Bulletin of
University of Wisconsin
WHITEWATER
School of Graduate Studies
1978 - 1980
# CALENDAR
## 1978 - 1980
### SUMMER SCHOOL 1978

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<th>Date</th>
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<tr>
<td>Registration</td>
<td>June 12, 1978</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>June 13, 1978</td>
</tr>
<tr>
<td>July 4 Holiday</td>
<td>July 3 and 4, 1978</td>
</tr>
<tr>
<td>Session Ends</td>
<td>August 4, 1978</td>
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### FIRST SEMESTER 1978-79

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<tr>
<th>Event</th>
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<tr>
<td>Registration</td>
<td>August 25, 1978</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>August 28, 1978</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 4, 1978</td>
</tr>
<tr>
<td>November—Advance Registration for 2nd Semester 1978-79</td>
<td>Date to be Determined</td>
</tr>
<tr>
<td>Thanksgiving Recess Begins</td>
<td>November 22, 1978, Noon</td>
</tr>
<tr>
<td>Thanksgiving Recess Ends</td>
<td>November 27, 1978, 8:00 a.m.</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>December 23, 1978</td>
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### SECOND SEMESTER 1978-79

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<th>Event</th>
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<tr>
<td>Registration</td>
<td>January 12, 1979</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 15, 1979</td>
</tr>
<tr>
<td>Spring Recess Begins</td>
<td>March 23, 1979, 5:00 p.m.</td>
</tr>
<tr>
<td>Spring Recess Ends</td>
<td>April 2, 1979, 8:00 a.m.</td>
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<tr>
<td>Good Friday Holiday</td>
<td>April 13, 1979</td>
</tr>
<tr>
<td>May—Advance Registration for 1st Semester 1979-80</td>
<td>Date to be Determined</td>
</tr>
<tr>
<td>Semester Ends</td>
<td>May 21, 1979</td>
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### SUMMER SCHOOL 1979

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<th>Event</th>
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<tr>
<td>Registration</td>
<td>June 11, 1979</td>
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<tr>
<td>Classes Begin</td>
<td>June 12, 1979</td>
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<tr>
<td>July 4 Holiday</td>
<td>July 4, 1979</td>
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<tr>
<td>Session Ends</td>
<td>August 3, 1979</td>
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### FIRST SEMESTER 1979-80

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<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Registration</td>
<td>August 28, 1979</td>
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<tr>
<td>Classes Begin</td>
<td>August 29, 1979</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 3, 1979</td>
</tr>
<tr>
<td>November—Advance Registration for 2nd Semester 1979-80</td>
<td>Date to be Determined</td>
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<tr>
<td>Thanksgiving Recess Begins</td>
<td>November 21, 1979, 5:00 p.m.</td>
</tr>
<tr>
<td>Thanksgiving Recess Ends</td>
<td>November 26, 1979, 8:00 a.m.</td>
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<tr>
<td>Semester Ends</td>
<td>December 22, 1979</td>
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### SECOND SEMESTER 1979-80

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<th>Event</th>
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<tr>
<td>Registration</td>
<td>January 15, 1980</td>
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<tr>
<td>Classes Begin</td>
<td>January 16, 1980</td>
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<tr>
<td>Spring Recess Begins</td>
<td>March 28, 1980, 5:00 p.m.</td>
</tr>
<tr>
<td>Spring Recess Ends</td>
<td>April 7, 1980, 8:00 a.m.</td>
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<tr>
<td>May—Advance Registration for 1st Semester 1980-81</td>
<td>Date to be Determined</td>
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<tr>
<td>Semester Ends</td>
<td>May 17, 1980</td>
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The University of Wisconsin-Whitewater is committed to equal opportunity for all persons regardless of age, sex, race, color, national origin, creed, affiliation or handicap in its educational programs, activities and employment policies. This is in compliance with Title IX and Section 504 of the Rehabilitation Act of 1973 (as amended). Refer inquiries to the Affirmative Action Officer, 800 W. Main St., Whitewater, WI 53190.
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The materials contained in this publication incorporate the current policy and regulations of The University of Wisconsin-Whitewater regarding rights, privileges, duties, obligations, prohibitions and policies. They are directive in nature and binding upon the personnel (student, faculty and/or classified) to whom they pertain.

Wisconsin Statutes, Board of Regents resolutions, court opinions of the Wisconsin Attorney General, University administrative regulations, and any other rules or decisions from an authoritative source, which are the basis of this publication, are subject to change.
GENERAL INFORMATION

In the summer of 1960, after two years of planning, graduate education came to the University of Wisconsin-Whitewater campus. The first master's degree was conferred in the summer of 1964.

The growth of the graduate program is indicated by the fact that the number of graduate students registered has increased from 32 in the summer of 1960 to 1,617 in the summer of 1977. In the 1977 summer school, graduate students comprised more than half of the summer enrollment (52 per cent). During the first semester of the 1977-78 academic year a total of 2,077 graduate students were served.

This number places UW-Whitewater as the third largest public and/or private graduate school in terms of "head count" enrollment in the University of Wisconsin System and in the State of Wisconsin, next to UW-Madison and UW-Milwaukee. Of this total number (2,077), 1,103 graduate students were enrolled in in-service graduate work off the Whitewater campus in other communities of the UW-Whitewater service area.

Graduate degree programs at Whitewater are fully accredited by the North Central Association, the National Council for Accreditation of Teacher Education, and the Wisconsin State Department of Public Instruction. Visits in the spring of 1976 led to successful reaccreditation of the graduate programs by these agencies.

An extensive program of evening classes is offered for those who are employed. It is possible to complete the master's degree through summer and evening work without being a full time student during the semester.

DEGREES AWARDED. Since the summer session of 1964, when the first master's degree was granted at Whitewater, 2,582 master's degrees have been awarded through December, 1977 commencement (estimated for December, 1977 - 135 degrees). However, the last seven academic years, plus estimated December, 1977 (135 degrees), (1969-70 through December, 1977) have produced 2,400 degrees of this total, or 93 per cent.

The School of Graduate Studies at the University of Wisconsin-Whitewater offers master's degree programs designed to improve instruction in the public schools and to prepare for other services related to the operation of schools. Furthermore, a number of master's degree programs are offered in business areas.

The Master of Science in Teaching degree is intended for secondary, post secondary (i.e. vocational and technical institutions) junior high and elementary teachers who are already certified to teach. The Master of Arts in Teaching degree program offers an opportunity to earn certification to teach in secondary schools and/or post secondary while completing the master's degree. These programs are offered with several emphases specified in detail in the description of the curriculums which follow in the master's degree program section of the bulletin.

In addition, the School of Graduate Studies offers the master's degree in school business management, mental retardation, reading, school psychology, accounting and a program for teachers of the emotionally disturbed, as well as a program for the teaching of children with learning disabilities. There is also a general program in special education with an option relating to the young handicapped.

Accounting degree programs are designed to train professional accountants. Both the M.S. degree and an accounting emphasis under the M.B.A. degree program are offered. Degree programs are also offered in counseling and guidance (M.S.) and in business administration (M.B.A.). Degree programs are offered in safety education, and a degree program, Master of Education-Professional Development (ME-PD), is tailored to meet the recognized needs and professional improvement goals of experienced teachers.

A M.S. in Communication is designed for both teaching and nonteaching positions with emphases in speech communication, communicative disorders and mass communication (journalism). Other degree programs are being planned or considered for approval by appropriate state agencies and the North Central Association. These will be announced when they have been given final approval.
INFORMATION. For information on schedules, programs, assistantships or other matters, please visit, write, or call:

Dean Arthur G. McGraw, Jr.
The School of Graduate Studies
University of Wisconsin-Whitewater
Whitewater, Wisconsin 53190
Telephone: (Area Code 414) 472-1006

GRADUATE COURSES. Courses numbered 500 or higher are graduate courses which may be applied toward completion of a master's degree. Courses numbered under 500 are undergraduate courses and may not be applied toward the completion of a master’s degree. A course taken for undergraduate credit may not be later changed to graduate credit or repeated for graduate credit. Courses numbered from 500 to 599 are junior-graduate courses, and courses numbered 600 to 699 are senior-graduate courses. Not more than half of the graduate work in a degree program nor half of the work in a major or emphasis field may in courses numbered 500 to 699, except by the permission of an individual academic department to waive this requirement, and with the permission of the Dean of the Graduate School (Policy — Graduate Faculty — May 9, 1974). Courses numbered 700 or higher are open only to graduate students.

THE GRADUATE FACULTY. The graduate faculty consists of persons selected from the regular faculty and of visiting staff members. They are selected on the basis of their experience, academic preparation, professional reputation and interest in the graduate program.

FACULTY COMMITTEES. The Graduate Council is responsible for the formulation of policy and approval of curricular matters for the School of Graduate Studies. The Council is the executive committee of the Graduate Faculty. Members of the Graduate Council are elected for three-year terms by the Graduate Faculty of the various departments offering graduate courses. Furthermore, there is a representative standing Committee for Coordination and Planning in graduate matters, as well as individual college graduate studies committees. A Graduate Library Committee is concerned with the development of the library as it pertains to the Graduate School.

GRADUATE ASSISTANTSHIPS. The School of Graduate Studies is authorized by the Board of Regents of the University of Wisconsin System to offer graduate assistantships to selected full-time graduate students. All grants are conditional upon legislative appropriation of the funds necessary to support the program. The terms and conditions described here are subject to change without notice. Final decision as to the awarding of assistantships is made by the authorized officials of the University.

The amount of a full graduate assistantship grant is $3,385 for an academic year or $1,693 for a semester. The minimum amount to be granted nonresident graduate students in order for them to qualify for remission of the out-of-state portion of fees is $2,257 for an academic year and $1,128 for a semester. A nonresident student who is granted either a $2,257 academic year assistantship or one for $1,128 for the second semester will also qualify for out-of-state fee remission if he/she attends summer school of that academic year. No graduate assistantship may be granted for less than $550. The regular incidental fees of the University will be paid by the student.

A graduate student holding an assistantship in the amount of $3,385 will be expected to perform twenty hours of service each week for the department to which he/she is assigned. Assistantships of lesser amounts will carry work loads proportionately reduced. Duties will involve such assignments as those of laboratory assistant, research assistant, the preparation of materials of instruction, or other assignments of an academic nature. Graduate assistants will not teach college level classes. Graduate students who are awarded assistantships are given a formal notice in writing; this notice contains the full terms and conditions of the grant and may contain certain provisions not expressed here.

The holders of assistantships must (1) be graduate students, (2) must be enrolled in a graduate degree program at UW-Whitewater, and (3) must be in good standing status. For persons who have not previously done graduate work, admission in good standing requires an undergraduate average of 2.75 grade points on the four point scale or 2.90 on approximately the last half of the undergraduate work. Persons who have been raised to good standing on the basis of their graduate record (overall grade point average of 3.00 or better) are qualified. A student holding an
assistance is limited to a maximum registration of 12 graduate credits and must be registered for a minimum of 9 graduate credits unless he/she has special permission to be otherwise registered. A student must be admitted to the UW-Whitewater graduate school into a degree program before he/she is eligible to be considered for a graduate assistantship. New applicants for admission should personally request that transcripts of all undergraduate and graduate work be sent to the Dean, School of Graduate Studies, UW-Whitewater (53190) by the Registrar of the schools attended. If a student has already been admitted to the graduate school and is in a degree program, he/she should complete and return the application for assistantship form only.

R.O.T.C. TWO YEAR PROGRAM. (FINANCIAL ASSISTANCE). The Department of Military Science is authorized by the Department of the Army to offer graduate financial assistance for qualified full-time graduate students, or graduate students with twelve or fewer graduate credit hours. Financial assistance is available through the University Military Science Department and is awarded to qualified men and women who will not exceed 28 years of age at the completion of two years of graduate study resulting in a master's degree in any discipline. ROTC courses and completion of basic camp (alternative program is available) and advanced camp during the summer months is required.

Students receiving financial assistance will receive approximately $3,000 over a two-year period. Individuals must be physically qualified to receive a commission in the United States Army and to serve a minimum of 3-6 months on active duty.

Application for this financial assistance must be made prior to April of each year. Additional information and application forms are available from the Military Science Department, University of Wisconsin-Whitewater, Salisbury Hall.

SWAP-CON (Southern Wisconsin Allied Programs Consortium). SWAP-CON operates as an informal collection of cooperating academic departments of UW-Whitewater and UW-Platteville that offer graduate work under the M.S.T./M.A.T. degree programs. A mid-point facility at Monroe, Wisconsin, was established to serve students of the area. It provides a facility to offer evening courses to graduate students. Deans of the graduate schools of the two universities provide continued liaison and coordinating function to the cooperative project. Students interested in these cooperative M.S.T./M.A.T. degree programs should check with their department of emphasis relative to the details of these programs.

CONTINUING EDUCATION AND OUTREACH

STAFF

Thomas S. McLeRoy, Dean, 414-472-1100
Cora Forbush, Associate Dean, Outreach Counselor, 414-472-1003
Robert Weigandt, University Conference Coordinator, 414-472-3165

OUTREACH COORDINATORS

Carolyn W. Sylvander, Letters and Sciences, 414-472-1620
Robert Perinchief, The Arts, 414-472-1221
Merlin J. Manley, Education, 414-472-1769
Robert Smith, Business & Economics, 414-472-1945
John Bodensteiner, Associate Registrar, 414-472-1571
Robert Leffingwell, Director of Radio, 414-472-1323

OUTREACH COUNSELING/ADvising. A counseling/advising service is available to adult students to discuss academic goals and/or to explore educational alternatives. Appointments with appropriate University personnel can be arranged to facilitate entry or return to the University. Students desiring assistance may call the Outreach Coordinator in the college of student interest or, if uncertain about educational goals, the student may call the Outreach Counselor. Names and telephone numbers are listed in the preceding section.
CONTINUING EDUCATION PROGRAMS AND SERVICES

OFF-CAMPUS COURSES. Off-campus courses are offered in many communities in southeastern Wisconsin in response to requests received by the Office of Continuing Education and Outreach and on the basis of results determined by surveys.

Off-campus course credit offered by the University of Wisconsin-Whitewater is fully accredited work. Off-campus courses offered by other accredited colleges and universities will be accepted in transfer by UW-Whitewater (9 credit maximum) provided that a grade of B or better was earned in these courses and they are approved by the department housing the major or emphasis. Whitewater does not offer nor recognize correspondence courses.

Students enrolling in off-campus courses are responsible for making certain that such courses meet the requirements of the curriculum in which they are enrolled. If there is a question about a particular course, the student should contact the academic adviser or the chairperson of the department in which he/she intends to major or seek an emphasis.

No student may enroll in an off-campus course for credit after the second regularly scheduled meeting of the class.

ON-CAMPUS EVENING COURSES. A wide range of classes are offered in the evening (5 p.m. or later) for the convenience of students unable to attend the University during the daytime. Many of these classes meet one night a week for 150 minutes rather than three times a week for 50 minute periods. Students desiring to enroll in on-campus evening graduate level courses must be admitted to the School of Graduate Studies, University of Wisconsin-Whitewater.

SUMMER SCHOOL. An eight-week Summer School is offered each year with numerous courses and programs of shorter duration. In addition to a comprehensive program of courses, a wide range of workshops, conferences, and institutes are offered on timely topics of interest to teachers, businessmen, and the general public.

Timetables for off-campus, evening school, or summer school classes may be obtained by writing to the Office of Continuing Education and Outreach or by calling 414-472-1003.

TRAVEL/STUDY PROGRAMS. For a number of years, the University has conducted travel/study programs in this country and around the world. These trips, coordinated by the Office of Continuing Education and Outreach, are directed by members of the University faculty. University credit may be earned upon completion of the preliminary study, class work during the tour, and subsequent assignments. Some field trips do not carry graduate credit. Each student pays for travel, personal expenses, and the appropriate University fees.

EDUCATIONAL TELEPHONE NETWORK (ETN) OF UW-EXTENSION. Educational Telephone Network (ETN) provides a system of two-way communication for credit or non-credit courses, available at approximately 165 listening stations located in the state of Wisconsin. An ETN listening station is located on the UW-Whitewater campus. In addition, each county in the state has two or three listening stations within a convenient distance from a student's home. A wide variety of professions accept ETN programs for certification or re-certification requirements.

A semester schedule of programs of course work for academic credit or non-credit seminars and workshops is available by writing the Office of Continuing Education and Outreach, or by calling 414-472-1003.

REGENT SPONSORED CAMPS AND WORKSHOPS. Each summer the Board of Regents sponsors several workshops at which graduate credit may be earned. Credits for these courses are accepted as residence credit, but students are requested to clear with the University to learn if the course will be accepted in their degree program as a required or an elective course.
GENERAL ADMISSION REQUIREMENTS

APPLICATION FOR INITIAL ADMISSION FEE. Wisconsin legislation requires that a $20 NONREFUNDABLE fee accompany each application for graduate school admission for the fall semester 1978-79 and later semesters or sessions.

The application fee must be submitted with the Application for Admission form in the envelope provided. An Application for Admission form cannot be processed until the $20 fee has been received.

The application fee applies to all students applying for admission to the graduate school—non-candidates (NCFD), as well as candidates for a degree program. This includes qualified seniors when they apply for admission to enroll in graduate-level work during their last term on campus.

REACTIVATION. Students who do not enroll in a graduate course at UW-Whitewater within a calendar year are considered inactive. Inactive students are NOT required to pay an additional application fee in order to register for classes, but must request, IN WRITING, that the graduate school reactivate and update their original admission file.

Admission as a graduate student is required prior to registration in any graduate course (courses numbered 500 or higher). All persons who hold a bachelor's or advanced degree from an accredited school may be admitted to the Graduate School in order to enroll in graduate level courses for graduate credit. Proof of a bachelor's or higher degree is required. These students are classified as non-candidate for degree students (NCFD). However, for persons who wish to be admitted to a graduate degree program, admission procedures require more detail including major or emphasis department approval. In addition to completion of an admission form obtained from the Graduate School Office, the student is required to submit official transcripts of all undergraduate and graduate work completed here and elsewhere.

Admission to a degree program differs from general admission to the School of Graduate Studies since certain grade point averages are required for good standing admission (2.75 overall on a 4.00 scale or a 2.90 on the last half of the undergraduate work completed), or for probationary admission (2.25 to 2.74 overall grade point average on a 4.00 scale). An individual with an overall undergraduate grade point average of between 2.25 and 2.74 on the 4.00 scale may be accepted in good standing if he or she takes a graduate admission test and scores at a level to be determined by the department. Such score must be the 50th percentile or meet the requirements of the accrediting association in the particular field. Persons whose undergraduate grade point average is between 2.25 and 2.74 on the 4.00 scale who either do not take the test referred to above or fail to achieve the specified score may be admitted on probation. Grade point requirements for admission to a degree program do not apply to admission requirements for the "non-candidate for degree" category. Previous admission as an undergraduate or completion of a bachelor's degree does not confer automatic admission to a graduate degree program.

Admission of graduate students is processed by the office of the School of Graduate Studies, and applications for admission may be obtained from this office. The University Admissions Office processes only undergraduate admissions. The School of Graduate Studies has two major categories of admission: Non-candidate for degree students (NCFD) and students applying for a specific graduate degree program. Applicants for degree programs are asked to have transcripts sent from all institutions of higher education they have attended. These should be mailed directly to the School of Graduate Studies at Whitewater by the registrars of the schools attended. It is not possible to grant admission to a graduate degree program until these transcripts are available. Applications for admission should be submitted at least a month before the beginning of the first term the applicant plans to attend. Certain degree programs have "deadline" dates for submission of applications. Applicants should check with the Graduate School office on this when considering application for admission. The applicant is notified as to his admission status and adviser.

PHYSICAL EXAMINATION REQUIREMENT. University regulations require that all graduate students participating in a program leading to the master's degree who were admitted on or after Aug. 1, 1968, shall file a report of physical examination and health record with the University Health Center. This will be reported on a form supplied by the office of the School of Graduate Studies at the University at the time the student is notified of admission as a graduate student. The
report will be filed prior to first registration as a graduate student. Students who are admitted as "non-candidate for degree" or "transfer" graduate students and who are not involved in a program leading to the master's degree at Whitewater need fill out only the yellow medical history sheet. Students who have been admitted as "non-candidate for degree" or "transfer" students and who later elect to enter a program leading to the master's degree will be required to submit a report of physical examination at the time they enter a program leading to the degree.

ADMISSION TO DEGREE PROGRAMS AND OTHER CATEGORIES

Students may be admitted to a graduate degree program either in good standing or on probation. Certain other special admission categories are established for persons not interested in completing a degree at this institution and for those entering on "qualified probation" admission. These special admission categories are "non-candidate for degree," "guest transfer or credit," and "qualified probation" status.

ADMISSION IN GOOD STANDING. Admission in good standing is based upon the following requirements:

1. Possession of a baccalaureate or higher degree from an accredited institution.
2. Satisfactory mental and physical health.
3. An overall undergraduate grade point average of 2.75 (4.00 basis) or with a 2.90 grade point average in the last half of the undergraduate program. An individual with an overall undergraduate grade point average of between 2.25 and 2.74 on the four point scale may be accepted in good standing if he or she takes a graduate admission test and scores at a level to be determined by the department. Such score must be above the 50th percentile or meet the requirements of the accrediting association in the particular field.
4. In the Master of Science in Teaching degree and certain other programs certification to teach is required for admission. This certification in Wisconsin may include certification by any state agency regularly empowered to issue teaching licenses, such as the State Department of Public Instruction and the Wisconsin State Board of Vocational and Adult Education. Certification for teaching by states other than Wisconsin is acceptable.

ADMISSION ON PROBATION. The requirements for admission on probation are the same as those for good standing admission except that persons whose undergraduate grade point average is between 2.25 and 2.74 on the four point scale who either do not take the test referred to above or fail to achieve the specified score may be considered for admission on probation. Students admitted on probation who achieve a 3.00 overall grade point average upon completion of twelve (12) credits of graduate work will be moved to good standing status. Those failing to achieve a 3.00 overall grade point average upon completion of these twelve (12) credits of graduate work will be ineligible to take further graduate work in that degree program but may continue to take graduate work and seek admission to another degree program. (Graduate Council Policy Adopted November 3, 1977.)

ADMISSION ON "QUALIFIED PROBATION." With the permission of the Dean of the Graduate School and the major or emphasis department concerned, students who do not meet the 2.25 minimum overall grade point average may be admitted to the probationary category, provided (a) they take a graduate admission test as specified by the college or department concerned and score in the 50th percentile or above, or (b) they take at least six credits of appropriate undergraduate or graduate course work at the discretion of the major or emphasis department and earn a grade of "B" or better in each course. Six credits taken in this category will not apply toward the master's degree.

Students in this category may not take more than twelve (12) credits without having been admitted to a graduate degree program. If a student in this category completes six to 12 credits of advanced undergraduate or graduate course work with grades of "B" or better, the course work must be acceptable to the department offering the graduate program to which the student is seeking admission.
TRANSFER STUDENTS—(GUEST TRANSFER OF CREDIT). Persons attending another graduate school who wish to take graduate courses at Whitewater to transfer to that institution may do so. The School of Graduate Studies provides a form to be completed by an official of the graduate school to which the credits are to be taken in transfer. The form certifies that the student is attending the other institution and states the provisions for approval of the work taken at Whitewater toward the degree at the other institution.

NON-CANDIDATE FOR DEGREE STUDENTS (NCFD). Persons who hold the bachelor's degree from an accredited college or university or who hold an advanced degree but do not wish to be admitted to a graduate degree program are classified as NCFD students. Evidence of a bachelor's degree or an advanced degree is required for admission as a NCFD student. This admission category allows the student to enroll in graduate level courses and to receive graduate credit for this work. No limitation is placed upon the number of courses or credits a student may take while in this category. If a NCFD student later wishes to be admitted to a degree program, he/she must complete all of the formal requirements for admission required of those seeking admission to that graduate degree program. The acceptance of any graduate course work taken prior to admission to a degree program, including course work as a NCFD, toward fulfilling requirements of a specific degree program is at the discretion of the major or emphasis department offering the degree program. Furthermore, a maximum of nine graduate level credits taken as an NCFD student at UW-Whitewater prior to the term the student is admitted to a degree program can be used to satisfy requirements of that degree program. (It is assumed in this statement that the credits would be appropriate to the degree program.) (Policy passed by the Graduate Council November 3, 1977.)

For NCFD students who were initially admitted to the Graduate School with an overall undergraduate grade point average of less than 2.25 and who later wish to be considered for admission to a degree program, the regulation pertaining to the loss of six credits (graduate or undergraduate) will apply as in the case of the "Qualified Probation" student (see section on Qualified Probation).

STUDENT AUDIT POLICY

A graduate student may audit courses under the following stipulations:

1. Must receive consent of the department chairperson and the instructor offering the course.
2. Register as an auditor.
3. No change from audit to credit or credit to audit will be permitted.
4. Appropriate fees are to be paid for the course. Wisconsin residents 62 or older may audit courses without charge except for payment of special class or laboratory fees, and subject to space in the class.
5. No credit will be granted for the course, but it will appear on the permanent record as an audit provided the instructor reports satisfactory attendance.
6. An audited course may be repeated for credit in another semester or term.

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Fee schedule subject to change without notice.

PROBATION DUE TO GRADE DEFICIENCIES

A student who fails to maintain a 3.00 (B) overall grade point average for all graduate work completed at this institution is placed on academic probation. A student placed on probation for reasons of academic deficiency must attain a 3.00 overall grade point average by the time the student has completed twelve (12) additional graduate credits at this institution in order to be returned to
good standing status. Failure to accomplish this will result in the student's ineligibility to take graduate work in that degree program, but he/she may continue to take graduate work and seek admission to another degree program. (Graduate Council Policy Adopted November 3, 1977.)

Not more than one course with a grade of C in the major or emphasis field nor more than two courses with a grade of C outside the major or emphasis field may be counted toward completion of a master's degree. If a grade below C is earned in a required course, the course must be repeated to be applied toward the completion of a degree. Only the second grade earned will be figured in determining the cumulative graduate grade point average.

COURSE REPEAT POLICY

A graduate student is allowed to repeat at most one course in his/her major or emphasis area and one other course in his/her degree program. Although the original course and grade remain on the transcript, the last grade earned replaces the old grade and credit and is the only grade that will count in computing the grade point average. Courses may be repeated only once.

Students who are on probation when admitted to a degree program or who are placed on probation when they have less than an overall 3.00 grade point average, and at this point have an additional 12 credits to return to good standing or be dropped, may use this repeat policy only within that 12-credit limitation total, as they work toward gaining or returning to good standing status. Furthermore, students who have been dropped from a degree program may not use the repeat policy for the purpose of readmission to that degree program. (Policy passed by the Graduate Council on November 3, 1977.)
PROGRAM PREREQUISITES

The following degree programs are approved by the governing agencies of the University of Wisconsin System and by the North Central Association.

Students entering the various majors or emphases offered should have completed work in the major or emphasis field as follows: (These represent minimal requirements. Other requirements are stated in the description of each degree program.)

BUSINESS EDUCATION. Undergraduate major in business education for the Master of Science in Teaching program. Undergraduate major in business administration or the equivalent for the Master of Arts in Teaching program.

COMMUNICATION. See insert in this Bulletin.

ELEMENTARY EDUCATION. Undergraduate major in elementary education with certification to teach at the elementary level.

EMOTIONALLY DISTURBED. Students with a bachelor's degree in a non-teaching area are required to enroll in additional appropriate courses prior to regular admission to this program.

HISTORY AND SOCIAL STUDIES. Thirty-four undergraduate credits from history and social studies and consent of the department of emphasis.

JUNIOR HIGH TEACHERS-General Science Emphasis Only. Certification to teach in either elementary or secondary schools is required for admission to the program. Requirements differ for those certified for elementary and secondary teaching. A total of at least 30 graduate credits is required.

Persons completing the program must fulfill State Department of Public Instruction certification requirements to teach science in junior high school. Undergraduate and graduate credits can be counted toward these certification requirements. Persons entering the program without a science major or elementary certification may have to take work beyond the minimum number of credits in the program to meet the certification requirements. In addition to the certification requirements in science, the following specific courses are required:

Conversion of Secondary Teachers to Junior High Teachers.

Persons already certified to teach in secondary schools are required to take the following courses:

- 34775 Junior High Curriculum—3 credits
- 33678 Adolescent Development—3 credits or
- 88732 Seminar in Adolescence—3 credits
- 33650 Introduction to Guidance—3 credits
- 34764 Developmental Reading—3 credits or
- 35665 Development Reading in the Secondary Schools—3 credits
- 33740 Seminar in Techniques of Educational Research—3 credits is required.

Conversion of Elementary Teachers to Junior High Teachers.

Persons already certified to teach elementary school are required to take the following courses:

- 34775 Junior High Curriculum—3 credits
- 33703 Psychological Foundations of Education or
- 88732 Seminar in Adolescence—3 credits
- 33740 Seminar in Techniques of Educational Research—3 credits (required)

Science Requirements: At least 15 credits must be taken in graduate courses in the area of general science. This may include a 3-credit graduate course in the teaching of science, such as 35629—Teaching Science in Secondary Schools, which would emphasize junior high school curriculum, as well as graduate courses in science from the following four areas: biology, chemistry, physics and earth/space science (geology, meteorology, astronomy, physiography, and oceanography). Science course work must be selected so that the total of the candidate's undergraduate and graduate course work in science consists of at least 10 credits in each of three of the above and at least five credits in the fourth area.
Human Relations Requirement: See Page 15 (Wisconsin Department of Public Instruction)

Degree Program Options: The student, in consultation with his/her adviser, will select one of the following options to fulfill the general degree requirements. In options 2 and 3, a minimum of 30 approved credits is required.
1. Completion of 36 semester credits of course work.
2. Comprehensive Examination Option. The written examination will cover all science course work taken.
3. Thesis Option. The writing and defense of a thesis. Up to 6 credits may be applied toward completion of the degree.

LANGUAGE AND LITERATURE (English Emphasis) At least 20 semester hours in the area of emphasis.

LEARNING DISABILITIES. Candidates must be certified elementary or special education teachers (could take secondary level teachers under some circumstances) and have two years of successful teaching experience.

MENTAL RETARDATION. Certification to teach. Students with a bachelor’s degree in a non-teaching area are required to enroll in additional appropriate courses prior to regular admission to this program.

MUSIC. Undergraduate major in music with approximately 50 per cent of the work in music, including basic musicianship and performance.

For diagnostic and counseling purposes, an audition and written examination are required.

READING. Certification to teach.

SCHOOL BUSINESS MANAGEMENT. Undergraduate major in business education, business administration or the equivalent.

SCHOOL PSYCHOLOGY. In addition to the general admission requirements of the School of Graduate Studies, the following requirements are prerequisites for admission to the program: 15 hours of undergraduate credit in psychology, including 88215-Basic Statistical Methods; 88331-Psychology of Childhood or 88332-Psychology of Adolescence; 88304-Psychology of Personality; 88424-Human Learning; 88345-Behavior Disorders; an autobiographical letter; three letters of recommendation from persons familiar with the candidate’s academic and personal qualifications; and a personal interview with members of the school psychology committee.

Requirements for School Psychologist Certification: All of the above course work, plus 12 additional credits in areas relevant to school psychology, plus a year of satisfactory supervised experience, and letters of recommendation from the Director of the School Psychology Training Program in consultation with the school psychology committee and the supervisor(s) of the student’s internship.

Human Relations Requirement (Wis. D.P.I.) See page 15.

SCIENCE AND MATHEMATICS. At least 15 credits in one subject area of specialization.

COUNSELING AND GUIDANCE. The general admission requirements of the School of Graduate Studies and possession of the bachelor’s degree. A personal interview, as scheduled with a member of the Guidance and Counseling faculty, is required.

MASTER OF EDUCATION - PROFESSIONAL DEVELOPMENT.

a. A baccalaureate degree is required.
b. Two years of teaching experience is required.
c. GPA requirements are the same as current requirements for existing programs.
CERTIFICATION TO TEACH

IN THE M.S.T. PROGRAM. The Master of Science in Teaching degree is designed for certified teachers only. Certification to teach in the area of the graduate major or emphasis is a prerequisite for admission to a program leading to the M.S.T. Certification to teach in appropriate areas in Wisconsin schools is granted by either the State Department of Public Instruction or by the State Board of Vocational and Adult Education. Certification to teach in other states is acceptable for admission to the program but does not guarantee certification in Wisconsin.

HUMAN RELATIONS REQUIREMENT. All professional school personnel who receive INITIAL licenses from the Wisconsin Department of Public Instruction after July 1, 1977, must complete a program in human relations [Wis. Adm. Code, section PI 3.03 (1).] For further information concerning this requirement, students should consult their advisers or the Director of Human Relations, 2031 Winther Hall, UW-Whitewater.

FOR ELEMENTARY AND SECONDARY SCHOOL ADMINISTRATION. The courses necessary for elementary and secondary principalship certification are offered by the various departments in the College of Education and in the College of Business and Economics. These courses have been formally accepted by the Wisconsin Department of Public Instruction as of October 16, 1972, as applying towards school administration certification. Currently, a graduate degree program in school administration is not offered at UW-Whitewater as a specific program.

Students seeking certification must consult with the Dean of the School of Graduate Studies for course listings and adviser assignment. However, certification in school administration must be carried out as an individual matter between the student seeking such certification and the Wisconsin State Department of Public Instruction.

DEFICIENCIES

If the major or emphasis department finds that a student lacks the proper background for graduate studies, it may specify that deficiencies be made up even though the student has met the minimum prerequisites as stated in the section on prerequisites. In some cases, these deficiencies may have to be made up by registering in undergraduate courses which would not be counted toward completion of the master’s degree.

REGISTRATION, MAXIMUM LOAD

A schedule of graduate courses is published before the beginning of each term and contains complete instructions for registration for a particular term. Usually, students are not admitted to a graduate course after the first week of classes in a term.

During a summer session, a graduate student in good standing may register for a maximum of 9 credits, and a student on probation may register for a maximum of 6 credits provided that he/she registers for the full eight-week summer session. Students registering for less than the full summer session may register for 1 credit for each week attended plus 1 additional credit, provided that the total registration does not exceed the maximum stated in this paragraph. During a semester, the maximum registration is 15 credits. Students on probation are advised to limit their maximum registration to 12 credits or less.

The University reserves the right to cancel classes that have insufficient registration and to close enrollment in classes which are filled to capacity.

POLICY FOR SENIORS TAKING GRADUATE COURSES

Upon the written recommendation of the departmental chairperson of the student’s major or emphasis, a senior may be allowed to take graduate credits, PROVIDED he/she is eligible for admission to the graduate school in good standing (2.75 overall or 2.90 on approximately the last half of credits earned), and PROVIDED that the total graduate credits taken by an undergraduate does
not exceed six graduate credits (revised policy passed by the Graduate Council on November 3, 1977). For eligible UW-Whitewater seniors, undergraduate fees will be charged for this graduate-level course work.

Undergraduate Seniors from Institutions Other Than UW-Whitewater. Students with senior status (90 credits or more) from other colleges and universities may also avail themselves of this policy, EXCEPT that graduate fees will be assessed for the 3-6 graduate level credits. The student must establish his/her eligibility for this privilege with the Dean of the School of Graduate Studies and be in good standing at his/her institution (2.75 g.p.a. overall or 2.90 g.p.a. on approximately the last half of the credits earned to date). If the student wishes to enroll for both undergraduate and graduate courses, undergraduate fees apply for all courses. If the student enrolls for only graduate-level courses, graduate fees will be charged senior students from institutions other than UW-Whitewater.

TRANSFER OF CREDIT

(Reviewed by Graduate Council on Nov. 3, 1977)

Graduate level work completed at other accredited institutions and in University of Wisconsin System Extension courses may be transferred to the University of Wisconsin-Whitewater to apply toward a graduate degree subject to the following provisions:

1. Credit in courses must carry a grade of B or higher.
2. Credits in courses to be transferred must be applicable to the student's proposed graduate degree program at Whitewater.
3. A maximum of nine credits may be accepted from other accredited graduate institutions.
4. No credit will be accepted in transfer for a correspondence course.
5. Academic departments may or may not include questions for the major or emphasis area comprehensive examination for the master's degree from courses accepted in transfer to Whitewater. The student should contact his/her major or emphasis department about this matter.
6. At least one graduate-level course offered by UW-Whitewater must have been completed before a request for transfer of credit from another university can be processed (Graduate Council Policy - Feb. 10, 1977).
7. Nothing in this statement shall be interpreted as restricting the number of credits which may be taken at other institutions under specific consortium arrangements which may be entered into by the University (e.g. SWAP-CON—Southern Wisconsin Allied Programs Consortium).

IMPORTANT: The student wishing to transfer credit should complete a form available at the Graduate Office and must provide transcripts if they are not already on file. Applications for transfer of credit will be accepted and processed when the student is enrolled in a degree program and has completed at least one graduate-level course offered by UW-Whitewater. (Graduate Council Policy - Feb. 10, 1977). The acceptance of any graduate course work taken prior to admission to a degree program, including course work as a NCFD, toward fulfilling requirements of a specific degree program is at the discretion of the major or emphasis department offering the degree program. Only graduate students admitted to and enrolled in a graduate degree program may request a transfer of credit. NCFD students may not request a transfer of credit.

GRADING (A B C D F)

Grading is based on a 4.00 system with a grade of "A" providing four grade points per credit. An average of 3.00, "B", is required to remain in good standing as a graduate student. If an instructor feels that a good reason exists, a grade of "I" (incomplete) in a course may be given at the end of the term. An incomplete grade that has not been made up at the end of a calendar year following the term that it was given becomes a failing grade, except when deferred by faculty request due to student illness or other reasonable and good cause. When an incomplete grade is given, a contract form is completed and signed by both the student and the instructor outlining the conditions necessary for completion of the course work. Both the student and the instructor will have a copy of the contract indicating the deadline for completion.
A progress (P) grade is given to report only thesis and teacher residency credit. Successful completion of the thesis or residency credit will change the “P” grade to a regular letter grade (e.g., A-B, etc.) when completion of the thesis or residency credit is accomplished. It is the instructor’s responsibility to report a grade to the Registrar.

Finally, an “N” grade (no grade) which appears on a graduate transcript is treated like an “F” grade when determining the overall grade point average of a student. The Registrar will assign an “N” grade for the course if an instructor does not report a grade for a student. The student is responsible for clearing the record relative to this grade and must contact the instructor.

PASS-FAIL POLICIES

1. Any workshop may be taken on a pass-fail basis.
2. Departments may designate other courses which may be taken pass-fail; these will be indicated in advance in the graduate timetable.
3. The decision on whether a course taken on pass-fail will count in a degree program will be made by the major or emphasis department or by the college in case of college degree requirements (e.g., M.B.A. degree). Students in a degree program or contemplating entering such a program are advised to get the appropriate permission prior to taking a pass-fail course.
4. A student who is registered pass-fail will receive a grade of S or F. Each instructor will decide what constitutes pass. It is recommended that instructors tell their students what will constitute pass before the deadline for changing registration.
5. The deadline for changing registration is the third class meeting. After that, a student’s registration may not be changed from pass-fail to regular grade or vice versa.
6. An “F” grade will count in calculating the student’s grade point average. An “S” grade will not count.

(Policy passed by the Graduate Faculty September 24, 1974.)

CHANGES IN REGISTRATION, CANCELLATION OF COURSES OR WITHDRAWAL FROM SCHOOL

Rules of the University apply as stated in the Bulletin. Changes from one course to another may not be made after the first week of the term. A course may be cancelled during the first nine weeks of the semester and up to 50 per cent of a course completion in summer school. In cases of withdrawal from school, the refund regulations as stated in the current University timetables and course schedules apply.

It is extremely important that a graduate student who wishes to change registration, add or cancel a course, or withdraw from school, obtain and complete the proper forms available from the School of Graduate Studies. Failure to do this may result in a failing grade for nonattendance. If necessary, the forms may be obtained by mail or requested by telephone.

FEES

Fees are set by the Board of Regents of the University of Wisconsin System and are subject to change without notice. Fees shown are those in effect at the time this bulletin was prepared. The fees include University Center and activity fees, but do not include textbook rental fees which are not paid by graduate students. The cost of textbooks, if assigned, differs widely in various classes but may be expected to total $10-20 per class. Graduate students who enroll in one or more undergraduate courses as part of their credit program (e.g., student teaching, etc., under the M.A.T. program) along with graduate courses in a particular term are required to pay graduate fees for this undergraduate course credit. UW System regulations indicate that fees charged are determined by the classification of the student (graduate, undergraduate) and not by the level of course work in which he or she will enroll.
A graduate student who wishes to receive only undergraduate credit must obtain forms from the Office of Admissions, Baker Hall, and seek admission as an undergraduate. This will automatically withdraw the student from the graduate school and change classification to undergraduate status. Upon proper application to the Graduate School, a student may reapply for graduate status if his/her plans change at a later date.

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All fees are subject to change without notice in accordance with Board of Regents policy. A graduation fee of $16.00 is charged. Payment should be made to University Accounting Office, UW-Whitewater.

TEXTBOOKS

Graduate students pay no textbook rental fees and are expected to purchase texts and other instructional materials that are assigned in courses. Students should check with the instructor of the course for the needed materials and textbooks. Since text requirements differ widely, no attempt is made here to estimate textbook purchase costs. The Textbook Library is not authorized to sell or to rent books to graduate students. The University Bookstore (Moraine Hall) sells graduate texts and other course materials.

RESIDENCY REGULATIONS

Any student who has been a bona fide resident of the State of Wisconsin for one full calendar year prior to the beginning of the semester of enrollment shall be exempt from payment of nonresident tuition. In determining bona fide residence, eligibility for voting in the state, motor vehicle registration, self-supporting status, and filing of Wisconsin income tax returns shall be considered. In addition, nonresident members of the Armed Forces (including their families) who are stationed in the state, shall be entitled to exemption from nonresident tuition. Any student who is a graduate of a Wisconsin high school and whose parents are bona fide residents of this state for 12 months next preceding the beginning of any semester or session for which the student registers at a university or center or whose last surviving parent was a bona fide resident of this state for the 12 months preceding his death is entitled to the nonresident tuition exemption.

A student from another state who is in this state principally to obtain an education will not be considered to have established a residence in Wisconsin by virtue of attendance at an educational institution.
GRADUATION REQUIREMENTS

General requirements for graduation are printed here. Specific requirements for each degree are stated with the description of that degree program and these may vary from the basic general requirements.

CREDIT REQUIREMENTS. A minimum of 30 graduate credits distributed according to the requirements of the specific program being followed is required by the School of Graduate Studies. If more than 30 credits are required in a particular program, this will be stated in the program description contained in the *Bulletin*. Undergraduate courses taken to make up deficiencies in background or in supervised teaching will not be counted toward the number of graduate credits required for the degree. A minimum of 3.00 g.p.a. (B) in all graduate course work taken at Water, as well as in all graduate level courses taken in the student's major or emphasis is required for graduation.

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<th>Interpretation of Major or Emphasis</th>
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<td>M.S.T.</td>
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<tr>
<td>M.S.T.</td>
<td>Secondary Education, Post Secondary Education (e.g. vocational-technical institutions)</td>
<td>Academic emphasis indicated (Academic Dept. number prefix) courses in business education, economics, geography, history, political science, sociology, English, biology, mathematics, physics, music, general science</td>
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<td>15- to 19-credit core of graduate reading courses.</td>
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<tr>
<td>M.S.Ed.</td>
<td>School Psychology</td>
<td>Core of graduate courses as indicated in business and S.B.M. area.</td>
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<tr>
<td>M.S.Ed.</td>
<td>Special Education</td>
<td>Entire program, as indicated in <em>Bulletin</em> format.</td>
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<tr>
<td>M.E.P.D.</td>
<td>Safety Education (Traffic)</td>
<td>The major is considered special education and NOT the emphases of mental retardation, emotionally disturbed, learning disabilities, general and early childhood.</td>
</tr>
<tr>
<td>M.S.</td>
<td>Communication</td>
<td>The major is the entire planned program of the student made with his/her adviser and approved by the Review Committee to best fit the student's individualized graduate program for professional development goals.</td>
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<td>M.S.</td>
<td>Safety Education (Traffic)</td>
<td>Only graduate courses with 32 prefix.</td>
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<td>M.S.</td>
<td>Communication</td>
<td>Academic emphases (94) speech communication, (96) communicative disorders, (64) mass communication (journalism).</td>
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</table>
SCHOOL OF GRADUATE STUDIES

M.S. Guidance and Counseling
The major is the entire program and credits as indicated NOT the emphases in elementary school, secondary school, or vocational-general.

M.S. Accounting
Entire program and credits as indicated in the Bulletin.

M.B.A.
Entire program as indicated in the Bulletin. MBA — NOT emphases in management, marketing, accounting, managerial economics, finance, business education.

(Reviewed and Revised by the Graduate Council - Nov. 3, 1977)

SECOND MASTER'S DEGREE — UW-WHITEWATER. The following policy pertains to students who seek a second master's degree at UW-Whitewater (Policy Graduate Council - Dec. 2, 1970): At least one-half of the credits for the new degree must be taken in the new program.

CREDIT RESTRICTIONS (Workshops, Individual Studies, and Special Studies). Not more than 3 credits of Individual Studies may be carried in a single term. Not more than 4 credits in Individual Studies (Individual Studies Policy adopted by Graduate Faculty, May 9, 1974) nor more than a total of 9 credits of individual studies, workshops, or special studies (not more than 6 credits) may be applied toward the completion of the degree. The 9-credit limitation is to be construed as an upper limit. Individual departments retain the prerogative to allow fewer than 9 hours to apply toward their respective graduate degrees (revised policy passed by the Graduate Council - Nov. 3, 1977). EXCEPTION: M.E.P.D. students — Refer to program Guidelines.

INSTITUTES. By action of the Graduate Faculty on December 13, 1972, institute courses carrying graduate credit, usually with extramural funding, i.e., N.S.F., comparable in content and laboratory activities to any other regularly scheduled on-campus course, are not to be included in the 9 credit limitation set for workshops, individual studies, special studies, etc., indicated in the preceding paragraph pertaining to credit restrictions. A special course number (---7971) is assigned for institutes.

GRADUATE CREDIT FOR TRAVEL ABROAD. "A proposal for a graduate workshop in a foreign country should be judged on the same merits as those for graduate workshop courses to be offered in the State of Wisconsin." (Policy — Graduate Faculty — May 16, 1972.)

APPLICATION FOR CANDIDACY AND TIME LIMIT. Students who have completed not less than 12 to 15 credits of graduate work and are in good standing are required to file an application for candidacy form obtained from the Graduate Office. All course deficiencies must have been removed and all subject matter prerequisites in the area of specialization must have been met by the student. This is intended primarily to determine the student’s plans for course work to complete the degree. The student has seven years to complete the degree from the date he/she is admitted to the degree program. Any extension of this time requires action by the Graduate Council and must be based on good cause, such as unusual health conditions, fulfillment of military obligation, or other extenuating circumstances that the local Graduate Council may recognize. Any action requesting an extension of time for completion of a master's degree program shall be initiated by the student to his/her major or emphasis department. The department, in turn, will present recommendations on such request for extension of time to the Graduate Council for action (policy — Graduate Council — Sept. 11, 1974).
DEGREE PROGRAM OPTIONS — GENERAL REQUIREMENTS. At the discretion of the major or emphasis department, the following options are available to the graduate student:

**Plan I** A minimum of 30 credit hours of course work, including a thesis.

**Plan II** A minimum of 30 credit hours of course work, including a comprehensive examination.

**Plan III** A minimum of 30 credit hours of course work, including two fairly substantial projects. (MEPD program only)

**Plan IV** A minimum of 36 credit hours of course work. MST, MAT, MBA MEPD, MS (Guidance and Counseling) only. In the MST/MAT programs, this option is not open to those students who have started a thesis or who have failed a comprehensive examination. Since this option is at the discretion of the major or emphasis department, MST/MAT students should check with the major or emphasis department relative to election of this option.

A major or emphasis department may set additional requirements for any plan. The graduate student should check with his/her department concerning the options available, since departments differ relative to these degree program requirements and options.

**PLAN I.** A minimum of 30 credit hours of course work including a thesis for which up to six credits may be earned in the major or emphasis field. This credit may be applied toward the completion of course requirements in the major or emphasis. An oral thesis examination is required.

Graduate students electing Plan I (thesis) in any degree program must formally enroll and pay fees for at least one semester credit of thesis (799) and not to exceed six credits of thesis. Enrollment and fee payment for thesis credit is done only once even though the thesis may require more than one term to complete. The amount of thesis credit is determined in conference with the student’s thesis adviser and should be agreed upon with the adviser before paid registration for thesis credit.

Students may elect in a succeeding term to increase the number of thesis credits that were originally agreed upon and for which fees were paid. However, the increase in thesis credits, when added to the original agreement, must not exceed the maximum of six credits allowed for a thesis.

**Theses submitted under Plan I:** Each thesis is expected to contain evidence of research on the part of the student and must be submitted in a form and quality specified by the School of Graduate Studies. The School of Graduate Studies may specify the style of documentation, organization, and arrangement of theses. However, these standards are normally left to the respective departments since practices may differ in various disciplines. The degree is not conferred until this requirement has been met. The thesis should be submitted in final form, along with the abstract of thesis and the “Completion of Thesis” form, by the end of the term in which the student plans to graduate. A thesis progress report is required by the Graduate School office about a month prior to the final submission and the taking of the oral examination on the thesis.

**INFORMATION FOR GRADUATE ADVISERS AND INSTRUCTIONS FOR GRADUATE STUDENTS WRITING A THESIS.** The School of Graduate Studies believes there is a need for some simple codification of the stylistic and mechanical problems involved in putting a thesis into final form. The School of Graduate Studies recommends that a student writing a thesis use as a guide William Giles Campbell’s *Form and Style in Thesis Writing* manual (latest edition), unless this major or emphasis department specifically designates that he/she follows some other generally accepted manual such as The *Mila Style Sheet, Publication Manual of the American Psychological Association* or *Kate L. Turabian’s A Manual for Writers of Term Papers, Thesis, and Dissertation*.

All of these publications may be purchased at the University Bookstore. (Moraine Hall)

**General Information.** The graduate student should deliver the original and first copy of the thesis to the School of Graduate Studies, Roseman 2047. These should be unbound and unpunched and should be delivered to the Graduate School in a box or in a heavy Kraft envelope.

**Abstract.** An abstract of the paper should be prepared and the original and first copy delivered to the Graduate School with the thesis. Abstracts should be handed in loose. The abstract, which also requires a title page, consists of (1) a short statement of the problem; (2) a brief exposition of the methods and procedures used in gathering the data; and (3) a condensed summary of the
findings of the study. Abstracts should contain 300 to 500 words and should approximate two typewritten pages double spaced. Students may obtain an instruction sheet for writing the abstract from the Graduate School.

Completion of Thesis Form. This form should be obtained from the Graduate School, completed by the student, signed by the thesis committee chairperson, and delivered to the Graduate School by the student with the completed paper.

Paper. Theses should be typed on good quality bond paper, sixteen- or twenty-pound weight and 8½ x 11 inches in size. At least 50 per cent rag content should be used. Do not use erasable bond paper. Copies of the original may be carbon or photocopy.

PLAN II. A minimum of 30 credit hours of work, including a written and/or oral comprehensive examination, is required.

Comprehensive Examination. Passing comprehensive examinations in the major or emphasis field is a requirement for the completion of the master's degree under this plan. Examinations may be oral and/or written, at the discretion of the major or emphasis department. Written examinations are intended to take approximately four to five hours. Comprehensive exams are given once each term. Questions may cover any graduate work done in the major or emphasis, including credits transferred from another institution. Comprehensive examinations are graded either "passed" or "failed."

A major or emphasis department may set additional requirements for both Plans I and II. The student formally declares his/her option for Plan I by registering for 799 Thesis Research. The student declares Plan II when submitting his/her application to take the comprehensive examination. The student shall have failed Plan I at any time his/her thesis committee formally indicates failure; he/she shall have failed Plan II when his/her comprehensive exam is adjudged a failure.

The student shall consult his/her advisor early in his/her studies to determine which plan best meets the needs of the student. Plan I may be advised for those who wish to seek depth in an academic area, while those who prefer a breadth of knowledge may select Plan II. Changing options after a plan has been declared penalizes the student who has either prepared a thesis or invested his/her time in preparing for the comprehensive examination. In relation to changing options, the Graduate Faculty has adopted the following policy:

Academic departments which offer Plan I and Plan II shall permit the student to change options only once. However, the change must occur before the student has failed twice in his/her first choice of plans.

No graduate student may take an oral or a written comprehensive examination (Plan II) or an oral examination on a thesis (Plan I) unless he/she has a minimum grade point average of 3.00 (B) (4.00 scale) in both the overall graduate level credits earned at UW-Whitewater and in the major or emphasis area, and is in good standing status. Furthermore, any "incomplete" (I) grades must be cleared by the student before he/she may take either the comprehensive examination (oral or written) and/or the oral examination on the thesis under Plan I or Plan II.

In general, a graduate student may not plan to take the oral or written comprehensive examination (Plan II) and/or the oral examination on the thesis (Plan I) until the term in which he/she expects to graduate. The only exceptions to this policy may be those students who are planning to move from the state, having nearly completed their course work, and who need to complete this course work and the examination to meet the degree requirements. Also, graduate students who have completed all graduate course requirements, excluding thesis credit, such as those about to do the semester of student teaching in the M.A.T. program are to be considered exceptions.

The major or emphasis department will be responsible for certifying that the requirements for graduation have been met by the student.
APPLICATION FOR GRADUATION. An application form for graduation must be obtained from the School of Graduate Studies. This form must be completed and returned during the first week of summer school or the first month of the semester in which the student plans to graduate. A graduation fee of $16, subject to change, should be paid with the filing of the request for graduation. Payment of this fee should be made directly to University Accounting, UW-Whitewater. This fee covers cost of diploma and the rental charge for the cap, gown, and hood. Attendance at the graduation ceremony is voluntary; however, the $16 must be paid regardless of attendance or nonattendance at the commencement ceremony. This fee should be designated “graduation fee” and made not later than one month before the date of graduation. If the student fails to complete degree requirements, the graduation fee is not paid again; however, a new application form for graduation must be obtained and filed by the student with the School of Graduate Studies.

RESIDENCE REQUIREMENTS. The School of Graduate Studies requires that a master’s degree candidate earn a minimum of 30 credits of which at least 21 credits must be earned from the University of Wisconsin-Whitewater. Individual degree programs may have requirements beyond the above residency requirements. Nothing in this statement shall be interpreted as restricting the number of credits which may be taken at other institutions under specific consortium arrangements which may be entered into by the University.

Off-campus (evening and Saturday) courses are considered residence credit if taught by a qualified instructor employed by UW-Whitewater.*

Work taken at Pigeon Lake in the biological sciences is designated as residence credit.

GENERAL NOTICES

The information contained in this bulletin supersedes previous publications. Assurance cannot be given that courses listed here will be given in any specific term. Courses and programs approved after the publication of this bulletin may be offered even though they are not listed here. Fees are subject to change without notice.

Graduate students are responsible for the meeting of terms and conditions specified here for completion of the degree and exceptions to the regulations may not be made except through actions taken by authorized committees of the graduate faculty or the entire graduate faculty in a regular meeting.

The University of Wisconsin-Whitewater reserves the right not to release a student’s records or any information based on the record when the student has failed to discharge any obligation, financial or otherwise, to the University.

A graduate student may choose to follow either the rules and regulations of the graduate school as published in the current Bulletin or, if it is to his/her advantage, to follow the rules and regulations of either the older bulletin under which he/she was admitted to the graduate school or any subsequent bulletin. It is not possible to “split” bulletins and use rules from each for the advantage of the student. The student must follow the rules of only one bulletin (Graduate Faculty Policy – Dec. 2, 1971).

POLICY ON FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT. In accordance with the Family Educational Rights and Privacy Act of 1974, the University of Wisconsin-Whitewater has established a written institutional policy and adopted procedures covering the privacy rights of students. The institution maintains the confidentiality of student education records and does not release any of these records except as provided by the law. Inquiries regarding specific items in the policy may be obtained from the Office of the Registrar or the Office of the Associate Dean of Student Life.

*Students receiving such credit pay on-campus fees. Faculty Instructional allocation may be a part of the on-campus teaching load even though the course may actually be held away from the campus in another community.
AFFIRMATIVE ACTION POLICY. The University of Wisconsin-Whitewater is committed to an affirmative action plan and provides access to equal opportunities for all persons regardless of age, sex, color, national origin, creed, affiliation, or handicap in its educational programs, activities and employment policies.

COUNSELING OF GRADUATE STUDENTS. At the time of admission to a graduate program, a graduate student is assigned an adviser by his/her major or emphasis department. In most cases, the adviser is a faculty member within the major or emphasis department who is a qualified member of the graduate faculty. Students who enter the graduate school without declaring a major or emphasis (NCFD students) are advised by the graduate dean or by an appropriate graduate faculty member of the student's choice. The School of Graduate Studies reserves the right to assign students to advisers outside their major or emphasis department if this becomes necessary due to the number of students involved.

Advising for course selection is nonstructured and student initiated. Graduate students are encouraged to consult the graduate school Bulletin and with their assigned adviser and/or departmental chairperson before registration if there are questions concerning course selection. However, advisers will be available for consultation at registration to assist students.

STUDENT APPEAL PROCEDURE. An appeal by a graduate student relative to a problem involving graduate policies, procedures, or other academic matters is initiated by the student through his/her adviser. Appropriate appeal procedures will then be followed as established by the individual college and/or academic department within the college.

Appeals involving "NCFD" graduate students, who have no assigned adviser, will be initiated by the student to the college or academic department where the problem occurs. In cases of question, the student should contact the graduate dean for appropriate direction concerning appeal.

Appeals involving policy statements are resolved at the unit level issuing the policy statement. That is, appeals involving graduate school policy, although usually initiated by the student through his/her academic department or college, will be resolved by the Graduate Council. Appeals involving college or academic department policy will be resolved by the appropriate unit within the college. In cases when an appeal involves a college or academic department policy that supersedes graduate school policy, the appeal will be resolved by the appropriate unit within the college. (Policies passed by the Graduate Council - Nov. 3, 1977.)

LEARNING RESOURCES.

Learning Resources provides a variety of library, archival, and instructional media to meet the specialized and intensive information needs of graduate students and their faculty. Nearly a quarter of a million books, a fifth of a million government documents, and several thousand maps are in the permanent collections, along with audio-visual, archival, and other materials. Nearly two thousand periodicals are received. In the development of these collections, particular attention is paid to the needs of graduate students.

Learning Resources professional staff work closely with teaching faculty to select, acquire, and provide instructional resources and to assist students in finding the information they require. Night and weekend hours of operation are particularly helpful to part-time and commuting students.

The Documents and Research Collections is a limited federal depository, and provides publications of such agencies as the Office of Education, census reports, transcripts of hearings by congressional committees, scientific publications of the National Oceanic and Atmospheric Administration, NASA, and the Smithsonian Institution, reports of numerous federal regulatory agencies, and many federally published periodicals. It also receives Wisconsin government documents and publications of the United Nations and other international organizations and is a depository of the Defense Mapping Agency.

As an Area Research Center of the State Historical Society of Wisconsin, it can provide on-campus access to the massive manuscript, archival, and newspaper holdings of the Society. Audio-Visual Resources, another part of Learning Resources, supports teaching and learning by providing instructional equipment and materials for use by faculty and students in the classroom.
When students' information needs cannot be met from its own collections, Learning Resources can usually obtain required materials through inter-library loan.

COMPUTER CENTER

The Computer Center, located on the main floor of Hyer Hall, provides several services of interest to graduate students. One is the library of statistical routines for analysis of research project data both in the batch and time-sharing modes. In the batch mode, both the BMDP and SPSS statistical packages are available. For small data sets similar programs are available in a time-sharing mode.

Consultation services are available for those who need help in developing a code book, need instruction on the operation of a keypunch, need help in interpreting the documentation or need help in interpretation of the output. Keypunching services are extremely limited but are available on a time-available priority and are billable. There is no charge for machine time, cards and use of the keypunches if the user does it himself and the project is directly related to a course of study. Information about any of these services can be obtained by calling the Computer Center (414-472-1325).

UNIVERSITY POLICE

PARKING. The University Police are responsible for Motor Vehicle registration and issuance of Identification Cards. All faculty, staff and students of the University are required to register their motor vehicles and pay appropriate fees to the University Police if they wish to use university owned and controlled parking facilities. They may purchase parking decals which permit them to park in any of the University controlled parking lots. Fees vary according to the period of time covered and are subject to change annually to reflect the cost of operation. In addition, the University maintains a number of metered parking lots where cars may be parked by paying the meter fee. These stalls do not require a parking decal. Guest parking permits are available from the University Police Office on Starin Road. Free Parking is available in the gravel lot adjacent to Williams Center. A complete set of parking regulations may be obtained at the University Police Headquarters, 733 Starin Road, free of charge.

ID CARDS. The University Police also issue student and faculty ID cards. The first card is free; a replacement costs $2.00. The hours for obtaining an ID card are 7:45 a.m. to 4:30 p.m., Monday through Friday. If a graduate student is unable to come during these hours, special arrangements may be made with the University Police by phoning 414-472-3660.
degree

programs
THE MASTER OF SCIENCE IN TEACHING DEGREE

The Master of Science in Teaching degree is offered for secondary, post-secondary (e.g. vocational-technical institutions), junior high and elementary teachers. Students in an elementary or secondary program must be certified to teach in the area of the graduate emphasis. Students may be admitted to the junior high program (general sciences emphasis) with certification to teach in the elementary or secondary schools. A minimum of 30 appropriate graduate credits, properly distributed, is required in the program. Students are required to pass a comprehensive examination in the emphasis field, or write and defend a thesis, or satisfactorily complete a 36-credit program. However, the “36-credit option” is offered at the discretion of the emphasis department. If the 36-credit option is to be considered by the student, he/she must check with his/her department of emphasis to ascertain if such an option is available. An emphasis department may set additional requirements; students should check on this.

THE MASTER OF SCIENCE IN TEACHING For Secondary and Post-Secondary (e.g. vocational-technical institutions) Teachers.

The Master of Science in Teaching for secondary and post-secondary teachers (e.g. vocational-technical institutions) is offered in the following areas: Business education; history and social studies (with emphases in economics, geography, history, political science and sociology); language-literature area (with an emphasis in English); music (with an emphasis in either elementary or secondary music); mathematics and science (with an emphasis in biology, mathematics, or physics).

Requirements for the M.S.T. for Secondary and Post-Secondary (e.g. vocational-technical institutions) Teachers.

A minimum of 30 appropriate credits of graduate work distributed as follows:

- **Group I Liberal Arts**
  - These credits must be taken by the student in either liberal arts foundation courses that are offered in other than the emphasis area of study, or in liberal arts courses in academic areas other than the area of emphasis.
  - 3-6 credits

- **Group II Professional Education**
  - 6-9 credits

- **Group III Courses in the Emphasis**
  - These courses are intended to provide additional depth in the student's teaching field and to increase familiarity with new knowledge, problems, and trends.
  - 15-21 credits

- **Research Course**
  - A research course, either 33740 or an appropriate research course developed by the academic department, is required. The academic department may require the student to take a departmental research course in lieu of 33740. The student should check on this course with his/her emphasis department.
  - 3 credits

**Options for Completion of the Degree**

The completion of the degree includes three options as follows:

1. Writing and defense of a thesis for which 1-6 graduate semester credits may be given. An oral examination on the thesis is required.

2. The passing of a written and/or oral comprehensive examination in the emphasis field. (The student should check with the department of emphasis on this option as procedure varies among departments.)
3. At the discretion of the individual department, successful completion of 6 appropriate additional graduate semester hours in the academic area of specialization; in effect, a 36-hour master's degree. In this option, 18 of the 36 hours must be in courses open only to graduate students (700 level). This option is not open to those students who have started a thesis or who have failed a comprehensive examination. The student should check with the emphasis department relative to the availability of this option.

THE MASTER OF SCIENCE IN TEACHING FOR JUNIOR HIGH TEACHERS (General Science emphasis only).

Certification to teach in either elementary or secondary schools is required for admission to the program. Requirements differ for those certified for elementary and secondary teaching. A total of at least 30 graduate credits is required.

Persons completing the program must fulfill State Department of Public Instruction certification requirements to teach science in junior high school. Undergraduate and graduate credits can be counted toward these certification requirements. Persons entering the program without a science major or elementary certification may have to take work beyond the minimum number of credits in the program to meet the certification requirements. In addition to the certification requirements in science, the following specific courses are required:

Conversion of Secondary Teachers to Junior High Teachers.

Persons already certified to teach in secondary schools are required to take the following courses:
- 34775 Junior High Curriculum — 3 credits
- 33678 Adolescent Development — 3 credits or
- 88732 Seminar in Adolescence — 3 credits
- 33650 Introduction to Guidance — 3 credits
- 34764 Developmental Reading — 3 credits or
- 35665 Developmental Reading in the Secondary Schools — 3 credits
- 33740 Seminar in Techniques of Educational Research — 3 credits is required.

Conversion of Elementary Teachers to Junior High Teachers

Persons already certified to teach elementary school are required to take the following courses:
- 34775 Junior High Curriculum — 3 credits
- 33703 Psychological Foundations of Education or
- 88732 Seminar in Adolescence — 3 credits
- 33740 Seminar in Techniques of Educational Research — 3 credits (required)

Science Requirements: At least 15 credits must be taken in graduate courses in the area of general science. This may include a 3-credit graduate course in the teaching of science, such as 35629—Teaching Science in Secondary Schools, which would emphasize junior high science curricula, as well as graduate courses in science from the following four areas: biology, chemistry, physics and earth/space science (geology, meteorology, astronomy, physiography, and oceanography). Science course work must be selected so that the total of the candidate's undergraduate and graduate course work in science consists of at least 10 credits in each of three of the above and at least five credits in the fourth area.

Degree Program Options

The student, in consultation with his/her adviser, will select one of the following options to fulfill the general degree requirements. In options 2 and 3, a minimum of 30 approved credits is required.

1. Completion of 36 semester credits of course work.
2. Comprehensive examination option. The written examination will cover all science course work taken.
3. Thesis option. The writing and defense of a thesis. Up to 6 credits may be applied toward completion of the degree.
THE MASTER OF SCIENCE IN TEACHING FOR ELEMENTARY TEACHERS

Certification to teach at the elementary level is required for admission to the program. A minimum of 30 credits of graduate work is required for the degree. Course work will be distributed as follows:

A. A minimum of thirty semester hours of graduate credit is required.
B. A minimum of fifteen semester hours of graduate credit should be in courses open only to graduate students.
C. The graduate semester hours must be distributed as follows:
   1. Eighteen to twenty-four hours in the area of elementary education.
   2. Six to twelve semester hours shall be in liberal arts foundations courses or other liberal arts courses.
D. A research course, either 33740, or an appropriate research course developed by the department, is required. The department may require the student to take a departmental research course in lieu of 33740.
E. The completion of the degree includes three options, as follows:
   1. Writing a thesis, for which up to six graduate semester credits may be given.
   2. Writing and passing a comprehensive examination in the elementary education field.
   3. At the discretion of the Department of Elementary Education, successfully completing six additional graduate semester hours; in effect, a 36 hour master’s degree. In this option, 18 of the 36 hours must be in the courses open only to graduate students. This option is not open to those people who have started a thesis or who have failed a comprehensive examination.

Middle School Mathematics Emphasis: The University of Wisconsin-Whitewater departments of Elementary Education and of Mathematics have designed a flexible program for the middle school teacher of mathematics leading to the Master of Science in Teaching-Elementary Education degree.

During the past decades middle school mathematics has changed from a general review of arithmetic to a broad exploration of such mathematical topics as algebra, geometry and measurement, probability and statistics, problem solving and use of computers. It is important for the middle school mathematics teacher to have a comprehensive background in these topics.

The MST-Elementary Education-Middle School-Mathematics Emphasis program will provide the student with a comprehensive background in mathematics and will allow selection from many relevant elementary education courses designed to enhance the student’s teaching techniques.

The M.S.T. in Music — Kodaly Emphasis

I. Courses (15 credits required) in Music Education
   73760 Training in Kodaly Music Skills 3 cr.
   73761 Advanced Training in Kodaly Music Skills 3 cr.
   73762 Folk Music in the Kodaly Curriculum 3 cr.
   73763 Principles of Kodaly for Choral Directors (elective) 3 cr.
   73764 History and Philosophy of the Kodaly Concept 3 cr.
   73765 Methodology in the Kodaly Curriculum 3 cr.

II. General requirements:
   A. 15-21 credits in music and music education
   B. 3-6 credits in liberal arts
   C. 6-9 credits in professional education
   Total: 30 credits

III. Options: Comprehensive examination or thesis (1-6 credits).

M.S.T. in Music - General Emphasis

Ten hours of music education, including 73740, Seminar in Music Education Research.

Ten hours of music divided between the areas of applied music, music theory, and music history.
THE MASTER OF ARTS IN TEACHING DEGREE

The Master of Arts in Teaching degree is designed for persons who hold a bachelor's degree from an accredited institution but who lack the courses required for teacher certification. In a single program, it offers the master's degree, certification to teach in secondary schools, and post-secondary (e.g., vocational-technical institutions) schools, and an opportunity to strengthen or develop teaching areas. The program is offered only for training secondary and post-secondary (e.g., vocational-technical institutions) teachers. The Office of Directed Teaching must approve each application for admission to the program and requires an interview with the prospective student as part of the process of determining suitability for the teaching profession. The applicant should become thoroughly aware of the requirements for completion of the M.A.T. program and for certification to teach prior to the interview. This should be done through a study of the Graduate Bulletin and, if possible, through a conference with a member of the School of Graduate Studies staff or the chairperson of the emphasis department.

Should the applicant be unable to come to the campus for an interview at the time of application, admission on a tentative basis may be granted, but the Office of Directed Teaching may specify that actual admission awaits the interview.

A minimum of 30 graduate credits and 12 undergraduate credits in directed teaching and seminar is required for completion of the program. The requirements for certification to teach in secondary schools or post-secondary schools (e.g., vocational-technical institutions) must be met in order to receive the degree. In the event the applicant for the program has an undergraduate major for which there is not a demand for teachers, he/she will be advised to develop another major. This may require additional work as an undergraduate in the new major area in order to qualify for admission as a graduate student in that area. Such undergraduate work would not be counted toward the master's degree.

For certification, a major of 34 credits in the field is required. It is strongly recommended that a minor of at least 22 credits be completed in addition. In completing the major and minor, the student may count both graduate and undergraduate credits.

The Master of Arts in Teaching is offered with emphases in the following areas: Business education; history and social studies (with emphases in economics, geography, history, political science, or sociology); language-literature area (with an emphasis in English); music; mathematics and science (with emphases in biology, mathematics, or physics). The degree is offered only for training as secondary or post-secondary teachers (e.g., vocational-technical institutions).

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING*

1. Graduate credit in professional education—12 credits minimum to include appropriate courses in educational psychology, developmental reading in the secondary school, an appropriate course to meet the human relations requirement and a methods course in the emphasis area. (Since several states require measurement and evaluation for certification to teach, in addition, it is recommended, but not required, that the student take a measurement course.)

2. A research course—either 33740, Seminar in Techniques of Educational Research, or an appropriate research course offered by the emphasis department, is required. The emphasis department may require the student to take a departmental research course in lieu of 33740. An emphasis departmental research course will be counted as part of the 18-24 credits specified in number 4 below.

3. Undergraduate credits in Directed Teaching and Seminar — 12 credits.

4. Graduate credits in major or minor fields to strengthen or develop teaching areas — 18-24 credits minimum, at least 12 of these in the emphasis. If music is the student's emphasis area then 10 hours of music education, including 73740, Seminar in Music Education Research, and 10 hours of music divided between the areas of applied music, music theory, and music history.

* Candidates for certification to teach any subject in the science and/or social studies area must fulfill the following law: Wisconsin Statutes s. 118.19 (6). "In granting certificates for the teaching of courses in economics, social studies, and agriculture, adequate instruction in cooperative marketing and consumers' cooperatives shall be required. In granting certificates for the teaching of the courses in science and social studies, adequate instruction in the conservation of natural resources shall be required."
5. The Human Relations Requirement (see page 15).

6. The completion of the degree includes three options, as follows:
   a. Writing a thesis, for which up to six graduate semester credits may be given, and its successful formal defense.
   b. Passing a comprehensive examination in the emphasis field.
   c. At the discretion of the individual department, successfully completing six additional graduate semester hours in the emphasis; in effect, a 36 hour master's degree. In this option, 18 of the 36 hours must be in the courses open only to graduate students. This option is not open to those students who have started a thesis or who have failed a comprehensive examination.

7. Total minimum of credits in the program — 42 credits. An emphasis department may set additional requirements. Students should check on this with their department of emphasis.

MASTER OF SCIENCE IN EDUCATION DEGREE

MASTER OF SCIENCE IN EDUCATION - SPECIAL EDUCATION

The graduate program in special education offers a student the opportunity to earn a M.S.Ed. degree with or without Wisconsin teaching certification. The M.S.Ed. degree program without certification is designed to increase teaching competency of already certified teachers and/or to prepare the student for other professional responsibilities in nonclassroom settings, such as administration, curriculum development and adult programming. This degree program also allows students interested in specializing within an area of education for exceptional children, such as severe/profound multiply handicapped, an opportunity to acquire knowledge and skill in this critical area. Students who are interested in this program should consult with the appropriate graduate adviser in the Department of Special Education.

The M.S.Ed. degree program may also be planned to include a sequence of studies leading to certification in emotional disturbance, learning disabilities, mental retardation and early childhood; exceptional educational needs. These programs prepare teachers to work with children with exceptional educational needs (EEN). Students interested in earning a M.S.Ed. degree in one of these areas should consult with the appropriate adviser in the Department of Special Education. Students planning to teach in states other than Wisconsin should obtain the certification requirements of that state prior to meeting with an adviser.

Students are generally advised to begin their course of study during the summer because each of the degree programs leading to certification requires a minimum of one summer session and one academic year of study. By initiating full time studies in the summer, the student has usually completed all of the requisites for a graduate practicum prior to the spring semester.

Admission to graduate M.S.Ed. degree programs requires an interview with an adviser in the Department of Special Education and three letters of recommendation from persons familiar with the student's personal and professional qualifications. Continuation in all graduate M.S.Ed. degree programs is dependent upon participation in non-credit faculty-student seminars and graduate faculty approval for practicum placement. Admission to the learning disability program also requires evidence of successful teaching experience. All students should follow the general admission procedures of the School of Graduate Studies outlined in this bulletin.

The M.S.Ed. degree programs require that a student successfully complete a minimum of 30 graduate credits in a program planned cooperatively by the student and the adviser. Programs which include coursework for teaching certification may require some additional credits contingent upon the student's previous training. (New Human Relations requirement for initial teaching certification. See page 15.) In addition, the candidate must successfully complete a comprehensive examination or a thesis. Those electing to write a thesis must include 1-6 credits of 36799-Thesis Research in their respective course of study.
MASTER OF SCIENCE IN EDUCATION - SPECIAL EDUCATION - WITHOUT TEACHING CERTIFICATION

This master’s degree program offers students already holding teacher certification in special education the greatest program flexibility. The number of required courses is held to a minimum allowing the student, in consultation with the adviser, to choose a course of study following his/her specific interests and aspirations. The program requirements are listed below:

Foundations

33740 Seminar in Techniques of Educational Research* 3

General Studies (minimum of 6 credits required)

The student may select a variety of courses for the purpose of meeting program objectives in consultation with the adviser.

Specialization - Special Education (minimum of 15 credits required)

36721 The Exceptional Child** 3
36556 Introduction to Mental Retardation** 3
36655 Introduction to Emotional Disturbance** 3
36664 Learning and Language Disorders** 3

All graduate special education courses are available options to complete training objectives.

36771 Seminar: Research in Mental Retardation*** 3
36772 Seminar: Curricular Developments in Facilitative Education*** 3
36780 Seminar: Research in Developmental Disorders*** 3

MASTER OF SCIENCE IN EDUCATION - MENTAL RETARDATION - WITH TEACHING CERTIFICATION

Foundations

33740 Seminar in Techniques of Educational Research* 3

General Studies (minimum of 6 credits required)

Students must have completed courses in child or adolescent development, tests and measurement, methods of instruction and practicum with normal children.

36721 The Exceptional Child** 3
36664 Learning and Language Disorders** 3
36666 Guidance of the Handicapped** 3

Specialization - Mental Retardation (minimum of 15 credits required)

36556 Introduction to Mental Retardation** 3
36657 Education of the Educable Retarded** OR
36665 Education of the Trainable Retarded** 3
36771 Seminar: Research in Mental Retardation* 3
36772 Seminar: Curricular Developments in Facilitative Education* 3
36780 Seminar: Research in Developmental Disorders* 3
36790 Practicum - Elementary/Secondary* 1-6

Students will be certified in EMR-Elementary, EMR-Secondary and/or TMR, on the basis of course work selected and the type of differentiated practicum experience completed.

Human Relations Requirement (see page 15).*

* Required course
** Required course unless student has taken undergraduate equivalent
*** Six credits of special education seminar courses required
MASTER OF SCIENCE IN EDUCATION - EMOTIONAL DISTURBANCE - WITH TEACHING CERTIFICATION

Foundations
33740 Seminar in Techniques of Educational Research 3

General Studies (minimum of 6 credits required)
36721 The Exceptional Child** 3
36664 Learning and Language Disorders** 3
Students must have completed courses in child or adolescent development, tests and measurement, methods of instruction and practicum with normal children.

Specialization - Emotional Disturbance (minimum of 15 credits required)
36655 Introduction to the Emotionally Disturbed* 3
36755 Techniques of Teaching the Emotionally Disturbed-Elementary* OR 3
36756 Techniques of Teaching the Emotionally Disturbed-Secondary* 3
36774 Diagnosis of Learning Disabilities* 3
36779 Remediation of Learning Disabilities* 3
36725 Fieldwork with the Exceptional Child - Emotionally Disturbed* 3
36790 Practicum - Elementary/Secondary* 1-6
Students will be certified in ED-Elementary or ED-Secondary on the basis of course work selected and the type of differentiated practicum experience completed.

Human Relations Requirement (see page 15).*

MASTER OF SCIENCE IN EDUCATION - LEARNING DISABILITIES - WITH TEACHING CERTIFICATION

Foundations
33740 Seminar in Techniques of Educational Research* 3

General Studies (minimum of 6 credits required)
Students must have completed courses in child or adolescent development, tests and measurement, methods of instruction and practicum with normal children.
36721 The Exceptional Child** 3
34767 Diagnosis of Reading Difficulties* OR 3
34766 Corrective Reading* 3

Specialization - Learning Disabilities (minimum of 15 credits required)
36664 Learning and Language Disorders** 3
36680 Speech and Language Development in the Child** 3
36774 Diagnosis of Learning Disabilities* 3
36779 Remediation of Learning Disabilities* 3
36712 Residency in Teaching* OR 12
36790 Practicum - Elementary/Secondary* 1-6
Students will be certified in LD-Elementary or LD-Secondary on the basis of their course work selected and the type of differentiated practicum experience completed.

Human Relations Requirement (see page 15).*

MASTER OF SCIENCE IN EDUCATION - EARLY CHILDHOOD: EXCEPTIONAL EDUCATIONAL NEEDS - WITH TEACHING CERTIFICATION

Foundations
33740 Seminar in Techniques of Educational Research* 3

* Required course
** Required course unless student has taken undergraduate equivalent
General Studies  (minimum of 6 credits required)
36721 The Exceptional Child**  3
Students must have completed courses in preschool child development, tests
and measurement, methods of instruction and practice with normal children.
The student in consultation with the adviser may select a variety of courses
designed to meet his/her program objectives.

Specialization - Early Childhood: Exceptional Educational Needs (minimum of 15
credits required)
366520 Introduction to the Education of Young Handicapped Children*  3
36621 Habilitation of Young Handicapped Children I*  3
36662 Habilitation of Young Handicapped Children II*  3
36725 Fieldwork with Exceptional Children-EC: EEN*  1-3
36680 Speech and Language Development in the Child  3
36790 Practicum*  1-6
Human Relations Requirement (see page 15).*

MASTER OF SCIENCE IN EDUCATION—READING

This degree is designed to prepare teachers to provide special services in reading at the ele-
mentary and/or secondary level, and to certify students as reading teachers and/or as reading
specialists. Developmental reading courses at the elementary and secondary levels must be taken
if a student wants K-12 certification.

Requirements for the degree: Plan I—A minimum of 30 credit hours of course work, including a
thesis with a grade point average of 3.00 (4.00 scale); Plan II—A minimum of 30 credit hours of
course work with a grade point average of 3.00 and a comprehensive examination.

THE PROGRAM. The requirements are given below; however, a specific course of study should be
planned by the student in consultation with his/her adviser to meet state requirements for reading
teacher or reading specialist certification.

I.  RESEARCH SEQUENCE (3-9 credits)
33740 Seminar in Techniques of Educational Research (Required)  3
34799 Thesis  1-6

II. EDUCATIONAL FOUNDATIONS SEQUENCE (3-6 credits)
33643 Education in Urban Society  3
33702 Philosophical Foundations of Education  3
33703 Psychological Foundations of Education  3
33704 Sociological Foundations of Education  3

III. RELATED COURSE SEQUENCE (6-9 credits)
The courses are to be determined in consultation with the student's specified graduate
adviser.

IV. READING SEQUENCE (15-19 credits)
34764 Developmental Reading  3
35665 Developmental Reading in the Secondary Schools  3
34766 Corrective Reading  3
34767 Diagnosis of Reading Difficulties  3
34768 Practicum (Required) ****  3
34771 Planning and Implementing Reading Programs******  3
34772 Reading in the Content Areas  3
34773 Research Related to the Teaching of Reading******  3
34774 Field Experience in Reading Programs****  2-3

READING CENTER The Center offers diagnostic and remedial services for children with reading
problems. Graduate students work with these children during their practicum experience.

* Required course
** Required course unless student has taken undergraduate equivalent
**** Prerequisite 34766 and 34771
****** Prerequisite 34764 and 35665
**** Prerequisite 34764 or 35665, 34766 and 34767
MASTER OF SCIENCE IN EDUCATION - SCHOOL PSYCHOLOGY

Requirements for Master's Degree: A minimum of 30 credits, consisting primarily of course work appropriate for school psychologist certification; however, the exact courses will be determined in consultation with a specified graduate adviser.

Requirements for Provisional School Psychologist Certification: A minimum of 48 graduate hours of psychology and professional education, including a minimum of 39 credits in psychology, with an average of at least 3.00 (4.00 scale) and a letter of recommendation of competence by the Director of the School Psychology Training Program in consultation with the members of the school psychology committee. Completion of the starred courses from the list of the school psychology program, and a minimum of 9 graduate hours of professional education courses, including courses from educational foundations and special education. The exact courses are to be determined in consultation with a specified graduate adviser. Graduate students majoring in psychology may not repeat any course in the program. A comprehensive examination in the term in which the student is to graduate is required. Transfer of credits follows current graduate school and psychology department policies. A student must be involved in a minimum of 15 hours in a setting that meets the Wisconsin State Department of Public Instruction requirements for human relations experience as well as academic completion of a minorities course. See Human Relations requirement p. 15.

In addition to standard admission requirements, the department requires 15 hours of undergraduate credit in psychology (including 88215-Basic Statistical Methods; 88331-Psychology of Childhood or 88332-Psychology of Adolescence; 88304-Psychology of Personality; 88424-Human Learning; 88345-Behavior Disorders; an autobiographical letter; three letters of recommendation from persons familiar with the candidate's academic and personal qualifications; and a personal interview with members of the school psychology committee.

Requirements for School Psychologist Certification: All of the above course work, plus 12 additional credits in areas relevant to school psychology, plus a year of satisfactory supervised experience, and letters of recommendation from the Director of the School Psychology Training Program in consultation with the school psychology committee and the supervisor (s) of the student's internship.

The School Psychology Program
Area A - Psychological Foundations (A minimum of 6 graduate credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>88545</td>
<td>Behavior Disorders</td>
<td>3</td>
</tr>
<tr>
<td>88615</td>
<td>Research Design*</td>
<td>3</td>
</tr>
<tr>
<td>88624</td>
<td>Human Learning</td>
<td>3</td>
</tr>
<tr>
<td>88630</td>
<td>Studies in Infancy and Early Child</td>
<td>3</td>
</tr>
<tr>
<td>88635</td>
<td>Maturity and Old Age</td>
<td>3</td>
</tr>
<tr>
<td>88640</td>
<td>Psychological Tests and Meas.* or</td>
<td>3</td>
</tr>
<tr>
<td>33628</td>
<td>Group Standardized Testing*</td>
<td>3</td>
</tr>
<tr>
<td>88731</td>
<td>Seminar in Child Psychology</td>
<td>3</td>
</tr>
<tr>
<td>88732</td>
<td>Seminar in Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>88746</td>
<td>Psychopathology*</td>
<td>3</td>
</tr>
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</table>

Prerequisites:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>88304</td>
<td>3</td>
</tr>
<tr>
<td>88215 or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>88217 or 88303 or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>88331 or equivalent</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>88215</td>
<td>3</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>88215 and 88331</td>
<td>3</td>
</tr>
<tr>
<td>88215 and 88332</td>
<td>3</td>
</tr>
</tbody>
</table>

Area B - Educational Foundations (A minimum of 6 graduate credits):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>34762</td>
<td>Curriculum in the Elementary School</td>
<td>3</td>
</tr>
<tr>
<td>34764</td>
<td>Developmental Reading, or</td>
<td>3</td>
</tr>
<tr>
<td>34766</td>
<td>Corrective Reading, or</td>
<td>3</td>
</tr>
<tr>
<td>35710</td>
<td>Curriculum in the Secondary School</td>
<td>3</td>
</tr>
</tbody>
</table>

Regular education methods or curriculum courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Special Education methods course:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>36621</td>
<td>Habilitation of Young Handicapped Children I, or</td>
<td>3</td>
</tr>
</tbody>
</table>
### 36222 Habilitation of Young Handicapped Children II, or

None

### 88625 Studies in Creativity and Giftedness, or

None

### 36721 The Exceptional Child, or

None

### 36755 Techniques of Teaching the Emotionally Disturbed - Elementary, or

None

### 36756 Techniques of Teaching the Emotionally Disturbed - Adolescent, or

None

### 36772 Seminar: Curricular Developments in Facilitative Education

Consent of Instructor

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**Supervision, administration, school law, or other educational foundations courses:**

### 33445 History of Education, or

None

### 33643 Education in Urban Society, or

None

### 33702 Philosophical Foundations of Education, or

None

### 33704 Sociological Foundations of Education, or

None

### 33705 Educational Classics, or

None

### 33707 Significant Issues in Education, or

None

### 33772 Legal Aspects of Education

None

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**Area C - Core Professional Training** (A minimum of 33 graduate credits):

### 88644 Behavior Modification I*

6 undergraduate credits in psychology, including 88217 or 88303 or equivalent

### 88645 Behavior Modification II*

88444/644 or equivalent with consent of instructor

### 88651 Interpersonal Relations and Social Interactions

None

### 88653 Interview and Psychotherapy Techniques

88304 or 88345 or equivalent

### 88735 Differential Diagnosis of Developmental Disabilities

15 hrs. of psychology and consent of instructor

### 88745 Individual Intelligence Testing*

88615 and 33628 or 88640

### 36774 Diagnosis of Learning Disabilities*

Consent of instructor

### 88786 Interview and Psychotherapy Techniques - Child*

88746 or concurrent enrollment in 88746 or consent of instructor

### 88787 Interview and Psychotherapy Techniques - Adolescent*

88746 or concurrent enrollment in 88746 or consent of instructor

### 88793 Assessment of Personality*

88745 or taken concurrently with 88745

### 88794 Theories of Personality

88304 or equivalent

### 88795 Theories of Psychotherapy

88746 and 88794 or consent of instructor

### 88797 Supervised Clinical Practicum I*

88745 and 88793

### 88798a Supervised Clinical Practicum II*

88797
MASTER OF SCIENCE IN EDUCATION—SCHOOL BUSINESS MANAGEMENT

The program provides students an opportunity to pursue a course of study which will qualify them for certification as a school business manager. An undergraduate degree from an accredited institution with a major in the field of business or business education is desirable. However, the program has the flexibility to tailor programs to capitalize on the student's past education and work experience. Each student is required, on completion of the program, to have 9-12 graduate credits in school business management, 9-12 graduate (or undergraduate) credits in business administration, and 9-12 graduate (or undergraduate) credits in educational foundations areas.

Requirements for completion of the M.S.Ed. include:
(1) A minimum of 30 semester graduate credits, and
(2) A thesis or comprehensive examination

Required Courses:

School Business Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>90770 School Finance and Accounting</td>
<td>3</td>
</tr>
<tr>
<td>90771 School Business Management Techniques</td>
<td>3</td>
</tr>
<tr>
<td>90772 Legal Aspects of Education</td>
<td>3</td>
</tr>
<tr>
<td>The student must elect a minimum of three credits from the following courses:</td>
<td></td>
</tr>
<tr>
<td>90773 School Plant Planning</td>
<td>3</td>
</tr>
<tr>
<td>90776 School Personnel Administration</td>
<td>3</td>
</tr>
<tr>
<td>69636 Purchasing and Materials Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Business Administration**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>38646 Insurance</td>
<td>3</td>
</tr>
<tr>
<td>The student must elect a minimum of six credits from the following courses:</td>
<td></td>
</tr>
<tr>
<td>10542 Cost Accounting</td>
<td>2</td>
</tr>
<tr>
<td>10701 Accounting Foundations</td>
<td>3</td>
</tr>
<tr>
<td>25647 Data Processing For Business Teachers</td>
<td>3</td>
</tr>
<tr>
<td>31755 Public Finance and Taxation</td>
<td>3</td>
</tr>
<tr>
<td>90782 Collective Negotiations in Education</td>
<td>3</td>
</tr>
<tr>
<td>10751 Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>38760 Financial Markets</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives. Graduate-level courses in the areas of accounting, business administration, business education, finance, management, economics, or educational foundations are determined in consultation with the student's adviser on the basis of the candidate's needs and interests. Students with fewer than six undergraduate credits in accounting are strongly urged to select additional accounting courses to improve their chances for employment. None-education students should consult with their adviser in regard to the Wisconsin Human Relations Requirement (see page 15).

MASTER OF EDUCATION—PROFESSIONAL DEVELOPMENT (MEPD)

The MEPD degree is designed to provide experienced teachers a master's degree program that can be tailored to meet their individual professional needs and goals. Each program must indicate a research course which includes methodology, interpretation, and evaluation of research data. Beyond this stipulation, there are no specific course requirements for the degree; each student, in consultation with his/her adviser, plans a program of studies tailored to the individual's needs.

Admission Requirements. For admission to the program, a baccalaureate degree is required, and the candidate must have completed at least two years of teaching experience. (A maximum of six credits taken prior to meeting the experience requirement may count toward the degree, provided they are deemed by the adviser and the Review Committee to be appropriate to the program.)

Procedure. A student desiring to enroll in the MEPD program must complete an application to the UW-Whitewater School of Graduate Studies if he/she has not already done so. An additional application to the MEPD program is required. The student will meet with his/her adviser and plan a

**Required courses in this area may be waived if similar courses have been taken as an undergraduate. Course substitutions in this area must have prior departmental approval.
program of studies for the degree. At least two-thirds of the specific courses must be listed. The remaining one-third may be selected later, with the consent of the adviser, from offerings which are appropriate to the original plan. This program will be submitted to a standing Program Review Committee for approval or modification. A student must present completed application materials, including the proposed program, by July 1 for the first semester, by November 1 for the second semester, and by April 1 for the summer session.

Degree Program Options. The student, in consultation with his/her adviser, will select one of the following options to fulfill the general degree requirements. In options 2, 3, and 4, a minimum of 30 approved credits is required.

1. Completion of 36 credits of course work.

2. Two Paper Option. The student selecting this option will undertake two fairly substantial projects. These may be papers growing out of a course, individually guided study projects related to the student’s classroom responsibilities, field research studies, or any combination of these. The student’s field of interest may indicate the choice of media used in completing the project. The plan for this option must be approved by the adviser and the Review Committee. The adviser must certify the satisfactory completion of the plan.

3. Comprehensive Examination Option. This option requires that there be an identifiable area of emphasis. Identification of an area of emphasis shall be a student and adviser decision. This examination may be written and/or oral at the discretion of the advisor and emphasis area. The examination shall cover the emphasis area, which emphasis shall contain at least twelve credits.

4. Thesis Option. Up to six credits may be applied toward the completion of the degree.

Limitations. The MEPD degree may not be used to prepare for certification in specialized areas in which there are already existing graduate degree programs at UW-Whitewater. These include Counseling and Guidance, Reading, School Business Management, School Psychology, and Special Education.

Students enrolled in the MEPD program will be limited to those areas in which UW-Whitewater currently offers graduate courses.

Any student admitted to the Graduate School subsequent to the implementation of the MEPD program must complete at least 75 per cent of the work toward the degree after formal admission to the program. Any student admitted to the graduate school prior to the implementation of the MEPD program may transfer up to 50 per cent of the required hours from work taken prior to formal admission to the MEPD program, provided such course work is deemed by the adviser and the Review Committee to be appropriate to the student’s professional needs and/or goal.

The credit restrictions on workshops, institutes, field practice, and special studies listed on page 20 of this bulletin do not apply to the MEPD program as per the approved program Guidelines.

MASTER OF BUSINESS ADMINISTRATION DEGREE

The MBA is a professional degree program that provides individuals with advanced academic work in the functional aspects of public and private organizations. The academic program provides the individual with general competencies for overall management and allows a degree of specialization in an area of particular interest to the candidate. Applicants to the MBA program must first meet the general admission requirements of the Graduate School (see page 9). The College of Business and Economics specifies additional requirements of all applicants as described below.

Admission Requirements

Admission into the MBA program is limited to admission in Good Standing status using the criteria:

(a) 3.00 (4.00 system) GPA (overall or upper division). Admission is contingent upon taking the GMAT at the first available test date and satisfying criteria (b) or (c). OR

(b) 950 composite based on the formula GMAT + 200 (overall GPA). OR

(c) 1000 composite based on the formula GMAT + 200 (upper division GPA).

(d) Foreign students must also have on record a TOEFL score of at least 550 or equivalent on another exam.
Academic Program Policies

1. Applicants who have not taken the GMAT and who do not qualify for admission under criterion (a) but who have at least a 2.50 GPA and who wish to seek admission under criteria (b) or (c) must make arrangements to take the GMAT at the next scheduled test date. Admission as an NCFD student is granted although admission into the program is held pending receipt of a satisfactory score on the GMAT. During the interim, with the prior approval of the Associate Dean of the College of Business and Economics, applicants may be admitted to certain classes. Applicants who have less than a 2.50 GPA will not be admitted to any graduate MBA classes until receipt of an acceptable GMAT score.

2. Students are subject to the policies, procedures and requirements in effect at the time they are officially admitted to the MBA program. NCFeD status does not qualify as official admission to the MBA program.

3. Foreign students must be admitted to the program using criteria (b) or (c) prior to being admitted to any graduate MBA classes.

4. Applicants who do not qualify for admission under criteria (b) or (c) may petition for admission by submitting, in writing, evidence in support of their application. Such evidence may include relevant work experience, previous graduate work and letters of recommendation. This information should be forwarded to: Chairperson, Graduate Studies Committee, College of Business and Economics, UW-Whitewater, Whitewater, WI 53190. The applicant will be informed, in writing, of the committee's decision.

5. A 3.00 GPA is required in Emphasis courses, in courses prescribed for the program, and in all graduate work undertaken. Grades earned outside the program cannot be used to adjust the program GPA.

6. Individual programs are prepared for each student in consultation with an adviser and are approved by the Associate Dean. Any changes (including Drop/Add) to the program must have the written approval of the Associate Dean. All changes are initiated by the student through his/her adviser.

7. Individual Studies (XX700) and/or Readings and Research (XX790) may not be used as electives but may be used to satisfy up to 3 credits in the Emphasis. A copy of the proposal must be on file in the Associate Dean's Office prior to registration. The student should initiate these requests with the instructor.

8. Courses in the Common Body of Knowledge must be taken at the beginning of the MBA program. Program and course prerequisites will be rigidly enforced. Failure to comply will result in the student being dropped from the course.

9. Students who wish to take courses on an NCFeD basis must have on file in the office of the Associate Dean transcripts and/or other documentation which verifies that the necessary prerequisites have been met. Failure to comply will result in the student being dropped from the course.

10. Students who are dropped from the program for academic reasons or who fail to meet the admission requirements are not eligible to pursue further graduate work in the MBA program in the College of Business and Economics.

11. The maximum course load is 12 graduate credits during fall and spring semesters and 6 credits during the summer term.

12. Students are allowed to repeat a maximum of two courses in their program. At most one of these may be an Emphasis course. No course may be repeated more than once.

13. NCFeD students are limited to a maximum of 12 credits prior to being admitted to a graduate program in business. At most 9 credits taken as an NCFeD student may be used to satisfy a degree program in business.

14. A maximum of 9 credits may be transferred into a graduate business program. Transfer credit will not be allowed in the Emphasis area. All transfer credit is subject to the approval of the Associate Dean of the College of Business and Economics.

15. The Graduate Studies Committee in the College of Business and Economics is the final governing authority on all policy and procedural matters in the graduate business program.

Degree Requirements

General requirements for the completion of the MBA include a minimum of 36 graduate credits which may include a thesis of up to 6 credits. All students are required to have adequate
preparation in the Common Body of Knowledge as defined by the American Assembly of Collegiate Schools of Business (AACSB). Those individuals not having sufficient preparation will be required to take additional graduate courses. Normally a program of study for those not having prior business preparation would consist of 2 years.

I. Common Body of Knowledge
(These courses must be completed at the beginning of the MBA Program)
A. 10701 Accounting Foundations
   31703 Statistics Foundations
   31704 Economics Foundations
   68705 Computer Foundations
   69702 Math Foundations
B. 38718 Financial Management
   38721 Legal Environment
   68719 Operations Management
   68720 Organization Theory
   68791 Business Policy
   69716 Marketing Managements

(0-33 cr.)

II. Breadth Elective Area
(These courses may be taken during the semester in which a student completes the Common Body of Knowledge requirements.)
A. Choose one: 69731 Advanced Statistical Methods
   69732 Operations Research
B. Choose one: 31736 Business Conditions Analysis
   31737 Managerial Economics
C. Choose one: 68720 Organization Theory
   68731 Managerial and Organizational Behavior
D. Free electives
   The remaining elective credits (6-18) are free electives and may be chosen from any 700 level courses offered in the departments of Accounting, Business Education and Office Administration, Economics, Finance and Business Law, Management or Marketing. In consultation with the adviser these courses are chosen outside the student’s Emphasis area for the purpose of broadening the student’s competence for overall management.

The following restrictions apply to the selection of the free electives:
1. At least 15 credits in the Breadth Elective Area must be from courses numbered above 730.
2. Not more than 6 credits may be selected from any one Emphasis area.
3. A department may require that certain courses be taken in the free elective area as requirements for their majors. These may not be in the student’s Emphasis area.
4. It is also possible to meet up to six credits of Breadth requirement using other graduate level courses offered by the University. These courses must clearly complement a student’s program. On the recommendation of the student’s adviser and with the approval of the Associate Dean, these courses may be incorporated into the student’s program. These six credits may be met as follows:
   600 level courses offered in the departments of Accounting, Economics, Finance and Business Law, Management or Marketing
   Business Education and Office Administration Courses 25701, 25751, 25752, 25766, 25776, 90770, 90771, 90772, 90773, 90775, 90776
   700 level courses offered outside the College of Business and Economics.

(15-27 cr.)

III. Area of Emphasis
Accounting
Business Education
Finance
Managerial Economics
Management (Personnel and/or Production)
Marketing

(9 cr.)

* This course must be taken in the lst semester (or in the lst 12 credits for Outreach students) of the student’s program.
On the recommendation of the student's adviser and with the approval of the Associate Dean a thesis of up to 6 credits may be included in the 9 credit emphasis.

OUTREACH PROGRAM. Courses leading to graduate degrees in business are offered off campus in the evening at the UW Centers in Waukesha and Janesville. Known as the Business Outreach program it is designed to assist primarily the working adult or those unable to attend classes on a full-time basis during the day. Admission and degree requirements are the same as those in the full-time program although special counseling and mail registration services are utilized. For further information call or write the Associate Dean of the College of Business and Economics.

MASTER OF SCIENCE DEGREE

THE MS ACCOUNTING PROGRAM

The Master of Science in Accounting degree program is designed primarily as a first professional degree for candidates with a non-business undergraduate background. Candidates with an accounting major or equivalent undergraduate background may consider either the MBA program, or, if a greater degree of specialization is desired, the MS program. Programs for completion of the MS degree are designed to fit the individual needs of the student and satisfy the academic requirements to write the Certified Public Accountant examination.

All candidates for the MS degree are required to complete a minimum of 30 credits of graduate work, depending upon their undergraduate preparation. An oral comprehensive examination is also required for completion of the MS program.

Admission Requirements: Same as MBA Program

Degree Requirements

Individuals will be required to take the following additional courses if the respective functional courses were not included in their undergraduate preparation.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10701</td>
<td>Accounting Foundations</td>
</tr>
<tr>
<td>31703</td>
<td>Statistics Foundations</td>
</tr>
<tr>
<td>31704</td>
<td>Economics Foundations</td>
</tr>
<tr>
<td>68705</td>
<td>Computer Foundations</td>
</tr>
<tr>
<td>69702</td>
<td>Mathematics Foundations</td>
</tr>
<tr>
<td>38718</td>
<td>Financial Management</td>
</tr>
<tr>
<td>38641</td>
<td>Business Law Applications</td>
</tr>
<tr>
<td>68719</td>
<td>Operations Management</td>
</tr>
<tr>
<td>68720</td>
<td>Organization Theory</td>
</tr>
<tr>
<td>68791</td>
<td>Business Policy*</td>
</tr>
<tr>
<td>69716</td>
<td>Marketing Management</td>
</tr>
</tbody>
</table>

All candidates need these minimum courses in order to complete the MS in Accounting program.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10541</td>
<td>Intermediate Accounting I</td>
</tr>
<tr>
<td>10542</td>
<td>Cost Accounting</td>
</tr>
<tr>
<td>10651</td>
<td>Income Tax Accounting</td>
</tr>
<tr>
<td>10661</td>
<td>Consolidations and International Accounting</td>
</tr>
<tr>
<td>10563</td>
<td>Advanced Accounting</td>
</tr>
<tr>
<td>10751</td>
<td>Financial Accounting</td>
</tr>
<tr>
<td>10755</td>
<td>Managerial Accounting and Controllership</td>
</tr>
<tr>
<td>10761</td>
<td>Accounting and Information Systems</td>
</tr>
<tr>
<td>10765</td>
<td>Advanced Auditing</td>
</tr>
<tr>
<td>69731</td>
<td>Advanced Statistical Methods</td>
</tr>
<tr>
<td>69732</td>
<td>Operations Research</td>
</tr>
</tbody>
</table>

Two of the following four courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>10781</td>
<td>Advanced Accounting Theory I</td>
</tr>
<tr>
<td>10782</td>
<td>Advanced Accounting Theory II</td>
</tr>
</tbody>
</table>

Students who have taken any of these courses before entering the MS in Accounting program may select electives to constitute a 30 credit program. 10652 Advanced Income Tax Accounting, 10655 Governmental and Not-For-Profit Accounting, 10657 CPA Problems, 10658 Budgeting: Profit Planning and Control, 10662 Ethics and Standards of the Accounting Profession, 10664 Analysis of Financial Reports, 10775 Income Determination are recommended.

* This course must be taken in the last semester (or in the last 12 credits for Outreach students) of the student's program.
MASTER OF SCIENCE IN COMMUNICATION

Emphasizes: Speech Communication, Communicative Disorders, Mass Communication (Journalism)

Program is designed for both teaching and nonteaching positions in the field of communication. See insert in this bulletin for program details.

MASTER OF SCIENCE IN COUNSELING AND GUIDANCE

The program in counselor education provides graduate level experiences for persons preparing to perform counseling functions in a variety of settings. Program emphases have been planned for elementary and secondary school counseling and for vocational and/or general counseling. Students interested in counseling settings other than the public schools (K-12) should enroll in the Vocational and General counseling emphasis.

IMPORTANT: The student should consult departmental and certification regulations specifically for the emphasis he/she wishes to pursue and also for admission procedures and program. In addition to the general Graduate School requirements, the student must (a) qualify for either good or probation standing with an earned 2.25 undergraduate GPA or better (b) submit a personal essay pertaining to career goals and plans (c) submit the names of three references (d) have a personal interview with the program coordinator and the student’s potential advisor prior to admission to the program.

The general requirements for completion of the M.S. degree in this program include a minimum of 36 credits. Students may elect to write a thesis research paper. Credit for the thesis (1-6) is included in the 36 credit degree program. Requirements concerning specific emphases are described below.

Required courses: All students seeking a Master’s Degree in Counseling and Guidance are required to take these courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>33718</td>
<td>Principles of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>33719</td>
<td>Appraisal Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>33721</td>
<td>Group Procedures in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>33722</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>33725</td>
<td>Supervised Practicum in Counseling</td>
<td>6</td>
</tr>
<tr>
<td>33726</td>
<td>Seminar in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>33740</td>
<td>Seminar in Techniques of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

School Counseling Emphasis: In addition, students in the school counseling emphasis are required to take:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>33720</td>
<td>Vocational Development &amp; Information Services</td>
<td>3</td>
</tr>
<tr>
<td>33723</td>
<td>Counseling in Elementary and Junior High Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

(Those considering elementary or junior high school settings)

Vocational and General Counseling Emphasis: In addition, students in the vocational and general emphasis are required to take one of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>33720</td>
<td>Vocational Development &amp; Information Services</td>
<td>3</td>
</tr>
<tr>
<td>33724</td>
<td>Vocational Counseling of Adolescent and Adult</td>
<td>3</td>
</tr>
<tr>
<td>33729</td>
<td>Student Services in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>33731</td>
<td>Marriage and Family Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses in Areas Related to Counselor Education: A wide variety of graduate courses which may serve as electives for the counselor education program is offered by the University. The selection of elective courses applicable to a particular program emphasis must be approved by the student's advisor and the person directing the counselor education graduate program.

MASTER OF SCIENCE IN SAFETY (TRAFFIC)

The program in safety provides graduate-level experiences for persons preparing for safety functions in a variety of occupations.

The general requirements for completion of the M.S. degree in this program include a minimum of 30 credits and a comprehensive examination. Students may elect to write a thesis research paper. Credit for the thesis (1-6) is included in the 30-credit degree program. A comprehensive examination is not required if the thesis option is selected.
REQUIRED COURSES:

1. Core Courses:
   - 32650 Behavioral Aspects of Accident Prevention 3
   - 32655 Alcohol and Other Drugs 3
   - 32752 Safety Communications 3

2. Electives:
   - 33740 Seminar in Techniques of Educational Research 3

3. Other Safety Electives:
   - Graduate courses offered by the University which may serve as electives to the safety program are listed below. Alterations in the elective provisions presented either in terms of additions or applicability concerning a particular program must be approved by the student's adviser.
   - 32581 Motor Fleet Safety 3
   - 32661 Problems and Materials of Driver Education 3
   - 32666 Police in Highway Traffic Enforcement 3
   - 32688 Human Factors Engineering 3
   - 32690 Workshop in Safety Education 1-6
   - 32696 Special Studies 1-6
   - 32700 Individual Studies 1-3
   - 32765 Highway Traffic Administration 3
   - 32767 Traffic Engineering 3
   - 32790 Practicum 1-6
   - 32799 Thesis Research 1-6
   - 31658 Urban Transportation 3
   - 33558 Introduction to Utilization of Instructional Media 3
   - 33560 Interaction Laboratory for Teacher Development 3
   - 33628 Group Assessment Techniques 3
   - 33635 Design and Production of Instruction Materials 3
   - 33636 Advanced Design and Production of Instruction Materials 3
   - 33650 Introduction to Guidance 3
   - 33675 Understanding and Dealing with Problems in Classroom Behavior 3
   - 33678 Adolescent Development 3
   - 33681 Principles of Classroom Learning 3
   - 33682 Educational Statistics 3
   - 33701 Human Development 3
   - 33703 Psychological Foundations of Education 3
   - 33704 Sociological Foundations of Education 3
   - 33705 Educational Classics 3
   - 33706 John Dewey's Educational Philosophy 3
   - 33707 Significant Issues in Education 3
   - 33742 Foundations of Measurement 3
   - 33772 Legal Aspects of Education 2-3
   - 33775 Administration and Organization of Public Schools 3
   - 34769 Supervision of Classroom Instruction 3
   - 34776 Leadership in the Elementary School 3
   - 35710 Curriculum in the Secondary School 3
   - 35770 Supervision of Student Teachers 3
   - 36657 Education of the Educable Retarded 3
   - 88651 Interpersonal Relationships and Social Interactions 3
   - 91655 Sociology of the Family 3
   - 91776 Crime, Delinquency and Correction 3
   - Liberal Arts Foundations courses 3

COOPERATIVE PROGRAM. UW-Stout and UW-Whitewater have developed a cooperative graduate education program. Students who wish to specialize in occupational safety may earn a degree at Stout with a limited amount of course work transferred from Whitewater. Similarly, students interested in traffic safety may earn a degree at Whitewater with a limited amount of course work transferred from Stout. Additional information is available from the department chairperson.
GRADUATE COURSE OFFERINGS

The departmental code number is in parenthesis following each department name.

Accounting (10)
American Studies (13)
Art (16)
Biology (19)
Business Education and Office Administration (25)
Chemistry (28)
Communication (94) (96) (64)
Economics (31)
Elementary Education (34)
English (37)
Finance and Business Law (38)
Foreign Languages (40) (43) (49)
Educational Foundations and Counselor Education (33)
Geography (52)
Geology (53)

History (55)
Management (68)
Marketing (69)
Mathematics (70)
Music (73)
Philosophy (76)
Physics (82)
Political Science (85)
Psychology (88)
Religious Studies (89)
Safety Education (32)
School Business Management (90)
Secondary Education (35)
Sociology (91)-Anthropology (15)
Social Welfare (92)
Special Education (36)
Theatre (95)

COURSE NUMBERS

500 Series — Junior-Graduate Courses

600 Series — Senior-Graduate Courses. Not more than half of the credits earned, either in the student’s entire program or in the major field or emphasis may be in courses in the 500 and 600 series, except by the permission of an individual academic department to waive this requirement and with the permission of the Dean of the Graduate School.

700 Series — Courses open only to graduate students. Credits in courses numbered under 500 cannot be applied toward the completion of an advanced degree.

Course Deletion Policy (Adopted by the Graduate Faculty on December 3, 1975.) Courses which have not been taught within a five-year period of time should be deleted from the Graduate Bulletin. The individual departments should determine exceptions to this rule and carry the responsibility for enforcing the policy.

Abbreviations: Prereq.—Prerequisite
COLLEGE OF THE ARTS

ART (16)

LIBERAL ARTS FOUNDATION COURSE

16701 Art and the Artist in Contemporary Culture 3 credits
A slide lecture and discussion course to acquaint students with theories concerning art today as it is affected by the society in which they live, its thought pattern, as well as the social, political, economic and religious setting.

SPECIALIZED COURSES
500 Level courses open to all graduate students

16570 History of Greek and Roman Art 3 credits
Designed to cover in depth the development of the classic “ideal” form and to cover the manifestations of this form in Greek, Etruscan and Roman arts. The student will study the development of classical architecture, sculpture, painting and pottery.

16571 History of Italian Renaissance Art 3 credits
Designed to trace the development of architecture, painting and sculpture from the early fifteenth century through the sixteenth century in Italy. Emphasis is on the revival of interest in classical traditions and the combination of classic ideals and forms with contemporary themes and artistic trends.

16572 History of Baroque Art 3 credits
An art lecture course covering the leading work in painting, sculpture, and architecture in Italy, France, Spain, Germany and The Netherlands from the Mannerist period to 1800.

16573 History of Nineteenth Century Art 3 credits
A slide illustrated lecture course examining major social, scientific and technical factors affecting stylistic progressions in painting, photography, architecture and sculpture during the nineteenth century. European art movements will be the principal concern of this course. Prereq: 16271 or consent of the instructor.

16574 Survey of American Art 3 credits
An historical survey of American art from Colonial to Contemporary periods. The emphasis is on specific American qualities in comparison with similar European developments and how these qualities were motivated by unique characteristics in American social and cultural developments.

16575 Concepts in Art Since 1945 3 credits
A course designed to study the complex developments in art since 1945. Emphasis will be placed on experimental concepts, their evolution, and their manifestation in today’s society.

16576 History of Twentieth Century Art 3 credits
An investigation of the complex and visual imagery generated by the social milieu from 1900 to 1945. Emphasis will be on origins, stylistic progressions and experimental approaches with the implications for today’s movements.

16577 History of Modern Architecture 3 credits
The major emphasis of this course is the development of the experimental nature of contemporary architectural forms. The student will study this trend from the early engineering solutions of mid-nineteenth century to the complex social and technological solutions of today.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>16578</td>
<td>History of Medieval Art</td>
<td>3</td>
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<tr>
<td></td>
<td>An investigation in depth of Western art from the early Christian period through the Gothic period. Equal stress will be placed on the architecture, sculpture, painting and the minor arts of the period.</td>
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</tr>
<tr>
<td>16579</td>
<td>History of Northern Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course is designed to study in depth the unique development of Renaissance art outside Italy, specifically in the Lowlands, France, Germany and Spain during the fifteenth and sixteenth centuries.</td>
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<tr>
<td>16580</td>
<td>Survey of African and Oceanic Art</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Designed to survey the art of two distinct cultural areas which have similar motivations for their visual expression. The emphasis is placed on equatorial Africa, Melanesia, Polynesia and Micronesia.</td>
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<tr>
<td>16614</td>
<td>Advanced Study in Drawing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced studio experience in drawing. Prereq: 9 credits in drawing.</td>
<td></td>
</tr>
<tr>
<td>16615</td>
<td>Directed Research in Drawing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A highly specialized course offering directed research in a specific problem related to drawing. Prereq: 9 credits in drawing.</td>
<td></td>
</tr>
<tr>
<td>16623</td>
<td>Advanced Study in Painting</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced studio experience in painting. Prereq: 9 credits in painting.</td>
<td></td>
</tr>
<tr>
<td>16624</td>
<td>Directed Research in Painting</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A highly specialized course offering directed studio research in a specific problem related to painting. Prereq: 9 credits in painting.</td>
<td></td>
</tr>
<tr>
<td>16633</td>
<td>Advanced Study in Sculpture</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced studio experience in sculpture. Prereq: 9 credits in sculpture.</td>
<td></td>
</tr>
<tr>
<td>16634</td>
<td>Directed Research in Sculpture</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A highly specialized course offering directed studio research in a specific created problem related to sculpture. Prereq: 9 credits in sculpture.</td>
<td></td>
</tr>
<tr>
<td>16643</td>
<td>Advanced Study in Ceramics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A highly specialized studio course offering directed studio research in a specific created problem related to ceramics. Prereq: 9 credits in ceramics.</td>
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</tr>
<tr>
<td>16644</td>
<td>Directed Research in Ceramics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A highly specialized studio course offering directed studio research in a specific created problem related to ceramics. Prereq: 9 credits in ceramics.</td>
<td></td>
</tr>
<tr>
<td>16653</td>
<td>Advanced Study in Printmaking</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Advanced studio experience in printmaking. Prereq: 9 credits in printmaking.</td>
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</tr>
<tr>
<td>16654</td>
<td>Directed Research in Printmaking</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>A highly specialized course offering directed research in a specific area related to printmaking. Prereq: 9 credits in printmaking.</td>
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<tr>
<td>16690</td>
<td>Art Workshop</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>A short term studio workshop offering concentrated study of art media or technique. Prereq: Permission of the workshop director.</td>
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</tr>
<tr>
<td>16696</td>
<td>Special Studies</td>
<td>3-4</td>
</tr>
<tr>
<td></td>
<td>Designed to enable the Art Department to offer special studies such as study abroad or independent research of a highly specialized area. Prereq: Consent of the instructor.</td>
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</tbody>
</table>
16700 Individual Studies
1-3 credits
An opportunity for a student to explore in more detail a specific field of study. Student and
adviser will decide the study, with the consent of the professor in charge of the study. The
student may take 1-3 credits of work per term. However, not more than 4 credits may be
counted within the total number of credits required for a master's degree program. The
study should be planned for completion by the end of a term. A grade of "incomplete" is
given if the study is not completed. Following completion of the study, a regular letter
grade shall be given. In most cases, completion should occur within a single term and must
be completed within a year after the end of that term.

16710 Graduate Studio I
3-6 credits
A course designed to provide advanced level studio experience for the graduate art stu-
dent in a free, informally structured situation with a consulting professor. Prereq: At least
three courses in the chosen area, or consent of the instructor.

16711 Graduate Studio II
3-6 credits
A course designed to provide advanced level studio experience for the graduate art stu-
dent in a free, informally structured situation with a consulting professor. Prereq: At least
three courses in the chosen area or consent of the instructor.

16721 Trends in Art Education
3 credits
A course designed to acquaint the teacher with recent trends and practices in the teach-
ing of art. The sources of contemporary knowledge of the function and structure of art
education, the child and his growth in art expression, the development of skills, and build-
ing the art curriculum will be considered during lecture-discussion sessions. A variety of
materials and techniques will be explored in the art workshop.

16798 Workshop
variable credit
Workshops are established in various areas as the need is determined by the department.
Announcement of specific workshops being offered are made as the workshops are de-
veloped. See page 20 pertaining to credit limitations of workshops.

16799 Thesis Research
1-6 credits
Guided investigation of an approved thesis topic. Student may receive credit for research
activities planned in conjunction with his/her adviser and leading to the completion of a
master's degree.

MUSIC (73)

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by those in the music empha-
sis.

73701 Music in Contemporary Culture
3 credits
A study of selected masterpieces representing the various cultures which are part of our
musical heritage. The work will include studies toward the aesthetics and criticisms of the
music, the history and background of its composer and the relationship of his music to
contemporary thought.

SPECIALIZED COURSES

APPLIED MUSIC

73756 Advanced Conducting
2 credits
Advanced study and analysis of conducting techniques. Score reading and interpretation
of masterpieces from standard instrumental and choral repertoires.
73767 Advanced Instrumental Techniques (Strings) 2 credits
An advanced course in string techniques. Prereq: 73367 or equivalent.

73768 Advanced Instrumental Techniques (Woodwind, Bass, Percussion) 1 credit
An advanced course in the theory and practice of playing the woodwind, brass and percussion. Prereq: 73267, 73268 or 73368 or the equivalent. May be repeated one semester for credit.

73777 Advanced Voice Class 1 credit
Group instruction in singing techniques with emphasis on posture, breathing, diction and tone production for students whose major performance is not voice. May be repeated one semester for credit.

73780 Graduate Applied Music 1-2 credits
73781
73782

73787 Advanced Piano Class 1 credit
Group instruction in piano technique, sight-reading and accompaniment for students whose major performance is not piano. May be repeated once for credit. Prereq: 73280 or equivalent.

MUSIC LITERATURE AND HISTORY

73645 Medieval and Renaissance Music 2 credits
A study of western music from chant to the advent of opera. Analysis of representative works.

73646 Music of the Baroque Period 2 credits
Detailed analysis of representative works by such composers as Monteverdi, Schutz, Correlli, D. Scarlatti, Bach and Handel. Study of performance practices in vocal and instrumental forms. Formerly 73741.

73647 The Music of the Rococo and Classical Periods 2 credits
Musical trends from C 1720-1827, the development of musical style from Style Galant and Empfindsamter Stil to Haydn, Mozart and Beethoven. Analysis of representative works. Formerly 73742.

73648 Music of the Romantic Period 2 credits
A study of the styles and trends of the nineteenth century through study and analysis of representative works. Formerly 73743.

73649 Music of the Twentieth Century 2 credits
A study of the styles and trends of the twentieth century through study and analysis of representative works. Formerly 73744.

73790 Seminar in Music History 3 credits
Investigation and discussion of specialized problems in music literature and history. Topics selected on basis of needs and interests of participants in such areas as studies of individual composers, musical styles, and performance practices.

MUSIC THEORY

73655 Form and Analysis 2 credits
A study of the basic structural components as they are applied to the binary, ternary, rondo, theme and variations, sonata-allegro, and concerto forms. Analysis of selected samples are taken from music literature of all historical periods. Prereq: 73252.
73656  Twentieth Century Theory  2 credits
A study of the melodic, rhythmic, and harmonic elements of twentieth century music. Students will work with readings, scores, and recordings and will study the compositional aspects and sight singing skills involved in twentieth century music.

73658  Improvisation: Jazz  2 credits
A study of the nomenclature and theoretical principles of jazz from a performance and analytical view using scalar and choral sources in present practice. Prereq: Students should have a technical command of their instruments, voice, or be a member of the Jazz Laboratory Band, or be a director of a school jazz ensemble.

73659  Jazz Arranging and Composition  2 credits
A study and analysis of basic jazz and popular music theory, arranging techniques and compositional devices with emphasis on learning scoring practices for ensembles of varied size and instrumentation, including vocal scoring and writing instrumental accompaniments to vocal solos. Prereq: Graduate student, or have completed basic theory sequence if undergraduate student.

73753  Advanced Arranging  2-3 credits
Techniques in scoring both small and large vocal and instrumental ensembles. Students enrolling for three credits are required to complete an additional special project in arranging, or to present a written report of research in the area of instrumentation approved in advance by the instructor. Prereq: 73443 or equivalent.

73755  Composition  2-3 credits
Original work in various forms and idioms. Students enrolling for three credits are required to submit a composition in one of the more extended forms. Prereq: 73252, 73452 and the consent of the instructor.

73792  Seminar in Music Theory  3 credits
Investigation and discussion of significant problems in music theory. Topics are selected on basis of needs and desire of participants in such areas as twentieth century practices, theory pedagogy, harmonic and melodic styles.

MUSIC EDUCATION

73736  Problems in Teaching and Supervising General Music  2-3 credits
A detailed study of the problems involved in teaching and supervising the general music program in the elementary, junior high and senior high school. Special attention is given to problems of objective, organization, operation, materials and procedures.

73737  Problems in Teaching Instrumental Music  2-3 credits
A detailed study of the problems involved in teaching instrumental music in the elementary, junior high and senior high schools. Special attention is given to problems of organization, operation, materials and procedures encountered in the program.

73738  Problems in Teaching Choral Music  2-3 credits
A detailed study of the problems involved in teaching choral music in the elementary, junior high and senior high schools. Special attention is given to problems of organization, operation, procedure and materials.

73740  Seminar in Music Education Research Techniques  3 credits
A basic course for graduate music education students in research methodology in music and music education. Topics covered: Bibliographic techniques in music and music education, basic research design, basic statistical analysis, basic tests and measurement in music education, and the writing of research papers in music education. Prereq: Graduate standing with undergraduate music education major.
73791 Seminar in Music Education  
Investigation and discussion of contemporary, significant problems in music education. Topics are selected on basis of needs and desire of participants in such areas as music curriculum, tests and measurement in music, music research techniques and criticism, history and philosophy of music education.

KODALY EMPHASIS:

73760 Training in Kodaly Music Skills  
Practical application and practice in the use of hand signals, sight singing (solmization), ear training, dictation, and analysis, through the sub-pentatonic and pentatonic modes, as applied through the Kodaly approach to music education. Prereq: Evidence of participation in undergraduate or graduate workshops in Kodaly, using basic skills and Kodaly pedagogy, or comparable basic knowledge satisfactory to the instructor.

73761 Advanced Training in Kodaly Music Skills  
Advanced practical application and practice in the use of hand signals, sight-singing (solmization), ear-training, dictation, analysis, and creativity, through the hexatonic and diatonic modes, as well as whole-tone and chromatic scales and harmonics, as applied through the Kodaly approach to music education. Prereq: Successful completion of 73760, or successful achievement of a test-out exam of 73760 requirements.

73762 Folk Music in the Kodaly Curriculum  
An introduction to folk music analysis, with emphasis upon the traditional folk music literature of the multi-cultural entities in the United States, with application to Kodaly pedagogy.

73763 Principles of Kodaly for Choral Directors (elective)  
Kodaly principles applied to choral rehearsal and performance. Prereq: Evidence of knowledge of basic Kodaly techniques in elementary vocal/classroom music instruction, or completion of 73760.

73764 History and Philosophy of the Kodaly Concept (Required)  
An introduction to the music philosophy of Hungarian composer Zoltan Kodaly, with a brief history of its development as a method of music education in Hungary and the United States. Challenges the validity of the Kodaly philosophy in context with current theories of learning.

73765 Methodology in the Kodaly Curriculum  
Collating Kodaly’s philosophy, contemporary learning theory folk song materials and pedagogy, into building a music curriculum compatible with the Kodaly approach. Prereq: Completion of 73764 prior or current completion of 73762.

MUSIC MISCELLANEOUS

73690 Workshop  
Workshops are established in various areas as the need is determined by the department. Announcements of specific workshops being offered are made as the workshops are developed.

73696 Special Studies  
variable credit

73700 Individual Studies  
See page 48 for Individual Studies course description.

73798 Workshop  
See page 48 for Workshop course description.
73799 Thesis Research
See page 48 for Thesis course description.

THEATRE (95)

Within the speech communication emphasis of the M.S.T./M.A.T. degree programs, students may take courses exclusively in either speech communication or theatre or a combination of both. Consent of adviser is required. Formats for the M.S. in Communication degree program are pending.

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by students in theatre emphasis.

95704 Foundations of Dramatic Art
An intensive study of the theatre as an art and as a cultural force. The approach is an aesthetic and historical consideration of dramatic literature and the interpretative arts of stage, motion pictures, radio and television.

SPECIALIZED COURSES

95546 Survey of Modern Drama
Analysis of trends and developments in the modern theatre from Ibsen's realistic plays to off-off Broadway drama with emphasis on literary history and staging problems. The course will be team taught by English and Theatre faculty. Prereq: 95270 or consent of instructor.

95661 Contemporary Drama
The function of the theatre as a social force in the twentieth century. Emphasis on form and content of the drama in the modern theatre with consideration of motion pictures and television. Prereq: 95270 or consent of the instructor.

95671 History of the Theatre Through 1550 AD
Designed to study the arts and crafts of the theatre from primitive times to the English Restoration period, with emphasis in the relation of the play to the theatre, the actor and the audience as well as to the social, intellectual and artistic interests of each period.

95672 European Theatre and Drama 1550-1875
Designed to study the arts and crafts of the theatre from the beginning of the eighteenth century to the present, with emphasis on the relation of the play to the theatre, the actor and the audience as well as to the social, intellectual and artistic interests of each period.

95674 American Theatre History
Designed to trace the development of the theatre in America, its impact on and its reflection of cultural, political, social and economic movements in the United States.

95690 Workshop
See page 51 for Workshop course description.

95696 Special Studies
variable credit

95700 Individual Studies
See page 48 for Individual Studies course description.

95798 Workshop
See page 48 for Workshop course description.

variable credit

1-3 credits
## ACCOUNTING (10)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10541 Intermediate Accounting I</td>
<td>3</td>
<td>Interpretation and application of accounting principles involving current assets and liabilities, investments and non-current liabilities along with internal and external reporting of operations in these areas. Prereq: 10244 or 10701. It is suggested that 10542 be taken concurrently.</td>
</tr>
<tr>
<td>10542 Cost Accounting</td>
<td>2</td>
<td>A study of how manufacturers determine and control product costs (job-order and process costing, actual and standard cost systems, absorption and direct costing). Variance analysis and reporting, and responsibility accounting are included in the discussion of cost control. The relevancy of accounting information in decision making and the allocation of service department and other joint costs are also probed. Prereq: 10244 or 10701.</td>
</tr>
<tr>
<td>10543 Intermediate Accounting II</td>
<td>3</td>
<td>Interpretation and application of accounting principles involving stockholders' equity, intangibles, plant and equipment, funds flow, financial statement analysis, and price-level adjusted statements. Prereq: 10541.</td>
</tr>
<tr>
<td>10651 Income Tax Accounting</td>
<td>3</td>
<td>A study of United States and Wisconsin income tax laws with emphasis on the individual taxpayer. The study includes a review of current proposals, discussion of practical problems in tax planning and practice in the preparation of tax returns. Prereq: 10543 and 10701.</td>
</tr>
<tr>
<td>10652 Advanced Income Tax Accounting</td>
<td>2</td>
<td>A study of United States and Wisconsin income tax laws with special emphasis on the treatment of corporations and partnerships. Additional topics may include installment sales, accounting for inventories, income averaging, income taxation of estates and trusts, and tax administration. Prereq: 10651.</td>
</tr>
<tr>
<td>10653 Auditing</td>
<td>3</td>
<td>Auditing principles and procedures. Audit programs, standards, responsibilities and controls. Professional ethics and legal responsibility. AICPA standards, releases and publications. The audit of EDP systems and statistical sampling techniques. Prereq: 10633.</td>
</tr>
<tr>
<td>10654 Accounting Information Systems</td>
<td>2</td>
<td>A study of the principles underlying the objectives of information systems and the design of such systems. The impact of computers and data transmission equipment on the gathering, processing and reporting of financial and operating information. The application of principles to basic financial systems with emphasis on the information requirements for business decision making and internal control over data processing. Prereq: 68705, 10656 or consent of instructor.</td>
</tr>
<tr>
<td>10655 Governmental and Not-For-Profit Accounting</td>
<td>2</td>
<td>A study of accounting and report preparation for governmental units at the city, county, and state level. Also a study of the accounting procedures of the federal government, public schools, college and universities, and hospitals. Prereq: 10543 or 10751.</td>
</tr>
<tr>
<td>10656 Advanced Cost and Controllership</td>
<td>3</td>
<td>An in-depth study of cost behavior patterns, profit-planning, performance measurement, and performance analysis. Advanced phases of cost analysis including problems with standard cost, direct costing, budgeting, cost-volume-profit analysis, differential costs,</td>
</tr>
</tbody>
</table>
and capital budgeting. The study includes application of regression analysis, linear programming, discounted cash flow techniques, PERT, and EOQ. Prereq: 10542.

10657 CPA Problems 3 credits
A review of accounting problems covered in recent CPA examinations and a study of approaches to problem solution. Major emphasis is on the practice section of the CPA examination; however, the theory, auditing and law sections are treated indirectly in connection with the review for the practice section. Prereq: 10543, 10661, 10663, 38342 and the consent of the instructor.

10658 Budgeting: Profit Planning and Control 3 credits
An in-depth look at the concepts and techniques of creating a firm's financial plan. Emphasis is on analysis of past costs so as to predict future patterns, forecasting of sales, production cash, and other components while stressing the need for the commitment, involvement, and coordination of management. Control techniques are studied using variance analysis in the context of a responsibility accounting system. Prereq: 10542.

10661 Consolidations and International Accounting 2 credits

10662 Ethics and Standards of the Accounting Profession 2 credits
A specialized study of the ethical standards of the accounting profession. The course covers professional competence, independence, attitudes, compliance with accounting and auditing standards, S.E.C. Rules and Opinions as they affect the public auditor, and ethical responsibilities involved in the accountant's relations with the legal profession and his/her civic responsibilities as a professional. Prereq: 20 credits of accounting.

10663 Advanced Accounting 3 credits
Advanced study of the theory underlying the principles and concepts of accounting for partnerships, joint ventures, consignments, installment sales and estates and trusts. Application of actuarial science principles and procedures to business problems. A study of insolvency and receivership accounting, the principles of governmental (fund) accounting, and recent FASB Statements not covered in 10541, 10543 or 10751 and 10661. Prereq: 10543 or 10751.

10664 Analysis of Financial Reports 3 credits
Analysis and interpretation of accounting statements with emphasis on structure, terminology, ratio analysis, and preparation of interpretive reports. Prereq: 10541.

10690 Workshop variable credit
Workshops are established in various areas as the need is determined by the department. Announcements of specific workshops being offered are made as the workshops are developed. Prereq: Consent of instructor.

10696 Special Studies 1-3 credits
A course designed to give students an opportunity to pursue special topics in accounting according to the individual interests and career objectives of the student. A limit of three credits can be applied toward the accounting major and a limit of six credits toward a degree.

10698 Independent Studies 1-3 credits
Special assignments in accounting according to number of credits. Work consists of library and other research, written and oral reports and conferences with instructor. Prereq: Consent of department chairperson.
10700 Individual Studies

See page 48 for Individual Studies course description. May be repeated one time.

10701 Accounting Foundations

The course is an accelerated coverage of the equivalent of Accounting Concepts and Managerial Accounting at the undergraduate level. The content includes a study of the accounting cycle, financial statement preparation and interpretation, major cost accounting systems and cost analysis for business decision making.

10751 Financial Accounting

The principles of external reporting are integrated with approaches to problem solving. Emphasis is placed upon recent developments of the accounting profession in the areas of stockholders’ equity, intangibles, plant and equipment, funds flow, financial statement analysis and current value accounting. Prereq: 10541.

10755 Managerial Accounting and Controllership

Managerial requirements and uses of accounting information, flexible budgeting, capital budgeting and break-even analysis. Analysis of cost-profit-volume relationships, direct costing, historical costs, current costs and price level adjustments. Includes application of regression analysis, linear programming, discounted cash flow techniques, PERT, and EOQ. Prereq: 10542.

10761 Accounting and Management Information Systems

A study of the theory and principles underlying the design and installation of accounting and management information systems; consideration of the integration and impact of the computer on the total information system. Prereq: 68705 and 10663.

10765 Advanced Auditing


10775 Income Determination

A critical study of the principle concepts of income determination with detailed analysis of the historical cost, price-level adjusted, current replacement cost and current value methods of income measurement. The course also includes a review of other input and output value systems. Prereq: Consent of instructor.

10781 Advanced Accounting Theory I

A study of accounting theory at the advanced level. An in-depth study of accounting principles and standards with particular reference to established theory. Prereq: 10663 or consent of instructor.

10782 Advanced Accounting Theory II


10798 Workshop

See page 48 for Workshop course description.

BUSINESS EDUCATION AND OFFICE ADMINISTRATION (25)

All candidates for the Master of Science in Teaching degree with an emphasis in business education must complete at least 12 hours of course work in their field of specialization—business education—at UW-Whitewater, excluding 25798 and 25700. Within these 12 hours must be included
25762; 25751 or 25640; and 25765 or 25660 or 25661. Under extraordinary circumstances, sub-
stitutions may be made by the student’s emphasis adviser in business education.

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by those in the business education emphasis.

25701 The Consumer in Contemporary Society 3 credits
A reading and discussion course involving a study of personal resource management in-
cluding decision making to acquire goods and services, rights and responsibilities, con-
sumer protection, and inquiry into larger business-economic problems that arise because of
the way consumers behave. Open to business education emphasis students only with
advanced approval of instructor.

SPECIALIZED COURSES

25560 Merchandise Analysis 3 credits
A study of two types of merchandise—textiles and non-textiles. The study of textiles will
include the production and manufacturing process from fiber to finished fabric, textile
terminology, and trade names; identification, testing of fibers, and care of fabrics. Materi-
als, other than textiles, used in the creation of merchandise are covered through the study
of raw materials. Categories of merchandise studied will include leather goods, floor cover-
ings, glass, pottery and china, and furniture.

25561 Merchandise Management 3 credits
Instruction concerning business functions involved in bringing goods to the retail point of
sale, and adjusting and merchandising stock so the retail businessman can satisfy cus-
tomer demand. This course explores in depth the issues, basic concepts, problems and
techniques involved in effective retail merchandising methods.

25562 Visual Merchandising 2 credits
A specialized course dealing with application of principles of visual display for retail mer-
chandise. Designed to familiarize students with aspects of visual merchandising front win-
dow and interior display standpoints. Intended for students who plan to teach appropriate
business courses or to work in retailing.

25563 Retail Salesmanship 3 credits
The various methods of retail selling and salesmanship of products and services are cov-
ered with emphasis on the technical and psychological aspects of department store as
well as small retail store selling.

25640 Methods of Teaching Distributive Education 2 credits
A practical analysis of the various methods, teaching devices, and sources of information
in teaching distributive education. Teaching content of the various related courses will be
analyzed.

25643 Administrative Office Services 3 credits
The solution of office problems from the point of view of the supervisor, including prin-
ciples of management and office organization with consideration to physical facilities, the
general nature of office work, personnel relations, and managerial control of office output.

25645 Records Management 3 credits
The development of the principles of records administration including creation, use, main-
tenance and destruction. A discussion of storage facilities, records classification, forms
and reports control, protection of vital records and micro-image systems.
25647 Data Processing for Business Teachers  3 credits
A study of the development of data processing and a thorough treatment of data entry equipment through lecture and "hands on" experience; an introduction to instructional programs for secondary schools through the identification of objectives for teaching data processing, planning facilities and equipment, evaluating instructional materials, planning curriculums and developing resource units.

25648 Programming Business Data  3 credits
Analysis of the functions and capabilities of a specific data processing machine in order to become familiar with the tools and raw material necessary to be a programmer. Includes exercises and case studies.

25660 Principles of Vocational Education  3 credits
The principles, practices, philosophy, historical development and organization of public vocational and adult education in the United States.

25661 Organization and Administration of Vocational Programs  3 credits
A study of the federal, state, and local administrative framework for vocational education, along with the establishment of new high school, post-secondary, and adult vocational programs is stressed. Special emphasis is placed on use of a vocational state plan, use of advisory committees, and the various phases of operating ongoing cooperative and other vocational education programs.

25690 Workshop  variable credit
See page 51 for Workshop course description.

25700 Individual Studies  1-3 credits
See page 48 for Individual Studies course description.

25751 Improvement of Instruction in Skill Subjects  3 credits
A study of current trends in the teaching of skill subjects. Current literature and research will be utilized in discussing objectives, instructional materials and equipment, teaching procedures and evaluation techniques.

25752 Improvement of Instruction in Accounting and Basic Business Education  3 credits
A study of the objectives, instructional materials available, teaching techniques and testing procedures reported in current literature and recent research. Prereq: Consent of instructor.

25753 Touch Shorthand Theory and Practice  2-3 credits
Designed to develop an understanding of the stenograph machine as a medium for direct computer input; theory and use of "touch shorthand." It is presumed that participants in this course will have knowledge of skill building as presented in undergraduate courses.

25755 Teaching Data Processing  3 credits
Content, materials and techniques in teaching data processing in secondary schools. Includes development, present status and trends in data processing. Special emphasis on physical facilities and equipment. Prereq: 25647.

25758 Trends in Business Teaching—Secretarial  2 credits
Designed to improve instruction through an evaluation of pertinent research and current literature; analysis of course materials, objectives, planning, evaluate devices and management of the classroom.

25759 Trends in Business Teaching—Basic Business and Accounting  3 credits
Designed to improve instruction through analysis of current objectives, new materials, revised methods and accepted evaluation techniques. Includes a review of research and current literature. Prereq: Consent of instructor.
problems of establishing criteria, gathering and evaluating empirical evidence, and formulating and implementing various public policies concerned with industrial organization and market behavior. Prereq: 31212 or consent of instructor.

31658 Urban Transportation 3 credits
Designed to acquaint the student with the complex and varied role of transportation in cities and urbanized areas and to explore the numerous economic, technological, managerial, and political dimensions of the major problems associated with moving people and goods in and through large urban centers. Prereq: 31357 or consent of instructor.

31659 Comparative Economic Systems 3 credits
A study of different types of economic organizations: Capitalistic, socialist, communist; some of their numerous varieties. Special emphasis on Soviet type economics. Prereq: 31212.

31663 Introduction to Econometrics 3 credits
An introduction to the quantitative approach to economic analysis. Multiple and partial correlation; statistical demand, production and cost analyses; econometric models. Prereq: 31212 and 31245.

31690 Workshop variable credit
31696 Special Studies variable credit
31700 Individual Studies 1-3 credits

31703 Statistics Foundations 3 credits
Introduction to descriptive statistics and basic statistical methods as applied to scientific problem solving and decision making. Topics covered include: Descriptive statistics, elementary probability theory, theoretical distributions, sampling distributions, estimation, tests of hypothesis, simple linear regression and correlation analysis, and index numbers.

31704 Economics Foundations 3 credits
A study of micro and macro economic tools of analysis. The functioning of a market economy in product and factor markets under alternative market structure. National income, fiscal policy and the role of the money supply.

31736 Business Conditions Analysis 3 credits
A study of the macroeconomic structure and operations of the economic system. Analysis of fluctuations in national income, output, employment, and prices and the implication of such changes on business decisions. Evaluation of the influence of monetary and fiscal policies on economic activity. Assessment of the various approaches and methodologies available for forecasting business conditions. Prereq: 31704.

31737 Managerial Economics 3 credits
Applications of microeconomic theory to problems of formulating managerial decisions. Emphasis on economics as a science that facilitate decision making. Topics considered include optimization techniques, risk analysis, analysis and estimation of demand and costs of production, market structures and pricing practice, and antitrust economics. Integrates theory and practice. Prereq: 31703, 31704, and 69702.

31751 Economics of Regulation 3 credits
The rationale for government regulation and intervention—natural monopoly, infant industries, consumer ignorance, cartel formation, externalities, redistribution of income, Antitrust policy. Models of regulation—rate base regulation, entry control, taxes and subsidies, antitrust legislation. The effects of regulation on public utilities, transportation, the control of pollution, protection of the consumers. Prereq: 31704.
31753 Labor Markets and Wage Theory
A study of the labor market behavior of employers, workers and unions: collective bargaining in the private and public sectors; wage determination; and the effects of government on employer-employee relations. Prereq: 31704.

31754 Monetary Theory and Policy
Theories of money and inflation; structure of debt; policies of selected financial institutions including the Federal Reserve System and their effects on the money supply and its velocity. Prereq: 31704.

31756 Public Finance and Taxation
A study of fiscal institutions; a critical analysis of the economic issues which underlie budget policy; examination of financing; effects of budget actions on the level and allocation of resources use; effects of actions on income distribution; use of cost-benefit analysis. Prereq: 31704.

31758 Advanced International Economics
A study of international trade and finance issues: Multinational enterprises, international investments, currency problems, balance of payments issues. Analyzes the structure and scope of world trade and international financial markets in developed and developing countries. Prereq: 31704.

31761 Business and Economic Forecasting
Techniques for operational business forecasting with emphasis on time-series methods. Topics covered include single and multiple-equation regression models; trend analysis; smoothing techniques, decomposition methods, Box-Jenkins time series methods; evaluation of forecasts; and the integration of forecasting in the decision-making process. Prereq: 31703 and 31704.

31764 Quantitative Economics
The application of mathematical and statistical methods in economic model building and analysis. Prereq: 31703, 31704 and 69702.

31767 Advanced Managerial Economics
The course approaches managerial economics from a decision-making perspective. Discussion of the logic of mathematical tools and decision-making. Demand, production, costs and pricing; functional forms, empirical results, problems of estimation, pricing and decision-making in public enterprises. Input-output analysis. Current research is emphasized. Prereq: 31737.

31790 Readings and Research in Economics
Directed readings in current research and literature selected to apply to a contemporary economic field, problem or issue. Prereq: Graduate standing and consent of instructor.

31798 Workshop
variable credits

31799 Thesis
Original research supervised by an adviser. A committee of three, including the adviser, will evaluate the acceptability of the thesis and number of credits allowable. Adviser and other committee members will be appointed by department chairperson after consultation with student. A total of 1-6 credits is authorized. Prereq: Graduate standing and 28 credits in undergraduate and graduate economics courses. Some of these may be taken concurrently with approval of adviser.
### FINANCE AND BUSINESS LAW (38)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
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<tbody>
<tr>
<td>38641</td>
<td>Business Law Application</td>
<td>3 credits</td>
<td>An analysis of the legal aspects of decision making in business organizations using the technique of problem solving through case study.</td>
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<tr>
<td>38642</td>
<td>Estates and Trusts</td>
<td>3 credits</td>
<td>A study of the materials necessary to the formulation, execution and disposition of properties in wills, estates and trusts; also includes real estate law and transactions. Prereq: 38342 or consent of instructor.</td>
</tr>
<tr>
<td>38646</td>
<td>Insurance</td>
<td>3 credits</td>
<td>A study of the economic and social services of the institution of insurance.</td>
</tr>
<tr>
<td>38656</td>
<td>Security Analysis</td>
<td>3 credits</td>
<td>A detailed examination of the various classes of securities available for investors, and the development of techniques used to reach dependable conclusions as to the safety and attractiveness of a given security at the current market price or at some assumed price. Prereq: 38345.</td>
</tr>
<tr>
<td>38660</td>
<td>Advanced Property and Casualty Insurance</td>
<td>3 credits</td>
<td>Consideration of advanced topics in property and casualty insurance. Among those items covered are direct and indirect property coverages, inland marine insurance, liability coverage, including its legal foundations, workmen's compensation, the general liability contract, crime coverages, surety and fidelity bonding and insurance regulations. Prereq: 38446 or consent of instructor.</td>
</tr>
<tr>
<td>38664</td>
<td>Advanced Life and Health Insurance and Pensions</td>
<td>3 credits</td>
<td>Consideration of advanced topics in life and health insurance. Among those topics covered are principles underlying life insurance, individual life insurance contracts, business uses of life insurance, fixed and variable annuities, individual health coverages, group insurance principles and uses, and pensions. Prereq: 38446 or consent of instructor.</td>
</tr>
<tr>
<td>38690</td>
<td>Workshop</td>
<td>variable credit</td>
<td>See page 51 for Workshop course description.</td>
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<tr>
<td>38696</td>
<td>Special Studies</td>
<td>variable credit</td>
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<tr>
<td>38698</td>
<td>Independent Study in Finance</td>
<td>1-3 credits</td>
<td>A reading and reporting course for advanced students capable of independent work. To take this course a student must first discuss a proposed project with one of the finance faculty members. This course will be taken under the close supervision of a faculty member. Prereq: Senior or graduate standing and consent of department chairperson.</td>
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<tr>
<td>38700</td>
<td>Individual Studies</td>
<td>1-3 credits</td>
<td>See page 48 for Individual Studies course description.</td>
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<tr>
<td>38718</td>
<td>Financial Management</td>
<td>3 credits</td>
<td>Consideration of the finance function as it relates to other organizational roles; the use of capital budgeting techniques, other quantitative methods, and model building in decision making. Prereq: Graduate standing, 38344, 10249; not open to graduate finance majors or those who have taken 38444.</td>
</tr>
<tr>
<td>38721</td>
<td>The Legal Environment of Business</td>
<td>3 credits</td>
<td><em>Macro Law</em> (the nature, formation, and application of law in general) stressed in the environmental approach as contrasted with the traditional micro approach (the detailed substantive rules in areas such as contracts, agency and business organizations). In addition, an overview of the major areas of private law.</td>
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<tr>
<td>Course</td>
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<tr>
<td>38750</td>
<td>Real Estate Finance and Investment</td>
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<td></td>
<td>Consideration of the institutional</td>
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<td>environment affecting the financing and</td>
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<td>ownership of real estate. Detailed</td>
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<td>evaluation of both the nature of and the</td>
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<td>risks associated with lender and investor</td>
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<td>yields from real estate investment. Special</td>
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<td>attention will be given the extent to</td>
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<td>which financial leverage and tax</td>
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<td>considerations affect risk and return. Prereq:</td>
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<td></td>
<td>38718 or consent of instructor.</td>
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<tr>
<td>38760</td>
<td>Financial Markets</td>
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<td></td>
<td>Structure and operation of the markets for</td>
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<td>corporate debt and equity securities,</td>
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<td>municipal obligations and mortgages.</td>
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<td></td>
<td>Detailed examination of stock markets and</td>
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<td>their use by investors. Prereq: 38344 and</td>
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<td>38345.</td>
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<tr>
<td>38770</td>
<td>Capital Budgeting</td>
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<td>Financial planning for working capital</td>
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<td>management and long range investment</td>
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<td>projects. Emphasis on capital budgeting</td>
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<td>problem solving. Readings on capital</td>
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<td>budgeting and related topics; cost of</td>
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<td>capital structure, and dividend policy.</td>
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<td>Prereq: 38718 or concurrent enrollment.</td>
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<tr>
<td>38780</td>
<td>Portfolio Theory and Practice</td>
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<td>Formulation of objectives and the</td>
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<td>development of portfolios to meet these</td>
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<td>objectives for individuals and institutions.</td>
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<td>Special attention will be focused on</td>
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<td>statistical and analytical techniques for</td>
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<td>portfolio selection and management.</td>
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<td>Prereq: 38718 and 69731 or consent of</td>
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<td>instructor.</td>
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<tr>
<td>38790</td>
<td>Readings and Research in Finance</td>
<td>3</td>
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<tr>
<td></td>
<td>Selected readings in current periodicals</td>
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<tr>
<td></td>
<td>and publications chosen to deal with</td>
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<tr>
<td></td>
<td>contemporary problems and issues in</td>
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<tr>
<td></td>
<td>investments, banking institutions and</td>
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<tr>
<td></td>
<td>financial management.</td>
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<tr>
<td>38798</td>
<td>Workshop</td>
<td>variable</td>
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<tr>
<td></td>
<td>See page 48 for Workshop course</td>
<td>credit</td>
<td></td>
</tr>
<tr>
<td>38799</td>
<td>Thesis Research</td>
<td>1-6</td>
<td></td>
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<tr>
<td></td>
<td>See page 48 for Thesis course description.</td>
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</tbody>
</table>

**MANAGEMENT (68)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>68700</td>
<td>Individual Studies</td>
<td>1-3</td>
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<tr>
<td></td>
<td>See page 48 for Individual Studies course</td>
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</tr>
<tr>
<td></td>
<td>description.</td>
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<tr>
<td>68705</td>
<td>Computer Foundations</td>
<td>3</td>
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<tr>
<td></td>
<td>The course explores the role of the</td>
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<td></td>
<td>computer system in business operations,</td>
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<tr>
<td></td>
<td>control and decision making. The student</td>
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<td></td>
<td>learns to program and to design systems.</td>
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<td></td>
<td>Emphasis is placed on the analysis of the</td>
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<td>business environment as the starting point</td>
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<td>for systems design. The course will include</td>
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<td>special topics on the use of existing</td>
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<tr>
<td></td>
<td>software.</td>
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<tr>
<td>68719</td>
<td>Operations Management</td>
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<tr>
<td></td>
<td>A survey course focusing on the</td>
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<td></td>
<td>performance of managerial activities</td>
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<tr>
<td></td>
<td>entailed in selecting, designing,</td>
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<td></td>
<td>operating, controlling, and updating</td>
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<td>productive systems. This life cycle</td>
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<td>approach will include treatment of</td>
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<tr>
<td></td>
<td>non-manufacturing and manufacturing</td>
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<tr>
<td></td>
<td>activities, and will draw heavily upon</td>
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<td>latest developments in the field. In the</td>
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<td>analysis of operating functions of the</td>
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<td>manager, a text is used along with</td>
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<td>problems or cases in key areas. An oral</td>
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<tr>
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<td>presentation and/or a written report</td>
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<td>covering a case study, research topic, or</td>
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<td></td>
<td>computer application are required. Prereq:</td>
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<tr>
<td></td>
<td>M.B.A. Tool Foundation courses.</td>
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</tbody>
</table>
Organization Theory and Policy  3 credits
An analysis of organization theory and research. The history of organization theory and the economic, political and social influences on its development. Major theories in classical scientific management, classical administrative organization, neo-classical management theory and modern organization theory.

Managerial and Organizational Behavior  3 credits

Management of Human Resources I  3 credits
An examination of the organization and administration of the personnel function in management. It is concerned with the employment, training, safety and health, employees services, and employee relations functions of personnel administration. Attention is focused on a limited number of topics drawn from these areas so the more crucial concepts and methods involved may be dealt with in depth.

Management of Human Resources II  3 credits
An examination of the organization and administration of varied compensation programs in profit as well as nonprofit organizations. It is concerned with a detailed study of job structures, methods of job evaluation, performance appraisal, wage surveys, basic systems and plans of compensating employees, and fringe benefits. Attention is focused upon a limited number of topics drawn from these areas so that the more crucial concepts and methods involved therein may be dealt with in some depth. Prereq: 68751.

Conflict Resolution in Labor Relations  3 credits
Primary concern is with the setting and the dynamics of contract negotiation and administration. Emphasis is on the development of insight and understanding of the forces affecting the decisions of the parties to a labor contract. A dynamic approach is taken to examine difficulties that arise in attempting to administer a collectively established relationship between employer and employees. Investigation of different means of conflict resolution including mediation, fact finding, and arbitration processes.

Operations Planning and Control  3 credits
A case-study course focusing on major strategic operating decisions faced by production vice-presidents and their staffs. These decisions include production capacity, type of production system, vertical integration and timing of change. The requirement for operational performance which originates in the corporate planning process and the task of profit planning in various industries is considered via case studies of real world business situations. A research paper and presentation covering in depth an industry of interest to the student are required. Text and cases are used. Prereq: 68719.

Inventory Systems  3 credits
This quantitative course is designed to expose the students to a thorough treatment of the many common and most useful inventory systems and their impact on materials management. The inventory systems covered will include purchase and production order quantity systems, fixed order size and interval systems under risk and uncertainty and single and multiproduct stochastic models. Further, attention will be paid to such topics as forecasting, inventory system design characteristics, evaluation and control of inventory systems. A project involving design and implementation of a real world inventory situation of interest to the student is required. Text and reference material are used. Prereq: 68719 and 69731.

Manufacturing Policy  3 credits
Focuses on the strategic implications of major manufacturing decisions facing the top manager, such as the manufacturing vice-president. Different industries are explored in
depth relative to their evolving technologies, critical processes, cost structures, and competitive conditions. Industry-oriented case studies are used to encourage the critical analysis of individual firms within the industry; this includes evaluating the firm's policies, competitive strategies, and the impact of major manufacturing decisions on corporate performance. Prereq: 68719.

68769 Production Seminar 3 credits
A quantitative course focusing on techniques that are primarily unique to the production area. Topics may include facility layout, line balancing, scheduling, sequencing, reliability, quality control, and others of use to the functional specialist in systems producing goods or services. A research paper and seminar presentation covering a topic of interest to the student are required. A text, journal articles, and other library references will be used. Prereq: 68719.

68790 Readings and Research in Management 3 credits
Study of a selected area in management through readings and/or empirical research. Prereq: Permission of instructor and department chairperson.

68791 Business Policy and Environment 3 credits
Study of the legal, political, social, technological and economic environment in which business operates. The course integrates this environmental study with development of organization policy concerning planning and administration of the functional activities of the business. Prereq: Last semester of program.

68798 Workshop variable credit
See page 48 for Workshop course description.

68799 Thesis Research 1-6 credits
See page 48 for thesis course description.

MARKETING (69)

69600 Product Policy and Strategy 3 credits
Analysis of marketing problems encountered in developing and introducing new products, managing existing products, and phasing out obsolete products. Emphasis is placed on the coordination of activities that lead to successful market management of products. Various marketing concepts and problems related to product development and introduction are surveyed and analyzed.

69610 Quantitative Analysis for Marketing Decisions 3 credits
Quantitative decision-making techniques are surveyed and critically analyzed as they apply to realistic marketing situations. The analysis of marketing systems is also introduced. Prereq: 69311 and 31245.

69620 Consumer Behavior 3 credits
A survey of the theories of consumer behavior. Contributions from the social sciences and their applications to marketing. Prereq: 69311.

69636 Purchasing and Materials Management 3 credits
An integrated approach to the problems of inventory determination, purchasing, incoming traffic and industrial marketing from the viewpoint of the manager of materials. Cases studied. Prereq: 69311.

69642 Physical Distribution Systems Analysis 3 credits
Analysis of the problems encountered in the physical movement of goods from the end of production to the consumer. Emphasis is on analyzing an integrated physical distribution
system for a business firm. Various techniques and methods for analyzing spatial arrangements of markets, plant and warehouse location, inventory systems, selection of carrier alternatives and physical movement channels are surveyed. Prereq: 69311 and 31245.

69661 International Marketing 3 credits
A survey of the structure, techniques, problems and general environment of marketing abroad. Subjects include organization, promotion, finance, legal aspects and operations. Prereq: senior standing and 69311.

69696 Special Studies variable credit

69700 Individual Studies 1-3 credits
See page 48 for Individual Studies course description.

69702 Mathematics Foundations 3 credits
Development of analytical concepts of mathematics needed for management applications. The course is designed to prepare students in business administration to communicate in mathematical language and to help them improve their understanding of quantitative and statistical applications in business administration. Covered in the course are basic algebra, set theory, matrix algebra, linear equations, polynomials and their graphs, limits and the derivative, higher derivatives and partial derivatives, and integral calculus. Emphasis is placed on business decision making.

69716 Advanced Marketing Management 3 credits
Integrates marketing management procedures in the areas of analysis, organization, planning and control. The basic disciplines of economics, behavioral science and mathematics are utilized to provide a framework for the appraisal and diagnosis of marketing problems.

69731 Advanced Statistical Methods 3 credits
Applications of probability theory and advanced statistical methods to managerial problems of prediction, inference, and decision making under certainty. Topics covered include probability theory, decision theory, sampling theory, analysis of variance and fundamentals of experimental designs, multiple correlation and regression, time series analysis and forecasting and selected nonparametric methods. Emphasis is placed on the application of these tools and techniques in different areas of business administration. Prereq: Graduate standing and demonstrated proficiency in mathematics and statistics or 69702 and 31703 or 70143, 70243, and 31245.

69732 Operations Research 3 credits
Application of scientific problem solving techniques to the business decision process. The essence of this management science approach is the model-building process which includes the following topics: Linear optimization models, transportation problem, shortest route problem, dynamic optimization models, inventory models, replacement models, integer programming, queuing theory, inventory models, branch and bound technique, simulation models, and stochastic programming models. Prereq: Graduate standing and demonstrated proficiency in mathematics and statistics or 69702 and 31703 or 70143, 70243, and 31245.

69733 Seminar in Methodology of Business Research 3 credits
Designed to acquaint the graduate student with the research process, its tools and techniques, as well as the methods which form a basis for business planning, decision making, and problem solving. Covered in the course are scientific methodology, research design and strategy, data collection and measurement, model building, selected data analysis techniques, preparation of research proposals and reports and critical evaluation of research. Emphasis is given to the study and critique of published research and to the design, development and reporting of a research project. Prereq: 69731 or consent of instructor.
Buyer Behavior  
3 credits  
The study and explanation of the behavior of consumers, research methods and findings from the behavioral sciences. Prereq: 69716.

Seminar in Marketing Theory  
3 credits  
Marketing theory is probed and analyzed in terms of its historical development, focus and the current investigation for more systematic and rigorous conceptions of the marketing process. Prereq: 69716.

Corporate Marketing Planning  
3 credits  
Analysis of the planning process in the marketing oriented enterprise culminating with the development of a marketing plan based on a current business problem. The supportive nature of staff functions is analyzed from the viewpoint of its contribution to total marketing planning and strategy. Prereq: 69716.

Seminar in Current Marketing Topics  
3 credits  
Intensive and critical examination focused on a specific substantive marketing problem area. Topics will vary. Prereq: 69716.

Readings and Research in Marketing  
3 credits  
Study of a selected area in marketing through readings and/or empirical research. Areas of study will be selected by the student in consultation with an adviser. Prereq: Consent of instructor.

Workshop  
variable credit  
See page 48 for Workshop course description.

Thesis Research  
1-6 credits  
See page 48 for Thesis course description.

SCHOOL BUSINESS MANAGEMENT (90)

Courses marked by an asterisk (*) are designed specifically for School Business Management majors and will not apply toward the M.S.T., M.A.T., M.S. Accounting, or the M.B.A. degrees except by special permission of the major or emphasis department.

Individual Studies  
1-3 credits  
See page 48 for Individual Studies course description.

Supervision of Instruction  
3 credits  
Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

School Finance and Accounting  
3 credits  
For administrators and other educators who desire to learn the principles and concepts of school finance, of school business and fiscal affairs, of school budgeting and of school accounting practices and procedures.

School Business Management Techniques  
3 credits  
Designed specifically for prospective school business managers and other school administrators who desire to become acquainted with various management concepts and techniques in school business operations and with applications that can utilize machine systems for efficient operations. Prereq: 90770 or administrative experience.
90772 Legal Aspects of Education 3 credits
Seeks to present in nontechnical language to educational practitioners legal information on all facets of school operation, including the liability of school districts and employees, school fund and indebtedness, administration, pupil governance, retirement benefits, and employment relations.

90773 School Plant Planning 3 credits
A study of school plant needs of the local district: School building survey, site selection, estimating enrollments, economy, modernization of old school buildings and functional planning of various areas of the school building.

90775 Administration and Organization of the Public Schools 3 credits
33775 A survey of the foundation, organization and administration of the American public school system. Designed for teachers, administrators and school business managers.

90776 School Personnel Administration 3 credits
25776 Designed to provide knowledge of the theory and function of school personnel administration and the manner in which it may serve to secure, develop and retain people with the skills, attitudes and knowledge essential for the accomplishment of the school's objectives.

90778 Internship in School Business Management 1-6 credits
The internship is a clinical experience which provides the prospective school business manager with many varied opportunities to learn in an actual school setting. The internship is normally a salaried 9 or 18 week assignment in a local school system. Applications for the internship must be made one semester in advance of the desired internship period. Prereq: 90770, or two of the following: 90771, 90776, or 90772.

90779 Workshop for School Business Officials 1 credit
Specifically designed programs for those responsible for school business affairs whatever their office title. The workshop will deal with new concepts and problems as applied to school business operations.

90782 Collective Negotiation in Education 3 credits
Designed for school administrators and other educators who desire to learn the principles and concepts, and acquire the skills needed in collective negotiations and contract management in the public schools. Prereq: 90772 or consent of instructor.

90784 Educational Politics and Policy 3 credits
33784 Designed for individuals who will administer or create educational policy in the public schools and who desire to explore the political nature of educational policy formulation and decision making at the local and state levels.

90798 Workshop variable credit
See page 48 for Workshop course description.

90799 Thesis 1-6 credits
If a student elects a thesis in lieu of a comprehensive examination, a total of not more than six credits may be given for work on the thesis throughout the sessions in which the thesis is being written. The number of credits allowed for the thesis is arranged with major professor and paper adviser.
## EDUCATIONAL FOUNDATIONS AND COUNSELOR EDUCATION (33)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>33522</td>
<td>Pre-school Child Development</td>
<td>3 credits</td>
<td>Designed to present to the student insight into the development of the young child. Traces growth from conception through the pre-elementary school years. Special emphasis will be placed on early childhood education.</td>
</tr>
<tr>
<td>33543</td>
<td>Adolescent Literature and Related Media</td>
<td>3 credits</td>
<td>Designed primarily to acquaint the student with books and nonprint media which appeal to the adolescent interest. Emphasis will be placed on adolescent human growth and development, reading interests and principles of selection.</td>
</tr>
<tr>
<td>33544</td>
<td>Children's Literature and Related Media</td>
<td>3 credits</td>
<td>Survey of historical development of children's literature; emphasis on standards for selection of materials related to the interests, abilities and needs of children and the curriculum. Open as an elective.</td>
</tr>
<tr>
<td>33550</td>
<td>Reference and Bibliography</td>
<td>3 credits</td>
<td>Basic reference theory and an introductory survey of materials and bibliographies useful in reference work.</td>
</tr>
<tr>
<td>33551</td>
<td>Building Media Collections</td>
<td>3 credits</td>
<td>Principles of building collections for all types of libraries. Study of the standard bibliographies used in the selection of materials for libraries. Emphasis will be placed on the principles of selection of books and other library materials. The publishing field will be examined.</td>
</tr>
<tr>
<td>33558</td>
<td>Introduction to Utilization of Instructional Media</td>
<td>3 credits</td>
<td>A course designed to familiarize teachers with various types of audio-visual materials and the philosophy and techniques for their effective use in the classroom. Some practical classroom experience in operation and presentation of these materials is provided. (The course is not intended to apply toward completion of a degree in audio-visual media and no such degree is currently offered at UW-Whitewater.) (Laboratory fee required)</td>
</tr>
<tr>
<td>33580</td>
<td>Interaction Laboratory for Teacher Development</td>
<td>3 credits</td>
<td>This course is designed to provide students with a human relations model which is reality oriented to educational situations. Communication exercises and group projects facilitate feedback from peers and promote understanding of classroom group processes. Interpersonal and problem solving activities introduce the kinds of realistic demands placed on teachers.</td>
</tr>
<tr>
<td>33611</td>
<td>Library Practice</td>
<td>2 credits</td>
<td>Planned to supply actual experience in area libraries to blend theory and practice for library media minors who do not intend to become school librarians. Prereq: 33451/651 or consent of instructor. (Education majors, see 34413 and 25413 - Directed Teaching for Special Minors)</td>
</tr>
<tr>
<td>33635</td>
<td>Design and Production of Instructional Materials</td>
<td>3 credits</td>
<td>Designed to train students in the preparation and use of a variety of visual media. Students will prepare a number of graphic projects, including dry mounting, laminating, lettering, and transparency production.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
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<td>33636</td>
<td>Advanced Design and Production of Instructional Materials</td>
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<td></td>
<td>Designed to develop advanced skills in the production of graphic</td>
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<td>materials. Techniques include lettering, air brushing, silk</td>
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<td>screening, mounting, layout and duplication. Prereq: 33435/635.</td>
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<tr>
<td>33637</td>
<td>Photographic Design and Production for the Teacher</td>
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<td>Designed to present communication skills relevant to the needs of</td>
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<td>the classroom teacher in the production of black and white</td>
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<td></td>
<td>photographic materials and colored slide series. Theory and</td>
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<td></td>
<td>practice include planning, scripting, shooting, editing, and</td>
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<td></td>
<td>narrating photographic sequences.</td>
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<tr>
<td>33638</td>
<td>Utilization of Instructional Television Resources</td>
<td>3</td>
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<td>The theory and use of broadcast television, The Wisconsin</td>
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<td>Television Network and the impact of videotape recording. Also</td>
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<td></td>
<td>considers facilities for using television, a production model</td>
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<td>and elementary production techniques. Students will learn basic</td>
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<td>concepts, operational skills, production skills and emerging</td>
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<td></td>
<td>dimensions of the television medium.</td>
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<td>33639</td>
<td>Photographic Production Techniques for Teachers</td>
<td>3</td>
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<td></td>
<td>Instruction will center on the more sophisticated techniques in</td>
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<td>black and white photography, lighting, composition, filtration</td>
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<td></td>
<td>and exposure; basic motion picture production, large format</td>
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<td></td>
<td>camera operation, processing and printing color materials; and</td>
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<td>the production of slide/tape presentations. Prereq: 64310 or</td>
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<td>82152 or 33437/637 or consent of instructor. Adjustable 35 m.m.</td>
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<td>camera required.</td>
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<td>33643</td>
<td>Education in Urban Society</td>
<td>3</td>
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<td></td>
<td>Designed for students who plan to teach disadvantaged students in</td>
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<td></td>
<td>urban schools. Attention will be directed to major problems</td>
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<td>confronting urban education, the social and psychological</td>
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<td>experiences of disadvantaged students and an analysis of the role</td>
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<td>of the teacher in urban society.</td>
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<td>33646</td>
<td>Comparative Education</td>
<td>3</td>
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<td></td>
<td>Students will consider the historical perspective and the current</td>
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<td>practices, problems and promises of the educational systems of</td>
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<td>representative nations of Western and Eastern Europe, Latin</td>
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<td>America, Asia, Africa and the Near East. Prereq: Consent of</td>
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<td>instructor.</td>
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<tr>
<td>33650</td>
<td>Introduction to Guidance</td>
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<td></td>
<td>Designed to provide a basic understanding of the organization</td>
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<td>and administrative principles and practices of guidance and</td>
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<td></td>
<td>counseling programs in various settings: a method of working</td>
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<td>systematically and effectively with the social, educational,</td>
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<td>vocational and personal concerns of all individuals.</td>
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<td>33651</td>
<td>Classification and Cataloging</td>
<td>3</td>
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<tr>
<td></td>
<td>Study of the principles governing the classification of print and</td>
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<td>nonprint library materials emphasizing the Dewey Decimal</td>
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<td></td>
<td>Classification and the basic methods of descriptive cataloging</td>
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<td>as well as subject headings and filing procedures. Prereq:</td>
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<td></td>
<td>Consent of instructor.</td>
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<tr>
<td>33652</td>
<td>Career Education: Theory and Practice</td>
<td>3</td>
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<td></td>
<td>Designed to assist individuals in the implementation of guidance-</td>
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<td></td>
<td>oriented career-planning activities. Emphasis is placed on the</td>
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<td></td>
<td>career education concepts and methods and techniques of</td>
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<tr>
<td></td>
<td>implementing career education in both educational and non-</td>
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<td></td>
<td>educational settings. Prereq: Consent of the instructor.</td>
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<tr>
<td>33654</td>
<td>School Media Center Administration</td>
<td>3</td>
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<tr>
<td></td>
<td>Organization and administration of the school media center.</td>
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<td></td>
<td>Includes the study of objectives of the center and theory and</td>
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<td></td>
<td>practice of acquiring, processing, disseminating, and housing</td>
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<tr>
<td></td>
<td>all types of educational materials.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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<tr>
<td>33675</td>
<td>Understanding and Dealing with Problems in Classroom Behavior</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>The course is designed to give students an opportunity to discuss the various theoretical approaches to handling disruptive behavior in the classroom and to apply these approaches to actual problems through the development of affective classroom procedures. Recommended for all education majors.</td>
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<tr>
<td>33676</td>
<td>Interpersonal Helping Skills for Educators</td>
<td>3 credits</td>
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<td></td>
<td>The course is designed (1) to help the educator develop an increased awareness of his or her own feelings and conflicts within the classroom, and to examine a wider variety of potentially appropriate responses to these feelings, and (2) to present the Gazda/Carkhuff theory of interpersonal helping and to train participants in process skills consistent with the theory. A basic goal of such training is to help educators develop an expertise in such interpersonal helping skills as empathy, respect, genuineness, self-disclosure and confrontation in order to create a more humane environment and make problem solving easier for those in the educational setting seeking their assistance.</td>
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<tr>
<td>33678</td>
<td>Adolescent Development</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>A study of the transition from childhood to adulthood with emphasis on the adjustment problems of youth to changes within himself which are physiological, mental, emotional and social in nature.</td>
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<tr>
<td>33681</td>
<td>Principles of Classroom Learning</td>
<td>3 credits</td>
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<td></td>
<td>A study of the fundamental principles of the teacher-learning process. Focus is on the psychological basis for human abilities and behavior and its relation to classroom learning.</td>
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<tr>
<td>33682</td>
<td>Educational Statistics</td>
<td>3 credits</td>
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<td></td>
<td>Designed for students at the senior or graduate level who have no statistical background. Emphasis is on measures of central tendency and dispersion, correlational techniques, linear regression, probability, hypothesis testing, chi-square, analysis of variance and covariance and an overview of non-parametric techniques.</td>
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<tr>
<td>33690</td>
<td>Workshop</td>
<td>variable credit</td>
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<td></td>
<td>See page 51 for Workshop course description.</td>
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<tr>
<td>33696</td>
<td>Special Studies</td>
<td>1-3 credits</td>
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<tr>
<td></td>
<td>A study of special topics in education.</td>
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<tr>
<td>33700</td>
<td>Individual Studies</td>
<td>1-3 credits</td>
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<td></td>
<td>An opportunity for a student to explore more deeply a specific field of study. Student and adviser will decide on the field and with the consent of the professor the student may take 1-3 credits of work. Not more than 4 credits can count within the master's degree. If the study is not completed by the end of the term, an incomplete is given pending completion. Completion must occur within a year after the end of the term.</td>
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<tr>
<td>33701</td>
<td>Human Development</td>
<td>3 credits</td>
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<td></td>
<td>Designed to present the relative influences of biological, psychological, social and environmental factors on human development at different stages in the life cycle.</td>
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<tr>
<td>33702</td>
<td>Philosophical Foundations of Education</td>
<td>3 credits</td>
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<td>Identification of problems, ideas and values that western man has found to be of continuing concern as each generation has sought to educate its children.</td>
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<tr>
<td>33703</td>
<td>Psychological Foundations of Education</td>
<td>3 credits</td>
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<td></td>
<td>Designed to provide psychological background about human abilities and behavior, individual differences, learning and evaluation, with implications for teaching. Open to experienced elementary and secondary school teachers with a certificate to teach.</td>
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</tbody>
</table>
MASTER OF SCIENCE IN GUIDANCE AND COUNSELING
Addendum to page 42
Current Graduate Bulletin-1978/80

Delete: "The general requirements for completion of the M.S. degree in this program include a minimum of 36 credits. Students may elect to write a thesis research paper. Credit for the thesis (1-6) is included in the 36 credit degree program. Requirements concerning specific emphases are described below."

Add: "The general requirements for completion of the M.S. degree in this program include a minimum of 36 credits and a maximum of 42 credits required. Students may elect to write a thesis research paper. Credit for the thesis (1-6) is included in the degree program. Requirements concerning specific emphases are described below."

Delete in "Required Courses": 33725
Supervised Practicum in Counseling 6 credits

Add in "Required Courses": 33790
Supervised Practicum in Counseling 12 credits
(two semesters in length)

Effective Date: January 15, 1979
THE MASTER OF SCIENCE--COMMUNICATION
(Communicative Disorders or Speech Communication emphases)
University of Wisconsin-Whitewater

The Department of Communication now offers the MASTER OF SCIENCE--COMMUNICATION: COMMUNI-
CATIVE DISORDERS and the MASTER OF SCIENCE--COMMUNICATION: SPEECH COMMUNICATION in place of
the MST/MAT degree programs in Speech. This change of title means that the Department can
now provide graduate training for three types of students: (1) persons who are not certified
to teach and who intend to use their training in business, private practice, clinics and
other non-educational areas; (2) persons certified to teach who want more information in
their specialty; and (3) persons with a liberal arts degree who want to be certified to teach.

For additional information about the Communicative Disorders Program, write Dr. Molly Krival;
for the Speech Communication Program, write Dr. Patricia Townsend.

Curricular Guidelines for
Master of Science--Communication: Communicative Disorders

The Master of Science degree in Communication with emphasis in Communicative Disorders is
designed to provide the graduate training in areas of Communicative Disorders to prepare
graduate students for their professional career.

All students who earn the Master of Science degree must meet all academic and practicum
requirements for certification by the American Speech and Hearing Association, the Wisconsin
Department of Public Instruction (when applicable) and all requirements of the University of
Wisconsin-Whitewater.

Because of the above-mentioned requirements it is imperative that the students elect an
advisor to ascertain that the requirements will be completed.
Minimum Requirements

PLAN A:
For those students entering the Master of Science program with a Bachelor of Science in Education or a Bachelor of Science/Arts in Liberal Arts who do not desire public school certification.

21 credits in Communicative Disorders including 96709 (fluency seminar); 96709 (language seminar); 96764; 96670, 96711, 96710 or undergraduate equivalents.

3 credits in Practicum in Communicative Disorders (96570).

3 credits in research -- 96712 Research Methods in Communicative Disorders; or 33740; or equivalent.

6 credits in electives in Communicative Disorders or related professional areas with consent of advisor.

PLAN B:
For those students entering the Master of Science degree program with a Bachelor of Science/Arts in Liberal Arts who wish to receive public school certification.

21 credits in Communicative Disorders including 96709 (fluency); 96709 (language); 96764, 96670, 96711, 96710 or undergraduate equivalents.

3 credits in research -- 96712 Research Methods in Communicative Disorders; or 33740; or equivalent.

3 credits in Practicum in Communicative Disorders (96570).

9 credits in Professional Education including 33643 or equivalent; 35665, 34764 or equivalent; 33681 or Psychology 88624 or equivalent. (Human Relations requirement, see page 15 of the current graduate bulletin)

10 credits in undergraduate credits in Student Teaching 35411 (5); Student Teaching Seminar 35470 (2); Methods 35450 (3).

Students, to complete their degree, must choose one of the following options:

1. Thesis Option: Completion of thesis (1-6 graduate credits) and successful oral defense.

2. Comprehensive Option: Successful completion of a written comprehensive in Communicative Disorders.

SEE OTHER SIDE
Curricular Guidelines for
Master of Science--Communication: Speech Communication

Since students in this degree program may use their training in diverse ways, they must work with their faculty advisor to develop a graduate program tailored to their particular needs.

In addition to the general Graduate School requirements, students should have completed an undergraduate program in Speech Communication or Speech Communication and Theatre which totals at least 20 semester hours and is appropriate to their plans for future academic study.

Distribution and Minimum Requirements

PLAN A:
For students with a liberal arts degree who plan on using their training in business or other non-educational fields or students who are teachers but who wish to concentrate on strengthening their knowledge in Speech Communication.
18-24 credits in Speech Communication including 94622, 94657 and 94701 or undergraduate equivalents.
2-3 credits in a research course, either 33740 or 37790.
3-9 credits in electives chosen with the consent of graduate advisor or a 9 credit concentration in Theatre.

PLAN B:
For certified teachers who want to blend additional training in Speech Communication and professional education.
12-21 credits in Speech Communication including 94622, 94657 and 94701 or undergraduate equivalents.
6-9 credits in Professional Education including 33740.
3-9 credits in Liberal Arts courses outside the emphasis area of specialization chosen with the consent of graduate advisor or a 9 credit concentration in Theatre.

PLAN C:
For students who have a liberal arts degree and who want to become certified teachers.
18 credits in Speech Communication including 94622, 94657 and 94701 or undergraduate equivalents. A maximum of 9 credits in Theatre may be counted.
12 credits in Professional Education including 33740, 35631 or Methods of Teaching Theatre and 35665. (Human Relations requirement, see page 15 of the current graduate bulletin)
12 undergraduate credits in Directed Teaching (10) and Seminar (2).

The completion of the degree requires one of the following options:
1. Writing an approved thesis for which up to 3 graduate credits may be given and its successful oral defense.
2. Writing a comprehensive examination in Speech Communication or Speech Communication and Theatre and its successful oral defense.
3. After the successful completion of 15 graduate credits in Speech Communication and/or appropriate Theatre credits, the student may, on an individual basis, petition the graduate faculty of the Department of Communication for permission to complete the degree with the option of "36" credits rather than the use of Option 1 or 2.
33704 Sociological Foundations of Education 3 credits
Designed to relate the discipline of sociology to the field of education; to provide a meaningful background to social experiences; to acquaint the student with relevant research in the field of educational sociology. Open to elementary and secondary teachers.

33705 Educational Classics 3 credits
Selected writing significant to education will be explored in depth. The social context in which each work was written will be examined and the author's thesis and purposes will be analyzed. Expert opinion as to its educational value will be reviewed.

33706 John Dewey's Educational Philosophy 3 credits
The philosophical and psychological bases of the pragmatic-experimentalist impulse in education will be explored. Several of Dewey's major works which are of particular significance for education will be analyzed in detail.

33707 Significant Issues in Education 3 credits
An examination of significant issues in education and their ideological and social bases. Open to elementary and secondary school teachers and to others interested in the topic.

33708 History of Education in the American Culture 3 credits
This course is designed to give the student the historical base necessary to the recognition and solution of current and future problems in American education. It will deal with American education as it developed within the changing cultural setting from colonial times to the present.

33718 Principles of Counseling 3 credits
Principles of relationship building, conducting interviews and the counseling process are discussed and practiced in a laboratory setting. Role-playing and video taping are used to provide feedback and experience. Prereq: Admission to the counselor education program or consent of instructor.

33719 Appraisal Procedures in Counseling 3 credits
Methods of appraising individual differences will be considered. Emphasis will be placed on the utilization of measurement procedures in the counseling setting. Discussions and laboratory experiences will center on the use and interpretation of standardized and non-standardized measures of appraisal with individuals and groups. Prereq: 33718 or consent of instructor; concurrent enrollment permitted.

33720 Vocational Development and Information Services 3 credits
Designed to familiarize students with the major conceptualizations of vocational development and the application of these concepts in counseling. The cultural and sociological meaning of work and the present and future occupational trends are discussed. Attention is also given to the nature and application of educational-occupational-social information in the counseling and guidance process. Prereq: 33718; or consent of instructor; concurrent enrollment permitted.

33721 Group Procedures in Counseling 3 credits
Concepts of group processes including content, structure, interactions and communication; psycho-social aspects of group counseling in individual needs, learning, perceptions, expectations and social roles; group activities used in various counseling settings for facilitating educational vocations-social development; application of group procedures in the counseling process. Prereq: 33718, concurrent enrollment permitted with consent of instructor.

33722 Theories of Counseling 3 credits
Foundations of theoretical concepts in counseling; discussion of trait-factor, behavioral, psychoanalytic, perceptual field and existential counseling approaches; application of
theoretical concepts in various counseling settings; examination of current problems and ethical issues in counseling. Prereq: 33718 or consent of instructor.

33723 Counseling in Elementary and Junior High Schools 3 credits
Designed primarily for students planning to become elementary or junior high school counselors. Discussions include consideration of counseling approaches with children; consulting with teachers, parents and other pupil service specialists; various procedures and activities which facilitate the counseling of the child. Prereq: 33718 or consent of instructor.

33724 Vocational Counseling of the Adolescent and Adult 3 credits
Principles of counseling with adolescents and adults in employment, vocational education and rehabilitation agencies or institutions are considered. Emphasis is placed on current trends, organizational patterns of programs and the personal concerns of clients in these settings. Attention is given to procedures for counseling with persons of varying cultural, social and educational experiences. Prereq: 33718 or consent of instructor.

33726 Seminar in Counseling 3 credits
A seminar approach to topical and contemporary issues in the guidance and counseling profession including client rights and the counselor and the law. Prereq: 33718 or consent of instructor; concurrent enrollment permitted.

33727 Organization and Administration of Counseling and Guidance Services 3 credits
Trends and objectives of counseling, guidance and student service programs with emphasis being placed on organizational structure, in-service programs and supervision. The use of computers and data processing procedures in student service functions and informational retrieval. Prereq: 33718 or consent of instructor.

33728 Clinical Studies in Counseling 3 credits
Principles and methods concerning study of the individual in terms of human development, learning and adjustment as these relate to counseling functions. Emphasis will be on critical analysis of the literature and procedures in conducting case studies. Prereq: 33718 or consent of instructor.

33729 Student Services in Higher Education 3 credits
A study of current trends and objectives of student services in institutions of higher education. Discussions include the personal concerns of college students and the organizational patterns of student services. Prereq: 33718 or consent of instructor.

33731 Marriage and Family Counseling 3 credits
A professional course which provides counselors with information and skills relevant to conducting marital and family counseling services. Emphasis will be placed on assessment and treatment of dysfunctional marriages and families.

33732 Practices of Marriage and Family Counseling 3 credits
An advanced course in counseling which requires professional involvement in varied areas related to marriage and family counseling; divorce counseling and adjustment; couples enrichment; parenting; premarital counseling. Emphasis will be placed on the development and refinement of approaches and techniques to marital and family intervention. Prereq: Successful completion of an introductory course or training in marriage and family counseling or comparable experience and written consent of instructor.

33740 Seminar in Techniques of Educational Research 3 credits
A basic course in the methods of research in education, including a study of the literature and techniques of research, the planning of a research paper, the basic types of research and design; a brief introduction to the statistics used in research; and the elements included in program evaluation.
33742 Foundation of Measurement
3 credits
A graduate level course in the basic principles and techniques of measurement and evaluation. Includes such topics as relation of measurement to the teaching-learning process; criteria of a good measuring instrument; overview of standardized tests; teacher-made tests; observational tools; analysis of data; application of results.

33743 Construction and Use of Teacher-Made Tests
3 credits
A course in the improvement of teacher-made testing. Includes the role of classroom testing; test planning; item writing; putting the test together and administering, scoring and grading; item analysis to improve validity. An in-depth study of the cognitive domain of educational objectives and how to develop items to measure both minimum and developmental outcomes. Prereq: A basic course in measurement or its equivalent.

33744 Group Assessment Techniques
3 credits
Emphasis will be on group assessment techniques in the areas of achievement, ability, and personality. Both standardized tests and non-test tools will be studied, administered, and interpreted. Criterion-referenced testing and norm-referenced testing will be investigated. Screening programs and the use of multi-disciplinary teams will be discussed. Implication of the federal and state laws on confidentiality and maintenance of pupil records will be explained. Prereq: A basic course in measurement or consent of instructor.

33745 Individual Intelligence Testing
3 credits
Nature of intelligence and basic characteristics of mental ability tests. An intensive study of the Stanford-Binet and Wechsler Scales with particular emphasis on practice in administration, scoring, subtest groupings and analysis on the Stanford-Binet, functions and interpretations of Wechsler subtests, style and content of the psychological report writing. Prereq: A recent course in measurement and consent of instructor. (also see 88745)

33751 Administration of Educational Media Programs
3 credits
Consideration of administrative policies and practices pertinent to operation of effective media programs in schools, school systems, and higher educational institutions. Includes such aspects as development planning, fiscal management, educational and coordination with overall instructional development objectives of the system. Prereq: 33458/658 or consent of instructor. The course is not intended to apply toward completion of a degree in audio-visual media, and no such degree is currently offered at UW-Whitewater.

33772 Legal Aspects of Education
3 credits
Seeks to present in nontechnical language to educational practitioners legal information on all facets of school operation, including the liability of school districts and school employees, school fund and indebtedness administration; the admission, attendance and instruction of pupils; retirement benefits; and the employment contract and professional negotiations.

33775 Administration and Organization of the Public Schools
3 credits
A survey of the foundation, organization and administration of the American public school system. Designed for teachers, administrators and school business managers.

33784 Educational Politics and Policy
3 credits
Designed for individuals who will administer or create educational policy in the public schools and who desire to explore the political nature of educational policy formulation and decision making at the local and state levels. Prereq: Experience as a teacher, administrator, or school board member is recommended.

33790 Practicum
1-6 credits
The practicum provides graduate students with opportunities to apply didactic experiences in practical situations under the supervision of University faculty members. May be repeated with consent of department. Prerequisite: Consent of instructor.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>33797-1</td>
<td>Institute</td>
<td>variable credit</td>
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<tr>
<td>33798</td>
<td>Workshop</td>
<td>variable credit</td>
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<td>See page 48 for Workshop course description.</td>
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<tr>
<td>33799</td>
<td>Thesis Research</td>
<td>1-6 credits</td>
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<td>See page 48 for Thesis Research course description.</td>
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**ELEMENTARY EDUCATION (34)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>34601</td>
<td>Introduction to Individually Guided Education</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>An overview of individually guided education and the multi-unit elementary</td>
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<td>school (IGE/MUS-E), including instructional programming, home-school</td>
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<td>communications, organization and operations, teaming skills, roles and</td>
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<td>responsibilities, motivation, and Wisconsin Design for Reading Skill</td>
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<td></td>
<td>Development (WDRSD).</td>
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<tr>
<td>34602</td>
<td>Instructional Programming in IGE</td>
<td>3 credits</td>
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<td>Planning in-service type programs for initiating and refining aspects of</td>
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<td>individually guided education and the multi-unit elementary school, IGE/</td>
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<td>MUS-E at the building or system level. Participants plan, critique,</td>
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<td>simulate, and if possible, implement the plan in their school and system.</td>
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<td>Needs and interests of participants will be utilized for course</td>
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<td>content. Prereq: 34401/601 or consent of instructor.</td>
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<tr>
<td>34675</td>
<td>Administration of Pre-school Programs — Early Childhood Education</td>
<td>3 credits</td>
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<tr>
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<td>The concentration of this course is preparation in the managerial and</td>
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<td>organizational skills. Areas of emphasis include staffing, licensing,</td>
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<td>financing, and public relations. Prerequisite: Consent of instructor.</td>
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<tr>
<td>34690</td>
<td>Workshop</td>
<td>variable credit</td>
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<td>See page 51 for Workshop description.</td>
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<tr>
<td>34696</td>
<td>Special Studies</td>
<td>variable credit</td>
</tr>
<tr>
<td>34700</td>
<td>Individual Studies</td>
<td>1-3 credits</td>
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<td></td>
<td>See page 48 for Individual Studies course description.</td>
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<tr>
<td>34711</td>
<td>Early Childhood Education</td>
<td>2 credits</td>
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<td></td>
<td>A study of historical and philosophical foundations, the goals and</td>
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<td>objectives, current practices, and significant research on early childhood</td>
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<td></td>
<td>education.</td>
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<td>34712</td>
<td>Residency in Teaching</td>
<td>12 credits</td>
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<tr>
<td></td>
<td>A comprehensive residency in teaching in an accredited local educational</td>
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<td>agency participating in the Teacher Residency Program. The resident teacher</td>
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<td>is under contract for a full school year for less than a full teaching</td>
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<td>load, is salaried, and works under the guidance of an assigned team of</td>
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<td>professional personnel from the University and local school with allocated</td>
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<td>time for observations, planning, conferences and seminars. Prerequisites:</td>
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<td>Successful completion of Directed Teaching with initial or</td>
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<td>provisional teaching certification. Admittance to the Residency Program and</td>
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<td>Graduate School. Limited to first year teachers.</td>
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<tr>
<td>34713</td>
<td>Trends in Curriculum for the Pre-School Primary Child</td>
<td>3 credits</td>
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<td></td>
<td>This course is designed to give students sufficient skills to develop,</td>
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<td>implement and evaluate curriculum for children from infancy through</td>
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<td>approximately age seven.</td>
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<td>34714</td>
<td>Current Issues in Early Childhood Education</td>
<td>3 credits</td>
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<tr>
<td></td>
<td>Identification of significant issues and consideration of research having</td>
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<td>an impact on emerging trends as well as current practices in early</td>
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<td></td>
<td>childhood education.</td>
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</table>
34720 Language Arts in the Elementary School  3 credits
Survey and critical appraisal of research programs, problems, practices and trends in the study and teaching of the language arts, media, composition and the application of linguistic knowledge.

34721 Trends in Art Education  3 credits
A course designed to acquaint the teacher with recent trends and practices in the teaching of art. The sources of contemporary knowledge of the function and structure of art education, the child and his growth in art expression, the development of skills, and building the art curriculum will be considered during lecture-discussion sessions. A variety of materials and techniques will be explored in the art workshop.

34722 Issues in Elementary Education  3 credits
Current critical issues in education on the state, national and international levels, with particular reference to the elementary schools.

34759 Art for the Exceptional Child and Adolescent  3 credits
A course for elementary and secondary teachers working with the exceptional child. The therapeutic aspects of art education in helping these children meet problems in personal adjustment and educational programming will be presented.

34760 Art in the Elementary School  3 credits
A consideration of the visual arts in the elementary school: Studio experiences using art media and techniques, curriculum resources and planning, innovative approaches to teaching art, analysis and evaluation of art programs.

34761 Mathematics in the Elementary School  2-3 credits
Consideration of current trends in method and curriculum in elementary school arithmetic: the scope, sequence and content of the modern arithmetic program with special emphasis on modern innovations in arithmetical content and method; and the relationship of methods, curriculum and evaluation to child development.

34762 Curriculum in the Elementary School  3 credits
Consideration of basic concepts of curriculum development and the relations of foundation areas to the problems of curriculum; assistance to the individual teacher in understanding procedures and plans for bringing about curriculum changes at the local level; opportunity to put theory into practice with guidance from the instructor.

34763 Social Studies in the Elementary School  2-3 credits
A comprehensive consideration of the objectives, content, methods, including unit procedures, materials, including objectives, models and exhibits as well as textbooks, collateral reading, maps and globes and means of evaluating in the social studies.

34764 Developmental Reading  3 credits
Problems arising in a well-rounded reading program; development of basic reading abilities and skills; improvement of attitudes and tastes, and adjusting materials and methods to individual needs.

34765 Science in the Elementary School  2-3 credits
Consideration of the present courses of study in elementary science; basic principles of science appropriate to elementary grades; techniques of teaching the science principles; materials used in the teaching of science, and the techniques of evaluation in science.

34766 Corrective Reading  3 credits
A comprehensive consideration of types of reading and study difficulties; the principles and techniques of diagnosing such difficulties, and the methods and materials useful to the classroom teacher in the remediation of reading problems.
1. **Diagnosis of Reading Difficulties**
   - 2-3 credits
   - A course designed to give experience in the use and analysis of formal and informal tests used in diagnosing reading problems and related disabilities.

2. **Supervision of Instruction**
   - 3 credits
   - Analysis of basic concepts of supervision and competencies essential to effective supervisory performance. Extended examination of current and emerging supervisory practices found in local school districts. Supervision as a process is considered in a variety of roles and positions of leadership.

3. **Supervision of Student Teaching**
   - 2-3 credits
   - Open to cooperating teachers and prospective cooperating teachers. Familiarizes the participant with student teaching program designs, the respective roles of all student teaching personnel, and evaluation strategies and techniques. The teacher eligible to be assigned a student teacher can earn the third credit by implementing and practicing such feedback procedures as micro-teaching, interaction analysis sequences, and instructional tapes to further the student teacher’s growth.

4. **Supervision of Student Teaching**
   - 2-3 credits
   - May be taken by those cooperating teachers who have had a course in supervision but who need to update their supervisory skills in order to learn about and utilize current feedback procedures like micro-teaching, interaction analysis, videotape, supervising with objectives, etc.

5. **Planning and Implementing Reading Programs**
   - 3 credits
   - A study of the process and procedures which may be employed in planning and implementing defensible reading programs. Students are involved in planning individual programs appropriate for their school or system. Prereq: 34764, 34766, 34767.

6. **Reading in the Content Areas: Elementary and Middle School Emphasis**
   - 3 credits
   - Utilization of reading skills, study strategies and materials as applied to the content fields, and techniques for incorporating reading into content area instruction. Prereq: 34764.

7. **Research Related to the Teaching of Reading**
   - 3 credits
   - Comprehensive review and evaluation of the literature and research in reading. The influence of research upon teaching procedures and upon the selection and use of materials for reading instruction will be considered. Prereq: 34764.

8. **Field Experience in Reading Programs**
   - 2-3 credits
   - Observation and directed practice in the area of reading. Students are placed in an approved station or stations for a semester. Prereq: 34768 and 34771.

9. **Junior High Curriculum**
   - 3 credits
   - Study in historical foundations and development; underlying philosophies and unique functions; nature and needs of the junior high school students; recommended and promising curriculum innovations; organization and administration of the program with special attention to the problems of both the teachers and administrators.

10. **Leadership in the Elementary School**
    - 3 credits
    - Study of the application of theories to the administrative behavior problems of leadership in an elementary school. The course content will present research concerning the operation and management of an elementary school. It is designed for students who will have a leadership function or role in their school duties, such as a team leader, supervisor, coordinator, or elementary principal.
34790 Practicum 1-6 credits
The practicum provides graduate students with opportunities to apply didactic experiences in practical situations under the supervision of University faculty members. Prerequisite: Consent of instructor.

34797 Seminar in Elementary Education 3 credits
Investigation and discussion of contemporary, significant problems in elementary education. Topics are selected on basis of needs and desire of participants in such areas as curriculum, instruction, school and classroom organization, and staff inservice improvement.

34797-I Institute variable credit

34798 Workshop variable credit
See page 48 for Workshop course description.

34799 Thesis Research 1-6 credits
See page 48 for Thesis course description.

HEALTH, PHYSICAL EDUCATION, AND RECREATION (79)

79570 Introduction to Motor Learning in Physical Education 3 credits
An introductory course in the basic concepts of motor learning relative to physical education, to include comprehensive laboratory experimentation at the graduate level.

79571 Kinesiology 3 credits
A scientific study of human motion. Studies of anatomical and mechanical principles as they relate to the understanding of skillful, efficient and purposeful human motion will be conducted.

79580 Perceptual Motor Activities 3 credits
A study of motor maturation, developmental variance affecting motor efficiency, gross motor assessment instruments prescriptive techniques involving perceptual motor activities.

79584 Teaching Health Education 3 credits
A study of philosophy, trends and teaching-learning strategies Emphasis will be placed on developing and utilizing models and strategies in health education.

79671 Physiology of Exercise 2-3 credits
A comprehensive study of physiological changes which occur during exercise and the adaptations which occur during exercise training. The student receives practical experience in the organization, interpretation and reporting of laboratory experiences relative to class discussion.

79673 Organization and Administration of Physical Education 2-3 credits
Relationships and procedures involved in effective administration and organization of physical education programs.

79675 Adapted Physical Education 3 credits
A study of the problems of the atypical child in relation to the physical education activity program. Emphasis is placed on the atypical child in the public school. Areas studied include postural deviations, orthopedic and neurological disabilities, sensory handicaps, the mentally handicapped and the behaviorally deviant child.
79678 Physical Education for the Exceptional Child 3 credits
Course emphasis is on exploring physical education programs for the classroom teacher and for recreational leaders in institutional settings and day care centers who deal with exceptional children who are handicapped in physical activities.

79681 Utilization of School and Community Health Resources 2-3 credits
The identification, evaluation and utilization of health resources for individual, school or community use with regards to current health needs.

79690 Workshop: Health, Physical Education and Recreation 1-3 Credits
The course is designed to enable the Physical Education Department to offer a workshop where there is sufficient demand, (e.g., health curriculum study). The specific area will be announced at the time the course is offered.

79691 Community Recreation 3 credits
A study of the basic principles and philosophy of community recreation through the development of an understanding of current trends and problems, organization and administration and the development of an awareness of agencies that support community recreation programs. The graduate requirement will be an in-depth study of a significant aspect relating to material covered in the course.

79692 Field Study 1-3 credits
Studies designed to increase the student's understanding of specific areas of health, physical education and recreation through involvement in off-campus experiences such as elementary schools, secondary schools, camps and community programs under the direction of department instructors. Prereq: Approval of department chairperson.

79694 Seminar 1-3 credits
An advanced course which may involve research on, and/or study of, sources pertinent to a selected area of physical education, pursued by a group under the guidance of an instructor. Prereq: Consent of department chairperson.

79696 Special Studies 1-3 credits

79700 Individual Studies 1-3 credits
An opportunity for a student to explore in more detail a specific field of study. Student and adviser will decide the study with the consent of the professor in charge of the study. The student may take 1-3 credits of work per term; however, not more than 4 credits can be counted within the total number of credits required for a master's degree program. The study should be planned for completion by the end of a term. A grade of "incomplete" is given if the study is not completed. Following completion of the study, a regular letter grade shall be given. In most cases, completion must be completed within a year after the end of that term.

79790 Practicum 1-6 credits
The practicum provides graduate students opportunities to apply didactic experiences in practical situations under the supervision of University faculty members. Prereq: Consent of instructor.

SAFETY EDUCATION (32)

32581 Motor Fleet Safety 3 credits
An analysis of fleet safety problems and programs. Detailed study of the Occupational Safety and Health Act and the United States Department of Transportation's regulations governing fleet operations. Prereq: 32380 and/or consent of instructor.
32582 Safety in the Construction Industry  3 credits
Students will examine problems and practices posed to nation's work force involved with
the construction industry. The course will examine administrative and organizational poli-
cies in developing a construction safety program. Students will be introduced to specific
detailed problems and countermeasures for correction. An analysis of applicable stan-
dards will be conducted as they apply to the construction trade.

32650 Behavioral Aspects of Accident Prevention  3 credits
Selected philosophies of safety education and concepts of accident causation are stud-
ied. The physiological, medical, psychological, and sociological factors which influence
safety behavior, and attempts which have been made to modify unsafe behavior are also
analyzed. Prereq: Consent of instructor.

32655 Alcohol and Other Drugs  3 credits
This course consists of an investigation into the physiological, psychological and sociologi-
.cal problems presented by alcohol, alcoholism and drug abuse as they relate to safety
education. Instruction from a problematic point of view is utilized to provide students with
knowledge for an understanding of alcohol and drug education. Prereq: Consent of in-
structor.

32661 Problems and Materials of Driver Education  3 credits
Emphasis is placed on methods and techniques of teaching driver and traffic safety in the
high schools. Areas of investigation include classroom, in-car, range and simulation meth-
ods of instruction. Programmed instruction, team teaching, educational television, and
other modern methods will be examined for their use in driver education programs. Organ-
zation and administration of the high school program will be covered. Prereq: 32260 and
consent of instructor.

32666 Police in Highway Traffic Enforcement  3 credits
An investigation of local, county, and state police activities in highway traffic law enforce-
ment and investigation. Discussions include philosophical and psychological concepts of
law enforcement. Accident records and usage by all levels of enforcement will be studied
as well as police training policies and practices. Prereq: 32260.

32672 Organization and Administration of School Safety*  3 credits
Designed to prepare prospective teachers in the techniques and methods used in coordi-
nating a school safety program. Also designed for in-service teachers, administrators and
other school personnel responsible for planning and directing safety programs in the
schools. Deals with the elements of a comprehensive accident prevention program; and
the policies and procedures involved in administering the program; and the structuring of
programs to ensure effectiveness. Prereq: 32251 or consent of instructor.

32683 Industrial Safety Management*  3 credits
Emphasis will be on the organizational and administrational problems that relate to an
occupational accident prevention program. The course is especially designed for students
majoring in the business related areas as well as future teachers that desire to emphasize
an understanding of these management problems as well as some applicable solutions.
Prereq: 32380 or consent of instructor.

32684 Industrial Hygiene*  3 credits
An introduction to the science and art of industrial hygiene, including the chemical, phy-
sical, and biological agents which affect the health and safety of employees; the application
of control measures for the various agents. Prereq: 32380, 32483, or consent of instruc-
tor.

* Courses not applicable to the M.S. in Safety (Traffic) degree.
32685 Fire Protection/Prevention*
Control of fires through study of building construction to prevent fire spread, occupancies, and hazards, relationships, exposure to or from adjacent occupancies, lifesaving aspects, and the development of professional knowledge of flammable gases, liquids, combustibles, solids, dusts, chemicals, and explosives. Interpretation of appropriate codes will be covered. Prereq: 32380 or consent of instructor.

32688 Human Factors Engineering
This course is intended to provide the student with background information concerning a human's biological capabilities and limitations. Included are the application of human-factors to design and evaluation of man-machine systems. Prereq: 32684 or consent of instructor.

32690 Workshop in Safety Education
1-6 credits
Workshops designed to meet the needs of safety education teachers and administrators. Workshops content will vary according to contemporary conditions. Prereq: Consent of instructor.

32696 Special Studies
1-6 credits
A study of special topics in safety education for students of junior, senior or graduate standing. Prereq: Consent of instructor.

32700 Individual Studies
1-3 credits
An opportunity for a student to explore more deeply a specific field of study.

32752 Safety Communications
3 credits
Investigation of the communication processes as they relate to the field of safety. Design and manipulation of the communication processes to influence safe behavior. Planning public information and community support programs. Prereq: Consent of instructor.

32765 Highway Traffic Administration
3 credits
A critical analysis of traffic laws, traffic management, and motor vehicle administration past, present and future. Explores agencies involved with traffic safety. Topics include records and reporting, driver control, driver improvement, driver licensing, vehicle registration and titling, vehicle inspection, violations bureaus, and traffic courts. Prereq: Consent of instructor.

32767 Traffic Engineering
3 credits
An overview of the development, management and operation of highway transportation systems. Includes investigation of and experiences in utilization of traffic engineering methods and techniques. Prereq: Consent of instructor.

32790 Practicum
1-6 credits
The practicum provides graduate students with opportunities to apply didactic experiences in practical situations under the supervision of University faculty members. May be repeated with consent of department. Prereq: Consent of instructor.

32771 Institute

32798 Workshop
See page 48 for Workshop course description.

32799 Thesis Research
See page 48 for Thesis Research course description.

* Courses not applicable to the M.S. in Safety (Traffic) degree.
# SECONDARY EDUCATION (35)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>35626</td>
<td>Teaching English in Secondary Schools</td>
<td>3</td>
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<tr>
<td></td>
<td>Designed to familiarize the student with adolescent behavior, needs, and interests as they may apply to the teaching of the language arts; to acquaint the student with current trends in the curriculum; to examine the content of the language arts with specific emphasis on language, composition and literature; to illustrate methods of planning and presenting the content; and to familiarize the student with the available materials for teaching the language arts.</td>
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<tr>
<td>35628</td>
<td>Teaching Mathematics in Secondary Schools</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the materials, methods, curriculum and structure of secondary school mathematics; classroom observations of area high school mathematics classes.</td>
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<tr>
<td>35629</td>
<td>Teaching Science in Secondary Schools</td>
<td>3</td>
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<td>Designed to acquaint students with basic educational techniques; to develop in students the ability to utilize effectively techniques characteristic of science programs, namely, laboratory learning to acquaint students with new approaches to science; to familiarize students with new developments in the science curriculum; to help students gain a broad vision of their teaching profession, their science area and their responsibilities to all students.</td>
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<tr>
<td>35630</td>
<td>Teaching Social Studies in Secondary Schools</td>
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<tr>
<td></td>
<td>A study of subject organization, selection of content, methods of presentation, test construction, resources and equipment and objectives in the social studies area.</td>
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<tr>
<td>35631</td>
<td>Teaching Speech in Secondary Schools</td>
<td>3</td>
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<td></td>
<td>Designed to develop student awareness of the importance of speech education as an integral factor in the total educational enterprise; to help and encourage students to develop a workable philosophy of speech education; to improve students' skill in preparing courses of study, units and lesson plans adapted to the needs and abilities of their students; to suggest methods of and improve skill in evaluating the students' own work as well as that of their students; to give students direction in planning and conducting extra-curricular activities.</td>
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<tr>
<td>35665</td>
<td>Developmental Reading in the Secondary Schools</td>
<td>3</td>
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<td></td>
<td>The principles, techniques and materials for teaching reading in the junior and senior high schools with consideration of specific needs within the various content areas taught in the secondary schools. Prereq: Admission to professional education and completion of 33212.</td>
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<tr>
<td>35690</td>
<td>Workshop</td>
<td>variable credit</td>
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<td></td>
<td>See page 51 for Workshop course description.</td>
<td></td>
</tr>
<tr>
<td>35696</td>
<td>Special Studies</td>
<td>variable credit</td>
</tr>
<tr>
<td>35700</td>
<td>Individual Studies</td>
<td>1-3 credits</td>
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<tr>
<td></td>
<td>See page 48 for Individual Studies course description.</td>
<td></td>
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<tr>
<td>35701</td>
<td>The Modern School Mathematics Curriculum</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A survey of selected school mathematics curriculum development projects, topics in comparative mathematics education and selected topics in on-going research in mathematics education. Prereq: Consent of instructor.</td>
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<tr>
<td>35710</td>
<td>Curriculum in the Secondary School</td>
<td>3</td>
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<td></td>
<td>The study of the theory, substance and development of curriculum in American high schools, junior high schools and middle schools. Special attention is devoted to the impact of recent innovations in the secondary school curriculum.</td>
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</tbody>
</table>
35712 Residency in Teaching
A comprehensive residency in teaching in an accredited local education agency participating in the Teacher Residency Program. The resident teacher is under contract for a full school year for less than a full teaching load, is salaried, and works under the guidance of an assigned team of professional personnel from the University and local school with allocated time for observations, planning, conferences and seminars. Prereq: Successful completion of Directed Teaching with initial or provisional teaching certification. Admittance to the Residency Program and Graduate School. Limited to first year teachers.

35725 Art Education for the Secondary School
A graduate course for art or secondary teachers or those preparing to teach in these areas. The study of contemporary approaches to teaching art education as aesthetic education in the middle and senior high curricula; class discussions, studio and laboratory experiences and original research for the implementation of individualized art teaching.

35770 Supervision of Student Teaching
Open to cooperating teachers and prospective cooperating teachers. Familiarizes the participant with student teaching program designs, the respective roles of all student teaching personnel, and evaluation strategies and techniques. The teacher eligible to be assigned a student teacher can earn the third credit by implementing and practicing such feedback procedures as micro-teaching, interaction analysis sequences, and instructional tapes to further the student teacher's growth.

35770a Supervision of Student Teaching
May be taken by those cooperating teachers who have had a course in supervision but who need to update their supervisory skills in order to learn about and to utilize current feedback procedures like micro-teaching, interaction analysis, videotaping, supervising with objectives, etc.

35790 Practicum
The practicum provides graduate students with opportunities to apply didactic experiences in practical situations under the supervision of University faculty members. Prereq: Consent of instructor.

35798 Workshop
See page 48 for Workshop course description.

SPECIAL EDUCATION (36)

36520 Introduction to the Education of Young Handicapped Children
Designed for persons interested in the education of young handicapped children. Curriculum and instruction strategies for young handicapped children (i.e., parents, toddlers and preschoolers) will be studied. The trainees will be required to participate in two hours of supervised field activities and two hours of lectures each week. Prereq: 36205/721.

36556 Introduction to Mental Retardation
An introductory course which provides current and historical perspectives of the field of mental retardation. Emphasis is placed on the educational, social, psychological, vocational and medical aspects of the problem. Prereq: 3 Special Education credits or consent of instructor.

36576 Introduction to the Severely/Profoundly Multiply Handicapped
For persons interested in the education of the severely and profoundly multiply handicapped. Emphasis will be placed on the etiology and syndromes of those physically disabling conditions associated with severely and profoundly multiply handicapped and the broad continuum of services presently being provided for this identified group. Prereq: 6 Special Education credits.
36605 Sheltered Employment for Adult Developmentally Disabled 3 credits
For students/agency staff interested in vocational rehabilitation services for developmentally disabled adults in a sheltered workshop setting. Emphasis will be on philosophies of the sheltered workshop training techniques and services provided within agencies. Prereq: 6 Special Education credits.

36621 Habilitation of Young Handicapped Children I 3 credits
For persons interested in the education of young handicapped children. Assessment and habilitation strategies, procedures and techniques designed to ameliorate adaptive gross motor and fine motor handicaps in infants, toddlers and preschoolers. The trainee will be required to participate in two hours of supervised field activities and two hours of lectures each week. Prereq: 36520.

36622 Habilitation of Young Handicapped Children II 3 credits
Assessment and habilitation strategies, procedures and techniques designed to ameliorate cognitive and language handicaps in infants, toddlers and preschoolers. The trainee will be required to participate in two hours of supervised field activities and two hours of lectures each week. Prereq: 36520.

36625 Studies in Creativity and Giftedness 3 credits
A survey of the definitions and measures of creativity and intellectual pursuits, extraordinary products, and an examination of the genetic, environmental and social factors that develop and maintain gifted humans.

36635 Applied Vocational Rehabilitation Procedures 3 credits
Application of vocational rehabilitation principles and philosophy. Emphasis on the role of the work study and occupational adjustment program, including the utilization of local, state and federal resources. Prereq: 36230.

36655 Introduction to the Emotionally Disturbed 3 credits
A review of behavior disorders in children with consideration of specific techniques for dealing with these problems in the classroom. Prereq: 3 Special Education credits or consent of instructor.

36657 Education of the Educable Retarded 3 credits
Methods and materials specific to the education of mildly retarded children. Prereq: 36356/556 or consent of instructor.

36659 Education of the Adolescent Retarded 3 credits
Designed for professionals working with adolescent pupils who have exceptional educational needs. Emphasis will be on organization, curriculum, methods, work adjustment, causes and vocational approaches appropriate for high school special education and work-study programs. Prereq: 36356/556 or consent of instructor.

36664 Learning and Language Disorders 3 credits
Considers diagnosis and remediation of learning disorders which call for a special education approach. Prereq: 6 in Special Education credits and/or consent of instructor.

36665 Education of the Trainable Retarded 3 credits
Methods and techniques specific to educating trainable mentally retarded children. Prereq: 36356/556 or consent of instructor.

36666 Guidance of the Handicapped 3 credits
Provides insight into the adjustment problems of exceptional persons. Consideration is given to personal, social educational and vocational problems of handicapped children. Prereq: Consent of instructor.
Adapted Physical Education 3 credits
Problems of the exceptional child in the physical education program. Emphasis is placed on postural deviations, orthopedic and neurological disabilities, sensory handicaps and physical fitness as they influence physical education programs in the public school.

Techniques for the Multiply Handicapped 3 credits
For persons interested in developing techniques in the care and management of severely and profoundly multiply handicapped with emphasis on basic life skills. Includes built-in field experiences. Prereq: 36622 or consent of instructor.

Physical Education for Exceptional Children 3 credits
Emphasis is on exploring physical education programs for the self-contained classroom teacher and for recreational leaders in institutional settings and day-care centers who deal with exceptional children.

Speech and Language Development in the Child 3 credits
Normal and abnormal language development are presented. Various language models are examined from the standpoint of their implications for assessment and treatment in an educational setting.

Instructional Systems for the Severely and Profoundly Multiply Handicapped 3 credits
Specifically designed for persons majoring in education for the severely and profoundly multiply handicapped. Provides a background of knowledge to appropriately design an individual educational plan for the severely and profoundly multiply handicapped, utilizing a multi-disciplinary approach to cooperatively implement the program with other programs and living environments. Emphasis is placed on assessment, implementation and evaluation of the individualized program. Prereq: 36676.

Workshop
See page 31 for Workshop course description

Special Studies
A study of special topics in the field of special education. Prereq: Consent of instructor.

Individual Studies
See page 48 for Individual Studies course description. Prereq: Consent of instructor.

Residency in Teaching 12 credits
A comprehensive residency in teaching in an accredited local educational agency participating in the Teacher Residency Program. The resident teacher is under contract for a full school year for less than a full teaching load, is salaried, and works under the guidance of an assigned team of professional personnel from the University and local school with scheduled time for observations, planning, conferences and seminars. Prereq: Successful completion of Directed Teaching with initial or provisional teaching certification. Admittance to the Residency Program and Graduate School. Limited to first year teachers.

The Exceptional Child 3 credits
A survey of educationally relevant problems of exceptional children and the implications of these problems for school programs.

Fieldwork with Exceptional Children 1-3 credits
Field experiences in public or private community programs or agencies serving the handicapped person. Prereq: Consent of instructor.

Techniques of Teaching the Emotionally Disturbed - Elementary 3 credits
Designed to prepare educators to teach elementary level emotionally disturbed children. Emphasis will be placed on the various educational approaches and philosophies, the use
of specialized materials and curriculum, and their role in organizing and planning for the educational and emotional needs of handicapped children. Prereq: 36655 and consent of instructor.

36756 Techniques of Teaching the Emotionally Disturbed—Adolescent 3 credits
Designed to prepare educators to teach adolescent level emotionally disturbed individuals. Emphasis will be placed on the various education approaches and philosophies, the use of specialized materials and curriculum, and their role in organizing and planning for the educational and emotional needs of handicapped persons.

36759 Art for the Exceptional Child and Adolescent 3 credits.
A course for elementary and secondary teachers working with the exceptional child. The therapeutic aspects of art education in helping these children meet problems in personal adjustment and educational programming will be presented.

36770 Social Issues in the Identification and Education of the Emotionally Disturbed 3 credits
Designed to familiarize special educators with the major social issues confronting persons involved in the diagnosis, placement, and education of children and youth termed “emotionally disturbed.” Emphasis will be placed on labeling, theory, the social structure of emotional disorders, the social implications of special education programs for disturbed children and legal considerations of the diagnosis and educational treatment of emotionally disturbed children. Prereq: 36455/655, and 36755 or 36756, and consent of instructor.

36771 Seminar: Research in Mental Retardation 3 credits
Identification and consideration of significant issues in the field of mental retardation. Geared to the professional development of the educator, this seminar focuses on current topics reported in related research literature from education, psychology, medicine, rehabilitation and other supporting areas. For graduate students with practical experience in the field of mental retardation who are near the completion of their advanced training. Prereq: Consent of instructor.

36772 Seminar: Curricular Developments in Facilitative Education 3 credits
Consideration of innovations in curriculum, methods and materials and their implication for education of exceptional children. Prereq: consent of instructor.

36774 Diagnosis of Learning Disabilities 3 credits
A review and presentation of educational and psychological diagnostic instruments. Students will discuss and utilize appropriate diagnostic and evaluative instruments. Emphasis is placed on educational diagnosis as the basis for educational programming. Prereq: 36664 and consent of instructor.

36775 Supervision and Administration of Special Education Programs 3 credits
Presentation of a broad theoretical and practical background into the nature and role of supervisory and administrative personnel in public school programs for exceptional children. Consent of instructor.

36778 Remediation of Learning Disabilities—Elementary 3 credits

36779 Remediation of Learning Disabilities—Secondary 3 credits
Designed to prepare educators to teach elementary or adolescent level learning disabled children. Remediation strategies and techniques appropriate to this level will be reviewed and demonstrated. Emphasis will be on programming based on an educational diagnosis and participation type activities. Prereq: 36664 and admission to graduate Special Education program or consent of instructor.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>36780</td>
<td>Seminar: Research in Developmental Disorders</td>
<td>3</td>
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<tr>
<td></td>
<td>Identification and consideration of current issues in the field of learning and behavioral disorders with emphasis on the role of the teacher in meeting the academic, emotional and social needs of the problem child. Prereq: Consent of instructor.</td>
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<tr>
<td>36790</td>
<td>Practicum</td>
<td>1-6</td>
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<tr>
<td></td>
<td>Practicum with the exceptional educational needs individual in the appropriate setting, i.e., public/private school, special class, residential setting, public/private supported home, clinic and center based program. Prereq: Consent of instructor.</td>
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<tr>
<td>36797-I</td>
<td>Institute</td>
<td>variable</td>
</tr>
<tr>
<td>36798</td>
<td>Workshop in Mental Retardation</td>
<td>1-3</td>
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<tr>
<td></td>
<td>See page 48 for Workshop course description.</td>
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</tr>
<tr>
<td>36799</td>
<td>Thesis Research</td>
<td>1-6</td>
</tr>
<tr>
<td></td>
<td>See page 48 for Thesis Course description.</td>
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<tr>
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<td>Prereq: Consent of instructor.</td>
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</tbody>
</table>
COLLEGE OF LETTERS AND SCIENCES

LIBERAL ARTS FOUNDATION COURSES

Open to all Graduate Students

13701 Contemporary American Society 3 credits
An overview of American society, focusing attention on the character of our civilization, the nature of our achievements as a people, and giving particular attention to the major problems which America faces today.

76701 Great Issues in Western Philosophy 3 credits
A study of major philosophical works and problems from ancient to contemporary times. These works will be used to probe basic and relevant issues such as the nature and methods of knowing, thinking, proving arguments and deciding. In addition, students will criticize and clarify key concepts and assumptions of at least one other discipline, thus gaining basic competence in one or more of the following: Philosophy of history, philosophical psychology, philosophy of art, philosophy of science.

89711 World Religions 3 credits
The origins, beliefs, practices and development of six major world religions: Hinduism, Buddhism, Confucianism, Judaism, Christianity and Islam.

COLLEGE OF LETTERS AND SCIENCES

99890 Workshop variable credit
See page 51 for Workshop course description.

AMERICAN STUDIES (13)

13690 Workshop variable credit
See page 51 for Workshop course description.

13696 Special Studies variable credit

13700 Individual Studies 1-3 credits
See page 48 for Individual Studies course description.

13798 Workshop variable credit
See page 48 for Workshop course description.

BIOLOGY (19)

LIBERAL ARTS FOUNDATION COURSES

19701 Man in Nature* 2-3 credits
A study of the interrelationships between the biological and cultural phenomena of mankind.

*Not for those in the biology emphasis
19702 Integrated Biological Principles* 3 credits
Designed to integrate fundamental concepts of life. Protoplasm, cells, tissues, organs, physiology, energy transfer, growth, development, reproduction, heredity, evolution, adaptations and ecological interactions of plants and animals. Open to elementary and secondary teachers who have had an introductory course in biological science and who are not specializing in the biological science. Includes lecture, laboratory and field work.

19703 Environment and Man 3 credits
A study of basic ecological concepts and their applications to the identification, understanding and abatement of contemporary environmental problems. Special emphasis is given to those problems resulting from man and his activities.

SPECIALIZED COURSES

19527 Plant Pathology 3 credits
A study of the nature and classification of plant pathogens, the ecologic and physiologic relationships between host and pathogen and the principles of plant disease control. Two lectures and two hours of laboratory per week. Prereq: 19141.

19540 Comparative Vertebrate Anatomy 4 credits
Dissection and study of vertebrate types emphasizing characteristic structures, general relationships, comparative anatomy, and the significance of adaptation and evolution. Laboratory work, lectures and quizzes. Prereq: 19141 and 19142.

19541 Vertebrate Embryology 4 credits
A study of reproductive cycles; gametogenesis and fertilization; the establishment of tissues, organs and system. Introduction to embryological experimental techniques and procedures for study of frog, chick, and pig. Laboratory, lecture and quizzes. Prereq: 19141 and 19142.

19543 Survey of Invertebrates, Including Insects 3 credits
The collection, identification, natural history and significance of invertebrate animals, including insects. Prereq: 19142 or consent of instructor.

19545 Animal Physiology 4 credits
A study of the functional mechanisms that underlie the life processes in animals. Six hours of laboratory and lecture per week. Prereq: 19142, plus 28102 and 28104, or 28141 and 28142 or 82160, 82161, 82162, 82163.

19551 Plant Morphology 3-4 credits
A study of the major groups of plants, with emphasis on structure, reproduction, classification and evolution. Prereq: 19141.

19553 Plant Taxonomy 3 credits
The principles and practice of classification of plants with emphasis on seed plants; includes collection and identification of native and cultivated plants of this area. One hour of lecture and four hours of laboratory per week. Prereq: 19141-General Botany and 19142-General Zoology. Field trips.

19556 Environmental Radiation Protection 3 credits
A course designed to provide the participant with a series of lecture and laboratory experiences involving radiation and radionuclides, both natural and man made, and their impact on the human environment. Emphasis will be on the methodology of detection and measurement of radiation and its human implications. Prereq: One semester of biology and/or one semester of chemistry and consent of instructor. Field trips.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>19570</td>
<td>Aquatic Biology</td>
<td>3</td>
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<tr>
<td></td>
<td>The study of aquatic environment,</td>
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<td>its fauna, flora and general ecology. The laboratory will emphasize the taxonomic study of aquatic organisms. Prereq: 19120-Biological Foundations or 19141-General Botany and 19142-General Zoology. Field trips.</td>
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<tr>
<td>19610</td>
<td>Bacteriology</td>
<td>3-4</td>
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<td></td>
<td>A lecture-laboratory course in the fundamental principles of bacteriology, including taxonomy, cytology, metabolism and ecology. Prereq: 10 hours of biological sciences, part of which must be from the general field of botany and part from zoology. In addition, chemistry through and including Organic Chemistry will be extremely valuable. (If this course is offered during the day, it carries 4 credits including laboratory work: 3 credits evening division.)</td>
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<tr>
<td>19612</td>
<td>Immunology</td>
<td>2</td>
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<td></td>
<td>Immunity to infectious diseases related to changes in the constituents of the blood is explored. Transplantation of tissues, allergies, and autoimmune diseases are discussed. Prereq: 19142, plus one year of chemistry.</td>
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<tr>
<td>19613</td>
<td>Genetics</td>
<td>4</td>
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<td>Designed to present a well rounded view of modern genetics. Emphasizes basic principles. Materials and techniques are used that will permit application and give understanding to the present problems of genetics. Prereq: 19141 and 190142, 28102 and 28104 or 28141 and 28142.</td>
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<tr>
<td>19615</td>
<td>Endocrinology</td>
<td>3</td>
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<td></td>
<td>A study of the hormonal regulations of metabolism, growth and reproduction. Three hours of lecture per week, laboratory demonstrations arranged. Prereq: 19141, 19142, 28102 and 28104 or 28141 and 28142.</td>
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<tr>
<td>19616</td>
<td>Plant Anatomy</td>
<td>4</td>
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<td>A study of the internal structure of vascular plants, with emphasis on seed plants, including cellular tissue and organ levels of organization, principles of morphogenesis, comparative anatomy and evolution, ecological correlations and economic products. Basic microtechniques will be introduced. Prereq: 19141 and a course in vascular plant morphology or permission of the instructor.</td>
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<tr>
<td>19617</td>
<td>Plant Physiology</td>
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<td></td>
<td>Protoplasm, translocation, plant metabolism, chemosynthesis, plant growth and reproduction growth. Prereq: 19141; 28102 and 28104 or 28141 and 28142; or 82160-82161 and 82162-82163.</td>
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<tr>
<td>19620</td>
<td>Ichthyology</td>
<td>3</td>
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<td></td>
<td>A study of the taxonomy, distribution, ecology and evolution of fishes. Collection, preservation and identification of local species will be emphasized. Two one-hour lectures and one two-hour laboratory period per week. Prereq: 19142. Field trips.</td>
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<tr>
<td>19622</td>
<td>Introduction to Ornithology</td>
<td>3</td>
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<td></td>
<td>The classification, distribution behavior, life histories and natural habitats of North American birds. Emphasis is given to the field recognition of local species. Four one-hour lectures and laboratory. Prereq: 19142 or 19120. Field trips.</td>
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<tr>
<td>19623</td>
<td>Introduction to Mammalogy</td>
<td>3</td>
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<tr>
<td></td>
<td>Classification and natural history of mammals with special emphasis on Wisconsin species. Four hours of lecture and laboratory. Prereq: 19141 and 19142; 19340 and 19353 recommended. Field trips.</td>
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<td>Course Code</td>
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<tr>
<td>19630</td>
<td>Animal Behavior</td>
<td>3</td>
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<tr>
<td>19640</td>
<td>Microtechnique</td>
<td>2</td>
</tr>
<tr>
<td>19641</td>
<td>Biological Techniques</td>
<td>2</td>
</tr>
<tr>
<td>19642</td>
<td>History and Philosophy of Biology</td>
<td>2</td>
</tr>
<tr>
<td>19646</td>
<td>Organic Evolution</td>
<td>2</td>
</tr>
<tr>
<td>19651</td>
<td>Invertebrate Zoology</td>
<td>4</td>
</tr>
<tr>
<td>19652</td>
<td>Entomology</td>
<td>4</td>
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<tr>
<td>19653</td>
<td>Animal Histology</td>
<td>3</td>
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<tr>
<td>19654</td>
<td>Vertebrate Field Biology</td>
<td>3</td>
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<tr>
<td>19655</td>
<td>Parasitology</td>
<td>3</td>
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<tr>
<td>19656</td>
<td>Radiation Biology</td>
<td>3</td>
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<tr>
<td>Course Code</td>
<td>Title</td>
<td>Credits</td>
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<tr>
<td>19657</td>
<td>General Ecology</td>
<td>4</td>
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<td>A study of the relationships of plants and animals to their environments through an investigation of the physical and biological aspects of the biotic community. Field techniques will be acquired. Six hours of laboratory or lecture per week. Prereq: 19141 and 19142 plus six additional hours in biology or consent of the instructor. Field trips.</td>
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<tr>
<td>19660</td>
<td>Introductory Mycology</td>
<td>3</td>
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<td></td>
<td>A comprehensive study of all fungal phyla emphasizing taxonomy, morphology, phylogeny, and physiology. Economic uses of fungi in good production, fungal deterioration and industrial application. Prereq: 19141, 19142, 19325 or 19351 or equivalent recommended.</td>
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<tr>
<td>19663</td>
<td>Molecular Biology</td>
<td>3</td>
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<td>The course consists of lectures, discussion and laboratory work emphasizing cell ultra structures and the associated chemical activities that function as the cell level. Four hours of lecture, discussion and laboratory per week. Prereq: 19141; 19142; a year of chemistry or a year of physics; one semester of organic chemistry recommended. Field trips.</td>
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<tr>
<td>19664</td>
<td>Basic Electron Microscopy</td>
<td>2</td>
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<tr>
<td></td>
<td>A laboratory-oriented course designed to provide the student with &quot;hands on&quot; experience in preparation of support films, negative staining, tissue fixation, embedding, block trimming, knife making, thin sectioning, grid and specimen preparation, high vacuum evaporation and replication, staining, shadow casting, photographic techniques and the basic operation and use of an electron microscope. Prereq: Biology majors or minors or consent of instructor.</td>
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<tr>
<td>19680</td>
<td>General Limnology</td>
<td>3</td>
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<td></td>
<td>A presentation of the interrelationships between the physical, chemical, and biological aspects of aquatic environments. The laboratory will demonstrate methods and equipment for conducting limnological studies. Prereq: 19141; 19142; 28102-104 or 28141-142 or consent of instructor.</td>
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<tr>
<td>19685</td>
<td>Pollution Biology</td>
<td>3</td>
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<td>A study of environmental pollution with emphasis on the sources. Effects and abatement of air and water pollution. The laboratory will be devoted to methods for detecting specific pollutants, and the evaluating the biological effects of these pollutants. Prereq: 19141, 19142 and one year of college chemistry. Field trips.</td>
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<tr>
<td>19690</td>
<td>Workshop</td>
<td>variable credit</td>
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<td></td>
<td>See page 51 for Workshop course description.</td>
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<tr>
<td>19694</td>
<td>Seminar</td>
<td>1</td>
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<tr>
<td></td>
<td>A discussion of contemporary, significant problems in biology. The subject matter varies depending on the needs and desires of the participants. To be taken no more than twice for credit. Prereq: 16 hours of biology including botany and zoology.</td>
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<tr>
<td>19696</td>
<td>Special Studies</td>
<td>variable credit</td>
</tr>
<tr>
<td>19700</td>
<td>Individual Studies</td>
<td>1-3 credits</td>
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<td></td>
<td>See page 48 for Individual Studies course description.</td>
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<tr>
<td>19721</td>
<td>Ecological Biology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Interrelationship between plants and animals in respect to their environments, including community organization, behavior and field recognition of flora and fauna. Two hours of lecture and two two-hour laboratories plus several extended field trips. Prereq: 19141-19142 and/or consent of instructor.</td>
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</tbody>
</table>
19722 Plant Physiology
The general physiology of plants, methods of demonstrating and determining rates of plant processes: Nutrition, adjustment to environment, factors influencing growth and development. The course will consist of lectures, demonstrations, laboratory work and one field trip to the University of Minnesota Agricultural Campus Plant Physiology Laboratories to observe apparatus and techniques used in research. Prereq: One year of biology, a year of college chemistry and an elementary knowledge of physics.

19723 Field Zoology
Field trips observing habitats and collecting local animals, identification and study of collected species. Prereq: One year of biology.

19797-I Institute
variable credit

19798 Workshop
variable credit

19799 Thesis
See page 48 for Thesis course description.

1-6 credits

PIGEON LAKE FIELD STATION

The University of Wisconsin System sponsors summer programs at the Pigeon Lake Field station near Drummond in Bayfield County of northwestern Wisconsin. Station offerings include undergraduate and graduate courses in field biology and in mapping and outdoor education. Sessions vary from one to six weeks in length with a variety of biology courses offered on a rotating basis. Credit earned at the Station is accepted as residence credit at this University.

The Field Station is located in a natural outdoor laboratory among the lakes, streams, and forests of relatively unspoiled portions of northern Wisconsin. Students are housed in rustic cabins and have their meals in the Station dining hall. PLFS facilities also include two classroom buildings and a recreation hall on land including 1,400 feet of shoreline on Pigeon Lake. With access to Lake Superior and the Apostle Islands, the national forest, and adjacent wildlife areas, the Station is ideally located for field studies as well as for recreation.

The several programs offered each summer are publicized by special announcements early in the year. For further details contact the chairperson of the Department of Biology or the campus Representative on the PLFS Consortium Board of Directors.

CHEMISTRY (28)

LIBERAL ARTS FOUNDATION COURSE

28702 Physical Science
An in depth examination of certain developments in physical science principles and their impact on man's thought and way of life. Open to experienced elementary and secondary school teachers who have had an introductory course in physical science.

3 credits

SPECIALIZED COURSES

28655 Advanced Organic Chemistry
An extension of the basic course covering selected topics from the theories and chemistry of organic structures. Prereq: A year's course in general organic chemistry.

3 credits

28690 Workshop
See page 51 for Workshop course description.

variable credit

28700 Individual Studies
See page 48 for Individual Studies course description.

1-3 credits
COMMUNICATION (94, 96, 64)

SPEECH COMMUNICATION (94)

Within the M.S.T./M.A.T. degree programs, students in speech communication emphasis may take courses exclusively in either speech communication or theatre or a combination of both. Consent of adviser is required. See Theatre courses as listed on page 98. Formats of the M.S. in Communication degree program are pending.

SPECIALIZED COURSES

94562 Experimental Forms of Debate 3 credits
An opportunity for the experienced debater or the debate coach to participate in, observe and test new and different debate formats. A study of such forms as they are used in nonacademic as well as academic situations. Includes both theory and application. Prereq: 94162 or permission of instructor.

94620 Listening Behavior 3 credits
A study of the recent theory and research focusing on the process of listening in human communication. Analysis of approaches to teaching listening in the schools and training in business-industry. Prereq: 94110 or equivalent or consent of instructor.

94622 Communication Theories 3 credits
A study of communication theories from various disciplinary viewpoints. An investigation of various models of the communication process with emphasis on "meaning-centered" approach to the communication act (source, message, channel, receiver).

94624 Cross Cultural Communication 3 credits
Study of the process of communication across cultural boundaries emphasizing a basic model of communication in the analysis of communication within and between various cultures, predictions of patterns and effects and communication barriers.

94633 Seminar in Speech Communication of North American Indians 3 credits
A study of the communication of North American Indians, both historical and current, with particular emphasis on those of the Wisconsin area.

94643 Women Speakers in America 3 credits
Surveying women speakers in America from colonial to contemporary times, focusing upon issues and investigating the women who spoke supporting and opposing them. Representative issues include religious freedom, abolition, woman's suffrage, temperance, populism and feminism. Speakers are evaluated concerning their messages and the relationships of the ideas to the audiences and the times. Prereq: 94110 or equivalent.

94647 American Public Address 3 credits
A critical study of those whose speaking exemplifies typical effective speech in the United States, from colonial times to the present. Prereq: 94110.

94648 British Public Address 3 credits
A survey of British speakers and their speeches from early history to the present. Prereq: 94110.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>94657</td>
<td>Classical Rhetoric</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of those theories of public speaking developed by the ancient Greek and Roman thinkers, particularly Plato, Aristotle, Cicero and Quintillian. Prereq: 94110.</td>
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<tr>
<td>94658</td>
<td>Neo-Classical Rhetoric</td>
<td>3</td>
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<td></td>
<td>A study of the theory of speechmaking as it developed from approximately the second through the sixteenth centuries. Prereq: 94110.</td>
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<tr>
<td>94655</td>
<td>Directing Debate</td>
<td>3</td>
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<tr>
<td></td>
<td>Specific information for prospective teachers who may direct high school debate. The course is open both to speech majors and others interested in debate. Prereq: Experience in debate or direction of debate or consent of instructor.</td>
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<tr>
<td>94666</td>
<td>Directing Forensics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Methods of helping students prepare for speech activities involving individual rather than team participation. For those who direct or expect to direct forensics. Open to both speech majors and non-majors.</td>
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<tr>
<td>94690</td>
<td>Workshop</td>
<td>variable credit</td>
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<tr>
<td></td>
<td>See page 51 for Workshop course description.</td>
<td></td>
</tr>
<tr>
<td>94696</td>
<td>Special Studies</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>A course which is not regularly included in the curriculum but which is offered from time to time on topics in speech communication selected on the basis of need, interest, or timeliness. Prereq: Consent of instructor.</td>
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<tr>
<td>94700</td>
<td>Individual Studies</td>
<td>1-3</td>
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<tr>
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<td>See page 48 for Individual Studies course description.</td>
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<tr>
<td>94701</td>
<td>Introduction to Graduate Study in Speech</td>
<td>3</td>
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<tr>
<td></td>
<td>Nature of graduate study and the principles and methods of historical-critical, descriptive and experimental research in speech and theatre.</td>
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<tr>
<td>94702</td>
<td>Seminar in Rhetoric and Public Address</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Investigation of special topics selected on the basis of need, interest, or timeliness which may change each time the course is offered.</td>
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<tr>
<td>94703</td>
<td>Seminar in Contemporary Communication Problems</td>
<td>3</td>
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<td></td>
<td>Investigation of special topics selected on the basis of need, interest, or timeliness which may change each time the course is offered.</td>
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<tr>
<td>94705</td>
<td>Seminar in Theatre and Oral Interpretation</td>
<td>3</td>
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<td></td>
<td>Investigation of special topics selected on the basis of need, interest, or timeliness which may change each time the course is offered.</td>
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<tr>
<td>94706</td>
<td>Seminar in Speech Education</td>
<td>3</td>
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<tr>
<td></td>
<td>Investigation of special topics selected on the basis of need, interest, or timeliness which may change each time the course is offered.</td>
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<tr>
<td>94753</td>
<td>Oral Communication for the Professions</td>
<td>3</td>
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<tr>
<td></td>
<td>An opportunity for business and education students to use oral communication in specific small and large group situations. Work with formal and informal presentations.</td>
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<tr>
<td>94776</td>
<td>Speech in the Elementary School</td>
<td>3</td>
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<td></td>
<td>Consideration of techniques useful in speech improvement programs in the elementary school: Oral reading, story telling, group reading, choral speaking, creative dramatics, puppetry, speech making, discussion, listening, assembly programs.</td>
<td></td>
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</tbody>
</table>
94798 Workshop  
See page 48 for Workshop course description. 

94799 Thesis 
See page 48 for Thesis course description. 

COMMUNICATIVE DISORDERS (96) 

Within the M.S. Communication degree program, an emphasis in communicative disorders will fulfill requirements for certification by the Wisconsin Department of Instruction for clinicians in the public schools. 

SPECIALIZED COURSES 

96570 Practicum: Communicative Disorders  
Clinical (supervised) practices with children and adults who have communicative disorders. Three credits are required and are to be taken during junior and senior years. Prereq: 96371. 

96582 Audiometry  
Techniques utilized in evaluation of the auditory function including pediatric, geriatric, G.S.R., Bekesy, and functional testing procedures. Prereq: 96381. 

96584 Aural Rehabilitation  
A study of habilitation and rehabilitation procedures for the deaf and hard-of-hearing including techniques of speechreading, auditory training, and an examination of the psycho-social aspects of hearing loss. Prereq: 96270 or consent of instructor. 

96585 Fluency Disorders  
A study of the theoretical, clinical and experimental approaches to fluency disorders as stuttering and cluttering. Prereq: 96374, 96376. 

96670 Diagnostic Methods in Communicative Disorders  
Supervised diagnostic experiences with children and adults having speech, hearing and/or language disorders. The course includes participation in diagnostics, interpretation of diagnostic test findings, parent conferences and report writing. Prereq: Senior standing, communicative disorders major or consent of instructor. 

96680 Speech and Language Development in the Child  
The study of normal speech and language development as seen by the anthropologists, sociologists, psychologists, psycholinguistics and speech and hearing scientists and educators. 

96686 Disorders of Voice  
A study of vocal disorders of functional and organic origin, the procedures for their evaluation and therapy; a review of recent research literature in these areas. Prereq: 96374 or consent of instructor. 

96687 Speech and Voice Disorders of Cleft Palate  
A study of the speech and voice disorders associated with cleft palate; the etiology, embryology, surgical, prosthetic, and dental management of persons with a congenital cleft palate; evaluative and therapeutic procedures for the speech and voice disorders; and a review of recent research literature. Prereq: 96374, 96376, or consent of instructor. 

96688 Neurological Disorders of Speech and Language I  
The study of the neuroanatomical bases for speech and language impairment in aphasia, Parkinson's disease and multiple sclerosis; evaluation and therapeutic procedures in the
treatment of the subsequent speech and language disorders; and the review of recent research literature in these areas. Prereq: 96374 or consent of instructor.

96689 Neurological Disorders of Speech and Language II 3 credits
The study of the neuroanatomical bases for speech and language impairment in cerebral palsy and dysarthria; the evaluative and therapeutic procedures in the treatment of the attendant speech and language disorders; the differential evaluation of speech and language disorders of neurological and non-neurological etiology; and the review of recent research literature in these areas. Prereq: 96374 and 96376 or consent of instructor.

96690 Workshop variable credit
See page 51 for Workshop course description.

96696 Special Studies 1-3 credits
A course which is not regularly included in the curriculum but which is offered from time to time on topics in speech communication selected on the basis of need, interest, or timeliness. Prereq: Consent of instructor.

96700 Individual Studies 1-3 credits
See page 48 for Individual Studies course description.

96709 Seminar in Communicative Disorders 3 credits
Identification and consideration of significant issues in communicative disorders. The course is geared to the professional development of the speech and language clinician and focuses on such content areas as the acoustically handicapped, oral language problems, voice disorders, fluency disorders, neurological disorders such as aphasia and cerebral palsy, cleft palate and special therapeutic and diagnostic problems. Content areas will change each semester and the course may be repeated with a change of content. Prereq: Consent of instructor.

96710 Speech and Language Therapy in the Clinical Environment 3 credits
A study of professional and research literature pertinent to the various clinical environments, with emphasis on the school environment, and the special problems that confront the speech and language clinician in these environments such as hospitals, public schools, etc. Prereq: Consent of instructor.

96711 The Dysarthrias 3 credits
Study of the neurophysiology underlying speech and the neuropathologies which lead to the dysarthrias. Evaluating the dysarthrias by means of taped transcriptions and neuromuscular examination, and planning remediation procedures are emphasized. Relevant research literature is reviewed.

96764 Speech for Exceptional Children 3 credits
Designed to provide the student with an understanding of theories and principles concerning the diagnosis and management of voice and articulation disorders; to acquaint the student with the research being done in the areas of voice and articulation disorders.

96798 Workshop variable credit
See page 48 for Workshop course description.

96799 Thesis 1-6 credits
See page 48 for Thesis course description.
MASS COMMUNICATION (JOURNALISM) (64)

SPECIALIZED COURSES

64603  Supervising School Publications  3 credits
Work in directing high school newspapers and yearbooks with consideration of the place
of these publications in the educational program. Working with school publicity.

64690  Workshop  variable credit
See page 51 for Workshop course description.

64696  Special Studies  variable credit

64700  Individual Studies  1-3 credits
See page 48 for Individual Studies course description.

64798  Workshop  variable credit
See page 48 for Workshop course description.

64799  Thesis  1-6 credits
See page 48 for Thesis course description.

THEATRE (95)

Within the speech communication emphasis of the M.S.T. / M.A.T. degree programs, students may
take courses exclusively in either speech communication or theatre or a combination of both.
Consent of adviser is required. Formats for the M.S. in Communication degree program are pend-
ing.

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by students in theatre em-
phasis.

95704  Foundations of Dramatic Art  3 credits
An intensive study of the theatre as an art and as a cultural force. The approach is an
aesthetic and historical consideration of dramatic literature and the interpretative arts of
stage, motion pictures, radio and television.

SPECIALIZED COURSES

95546  Survey of Modern Drama  3 credits
Analysis of trends and developments in the modern theatre from Ibsen's realistic plays to
off-off Broadway drama with emphasis on literary history and staging problems. The
course will be team taught by English and Theatre faculty. Prereq: 95270 or consent of
instructor.

95661  Contemporary Drama  3 credits
The function of the theatre as a social force in the twentieth century. Emphasis on form
and content of the drama in the modern theatre with consideration of motion pictures and
telephone. Prereq: 95270 or consent of the instructor.

95671  History of the Theatre Through 1550 AD  3 credits
Designed to study the arts and crafts of the theatre from primitive times to the English
Restoration period, with emphasis in the relation of the play to the theatre, the actor and
the audience as well as to the social, intellectual and artistic interests of each period.
European Theatre and Drama 1550-1875  
Designed to study the arts and crafts of the theatre from the beginning of the eighteenth century to the present, with emphasis on the relation of the play to the theatre, the actor and the audience as well as to the social, intellectual and artistic interests of each period.

American Theatre History  
Designed to trace the development of the theatre in America, its impact on and its reflection of cultural, political, social and economic movements in the United States.

Workshop  
See page 51 for Workshop course description.

Special Studies  
variable credit

Individual Studies  
See page 48 for Individual Studies course description.

Workshop  
See page 48 for Workshop course description.

ENGLISH (37)

Degree programs for the English emphasis are the M.S.T. (p. 27), M.A.T. (p. 30), and the M.E.P.D. (p. 37).

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by those in the English emphasis.

Language in Society  
Historical growth and continuing development of the English language and its uses in society, including a study of current usage and principles for evaluating language in use. For experienced elementary and secondary school teachers who have completed the lower division course requirements in English and who have not had similar work.

SPECIALIZED COURSES

The Development of the English Novel to the Twentieth Century  
A survey of the development of the English novel from the eighteenth century to the twentieth, with emphasis on the development of themes and techniques. Studies of selected works by Defoe, Richardson, Fielding, Sterne, Austen, Scott, Dickens, Thackeray, Eliot, Hardy, Conrad, and/or others.

Survey of Modern Drama  
Analysis of trends and developments in the modern theatre from Ibsen's realistic plays to off-off Broadway drama with emphasis on literary history and staging problems.

American Literature: 1900-1950  
A survey of American literature from 1900 through 1950, concentrating on major poets and writers of prose fiction, including Frost, Eliot, Hemingway, Steinbeck and Faulkner.

Modern American and British Literature: 1950 to Present  
A study of the literature of the post-World War II era. Special emphasis on the contemporary theme of the search for values.
The Novel  3 credits
A study of outstanding examples of the novel as a major art form in the literature of western civilization, planned to acquaint students with the range of its subject matter.

American Literature  3 credits
A survey of American literature from the seventeenth to the twentieth century to acquaint the student with the foremost writers of our literary culture.

World Literature  3 credits
A rapid survey of western literatures other than English and American. Reading and discussion of translated masterpieces representing major literary periods from ancient times to the present.

Advanced Composition for Teachers  3 credits
A course in exposition and argumentation, with emphasis on how to write and evaluate literary criticism and how to analyze and evaluate student writing.

History of the Language  3 credits
A study of linguistic fact and theory leading to an understanding of the organic nature of language and an acquaintance with the sounds, structures and meanings of English in historical perspective.

Modern Grammatical Theory  3 credits
A study of structural and transformational-generative grammars.

Teaching English as a Second Language  3 credits
Provides a basic foundation in linguistic theory and methodology as well as practical experience in teaching English as a second language on the elementary and secondary levels. Students taking this course will be required to work with non-English speaking students in Southeastern Wisconsin (usually Spanish speaking).

Chaucer  3 credits
A study of the language and art of Chaucer as he reflects the culture of his time.

English Renaissance Poetry and Prose  3 credits
A study of the prose and poetry of the Tudor period, with special emphasis on the works of Spenser.

Milton  3 credits
A study of the principal works in poetry and prose of John Milton.

History of Literary Criticism  3 credits
An examination and comparison of the major works of criticism from Aristotle to Eliot.

Twentieth Century Women Writers  3 credits
A study of significant American and British women writers of the twentieth century.

Applied English Linguistics  3 credits
An intensive course in applying linguistic analysis to literature, language learning, composition, and dialects.

Workshop  variable credit
See page 51 for Workshop course description.

Special Studies  2-4 credits
Designed to increase the student’s understanding of the range of literature. By special request of the students or faculty, the particular area to be published before registration.
37700 Individual Studies
See page 48 for Individual Studies course description.

37745 Twentieth Century Poetry
An intensive study of the foundations and development of modern poetry. The course begins
with the work of selected innovators such as Pound and Williams, moves on to
to consider the development of open and closed forms in writers such as Olson, Lowell,
Wilbur, Creeley, and Ginsberg, and concludes with an examination of contemporary re-
definition of poetry.

37746 Studies in American Romanticism
Intensive reading of representative works by Hawthorne, Melville, Emerson, Thoreau,
Whitman, etc.

37747 American Novelists, I
A study of the American novel from the American Revolution to World War I. Intensive
reading of selected novels.

37748 American Novelists, II
A study of the American novel from World War I to the present. Intensive reading of se-
lected novels.

37749 Modern Literature
A study of selected poems, novels, plays and short stories of significant twentieth century
writers from Yeats, Joyce and Shaw through Frost, O'Neill and Hemingway.

37751 Studies in American Realism
A close examination of American realism through intensive reading of Clemens, Howells,
James, and selected others.

37761 Shakespeare
Careful reading of about six plays; some observation of the most useful textual, historical
and structural criticism.

37770 Studies in a Major Writer
A careful reading in the canon of a major British or American writer, the selection to deter-
mine method, i.e., historical, formal, archetypal, etc., or eclectic. Subject will be an-
nounced in advance.

37771 Studies in Special Topics
An extensive study of a special literary form, topic, motif, etc., as it appears in a number of
authors and eras.

37772 Literature and the Human Experience
The articulation of a number of fundamental literary forms illustrated from classic (e.g.,
Homer) to modern (e.g., Salinger) works, as a metaphor for Human Experience, particu-
lar emphasis on modern popular literature, i.e., television drama and comic strip, as em-
bodying these forms.

37790 Bibliography
Designed to save the student's time in other English courses by acquainting the student
with specialized references, printed compilations and other library shortcuts. Each week
the student is assigned a dozen or so typical questions in one literary area, along with a
number of places to locate the answers. In addition, each student reads a book on literary
sluthing, famous literary forgeries and other literary gossip every English graduate stu-
dent should know.
SCHOOL OF GRADUATE STUDIES

37797 Victorian Literature
Individual studies in the dominant ideas and methods of representative Victorian poetry, novels, essays and dramas, seen within their cultural contexts.

37798 Workshop
See page 48 for Workshop course description.

37799 Thesis Research
See page 48 for Thesis course description.

FOREIGN LANGUAGES (French - 40)
(German - 43)
(Spanish - 49)

40696 Special Studies
variable credit

43696 Special Studies
variable credit

49696 Special Studies
variable credit

GEOGRAPHY (52) GEOLOGY (53)

LIBERAL ARTS FOUNDATION COURSES

52702 World Populations and Resources
An analysis of the elements of the earth's human populations and their resource bases and related problems.

53701 Basic Concepts in Geology
Covers the important aspects of both physical and historical geology. Laboratory studies will stress the recognition of the common rocks, minerals and fossils with an emphasis on those found in Wisconsin. Two or three field trips will be conducted for field studies. Open to all students who have not had 53100, 53202, 53204 or their equivalents in other institutions.

SPECIALIZED COURSES

52520 Meteorology and Climate
A study of the atmosphere with emphasis on the principles that govern the functioning of the "air machine," techniques of analysis applicable to mid-American weather, and a summary of world climate patterns. Prereq: 52111 or equivalent.

52523 Water Resources
Following a treatment of the character, process-involvement, and distribution of water, the significance of water as a resource in a modern society will be considered. The course will be culminated by an evaluation of the development-management, use, and conservation of water within the contexts of the hydrologic cycle and watershed. Field trips are normally taken.

52532 Political Geography
A study of the variations of political phenomena from place to place in relation to variations in physical and cultural environments.

52535 Agricultural Geography
An analysis of the different kinds of agricultural activity practiced from area to area on the earth. Attention will be given to the problems now facing mankind of increasing production
and improving the distribution of agricultural goods to meet the needs of the earth's growing human population. Field trips are normally taken.

52536 Rural Settlements 3 credits
Understanding of forms, structures, and distribution of rural settlements in distinctive parts of the earth according to their origin, function, and development. Special emphasis is given in analyzing the rural settlements of southeastern Wisconsin through a number of field studies. Field trips are normally taken. Prereq: 52230 or consent of instructor.

52537 Recreation Regions and Systems 3 credits
Initial segments of the course focus upon an evaluation of spatial elements of the recreation phenomenon and the development of recreation areas for the express purpose of providing a background for subsequent analysis of existing recreation plans and formulation of a conceptual framework for the development of future recreation regions. Field trips are normally taken.

52544 Urban Geography 3 credits
A study of the locations, size, spacing, types and functions of urban settlements, followed by consideration of the elements of a city, their interrelations and changes. Field trips are normally taken.

52546 Transportation Analysis and Planning 3 credits
The analysis of the spatial organization of modern transportation systems. Particular attention will be given to transportation networks and the impact of transportation on land use, land values, and the environment. Field trips are normally taken.

52550 Regional Analysis and Planning 3 credits
A geographical analysis of the physical and cultural phenomena found on the surface of the earth which give shape and structure to regions, and to present the role of regional planning as a medium of land-use determination. Field trips are normally taken.

52552 Conservation 2-3 credits
A study of conservation methods being used today and the needs of the future in light of rapidly diminishing natural resources.

52560 Geography of Wisconsin 2 credits
A systematic treatment of geographic phenomena. Emphasis is placed on the interrelationships and interactions of these phenomena from place to place within the state. Field trips are normally taken.

52570 Quantitative Techniques in Geography 3 credits
An introduction to the quantitative techniques for geographic analysis of the earth's spatial elements. Prereq: 52210 and 52230, 70141 or its equivalent.

52610 Physiography of North America 3 credits
A study of the structure, development and interpretation of the landforms in each of the physiographic regions of the United States, Canada and Mexico.

52643 Ocean Resources 3 credits
A synthesis of man's role in extracting the living and nonliving resources from the ocean. Selected topics include the problems and potential for gaining food, fresh water, fossil fuels and manganese nodules from the sea water or the sea floor.

52644 Urban Land Use Planning 3 credits
A study of the technical, social and political framework of the urban land planning process. Emphasis will be on the acquiring of professional planning skills and on the critical analysis of plans and planners. Field trips are normally taken. Prereq: 52344 or consent of instructor.
52651 World Problems in Political Geography 3 credits
Geographical synthesis of contemporary political problems of the world and their relationship to regional geography. Prereq: 52332 or consent of the instructor.

52675 Air Photo Interpretation 3 credits
Theory and procedures in use of aerial photos for mapping, planning, identifying and classifying information obtainable from aerial photos. Actual preparation of maps on land use changes, industrial identification and topographic plotting will be stressed. Field trips are normally taken.

52690 Workshop variable credit
See page 51 for Workshop course description.

52700 Individual Studies 1-2 credits
See page 48 for Individual Studies course description.

52754 Advanced Cartography 3 credits
Application of cartographic methods to geography. Mapping of quantitative data related to population studies, regional analysis, and measures of distribution.

52761 Geography of Anglo America 3 credits
A study of Canada and the United States of America with an emphasis on the systematic approach. Regions will be selected from microgeographic studies.

52762 Geography of Western Europe 3 credits
A study of the regional interdependence of northern and western Europe with special emphasis upon the post World War II agencies which have promoted economic cooperation with its relatively free flow of capital, raw material, finished goods and labor throughout Western Europe.

52763 Geography of Latin America 3 credits
An analysis of the natural environment, cultural patterns, resource development and geographic patterns of Central and South America.

52764 Geography of East and South Asia 3 credits
Present and potential significance of this area is assessed in terms of its physical and resource base. Site and situation significance is studied together with a consideration of the cultural-technological development of the area.

52766 Geography of Sub-Saharan Africa 3 credits
A thematic, geographical analysis focusing on the major regions of Africa south of the Sahara. Emphasis will be placed on the particular problems and potentials of development within the selected regions.

52767 Australia and Oceania 3 credits
Treatment of the geography of the South Pacific Realm including New Zealand and Australia. The number, location, distribution, physical characteristics, and development of the islands and their inhabitants are considered in relation to the rest of the world.

52768 Geography of the Soviet Union 3 credits
A study of Soviet Northwest and the Volga, the Ukraine, the Urals, Transcaucasus area, Central Asia and Soviet Siberia.

52769 Southwest Asia and North Africa 3 credits
A study of the arid landscape, the historic role of water in the disposition and movement of people, and the modern world dependence on this area’s petroleum resource for technological survival. The significance of this area as the place of origin and historic homeland of the earth’s monotheistic religions is also emphasized.
History and Nature of Geography  3 credits
A combination lecture and seminar course about the development of geographic thought. The course will include the compilation of biographies of noted geographers.

Population Geography  3 credits
A study of the patterns of the world population in relation to physical and cultural phenomena, and treatment of dynamics and composition of populations are related to their support bases.

Institute  variable credit
Workshop  variable credit
See page 48 for workshop course description.

Thesis  1 - 6 credits

HISTORY (55)

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by those in the history emphasis.

Great Issues in Western History  3 credits
Discussion of selected issues in European and American history based on a study of the sources. Open to experienced elementary and secondary school teachers who have met the introductory lower division course requirements in history and social studies for their bachelor's degree program and who have not had similar work.

SPECIALIZED COURSES

Industrial America 1877-1919  3 credits
A study of the United States from the Compromise of 1877 through World War I, emphasizing the origins, growth and problems of, and response to, industrialism and new trends in American foreign policy.

America Between the Wars 1919-1941  3 credits
An analysis of the political and social trends in the United States during prosperity and depression, and the background of American involvement in World War II.

Recent America, 1941 to the Present  3 credits
A study of the continuance of Progressive domestic legislation, political, social and economic, and the response of the American people to the responsibilities of world leadership.

Women in the Western World  3 credits
A study of the historical position of women in western civilization from classical antiquity through the nineteenth century in the reality of everyday experience and in the context of philosophic, moral, literary, and legal evidence and/or commentary.

History of Contemporary Women from 1800  3 credits
A comparative historical study of the role of women in representative societies of the modern world—the United States, Scandinavia, Soviet Russia, China, Britain and the Commonwealth—in the reality of everyday experience and in the context of philosophic, economic, social, aesthetic, legal, and political structures and commentary.
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>55571</td>
<td>History of Russia to 1815</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey of Russian history to 1815, emphasizing its relationship to major</td>
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<td></td>
<td>problems in European history.</td>
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<tr>
<td>55572</td>
<td>History of Russia since 1815</td>
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<tr>
<td></td>
<td>A survey of Russian history in the nineteenth and twentieth centuries,</td>
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<td>emphasizing relationships to major European and world problems.</td>
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<tr>
<td>55580</td>
<td>The Holy Roman Empire</td>
<td>3</td>
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<td>A survey from the beginnings to the Congress of Vienna, emphasizing the</td>
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<td>development of German political and cultural traditions.</td>
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<td>55581</td>
<td>Modern Germany</td>
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<td>A survey from the Congress of Vienna to the present, emphasizing the</td>
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<td>successive solutions to the question of German political organization.</td>
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<td>55600</td>
<td>Diplomatic History of the United States to 1898</td>
<td>3</td>
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<td>A survey of American diplomatic history to 1898, stressing principles and</td>
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<td>practice, economic and political aspects and expansion.</td>
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<tr>
<td>55601</td>
<td>Diplomatic History of the United States since 1898</td>
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<td></td>
<td>A survey of American diplomatic history since 1898, emphasizing the United</td>
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<td>States as a great power, changing economic and political realities, American</td>
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<td>intervention in two world wars, and contemporary trends.</td>
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<td>55602</td>
<td>Colonial and Trans-Appalachian Frontiers</td>
<td>3</td>
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<td>A study of the frontier processes of American migration from the Atlantic</td>
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<td>Seaboard to the Mississippi Valley with emphasis on the international</td>
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<td>rivalries and influences of the frontier.</td>
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<td>55603</td>
<td>History of the American West</td>
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<td>A study of the exploration, acquisition and settlement of the Trans-</td>
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<td>Mississippi West with emphasis on regional problems in the settlement</td>
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<td>55607</td>
<td>American Social History, 1941 to the Present</td>
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<td>A study of contemporary social institutions and movements and the effects</td>
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<td>of these on American life and values.</td>
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<td>55620</td>
<td>The History of Black America</td>
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<td></td>
<td>A history of the Afro-American from his African beginnings to the present.</td>
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<td>Emphasis is given to the development of white and black racial attitudes,</td>
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<td>the development of slavery, the growth of Afro-American institutions and</td>
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<td>race organizations, the black in American politics, Afro-American</td>
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<td>intellectual life, Afro-American economic life, and black culture.</td>
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<tr>
<td>55624</td>
<td>American Indian History</td>
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<td></td>
<td>A study of the role of the American Indian in United States history with</td>
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<td>special emphasis on red-white relations, United States government policies,</td>
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<td></td>
<td>Plains Indian culture and the problems of Indians in American society.</td>
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<tr>
<td>55632</td>
<td>Banditry, Rebellion and Revolution in Modern China</td>
<td>3</td>
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<td>An examination of violent socio-political upheavals in China beginning with</td>
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<td>the White Lotus Rebellion and culminating with the Communist Revolution.</td>
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<td>55633</td>
<td>Twentieth Century Japan</td>
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<td>A discussion of Japan's emergence into the modern world centering on the</td>
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<td>Japanese transformation from a secluded feudal nation to a powerful</td>
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<td>industrialized state.</td>
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<tr>
<td>55651</td>
<td>Ancient Civilization</td>
<td>3</td>
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<td>A study of the civilization of the Ancient Near East, of Greece, and of Rome.</td>
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</tbody>
</table>
55652 Medieval Civilization 3 credits
A survey of basic political, socio-economic, cultural and religious trends in European history from A.D. 300 to 1500.

55653 The French Revolution and Napoleon 3 credits
A study of the Revolutionary and Napoleonic periods of French history (1788-1815), and the relation of the developments of those periods in Europe to modern political and constitutional concepts and institutions.

55654 Problems in American History 3 credits
Consideration of topics in American history, emphasizing the changing and conflicting interpretations in historical writing.

55658 Social and Cultural History of Europe to 1800 3 credits
A study of the interaction of ideas and social and political institutions, with an emphasis on the Enlightenment and early romanticism.

55659 Social and Cultural History of Europe since 1800 3 credits
A study of the interaction of ideas and social and political institutions, with an emphasis on such topics as nationalism, socialism, anarchism and existentialism.

55660 Twentieth Century Europe 3 credits
A survey of the political, economic, social, and cultural history of Europe since about 1914.

55667 Tudor and Stuart Britain 1471-1714 3 credits
A treatment of the period (1471-1714) covering the social, political, and religious developments and England's relationship to the rest of Europe.

55670 American Urban History 3 credits
A study of the historical patterns of urbanization from colonial times to the present, emphasizing the evolution of an urban society, industrialization and immigration, urban politics, city planning and the emergence of megalopolis.

55690 Workshop 0-6 credits
See page 51 for Workshop course description.

55696 Special Studies 1-3 credits
Study of a selected historical topic not covered in regular course offerings. The topic will be announced prior to registration.

55700 Individual Studies 1-3 credits
See page 48 for Individual Studies course description.

55705 Historiography and Historical Research 3 credits
A study of selected historical writings with treatment of and practical experience in the techniques of historical research, writing, and critique adapted to the individual preparation of the students.

55707 Recent American History 3 credits
The economic, political and social development of the twentieth century.

55720 American Intellectual and Cultural History 3 credits
A study of American intellectual life from the colonial period to the present in relation to political, economic and social development.
55721 American Historians  
A study of theory and methods in the writing of American history. Special attention is given to the purpose, interpretations, leading ideas and works of selected leading American historians.

55751 Greek Civilization  
A brief historical account of the growth of Greek civilization, with more intensive coverage of the Greek achievement in political practice and theory, economic life, religion, drama, philosophy, and the arts.

55752 Roman Civilization  
A brief survey of the course of Roman history with special attention given to the Roman achievement in government, administration, law, engineering, religion, and the arts.

55755 The Renaissance  
Renaissance historiography. Economic, social, political, and religious foundations of the Italian and North European cultural achievement, c. 1300—c. 1550.

55756 The Reformation  
A study of the religious reform movements of the sixteenth century in their political, economic, social, and intellectual context. Includes the Catholic Reformation.

55759 Pro-Seminar in Far Eastern History  
Study of the natures of traditional East Asian governments and economics at the beginning of the nineteenth century, and analysis of changes in the past 150 years with special emphasis on the resistance of native "autocratic traditions," and the conditions under which Western technology, institutions and ideas are fitted into the native economic, political and social configurations.

55760 Pro-Seminar in American Colonial History  
An interpretative study of the major developments in American colonial history, focusing particular attention on conflicting viewpoints and placing special emphasis upon the foundational, political, economic, social and cultural institutions and ideologies of the United States.

55770 Pro-Seminar in Mid-nineteenth Century American History  
A study of the United States from the Mexican War through the Civil War and Reconstruction. Emphasis will be placed on the mastery of important secondary sources and the development of the technical skills and scholarly judgment necessary for effective historical writing and criticism.

55772 Russia and the Near East in Modern Times  
A study, using pro-seminar methods, of the importance of Russia and the Near East in modern times with special reference to such problems as political, social and economic development; influence upon western civilization and culture; periods of expansion and conquest, religious, aesthetic and philosophic contributions and history, governmental and constitutional development.

55775 Studies in Tudor English History 1485-1603  
Analytical studies in the provenance and development of English, constitutional, political, economic and ecclesiastical constitutions from 1485 to 1603, with emphasis on research methods and the writing of history.

55776 Studies in Stuart English History, 1603-1714  
A study of the provenance and development of the social, economic, constitutional, political and ecclesiastical institutions of Britain and the early Empire during the period of Stuart hegemony, 1603-1714.
55790 Seminar in Twentieth Century America  3 credits
55791 Concentration on specific studies within selected areas of the twentieth century. An evaluation of historical evidence will be stressed and conflicting interpretations of events will be evaluated. In alternate years different phases of the course will be emphasized.

55798 Workshop  variable credit
See page 48 for Workshop course description.

55799 Thesis  1-6 credits
See page 48 for Thesis course description.

MATHEMATICS (70)

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by those in the mathematics emphasis.

70703 Fundamental Concepts of Mathematics  3 credits
Designed to acquaint the student with some of the basic concepts and structures of mathematics, ideas of modern mathematics, elementary logic, comparison of classic and modern geometry and development of the basic number systems are considered. Open to experienced elementary and secondary school teachers who have had high school mathematics and who are not specializing in mathematics.

SPECIALIZED COURSES

ALGEBRA

70555 Matrices and Linear Algebra  3 credits
Systems of linear equations, vector spaces, linear dependence, bases, dimension, linear mappings, matrices, determinants, quadratic forms, orthogonal reduction to diagonal form, eigenvalues, geometric applications. Prereq: 70254 or concurrent registration.

70615 Modern Algebra and Number Theory for the Elementary Teacher  3 credits
An introduction to modern algebra with special emphasis on the number systems and algorithms which underlie the mathematics curriculum of the elementary school. Topics include sets, rings, integral domains, rational numbers, complex numbers and polynomials. Students may not receive credit for both 70615 and 70652. Prereq: Consent of instructor.

70617 Theory of Numbers  3 credits
A study of the properties of integers, properties of primes, arithmetic functions, modulo arithmetic. Diophantine equations and quadratic residues. Prereq: 70415/615, or 70452/652, or consent of instructor.

70652 Algebraic Structure of the Number Systems  3 credits
An introduction to abstract algebra with emphasis on the development and study of the number systems of integers, integers mod n, rationals, reals, and complexes. These offer examples of and motivation for the algebraic structures of ring, integral domain, field, polynomial ring, ideal and quotient ring. (Note: Students may not receive credit for both 70415/615 and 70452/652.) Prereq: 70355/70555 or 70255.

70653 Modern Algebra I  3 credits
Topics from linear algebra and an introduction to the theory of groups. Vector spaces, linear transformations, Jordan canonical form, definition and examples of groups, normal subgroups, quotient groups, homomorphisms, permutation groups, and Sylow's theorem. Prereq: 70355/70555 or consent of instructor.
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>70654</td>
<td>Modern Algebra II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Continuation of 70653. Rings, integral domains</td>
<td></td>
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<tr>
<td></td>
<td>and fields motivated by examples of numbers,</td>
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<tr>
<td></td>
<td>polynomials, and matrices. Homomorphisms,</td>
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<td></td>
<td>ideals, quotient rings, unique factorization,</td>
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<td></td>
<td>field extensions, and further topics from</td>
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<td></td>
<td>groups or rings. Prereq: 70453/653 or consent</td>
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<tr>
<td></td>
<td>of instructor.</td>
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<tr>
<td>70753</td>
<td>Abstract Algebra I</td>
<td>3</td>
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<tr>
<td></td>
<td>Selected topics from the theory of groups,</td>
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<tr>
<td></td>
<td>rings, and vector spaces, leading to a detailed</td>
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<tr>
<td></td>
<td>study of fields and polynomials. Algebraic</td>
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<tr>
<td></td>
<td>background for some classical rules and compass</td>
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<tr>
<td></td>
<td>constructions and solution of equations by</td>
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<tr>
<td></td>
<td>radicals. Prereq: A course in modern algebra.</td>
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<tr>
<td>70754</td>
<td>Abstract Algebra II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Continuation of 70753. The structure of groups,</td>
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<tr>
<td></td>
<td>rings, and modules, and an introduction to</td>
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<td></td>
<td>homology theory. Prereq: 70753 or consent of</td>
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<td>instructor.</td>
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**GEOMETRY**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>70616</td>
<td>Geometry for the Elementary Teacher</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the intuitive, informal geometry of</td>
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<td></td>
<td>sets of points in space. Topics include non-</td>
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<td></td>
<td>metric geometry, elementary constructions,</td>
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<td></td>
<td>measurement, coordinates and graphs. Prereq:</td>
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<td>Consent of instructor.</td>
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<tr>
<td>70776</td>
<td>Higher Geometry I</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A survey course in geometry from the standpoint</td>
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<td></td>
<td>of transformations and invariants with</td>
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<td></td>
<td>consideration of topics related to current high</td>
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<td></td>
<td>school geometry, Euclidean and non-Euclidean</td>
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<td></td>
<td>geometry; affine and projective geometries.</td>
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<td></td>
<td>Prereq: An undergraduate course in geometry.</td>
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<tr>
<td>70777</td>
<td>Higher Geometry II</td>
<td>3</td>
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<tr>
<td></td>
<td>A survey course in the foundations of geometry</td>
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<td></td>
<td>from the standpoint of axiom systems. Absolute,</td>
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<td></td>
<td>Euclidean and non-Euclidean geometries. Affine</td>
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<td></td>
<td>and projective geometries. Comparison of</td>
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<td></td>
<td>classical methods with current secondary school</td>
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<td></td>
<td>geometry. Prereq: An undergraduate course in</td>
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<tr>
<td></td>
<td>geometry.</td>
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**ANALYSIS**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>70562</td>
<td>Vector Analysis</td>
<td>3</td>
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<tr>
<td></td>
<td>Development of the fundamental operations of</td>
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<td></td>
<td>vector algebra; gradient, divergence and curl</td>
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<td>operators; Gauss and Stokes theorems; general</td>
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<td></td>
<td>coordinates; with applications to the special</td>
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<td></td>
<td>types of fields found in physics. Prereq: 70255</td>
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<td></td>
<td>and 70355.</td>
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<td>70663</td>
<td>Functions of a Complex Variable I</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the algebra of complex numbers and the</td>
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<td></td>
<td>calculus of the functions of a complex variable.</td>
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<td></td>
<td>Analytic functions, complex integrals, calculus</td>
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<td></td>
<td>of residues, conformal mapping and applications</td>
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<td>are thoroughly studied. Prereq: 70255.</td>
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<tr>
<td>70664</td>
<td>Advanced Calculus I</td>
<td>3</td>
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<tr>
<td></td>
<td>A study of the real number system and functions</td>
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<td>of a real variable as exemplified in continuity,</td>
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<td>differentiation, sequences, series, etc. Prereq:</td>
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<td></td>
<td>70255 and either 70355/555 or consent of</td>
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<td>instructor.</td>
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<tr>
<td>70665</td>
<td>Advanced Calculus II</td>
<td>3</td>
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<tr>
<td></td>
<td>Continuation of 70664; a course in differential</td>
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<td></td>
<td>calculus of functions of several variables,</td>
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<td>multiple and the integrals, theorems of Green,</td>
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<tr>
<td></td>
<td>Galuus and Stokes. Prereq: 70456/664.</td>
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</tbody>
</table>
70762 Functions of a Complex Variable II 3 credits
An introductory study of the complex numbers and analytic functions from the point of view of the secondary school mathematics teacher. Included are complex integrals, calculus of residues, conformal mapping, power series, polynomials and the fundamental theorem of algebra. Prereq: Undergraduate analysis or topology and consent of instructor.

70766 Functions of a Real Variable 3 credits
An introductory course designed to give the student a deeper understanding of the real numbers through a study of set theory, cardinal numbers, and Lebesgue measure and integration on the real line. Prereq: Undergraduate analysis or topology and consent of instructor.

TOPOLOGY

70631 Topology I 3 credits
Point set topology, topological spaces, mappings, connectedness, compactness, separation axioms, metric spaces, complete spaces, product spaces and function spaces. Prereq: 70255 or consent of instructor.

STATISTICS AND PROBABILITY

70641 Probability and Statistics 4 credits
Discrete and continuous random variables, mathematical expectation, discrete and continuous distributions sampling and estimation. Prereq: 70255 or consent of instructor.

70642 Mathematical Statistics 4 credits
Sampling distributions, confidence intervals, hypothesis testing, regression analysis and experimental design. Prereq: 70441/641 and 70355 or consent of instructor.

70744 Experimental Design 3 credits
A discussion of experimental designs such as the randomized block, latin square, and factorial designs, and the analysis of experimental results. Prereq: 70442/642 or consent of instructor.

APPLIED MATHEMATICS

70658 Applied Mathematics Analysis I 3 credits

70659 Applied Mathematical Analysis II 3 credits
Functions of several variables, partial differential equations, complex variable with applications. Prereq: 70458/658.

70671 Numerical Analysis I 3 credits

70672 Numerical Analysis II 3 credits
Algorithmic approach to numerical analysis, methods of iteration, interpolation and approximation applied to numerical differentiation and integration, solutions of nonlinear systems and difference equations. Extensive use of digital computer equipment. Prereq: 70171 and 70255.
COMPUTER SCIENCE

70502 Computer Logic 3 credits
Review of set algebra including mappings and relations. Boolean algebra and propositional logic. Algebraic structures including semigroups and groups. Elements of the theory of directed and undirected graphs. Applications of these structures to various areas of computer science. Prereq: 70171 and 70243 or 70253.

70512 Computer Architecture 3 credits
A study of modern computer systems with emphasis in the areas of logical design and hardware structure. Topics include logical modules, arithmetic units, storage units, data routing, synchronous and asynchronous machines, I/O devices and comparative systems design of computers. Prereq: 70302/502 or consent of instructor.

70516 Introduction to Automata 3 credits
A study of finite state machines, graphical and tabular descriptions equivalence, variant forms of cascade decomposition, lossless machines, bilateral analysis procedures, regular expressions, and sequential iterative systems. Prereq: 70302/502 or consent of instructor.

70542 Information Structures (Data Structure Analysis) 3 credits
The course deals with several types of data structures: Stacks, deques, queues, various linked lists and trees. A survey of available list processing languages will also be studied. Prereq: 70271 or consent of instructor.

70565 Linear Programming 3 credits

70571 Computational Models and Problem Solving 3 credits
A study of computer applications in a wide variety of fields including the biological, behavioral and physical sciences. Topics include simulation of random and nonrandom processes, and shortest paths problems. Prereq: 70171 and 70253 or 70243.

70583 Artificial Intelligence 3 credits
A study of machine translation of languages, semantics, relevance and structure, storage of global information, the memory model and deductive question answering system. Prereq: 70342/542.

70594 Information Storage and Retrieval 3 credits
A study of information analysis dictionary construction, dictionary operations, retrieval models, retrieval process, retrieval languages and evaluation of computer based retrieval systems. Prereq: 70342/542.

70601 Advanced Computer Programming 3 credits
Higher level languages such as PL/I, APL, BASIC, SNOBOL, and advanced features of FORTRAN will be studied. Emphasis will be on programming rather than theory for those languages which are available. Prerequisite: 70271 or consent of instructor.

70612 Computer Organization and System Programming 3 credits
A study of general computer system organization, zero, one, two and three address machines, macro generation, subroutine linkage, assembler, loader compiler and multiprogramming techniques. Assembly language is used extensively to write system programs. Prereq: 70271 or consent of instructor.
70622 Computer Application for Social and Behavior Sciences 3 credits
A study of algorithms and problems solving techniques using computer programming methods. FORTRAN IV AND PL/I will be studied in this course. Prereq: Consent of instructor.

70624 Operating Systems 3 credits
A survey of operating systems including hardware devices, data communications, file handling, job scheduling, resource allocation and system design. Prereq: 70412/612 with 70342/542 strongly recommended.

70634 Compiler Construction (Compiler Techniques) 3 credits
A study of types of translators, canonical parsing algorithms, XPL language, syntax directed, compiler-compiler, self-compiling compiler and table driven compiler. Prereq: 70412/612 or consent of instructor.

70675 Computer Sorting Theory 3 credits
A study of theoretical and practical aspects of computer sorting, operator implementation, search, merge, polyphase disk and drum sort. Prereq: 70412/612 or consent of instructor.

MATHMATICS MISCELLANEOUS

70575 Development of Mathematics 3 credits
A study of the development of mathematical notation and ideas from prehistoric times to the present, with special emphasis being placed on elementary mathematics through the calculus. The development and historic background of the new math will be included. Prereq: Consent of instructor.

70580 Patterns of Problem Solving 3 credits
A course to prepare students to apply simultaneously various mathematical methods in solving problems, including those of an interdisciplinary nature. Examines the process of problem solving and the mathematical tools of logic and set theory, computers and probability. Models and modeling with a detailed study of several kinds of models. This course does not apply toward a mathematics major or minor or a computer science minor. Prereq: One math course beyond 70141 or consent of instructor.

70585 Foundations of Mathematics 3 credits
A rigorous examination of methods and ideas underlying modern mathematics. Topics include logic and the language of mathematics; a brief history of mathematics; the axiomatics method; set theory; open, closed and connected sets; relations and functions; countability; the continuum hypothesis. Prereq: 70254 or consent of instructor.

70690 Workshop
See page 51 for Workshop course description.

70694 Seminar
2 credits
A study of selected topics supplementary to the usual curriculum and useful for further work in mathematics. Prereq: Consent of instructor.

70696 Special Studies 1-3 credits
A course which is not regularly in the curriculum but which is offered when there is enough interest in some special topic of mathematics. Prereq: Consent of the instructor.

70700 Individual Studies
1-3 credits
See page 48 for Individual Studies course description.
SCHOOL OF GRADUATE STUDIES

70701 The Modern School Mathematics Curriculum 3 credits
35701 A survey of selected school mathematics curriculum development projects, topics in comparative mathematics education and selected topics in on-going research in mathematics education. Prereq: Consent of instructor.

70797-I Institute variable credit
70798 Workshop variable credit
See page 48 for Workshop course description.
70799 Thesis Research 1-6 credits
See page 48 for Thesis course description.

PHILOSOPHY (76)

76690 Workshop Variable credit
See page 51 Workshop course description.
76701 Great Issues in Western Philosophy 3 credits
A study of major philosophical works and problems from ancient to contemporary times. These works will be used to probe basic and relevant issues such as the nature and methods of knowing, thinking, proving arguments, and deciding. In addition, students will criticize and clarify key concepts and assumptions of at least one other discipline, thus gaining basic competence in one or more of the following: Philosophy of history, philosophical psychology, philosophy of art, philosophy of science.

PHYSICS (82)

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by those in the physics emphasis.

82702 Physical Science 3 credits
An in-depth examination of certain developments in physical science principles and their impact on man's thought and way of life. Open to experienced elementary and secondary school teachers who have had an introductory course in physical science.

SPECIALIZED COURSES

82600 History and Philosophy of Physics 3 credits
A consideration of major developments in the history of physics with special emphasis on the philosophic content of the concepts spearheading these developments. Movements analyzed will be the Newtonian synthesis and mathematical astronomy, the particular nature of matter, the theory of relativity, modern physics and its ascent into quantum theory. Three one-hour lectures per week. Prereq: One year of general physics or consent of instructor.

82610 Modern Physics I 3 credits
A study of twentieth century physics. Topics covered include relativity, elementary quantum physics, atomic structure, elementary nuclear physics and fundamental particles. Three one-hour lectures per week. Prereq: 82174-82175 or 82162-82163 and 70254.
82611 Modern Physics Laboratory I  
A laboratory course in modern physics. The experiments performed in this course complement the lectures of Modern Physics I. It is recommended that this course be taken concurrently with Modern Physics I. One two-hour laboratory per week. Prereq: 82410 or concurrent registration or consent of instructor.

82612 Modern Physics II  
A continuation of Modern Physics I. Topics covered include statistical mechanics, atomic and molecular spectra, x-ray spectra, physics of the solid state and nuclear physics. Three one-hour lectures per week. Prereq: 82410.

82613 Modern Physics Laboratory II  
A laboratory course in modern physics. The experiments performed in this course complement the lectures of Modern Physics II. It is recommended that this course be taken concurrently with Modern Physics II. One two-hour laboratory per week. Prereq: 82412 or concurrent registration or consent of instructor.

82630 Astronomy for Teachers  
An individualized course intended for teachers with limited astronomy background. Subject matter covered will depend on the needs and interests of the student. Each student does an experimental or observational project which is presented at the end of the course as a paper in a seminar. May not count toward physics major or minor. Prereq: Enrollment in this course is limited to those persons teaching at the K-12 grade levels or consent of the instructor.

82690 Workshop  
See page 51 for Workshop course description.

82696 Special Studies  
A study of special topics in physics for students of senior or graduate standing. Prereq: Consent of the instructor.

82700 Individual Studies  
See page 48 for Individual Studies course description.

82797-I Institute  
variable credit

82798 Workshop  
variable credit

POLITICAL SCIENCE (85)

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by those in the political science emphasis.

85701 Foundations of Politics  
A general introduction to the science of politics in all its aspects. The course is concerned with American and European politics as well as international problems.

SPECIALIZED COURSES

85517 The American Legislative Process  
The study of the organization and functioning of legislative bodies, with particular attention to Congress: Functions, membership, committee system, executive-legislative relations, pressure groups, lobbying, and movements for reform.
SCHOOL OF GRADUATE STUDIES

85518 The American Presidency 3 credits
A study of the American Presidency which stresses the nature and extent of Presidential power in the American political system in light of the theory and practice of separation of powers.

85544 State and Local Government 3 credits
A study of modern American state and local governments, their evolution from colonial beginnings, their problems, and their potential. Topics include constitutional revision, the role of governors, legislatures, and courts, forms of urban and rural government, and state-local relations.

85546 Politics in Wisconsin 3 credits
A study of government and politics in Wisconsin. Policy formation and administration at both the state and local levels will be considered, with attention to the main branches of government, political parties, interest groups, functions and services.

85611 Modern Political Thought 3 credits
An introduction to the principal political concepts and ideas of the modern period, including the writings of Machiavelli, Luther, Calvin, Locke, Hobbes, Rousseau, Hegel, Burke and others.

85612 Contemporary Political Thought 3 credits
A study in depth of certain selected topics of contemporary importance, such as the resolution of power conflicts, the theory and practice of non-violence and the existentialist dilemma.

85613 Constitutional Law 3 credits
A study of judicial review, its meaning and nature. The development of constitutional relationships between the national government and the states as well as between the branches of the national government is considered.

85614 The Constitution and Civil Liberties 3 credits
A course focusing on the constitutional development of the rights of individuals and the limitations upon the powers of government, both state and national.

85615 Criminal Justice and the Constitution 3 credits
This course examines the role of the major participants in the criminal justice system—defendants, police, prosecutions, courts, and corrections—and the development of constitutional law regulating their behavior.

85619 The Judicial Process 3 credits
A study of the American judicial system as a part of the larger framework of the political, social and economic systems of the nation. Emphasis will be on topics such as the judicial role, judicial organization and jurisdiction, judicial power and the decisional process rather than legal cases.

85621 Public Personnel Administration 3 credits
A critical study of problems of public personnel, with particular emphasis on the process of recruiting and managing people in the public services.

85622 Some Theories of Political Radicalism 3 credits
The course will examine a variety of radical political positions in contemporary America: Radical views on participatory democracy, alternative governmental structures, the relationship between labor and corporatism, and American Foreign Policy will be some of the subjects studied. Emphasis will be placed on the foundations of radical thought, both historically and philosophically, and on its distinctive differences with American liberal and conservative ideologies.
85646 Politics of the Metropolis
A treatment of social, economic, and political forms, structures, processes, and behavior in metropolitan communities. Ideas concerning the power structure and decision-making process, the role of the citizen, and the complex whole of metropolitan life will be discussed.

85651 Political Parties
A study of the origin, development and contemporary functioning of political parties in the United States; the analysis of elections, and voting behavior and interest groups.

85653 Government and Politics of the Communist World
A comparative study of the Communist political systems with emphasis on the advent of Communist rule, the role of the party, the nature of leadership, the function of ideology and the process of policy making.

85657 American Foreign Policy
An analysis of the forces and institutions involved in the establishment of American foreign policies. Emphasis is placed on the effect of the growth of American power and responsibility on the development of foreign policies.

85660 Government and Politics of Asia
A comparative study of the political structures, institutions and processes of the nations of Asia.

85670 Current Term of the Supreme Court
A course devoted to the discussion and analysis of decisions of the current term of the Supreme Court.

85690 Workshop
See page 51 for Workshop course description.

85692 Internship in Political Science
Study and work with a government unit or in some area of public affairs under the direction of a faculty supervisor. Students will have the opportunity to combine academic learning with practical experience in government and politics. Students may earn a maximum of 12 credits.

85694 Seminar in Public Administration
A study of the complex aspects of administrative organization, behavior and decision making in the area of public policy through the examination of a variety of pertinent cases.

85696 Special Studies
variable credit

85700 Individual Studies
See page 48 for Individual Studies course description.

85711 Scope and Methods of Political Science
Analysis and evaluation of research methods, techniques and material in political science.

85715 Major Concepts in Political Theory
Concentrates on the scientific approach to theory building and examines in detail such concepts as values, system, progress (development), groups, power and self-interest. The logic and genesis of these concepts will be discussed along with the applications and limitations of the models based on them.

85720 Comparative Public Administration
A study of the role of public administration in diverse cultures and national settings, with a particular emphasis on the impact of bureaucratic organization, personnel, administrative
control and the decision-making process on the formulation and execution of public policy.

85751 Comparative Political Parties 3 credits
A systematic and analytical study of modern political parties and party systems around the world with the purpose of gaining greater understanding of their organization, membership, leadership, functions, methods operation and bases of electoral support.

85756 International Organization 3 credits
Designed to acquaint the student with the objectives of international organizations for maintaining international peace and security. Three aspects are considered: Peaceful settlement of disputes, regulation of armament and enforcement measures.

85757 Seminar in Foreign Policy 3 credits
An intensive study of the machinery and conduct of foreign policies.

85760 Comparative Politics 3 credits
An advanced course that examines approaches and methods in comparative analysis, types of political systems and topics of comparison.

85767 Seminar in Developing Nations 3 credits
An intensive study of concepts and theories related to the problems of developing states.

85798 Workshop variable credit
See page 48 for Workshop course description.

85799 Thesis 1-6 credits
See page 48 for Thesis course description.

PSYCHOLOGY (88)

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by psychology majors.

8841 Individual Differences 3 credits
A presentation of psychological research findings regarding race, sex, age and social class differences in terms of intelligence, school achievement, personality and other measure dimensions of human behavior and abilities.

GENERAL PSYCHOLOGY COURSES.

88545 Behavior Disorders 3 credits
A study of behavior pathology with particular consideration of the inception, development, and maintenance of inappropriate modes of behavior, especially those classified as psychoneurotic, psychotic and characterological disorders.

88608 Community Psychology 3 credits
An introduction to community psychology presents some of the basic concepts, problems, and techniques which currently describe the field. Topics include developmental processes, conceptual models, understanding the community, methodology, and training programs of community psychology. Prereq: Graduate standing.

88624 Human Learning 3 credits
Emphasis on the variables affecting the acquisition of verbal processes and concepts. The role of organizational factors is stressed. Classical S-R and mediational paradigms are evaluated in relation to transfer effects. Methods in assessing long term and short term
extension as well as theory concerning these processes are described. Prereq: 88217 or 88303 or equivalent with consent of instructor.

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>88625</td>
<td>Studies in Creativity and Giftedness</td>
<td>3</td>
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<tr>
<td>36625</td>
<td>A survey of the definitions and measures of creativity and intellectual pursuits, extraordinary products, and an examination of the genetic, environmental and social factors that develop and maintain gifted humans.</td>
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<tr>
<td>88630</td>
<td>Studies in Infancy and Early Childhood</td>
<td>3</td>
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<td>Discussion and critical evaluation of the current information concerning the emotional, social, and intellectual variables which affect the pre-school child. Prereq: 88301 or equivalent course.</td>
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<tr>
<td>88635</td>
<td>Maturity and Old Age</td>
<td>3</td>
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<td></td>
<td>A review and analysis of the various types of adjustment associated with changes in physical, social, and psychological conditions as a person reaches the later adult years.</td>
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<tr>
<td>88646</td>
<td>Introduction to Clinical Psychology</td>
<td>3</td>
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<td>A survey course designed to acquaint the student with the types of behavior, personality problems with which the clinical psychologist deals, the use of diagnostic methods including projective techniques, and provides an orientation to the various methods of psychotherapy. Prereq: 88304 or 88345, or consent of instructor.</td>
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<tr>
<td>88651</td>
<td>Interpersonal Relations and Social Interactions</td>
<td>3</td>
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<td>Theory, research and exercises in interpersonal perception, communication, motivation, leadership and problem-solving within groups.</td>
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<tr>
<td>88686</td>
<td>Interview and Psychotherapy Techniques</td>
<td>3</td>
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<td>A review of the literature on interview techniques as a method of assessment and as a method of helping. Students will observe and discuss demonstrations conducted by faculty members. In addition, students will conduct role-play, tape, and analyze interviews themselves. Prereq: 88304 or 88345 or consent of instructor. Formerly 88796.</td>
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<tr>
<td>88689</td>
<td>Family Therapy</td>
<td>3</td>
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<td>Concepts, theories, and research in family therapy will be reviewed. Students will role play family problems and treatment skills. This course in no way qualifies a student to practice family therapy, for which an internship and/or clinical placement, and graduate degree are necessary. Prereq: 88345 or permission of instructor.</td>
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<tr>
<td>88690</td>
<td>Workshop</td>
<td>Variable credit</td>
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<td>See page 51 for Workshop course description.</td>
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<tr>
<td>88691</td>
<td>History and Systems of Psychology</td>
<td>3</td>
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<td></td>
<td>An overview of major psychological theories and theoretical issues, with historical perspective. Designed to assist the advanced student in organizing and integrating his knowledge of factual content in psychology and to complete a strong foundation for graduate study. Lectures, discussion, oral reports, term papers. Prereq: 9 credits in psychology.</td>
<td></td>
</tr>
<tr>
<td>88694</td>
<td>Seminar in Social Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Designed to inquire in depth into the substance and applications of social psychology through focusing on such topics as international behavior causes and effects of racism, the social psychology of political behavior, etc. Issues focused on will vary from semester to semester. Prereq: 88355 and 91355.</td>
<td></td>
</tr>
<tr>
<td>88696</td>
<td>Special Studies</td>
<td>Variable credit</td>
</tr>
<tr>
<td></td>
<td>A seminar in which students and staff members study and discuss contemporary problems in areas of psychology determined by mutual interest. May be repeated with permission of department. Prereq: 12 psychology credits or consent of the instructor.</td>
<td></td>
</tr>
</tbody>
</table>
88700 Individual Studies 1-3 credits
See page 48 for Individual Studies course description.

88711 Pro-Seminar Psychology as a Social Science 3 credits
An intensive review of psychology as a social science. Topics include psychometrics, learning, development, personality, social, abnormal, counseling, and clinical psychology. Sections of the course may be passed separately by prior examination. Prereq: Consent of department.

88731 Seminar in Child Psychology 3 credits
A review of historical trends and recent developments in theory and research and their relation to applied child psychology. Prereq: 88215 and 88331 or equivalencies with consent of instructor.

88732 Seminar in Adolescence 3 credits
Approaches to the study of adolescence, research methods, maturation, identity, problems of adjustment, evaluation and treatment. Prereq: 88215 or 88332 or equivalencies with consent of instructor.

88735 Differential Diagnosis of Developmental Disabilities 3 credits
Developmental study and assessment of pre-school and school-age children, with an emphasis on differential diagnosis of the multi-handicapped child. One hour of lecture and four hours of laboratory; two hours of the four of laboratory to be arranged by instructor and student. Class enrollment limit: 10. Prereq: 15 hours of psychology and consent of instructor.

88794 Theories of Personality 3 credits
A critical analysis of the major personality theories. Psychoanalytic, socially oriented and self-actualization theories will be covered. Prereq: 88304 or equivalent with consent of instructor.

88795 Theories of Psychotherapy 3 credits
An intensive study of the major principles and approaches to psychological theory. Designed as a foundation course in preparation for practicum training in psychological therapy. Prereq: 88746 or 88794 or consent of instructor.

88798b Workshop variable credit
See page 48 for Workshop course description.

SPECIALIZED COURSES

88615 Research Design I 3 credits
Includes a careful study of some of the more frequently used methods for evaluating research. The content will include a review of chi squares, t-tests and correlation, trends, analysis, analysis of variance and covariance and other methods will be studied. Prereq: 88215 or equivalent with consent of instructor.

88640 Psychological Tests and Measurements 3 credits
A study of selected principles of psychological measurement with emphasis upon mental ability tests, nature of intelligence, the Stanford-Binet Intelligence Scale, the Wechsler Scales, tests for special purposes, certain selected group tests of mental ability, interest and personality, achievement, adaptive, and nondiscriminatory assessment. Prereq: 88215.

88644 Behavior Modification I 3 credits
A survey of the concepts used in psychological programs using behavior modification approaches. Emphasis will be on observable academic and other problem behavior rather
than hypothetical constructs. Prereq: 6 credits in psychology including 88217 or 88303, or equivalent with consent of instructor.

88645 Behavior Modification II 3 credits
A practicum course which requires each student to work directly with children exhibiting a variety of problem behaviors. Each student will work with a minimum of one child, dealing with academic and behavioral problems in a school setting. Programs will be developed, implemented, and completed under the close supervision of the instructor. Class enrollment limit 10. Prereq: 88444/644 or consent of instructor.

88687 Graduate Field Experience and Community Mental Health 6-12 credits
Practical experience in a community agency or institution providing community mental health services. Training and supervision of the students will be shared by members of the Psychology department and by qualified community mental health psychologists. Prereq: One year of course work in the graduate school psychology program.

88745 Individual Intelligence Testing 3 credits
Nature of intelligence and basic characteristics of mental ability tests. An intensive study of the Stanford-Binet and Wechsler Scales with a particular emphasis on practice in administration, scoring, subtest groupings and analysis on the Stanford-Binet, functions and interpretations of Wechsler subtests, style and content of psychological report writing, and nondiscriminatory assessment. Prereq: 88615 and 33628 or 88640.

88746 Psychopathology 3 credits
Review and analysis of research literature and theory in the area of child and adolescent behavior deviation. Prereq: 88345/545 or equivalent with consent of instructor.

88786 Interview and Psychotherapy Techniques - Child 3 credits
A review of theory and research in the area of children in school, with major emphasis on the therapeutic intervention and remediation skills applied in a school setting. Students will be managing actual cases in a school setting. They will be assigned school cases so that they can develop individual and group procedures in child psychotherapy needed as a school psychologist. Their skills practice will be guided by the theories and models developed in class. Prereq: 88746 or concurrent enrollment in 88746, or consent of instructor.

88787 Interview and Psychotherapy Techniques - Adolescent 3 credits
A review of the theory and research in the area of adolescents in school, with the major emphasis on the therapeutic intervention and remediation skills applied in a school setting. Students will manage actual cases in a school setting. They will be assigned school cases so that they can develop the individual and group skills in adolescent psychotherapy needed as a school psychologist. Their skills practice will be guided by the theories and models developed in class. Prereq: 88746 or concurrent enrollment or consent of instructor.

88793 Assessment of Personality 3 credits
Objective, projective and subjective models of personality assessment are emphasized. A systems assessment approach that considers adaptive, visual-motor, conative, cognitive, social, and emotional components of personality are stressed. The individual case approach is utilized, and students receive supervised evaluation regarding application of assessment procedures. Non-discriminatory theory and techniques necessary for assessment are reviewed. Prereq: 88745 or concurrent enrollment in 88745.

88797 Supervised Clinical Practicum I 6 credits
A two and one-half hour weekly seminar includes school psychological services involving the role, issues, ethics, laws and regulations pertaining to school psychology. Two days in a public school setting are required along with a minimum of one hour of supervision of the field placement experience. Prereq: 88745 and 88793.
88798a Supervised Clinical Practicum II 6 credits
The weekly seminar considers recent and innovative developments in school psychology, application of the consultant role in the form of an in-service program for school psychologists in the field, and other significant issues for a practicing school psychologist. Prereq: 88797.

88799 Thesis Research 1-6 credits
Guided investigation of an approved thesis topic. Student may receive credit for research activities planned in conjunction with his adviser and leading to the completion of a master's degree.

RELIGIOUS STUDIES (89)

89503 Eastern Religious Thought 3 credits
A study of the dominant patterns of religious thought from India, China, and Japan in relation to their personal satisfaction and social integration capabilities.

89551 Religion in American Culture 3 credits
An examination of the significant role played by religion in American society from colonial times to the present in historical and cultural perspectives.

89690 Workshop  variable credit
See page 51 for workshop course description.

89711 World Religions 3 credits
The origins, beliefs, practices and development of six major world religions: Hinduism, Buddhism, Confucianism, Judaism, Christianity, and Islam.

SOCIAL WELFARE (92)

92544 Human Behavior and the Social Environment 3 credits
This course is designed to provide the student majoring in Social Welfare with an understanding of the normal processes of sequential physical, emotional, and socio-cultural development through the life span. It will provide the student with an orientation to professional practice to better recognize and understand common stresses and crises affecting normal development and maturity (e.g. child neglect/abuse, emotional disturbance delinquency, alcoholism, divorce) as related to social work practice. Prereq: 92232.

92690 Workshop  variable credit
See page 51 for Workshop course description.

92694 Seminar in Social Work Methods 3 credits
Examination of change strategies applicable to social work covering interviewing, diagnosis, various therapy approaches, social action, research and planning. Prereq: 92332-Social Welfare Methods or consent of instructor.

92696 Special Studies  variable credit

92700 Individual Studies 1-3 credits
See page 48 for Individual Studies course description.

92798 Workshop  variable credit
See page 48 for Workshop course description.
SOCIOLoGY (91) - ANTHROPOLOGY (15)

SPECIALIZED COURSES

ANTHROPOLOGY (15)

15522 Indians of Meso- and South America 3 credits
Description and analysis of representative Indian peoples of Meso- and South America. The archaeological and historical backgrounds of contemporary indigenous societies will be considered. Prereq: 91110 or consent of instructor.

15524 Peoples of the Pacific 3 credits
Surveys the indigenous peoples and cultures of Pacific Island societies. The survey will include discussions of technological, social, and ideational patterns among the ethnic groups of the area. The origins and historical relationships of Islanders will also be considered. Prereq: 91110 or consent of instructor.

15529 Political Anthropology 3 credits
Political organization in pre-industrialized societies of varying degrees of complexity. Law and the maintenance of order; corporate groups; ideology. The relations of political to other institutions of society. The nature of political change. Prereq: 91110 or consent of instructor.

15620 Culture and Personality* 3 credits
An interdisciplinary course dealing with questions of mutual interest to psychologists and anthropologists. Cross-cultural approaches to personality formation, measurement, description of personality characteristics of groups. Character attributes of peoples from selected societies throughout the world. Stress and mental disorders. Relationship of personality, culture, and social change. Prereq: 91140 or consent of instructor.

SOCIOLOGY (91)

LIBERAL ARTS FOUNDATION COURSE

The liberal arts foundation course listed below is not to be enrolled in by students in the sociology emphasis.

91711 American Social Institutions 3 credits
An analysis of the role, structure, and functions of American social institutions as frameworks for human interaction. Emphasis will be given to the relationship between institutional rearrangements, class structure and individual action.

Courses identified with an asterisk (*) are courses specifically recommended to students in the Elementary Education and Reading programs. However, these courses offer significant background information for all public school teachers.

SPECIALIZED COURSES

91500 Intermediate Sociology 3 credits
An introduction, at the intermediate level, to the fundamental concepts and perspectives drawn from classical and contemporary sociology. Emphasis is placed upon the major areas of the discipline: Social organization, deviance and social control, population and urban studies, socialization and social psychology, methods of research and theory. This course is designed to provide the student with a thorough working knowledge of sociology.
91554 History of Social Thought 3 credits
Acquaints the student with the development of the main currents of social thought, with the reciprocal influences of social thought and overt societal behavior systems.

91555 Social Psychology* 3 credits
An examination of the process and results of human interaction with an emphasis on attitudes and attitude change, society and personality, inter-group relations and processes of socialization.

91562 Population Dynamics* 3 credits
A study of the development of world population and the social significance of different population sizes and growth rates; emphasis on the social determinants of fertility, mortality, and migration.

91570 Juvenile Delinquency* 3 credits
A study of the incidence of delinquency, theories and findings regarding causation and the policies designed for treatment and prevention.

91580 Bureaucracy and Democracy 3 credits
An examination of the growth and role of organizations in society with specific attention to American society.

91651 Social Stratification and Social Inequality* 3 credits
An analysis of the causes, consequences, and remedies of inequalities in power, income, wealth, authority, ethnic and social status.

91655 Sociology of the Family* 3 credits
A sociological analysis of the family, its historical development in structure and in function. Attention given to aid the student to understand contemporary social aspects of the family in a changing social milieu.

91659 Sociology of Minorities 3 credits
A course to acquaint the student with the historical and contemporary sociology of minority groups. Attention given to social and individual aspects of minorities, including changing societal concepts regarding societal reaction to minorities.

91675 Contemporary Sociological Theory 3 credits
An advanced area approach to the study of contemporary sociological theory, giving emphasis to the major assumptions, concepts, propositions and methodology.

91676 Methods of Social Research 3 credits
To acquaint the student with research methods in sociology and social science; the foundation of sociology in science, the role of theory in research, construction of research design, sampling, data gathering techniques and analysis and interpretation of data.

91677 Data Collection and Analysis 3 credits
Student designed group research projects will be conducted concurrently with the presentation of related class lectures and reading material. Students are expected to work in four or five person groups to formulate a research problem, collect data and perform analysis under the close supervision of the instructor.

91690 Workshop variable credit
See page 51 for Workshop course description.

91696 Special Studies variable credit

91700 Individual Studies 1-3 credits
See page 48 for Individual Studies course description.
91755 The Family in Cultural Perspective 3 credits
A cross-cultural analysis of the family, with emphasis on change, development and theoretical considerations as related to our own society. (Students who have taken 91655 should not enroll in this course without the consent of the instructor.)

91771 Advanced Studies in Inter-Group Relations 3 credits
Advanced studies in aspects of social interaction as it relates to social groups. Attention to contemporary situations with emphasis on relationships, status, leadership, social power bureaucracy and both formal and informal organization.

91772 Theories of Society 3 credits
A critical analysis of elements of systematic theories looking toward the functional application of theory to contemporary research and social systems.

91776 Crime, Delinquency and Correction 3 credits
Designed to relate the discipline of sociology to the study of various causative factors, treatment, prevention and control of crime and delinquency.

91797-I Institute variable credit

91798 Workshop variable credit
See page 48 for Workshop course description.

91799 Thesis 1-6 credits
See page 48 for Thesis course description.
ADMINISTRATION

The Board of Regents of the University of Wisconsin System

<table>
<thead>
<tr>
<th>Name</th>
<th>City</th>
<th>Term Ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy M. Barkla</td>
<td>River Falls</td>
<td>1980</td>
</tr>
<tr>
<td>David E. Beckwith</td>
<td>Milwaukee</td>
<td>1984</td>
</tr>
<tr>
<td>Arthur DeBardeleben</td>
<td>Park Falls</td>
<td>1981</td>
</tr>
<tr>
<td>Joyce M. Erdman</td>
<td>Madison</td>
<td>1982</td>
</tr>
<tr>
<td>Ody J. Fish</td>
<td>Hartland</td>
<td>1978</td>
</tr>
<tr>
<td>Marilyn Fitzgerald</td>
<td>Platteville</td>
<td>1983</td>
</tr>
<tr>
<td>M. William Gerrard</td>
<td>LaCrosse</td>
<td>1982</td>
</tr>
<tr>
<td>Herbert J. Grover</td>
<td>Niagara</td>
<td>1983</td>
</tr>
<tr>
<td>Edward E. Hales (President)</td>
<td>Racine</td>
<td>1979</td>
</tr>
<tr>
<td>C. Philip Johnson</td>
<td>Darien</td>
<td>ex officio</td>
</tr>
<tr>
<td>John M. Lavine</td>
<td>Chippewa Falls</td>
<td>1979</td>
</tr>
<tr>
<td>Ben R. Lawton</td>
<td>Marshfield</td>
<td>1984</td>
</tr>
<tr>
<td>Bertram N. McNamara</td>
<td>Milwaukee</td>
<td>1980</td>
</tr>
<tr>
<td>Milton E. Neshek (Vice President)</td>
<td>Elkhorn</td>
<td>1978</td>
</tr>
<tr>
<td>Barbara Thompson</td>
<td>Madison</td>
<td>ex officio</td>
</tr>
<tr>
<td>Mary M. Walter</td>
<td>Baileys Harbor</td>
<td>1981</td>
</tr>
<tr>
<td>Joseph S. Holt</td>
<td></td>
<td>Secretary &amp; Trust Officer</td>
</tr>
</tbody>
</table>

University of Wisconsin System Administration

President...............................Edwin Young
Senior Vice President..................Donald K. Smith
Vice President and Controller.........Reuben Lorenz
Vice President of General Services...Robert Winter
The University of Wisconsin-Whitewater Campus Administration

Office of the Chancellor
Chancellor: James R. Connor
Assistant to the Chancellor: Jeffrey Baum
Assistant Vice Chancellor for Planning and Analysis: Patrick Monahan
Director of Computer Services: Lyle Hunter
Director of Information Services: Mary Mills
Director of Intercollegiate Athletics-Men: Forrest Perkins
Director of Intercollegiate Athletics-Women: Martha van Steenderen
Director of University Relations: Wallace Zastrow

Office of the Vice Chancellor and Dean of Faculties
Vice Chancellor and Dean of Faculties: Edwin Speir, Jr.
Associate Dean of Faculties: Fannie F. Hicklin
Assistant Vice Chancellor for Academic Support Services and Program Development: Timothy Knowles
Dean of College of The Arts: Raymond Light
Dean of College of Business and Economics: Joseph Domitrov
Dean of College of Education: Lewis Stoneking
Dean of College of Letters and Sciences: Everett Fulton
Dean of School of Graduate Studies: Arthur G. McGraw
Dean of Continuing Education and Outreach: Thomas McLeRoy
Executive Director of Learning Resources: Don Tolliver
Executive Director of Student Administrative Services: John Prentice
Director of Admissions: Irv Madsen
Registrar: George Lehner
Executive Director of Academic Standards and Institutional Relations: W. George Patten

Office of the Assistant Chancellor for Student Affairs and Dean of Student Life
Assistant Chancellor for Student Affairs and Dean of Student Life: David Markee
Assistant to the Assistant Chancellor for Student Affairs: Janet Taub
Associate Dean of Student Life and Coordinator of Counseling Program: Keith Lohman
Director of Counseling Center: Thomas Bolduc
Director of Financial Aids: Gerald Buhrow
Director of Health Services: Jeanne Griffith, M.D.
Director of Housing: Jerry Gorby
Director of Placement Services: Richard Bailey
Director of Rehabilitation-Education Services: John Truesdale
Director of University Center: Stephen Summers

Office of the Assistant Chancellor for Administrative Services
Assistant Chancellor for Administrative Services: James Colney
Assistant to the Assistant Chancellor for Administrative Services: Dale Brock
Executive Director of Business Services: Dean Wolf
Director of Campus Police: Harold Robinson
Director of Facilities Management: Willie Myers
Director of Personnel: Mark Rehrauer
Director of Physical Plant: Russell Bledsoe
THE GRADUATE FACULTY 1977-78

GEORGE R. ADAMS (1966), Professor of English, Ph.D., University of Oklahoma
JANET A. ANDERSON (1969), Professor of Art, Ph.D., University of Wisconsin
PEGGY A. ANDERSON (1965), Professor of Management, Ph.D., University of Illinois
WILLIAM O. BALDWIN (1962), Professor of Geography/Geology, Ph.D., University of Illinois
ASIT K. BANERJEE (1977), Assistant Professor of Marketing, Ph.D., University of Wisconsin-Madison
PETER R. BARRY (1984), Associate Professor of History, Ph.D., University of Wisconsin-Madison
HARISH C. BATRA (1971), Associate Professor of Finance and Business Law, Ph.D., University of Illinois
JOHN V. BATTRAM (1964), Professor of Learning Resources, Ph.D., Michigan State University
Marilyn F. BAXTER (1975), Assistant Professor of Theatre, Ph.D., University of Wisconsin-Madison
RAMA K. BHARADWAJ (1972), Assistant Professor, Student Affairs, Ph.D., University of Illinois
ASHOK BHARGAVA (1970), Associate Professor of Economics, Ph.D., University of Wisconsin-Madison
CLARENCE A. BLACK (1964), Professor of Accounting, Ph.D., University of Missouri
WINSON G. BLANKENSHIP (1964), Professor of Library Science, Ed.D., Oklahoma State University
ELIZABETH BLUMBERG (1967), Assistant Professor of Art, M.F.A., University of Wisconsin-Madison
M. JANETTE BOHI (1959), Professor of History, Ph.D., University of Illinois
THOMAS E. BOLDUC (1964), Professor of Psychology, Ph.D., Pennsylvania State University
KARL BORGESON (1970), Assistant Professor of Art, M.F.A., University of Minnesota
GLEN M. BOWEN (1964), Professor of Finance and Business Law, J.D., University of Iowa
CHARLES W. BRADY (1961), Professor of Biology, Ph.D., University of Wisconsin-Madison
JERRY E. BRAMBLETT (1973), Associate Professor of Music, Ph.D., Columbia University
DALE E. BROCK (1963), Professor, Administrative Services, Ed.D., Indiana University
CAROL BROCKER (1972), Assistant Professor of Social Welfare, Ph.D., University of Wisconsin-Madison
WILLIAM L. BRUNCKHORST (1967), Assistant Professor of Biology, Ed.D., University of Mississippi
ROBERT N. BURROWS (1965), Professor of English, Ph.D., University of Pennsylvania
ADRIANA B. BUSOT (1965), Associate Professor of Foreign Languages, Doctor en Filosofia y Letras, University de Havana
ALDO BUSOT (1965), Professor of Foreign Languages, Doctor en Derecho, University of Havana
WILLIAM L. CARTER (1967), Distinguished Professor of Mathematics, Ph.D., Ohio State University
JACK L. CASSINGHAM (1967), Associate Professor of Music, D.M.A., University of Missouri
WILLIAM CHEVRETTE (1973), Assistant Professor of Communication, Ph.D., University of Denver
CHARLOTTE A. CHRISTNER (1965), Professor of Psychology, Ph.D., Ohio State University
M. CORINNE CLARK (1966), Professor of Health, Physical Education and Recreation, P.Ed.D., Indiana University
JAMES W. CLINTON (1977), Assistant Professor of Management, Ph.D., St. Louis University
JAMES W. COLLEY (1975), Assistant Chancellor for Administrative Services, Ed.D., Teachers College, Columbia University
JAMES R. CONNOR (1974), Chancellor and Professor of History, Ph.D., University of Wisconsin-Madison
ROGER D. COPPENBARGER (1961), Professor of Music, D.M.A., University of Missouri
CHARLES COTTLE (1972), Assistant Professor of Political Science, Ph.D., Kent State University
LAWRENCE J. CRONE (1962), Associate Professor of Biology, Ph.D., Rutgers University
FRANCES M. CULBERTSON (1968), Professor of Psychology, Ph.D., University of Michigan
JOHN A. CUMMINGS (1961), Professor of Biology, Ed.D., University of Northern Colorado
LARRY W. DAVIE (1968), Associate Professor of Mathematics, Ph.D., University of Missouri
CLIFFORD J. DENIS (1964), Professor of Biology, Ph.D., University of Wisconsin-Madison
RONALD D. DIETMERS (1965), Professor of Mathematics, Ph.D., University of Michigan
HENRY A. DREW (1952), Professor of History, Ph.D., University of Wisconsin
DANIEL D. DIPIAZZA (1964), Professor of Political Science, Ph.D., University of Missouri
JOSEPH S. DOROTHY (1976), Professor of Economics, Ph.D., Southern Illinois University
MARGARET M. DONOVAN (1961), Professor of History, Ph.D., University of Wisconsin-Madison
R. NEIL DOROTHY (1968), Associate Professor of Business Education, and Office Administration, Ph.D., University of Wisconsin-Madison
EDWARD J. DREXLER (1964), Associate Professor of Chemistry, Ph.D., Wayne State University
CLAYTON A. DROUILLARD (1955), Professor of Mathematics, Ed.D., University of Colorado
MARGARET DURAY (1977), Assistant Professor of Educational Foundations and Counselor Education, Ph.D., Indiana State University
ROLAND E. DURETTE (1964), Professor of Foreign Languages, Ph.D., Florida State University
MARY E. EMMER (1976), Assistant Professor of Elementary Education, Ph.D., University of Iowa
RONALD E. ELLIS (1966), Associate Professor of English, Ph.D., University of Michigan
MARTIN ENGER (1969), Associate Professor of Mathematics, Ph.D., Stanford University
J. HOMER ENGLISH (1965), Professor of Health, Physical Education and Recreation, Ed.D., University of Northern Colorado
FRANK FERRANO, JR. (1968), Associate Professor of Music, Ed.D., Teachers College, Columbia University
HOWARD G. FIELDS (1966), Professor of Elementary Education, Ed.D., University of South Dakota
JAMES H. FISCHER (1959), Professor of Accounting, Ph.D., University of Wisconsin-Madison
CARROLL F. FLANAGAN (1946), Professor of Mathematics, Ph.D., University of Wisconsin-Madison
DAVID J. FLECKENSTEIN (1964), Associate Professor of Management, Ph.D., University of Wisconsin-Madison
BRUCE P. FLOOD (1967), Assistant Professor of History, Ph.D., University of Colorado
MERLE N. FOLSTAD (1968), Assistant Professor of Biology, Ph.D., University of Minnesota
EDWIN L. FOOG, JR. (1960), Professor of Music, Ph.D., University of Kansas
WALTER F. FORBUS (1956), Professor of Educational Foundations and Counselor Education, Ph.D., University of Wisconsin-Madison
KARL E. FRAEDERIC (1968), Professor of Accounting, Ph.D., University of Wisconsin-Madison
DANIEL J. FRANKS (1973), Associate Professor of Special Education, Ph.D., University of Missouri
EVERETT P. FULTON (1966), Professor of Religious Studies, Ph.D., State University of Iowa
SCHOOL OF GRADUATE STUDIES

CARL J. GANSEY (1963), Associate Professor of Business Education and Office Administration, Ph.D., University of Wisconsin-Madison
RICHARD T. GARRIGAN (1972), Associate Professor of Finance and Business Law, Ph.D., University of Wisconsin-Madison
JACOB H. GERLACH (1968), Associate Professor of Mathematics, Ph.D., University of Wisconsin-Madison
MARY ANNE GERLACH (1968), Lecturer in Mathematics, Ph.D., University of Wisconsin-Madison
JOHN M. GIBBENS (1961), Professor of Economics, Ph.D., Iowa State University
PETE J. GILBERT (1966), Assistant Professor of English, Ph.D., University of Wisconsin-Madison
YEZDI M. GODWALLA (1977), Assistant Professor of Management, Ph.D., University of Wisconsin-Madison
DAVID S. GOODMAN (1964), Professor of Business Education and Office Administration, Ed.D., University of Pittsburgh
IZA R. GOROFF (1977), Assistant Professor of Management, Ph.D., University of Pennsylvania
GEORGE H. GRAY (1968), Professor of School Business Management, Ph.D., University of Wisconsin-Madison
CHARLES GREENE (1976), Associate Professor of Sociology, Ph.D., Cornell University
H. GAYLON GREENHILL (1962), Professor of Political Science, Ph.D., University of Illinois
JOSEPHINE A. GREER (1966), Professor of English, Ed.D., Colorado State University
WILLIAM L. GREER (1966), Professor of Sociology/Anthropology, Ed.D., Colorado State University
EDNA P. GRINSTEAD (1991), Professor of Business Education and Office Administration, Ed.D., New York University
LORRAINE H. GROSS (1966), Professor of Theatre, Ph.D., Michigan State University
WILLARD L. GROSS (1968), Associate Professor of Biology, Ph.D., Michigan State University
THOMAS S. GROTELEUSCHEN (1965), Associate Professor of Elementary Education, Ph.D., University of Wisconsin-Madison
GEORGE B. HAFER (1969), Associate Professor of Communication, Ph.D., University of Illinois
HANS R. HAHN (1967), Professor of Special Education, Ed.D., University of Illinois
KENNETH M. HAMMER (1966), Professor of Economics, Ph.D., South Dakota State University
RICHARD C. HANEY (1968), Associate Professor of History, Ph.D., University of Wisconsin-Madison
MAXINE HANSEN (1968), Professor of Elementary Education, Ph.D., State University of Iowa
LAWRENCE HARRISON (1966), Associate Professor of Art, M.F.A., Texas Christian University
ROBERT D. HEIDORN (1968), Associate Professor of Political Science, Ph.D., University of Illinois
RUSSELL D. HELWIG (1965), Associate Professor of Physics, Ph.D., University of Wisconsin-Milwaukee
CREIGHTON HERBERT (1967), Professor of Educational Foundations and Counseling Education, Ph.D., University of Wisconsin-Madison
RONALD HERING (1977), Lecturer in Educational Foundations and Counseling Education, Ph.D., University of Wisconsin-Madison
BARBARA R. HERLIHY (1977), Assistant Professor of Educational Foundations and Counseling Education, Ph.D., Northwestern University
MARVIN HERSKO (1965), Professor of Psychology, Ph.D., University of Illinois
PERNELL H. HEWING (1971), Assistant Professor of Business Education and Office Administration, Ph.D., University of Wisconsin-Madison
FANNIE E. HICKLIN (1964), Professor of Theatre, Ph.D., University of Wisconsin-Madison
IRENE E. HILL (1967), Associate Professor of Elementary Education, Ed.D., Northern Illinois University
NOEL A. HULMENHAUG (1964), Associate Professor of Physics, Ed.D., Indiana University
FREDERICK C. HOFFMANN (1967), Associate Professor of Safety Education, Ph.D., Michigan State University
MARY M. O. HOSLER (1967), Professor of Business Education and Office Administration, Ph.D., University of Wisconsin-Madison
H. HUANG (1968), Professor of Psychology, Ph.D., University of Texas
JOHN R. HUNTER (1968), Professor of Music, Ed.D., North Texas State University
ERNELLA S. HUNZIKER (1963), Professor of Elementary Education, Ed.D., Columbia University
MARILYN A. HUTCHINSON (1975), Assistant Professor of Educational Foundations and Counseling Education, Ph.D., Purdue University
HOWARD G. INGLEFIELD (1966), Professor of Music, Ph.D., Ohio State University
RUSSELL E. JACOBSON (1976), Associate Professor of Management, Ph.D., University of Massachusetts
ROBERT L. JENNINGS (1966), Professor of Music, Ph.D., Michigan State University
WILLIAM F. JOHNSTON (1962), Associate Professor of Mathematics, Ph.D., University of Wisconsin-Madison
WILLIAM R. JOHNSTON (1967), Professor of Elementary Education, Ed.D., University of Toledo
RICHARD D. KELLEY (1966), Associate Professor of Psychology, Ph.D., University of Nevada
Kirk Y. KIM (1969), Associate Professor of Economics, Ph.D., University of Utah
CHARLES R. KING (1960), Professor of Secondary Education, Ed.D., Montana State University
GARY B. KLATT (1967), Professor of Mathematics, Ph.D., University of Wisconsin-Madison
ARNO K. KLEEMANHAESEN (1968), Professor of Marketing, Ph.D., University of Wisconsin-Madison
EDWIN KLEIN (1976), Assistant Professor of Mathematics, Ph.D., Northwestern University
HADLEY KLUG (1970), Assistant Professor of Sociology/Anthropology, Ph.D., South Dakota State University
JACK L. KNUSEL (1965), Professor of Economics, Ph.D., University of Colorado
MAYBELLE N. KOHL (1977), Visiting Professor of Accounting, Ph.D., Columbia University
ALFRED S. KOLMOS (1966), Professor of Educational Foundations and Counseling Education, Ed.D., University of Wisconsin-Madison
JOHN F. KOZLOWSKI (1968), Associate Professor of Political Science, Ph.D., University of Arizona
MOLLY P. KRIVAL (1971), Associate Professor of Communication, Ph.D., University of Wisconsin-Madison
AGATE KROUSE (1963), Professor of English, Ph.D., University of Wisconsin-Madison
HARRY S. KROUSE (1962), Associate Professor of English, Ph.D., University of Wisconsin-Madison
EUGENE P. KRUCHOSKI (1965), Professor of Health, Physical Education and Recreation, Ph.D., State University of Iowa
LILLIAN I. LAHTI (1966), Associate Professor of Secondary Education, Ph.D., University of Illinois
JEROME K. LAURENT (1965), Associate Professor of Economics, Ph.D., Indiana University
PAUL W. LAURITZEN (1964), Professor of Special Education, Ph.D., State University of Iowa
DONALD G. LEESER (1966), Professor of Marketing, Ph.D., University of Washington
NANCY LEWIS (1967), Assistant Professor of English, Ph.D., University of Wisconsin-Madison
GARRY LIVESTER (1975), Assistant Professor of Special Education, Ed.D., Teachers College, Columbia University
THOMAS P. ROTHROCK (1975), Assistant Professor of Economics, Ph.D., University of Missouri
ROBERT L. ROTHWEILER (1966), Professor of Political Science, Ph.D., Washington University
W. DANIEL SABLE (1966), Assistant Professor of Biology, Ph.D., Iowa State University
RICHARD SALEM (1975), Instructor of Sociology/Anthropology, Ph.D., Ohio State University
NORMA SALINAS (1976), Assistant Professor of Social Welfare, M.S.W., University of Michigan
KENNETH D. SALZWEDEL (1962), Associate Professor of Psychology, Ph.D., University of Wisconsin-Madison
ROBERT SAUERESSIG (1965), Associate Professor of Management, Ph.D., University of Wisconsin-Madison
I. W. SCHAFFER (1947), Professor of Educational Foundations and Counselor Education, Ph.D., Northwestern University
DALE H. SCHRINGER (1964), Professor of Management, D.B.A., Indiana University
RUTH A. SCHAUER (1964), Professor of English, Ph.D., University of Wisconsin-Madison
ROBERT F. SCHISSEL (1968), Professor of Educational Foundations and Counselor Education, Ed.D., University of Nebraska
RICHARD J. SCHLAER (1965), Associate Professor of Psychology, Ph.D., University of Wisconsin-Madison
DOROTHY SCHUMM (1967), Assistant Professor of Elementary Education, Ph.D., University of Wisconsin-Madison
JAMES S. SCHLACH (1965), Professor of Biology, Ph.D., University of Wisconsin-Madison
JACK F. SCHROD (1967), Professor of Art, Ph.D., Ohio University
VERNON A. SCHUMACHER (1963), Professor of Elementary Education, Ph.D., State University of Iowa
FRANCIS L. SEDERHOLM (1961), Professor of Theatre, Ph.D., State University of Iowa
GEORGE H. SEEGER (1964), Professor of Biology, Ed.D., University of Georgia
AELI F. SENTZ (1966), Associate Professor of History, Ph.D., University of Missouri
CARL W. SHINNERS (1965), Professor of Physics, Ph.D., Louisiana State University
WILLIAM F. SIEBELS (1982), Professor of Music, D.M.A., University of Michigan
DONALD H. SILVA (1964), Professor of Economics, Ph.D., University of Michigan
LLOYD SINCLAIR (1975), Lecturer in Social Welfare, M.S.S.W., University of Wisconsin-Madison
S. GALEN SMITH (1965), Professor of Biology, Ph.D., University of California
BRUNHILDE W. SOMMER (1966), Professor of Educational Foundations and Counselor Education, Ph.D., University of Michigan
RALPH H. SONG (1968), Associate Professor of Psychology, Ph.D. St. John's University
DONALD SORENSEN (1976), Assistant Professor of Finance and Business Law, Ph.D., University of Wisconsin-Madison
EDNA C. SORBER (1959), Professor of Communication, Ph.D., University of Wisconsin-Madison
EDWIN G. SPEIER, Jr. (1975), Vice Chancellor for Academic Affairs, Professor of Economics, Ph.D., University of Denver
RICHARD C. SPIEGEL (1969), Assistant Professor of Philosophy, Ph.D., University of Cincinnati
DALE F. STEHNO (1964), Associate Professor of Educational Foundations and Counselor Education, Ed.D., University of Wisconsin-Madison
FRANK D. STEKEL (1965), Professor of Physics, Ed.D., Indiana University
LEANNE STEVENSON (1966), Associate Professor of Art, M.F.A., Art Institute of Chicago
LUTHER R. STONECIPHER (1966), Professor of Physics, Ed.D., Indiana University
LEWIS W. STONEKING (1972), Professor of Elementary Education, Ed.D., Indiana University
DAVID M. STONEMAN (1956), Professor of Mathematics, Ph.D., University of Wisconsin-Madison
NORMAN STONE (1965), Assistant Professor of Physics, Ph.D., University of Wisconsin-Madison
STEPHEN H. SUMMERS (1967), Assistant Professor, Student Affairs, Ph.D., University of Wisconsin-Madison
ROBERT C. SUMMER (1962), Assistant Professor of Sociology/Anthropology, Ph.D., University of Wisconsin-Madison
CAROLYN W. SYLVESTER (1966), Associate Professor of English, Ph.D., University of Wisconsin-Madison
MAX TAYLOR (1962), Professor of Art, M.F.A., DePauw University
GEORGE TESAR (1970), Associate Professor of Marketing, Ph.D., University of Wisconsin-Madison
WARREN S. THEUNE (1965), Professor of Secondary Education, Ed.D., Michigan State University
NORMAN W. THIES (1957), Professor of Secondary Education, Ed.D., University of North Dakota
SHARON W. TIFFANY (1972), Assistant Professor of Sociology/Anthropology, Ph.D., University of California
WALTER W. TIFFANY (1971), Associate Professor of Sociology/Anthropology, Ph.D., University of California
JAMES E. TOWNNESS (1962), Professor of Health, Physical Education and Recreation, H.S.D., Indiana University
DON L. TOLLIVER (1974), Associate Professor of Learning Resources, Ph.D., Purdue University
PATRICIA A. TOWNSSEND (1966), Professor of Communication, Ph.D., University of Wisconsin-Madison
JACK W. TRAVIS (1966), Associate Professor of Geography/Geology, Ph.D., Michigan State University
HUGO G. TSCHARNACK (1965), Assistant Professor of Physics, Doctor de l'Universite ( Mention: Sciences), Faculte des Sciences d'Orsay, Universite de Paris
ROBERT J. ULRICH (1965), Professor of Educational Foundations and Counselor Education, Ph.D., University of Wisconsin-Madison
M. HOPE UNDERWOOD (1966), Professor of Educational Foundations and Counselor Education, Ph.D., University of Chicago
ROBERT M. UNDERWOOD (1968), Professor of Geography/Geology, Ed.D., University of Northern Colorado
KATHRYN E. UTZ (1953), Professor of English, Ph.D., Ohio State University
JAMES A. VAN DE BOGART (1968), Associate Professor of Finance and Business Law, J.D., University of Wisconsin-Madison
LEONARD J. VARAH (1960), Professor of Secondary Education, Ph.D., Michigan State University
CHARLES B. VARNEY (1963), Professor of Geography/Geology, Ph.D., Clark University
BERNARD V. VERRILL (1968), Associate Professor of Psychology, Ph.D., University of Houston
EDWARD D. VITALE (1968), Assistant Professor of Marketing, Ph.D., University of Iowa
DONALD J. VEILLER (1966), Associate Professor of Geography/Geology, Ph.D., University of Illinois
KATHRYN E. VONDERAU (1965), Associate Professor of Health, Physical Education and Recreation, Ph.D., University of Iowa
RONALD R. WANGERIN (1965), Professor of Health, Physical Education and Recreation, Ph.D., University of Michigan
ROY WEATHERWAX (1976), Assistant Professor of Accounting, Ph.D., University of Wisconsin-Madison
ROBERT K. WEBB (1966), Professor of Music, Ed.D., University of Illinois
SAM R. WELTY (1970), Assistant Professor of Secondary Education, Ph.D., Florida State University
JAMES WENKLE (1967), Associate Professor of Art, M.F.A., University of Kansas
**THE GRADUATE COUNCIL 1977-78**

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**STUDENT REPRESENTATIVES**

| College of The Arts                            | Donald Deal |
| College of Business and Economics              | Betty Burwitz |
| College of Education                           | Alan Floor  |
| College of Letters and Sciences                 | Ann Eggebeen |
THE GRADUATE SCHOOL STANDING COMMITTEE FOR COORDINATION AND PLANNING

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<td>Linda Kachel</td>
<td>Dale Scharinger</td>
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<td>Harish Batra</td>
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<td>Thomas Grotelueschen</td>
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<td>Garry Libster</td>
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<td>Merlin Manley</td>
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<td>Letters and Sciences</td>
<td>Deborah Jaeger</td>
<td>Arthur Madson, Chairperson</td>
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THE GRADUATE LIBRARY COMMITTEE

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Student Representative: William Goodman 1978
Faculty Representatives: Paul Miller 1980
Kathryn Utz 1979
Mary L. Efner 1978

SECRETARY OF THE GRADUATE FACULTY

Geri Black Permanent

The University of Wisconsin—Whitewater is committed to equal opportunity for all persons regardless of age, sex, race, color, national origin, creed, affiliation or handicap in its educational programs, activities and employment policies. This is in compliance with Title IX and Section 504 of the Rehabilitation Act of 1973 (as amended). Refer inquiries to the Affirmative Action Officer, 800 W. Main St., Whitewater, WI 53190.
THE CONSTITUTION OF THE GRADUATE FACULTY
UNIVERSITY OF WISCONSIN-WHITEWATER
(Revised and Approved by the Graduate Faculty on 10/21/76)

Recognizing the need for an effective system of procedure, the members of the Graduate Faculty as now constituted do affirm and declare the following Constitution.

ARTICLE I—Name

This organization is named the Graduate Faculty of the University of Wisconsin-Whitewater.

ARTICLE II—Object

The purposes of this organization are to formulate and to administer programs of graduate study as authorized by the Legislature of the State of Wisconsin and the Board of Regents of the University of Wisconsin System. Such activity includes the establishment of local graduate study and the participation in the state-wide policy.

ARTICLE III—Membership

Section 1: Membership is limited to the Chancellor of the University and to those members of the administrative staff and faculty who are qualified, as defined in Section 2 of this article.

Section 2: Persons are "qualified" who (1) have an earned doctorate or other degree considered terminal by that professional area, and (2) have shown an interest by departmental certification that the individual has either taught a graduate course during the past 18 months, or is currently teaching a graduate course, or is a member of the Graduate Council, or is a member of a committee of the Graduate School, or is a member of a college graduate studies committee, or has attended the last annual spring meeting of the Graduate Faculty. Departments are to certify their graduate teaching faculty by the end of the first week of each semester.

Individuals not meeting the above may be considered for election to the Graduate Faculty by petition, recommendation of department and/or college Graduate Studies Committee, and vote of the Graduate Council.

Section 3: Persons transacting graduate affairs within a department must be members of the Graduate Faculty as defined in this article.

In order for a person not possessing Graduate Faculty qualifications to teach a specific course during a specific term, the Graduate Faculty of the department must approve. The person for whom the exception is made shall not be granted membership on the Graduate Faculty by this action. Appropriate documentation will be forwarded to the Graduate Dean and the Graduate Council for review each semester prior to timetable submission.

ARTICLE IV—Meetings

Section 1: The Chancellor of the University, as ex-officio Chairperson, may preside over meetings of the Graduate Faculty and perform all other executive duties, or may designate the Dean of the School of Graduate Studies Chairperson in any or all of these functions.

Section 2: The Secretary shall be elected annually by the Graduate Faculty without regard to the nominee's membership in the Graduate Faculty.

Section 3: All members of committees are to be elected at the regular annual meeting and are to assume their duties at the beginning of the fall semester, except as indicated in the Bylaws (Article II "Committees") pertaining to certain specific committees.

Section 4: Meetings shall be called by the Chairperson or his/her appointee when business warrants an assembly. However, at least one meeting must be called each spring semester. The Secretary must notify each member in writing a week before the meeting.

Section 5: A special meeting of the Graduate Faculty can be called by a petition of 10 graduate faculty or a request of the Graduate Faculty of a department, or by resolution adopted at a Graduate Faculty meeting. Special meetings must meet the notification requirements as specified in Section 4 of this Article.

Section 6: A quorum shall consist of 20 per cent of the membership.

ARTICLE V—Amendment

Section 1: Any committee or member may propose an amendment to the Constitution. The proposed amendment shall be read at a meeting of the Graduate Faculty and each member shall be given a written copy. The motion to adopt shall be in order, but at least one week must elapse between initiation and ratification.

At the next meeting of the Graduate Faculty, the motion to amend shall become the first order of business and may itself be subject to minor amendment.

Section 2: An amendment is adopted by a two-thirds majority of those present in secret ballot.
ARTICLE VI—Ratification

This Constitution shall be ratified when approved by the Chancellor of the University and by two-thirds of those present and voting, provided a quorum of the Graduate Faculty, as now constituted, is present.

BYLAWS

ARTICLE I—Rules of Order

Section 1: All business shall be conducted according to Robert’s Rules of Order unless otherwise specified in the Constitution and its Bylaws.

Section 2: The method of voting shall be at the discretion of the Chairperson unless otherwise herein specified or unless a division or a roll call be demanded by a member. A majority vote of a quorum shall determine the official actions of the assembly.

Section 3: All committees of the Graduate Faculty shall report to the Graduate Faculty. A minority report, if one exists, must be heard before a motion to adopt the committee’s report is in order.

Section 4: All committee reports requiring a vote by the Graduate Faculty shall be presented in the form of a written motion at least one week prior to its presentation in meeting.

ARTICLE II—Committees

Section 1: The Graduate Council shall be composed of one Graduate Faculty member from each department offering a graduate course. The representative shall be chosen by ballot by the Graduate Faculty members of that department. In addition, the Vice Chancellor and Dean of Faculties and the Dean of the School of Graduate Studies shall be ex-officio members.

The terms of office shall be three years, one-third of the membership to be elected every year.

The duties of the Graduate Council shall be to study and take final action in areas of curriculum, state planning of graduate study, administration, and executive action. This is not to include constitutional amendments or changes of the Bylaws.

All actions of the Graduate Council are subject to review and change by the Graduate Faculty.

Section 2: The Library Committee shall be composed of three members nominated and elected by the Graduate Faculty; the Executive Director of Learning Resources shall be a member ex-officio. The terms shall be three years, one new member being elected every year.

The duties of this committee shall be to determine policy in library affairs relating to graduate programs, to encourage a rapid expansion of library facilities to support graduate study, and to serve in other matters concerning the development of the library as it pertains to the graduate school.

Section 3: Special committees may be appointed by the Dean of the School of Graduate Studies, with or without recommendation by the Graduate Faculty, to study a specific problem and to report to the Graduate Faculty or the appropriate graduate committee within a set period. Upon completion of the report, the committee ceases to exist unless otherwise directed.

Section 4: All standing committees shall organize early in the fall semester, review their functions, and—if they so desire—recommend change of function at their first regular meeting of the semester. The organizational session shall be called by the chairperson of the preceding year’s committee, if that chairperson is not available, the member reading first alphabetically shall act as temporary chairperson, call the meeting, and preside over the election of permanent officers.

Section 5: Colleges may form graduate studies committees to study and act on graduate matters prior to submission to the Graduate Council. The formation of these committees and their method and scope of operation shall be determined by the respective colleges except that they may not deny the right of an individual department or Graduate Faculty member to bring matters directly to the Graduate Council.

Section 6: The Graduate School Standing Committee for Coordination and Planning will act as a coordinating, planning and "overseeing" committee. It is charged with reviewing and coordinating new graduate degree program proposals, assessing immediate and changing needs, and recommending audit and phase-out of programs. Within the existing framework, it may also make recommendations on the development of new degree programs.

It shall report to the Graduate Council and its recommendations are subject to the action of the Graduate Council. The Committee is to have three representatives from each college. These representatives are to be chosen by the rules established by the particular college. The term of office shall be three years, one-third of the membership to be elected every year.

APPROVED:

James R. Connor, Chancellor

UW-Whitewater

DATE: October 29, 1976
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