Education Certificate	129
Special Education (SPE) - Graduate Courses	207
State Authorization	7
Statistics (STAT) - Graduate Courses	208
Student Affairs Administration and Leadership - Doctor of Education .	137
Student Affairs Administration in Higher Education: Blended - Master of Science in Education	135
Student Affairs Administration in Higher Education: Online - Master of Science in Education	133
Student Affairs Administration (SAA) - Graduate Courses	209
Student Conduct - Graduate	33
Student Resources	36

T

Teaching English to Speakers of Other Languages (TESOL) Certificate	130
---	-----

U

University Academic Calendar	8
------------------------------------	---

V

Veteran Benefits - Graduate	19
-----------------------------------	----

W

Withdrawal Policies - Graduate	33
--------------------------------------	----